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Media Literacy and Rhetorical Analysis with Advertisements

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Media Literacy and Rhetorical Analysis with Advertisements

Grade Level: 7

Subject/Topic Area(s): Advanced Contemporary Literacy/Media Literacy

Designed By: Ellen Mitchell

Time Frame: 4-5 weeks

School District: Northeast ISD

School: Jackson Middle School

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Brief Summary of Unit (Including curricular context and unit goals):

In this unit, students use the media literacy inquiry process of analyzing advertisements for educational and real life purposes. By the end of the unit, student should be able to recognize and identify how media messages use specific techniques to target audiences to gain profit or power. Media literacy is used to build critical analysis skills and develop conscious consumers of products and ideas. This unit falls in the middle of the seventh grade year after students have practiced media literacy through studies of propaganda, news analysis, and rhetorical analysis of famous speeches. Throughout the unit, students will analyze print advertisements, commercials, and public service announcements using the 5 key concepts and questions of media literacy as a means of developing an awareness of the influence of media on their own decision making. For the performance task, students will analyze a major media campaign and create an alternate advertisement that fits into the campaign through the use of similar technical elements, but targets an opposite audience than previously targeted in the real ad campaign. Students will explain their analysis of the existing campaign as well as their technical process in a frame of media literacy concepts and rhetorical analysis. Media Literacy resources for teachers can be found at this free website: www.medialit.org

Thoughts, Actions & Consequences: related to Media Literacy

Stage 1 – Desired Results		
<p><i>Established Goals</i></p> <p>7th grade ELAR TEKS</p> <p>Figure 19 (B) (D)</p> <p>(8) Reading/Comprehension of Literary Text/Sensory Language.</p> <p>(11) Reading/Comprehension of Informational Text/Persuasive. (A) (B)</p> <p>12 (B) Explain the function of the graphical components of a text.</p> <p>(13) Reading/Media Literacy. (A) (B) (C) (D)</p> <p>(18) Writing/Persuasive Texts: (A) (B)</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Life-long process of evaluating the intent of messages in media and make informed decisions as consumers of ideas and products.</p> <p>Create own advertisement to persuade decision making & actions of a specific target audience.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ○ Authors have a bias based on their background and intent. ○ Media can promote values, lifestyles, and points of view. ○ Creators of media use techniques to attract & persuade audiences. ○ Most media messages are organized to gain profit and/or power. ○ Various forms of media, as well as our previously studied speeches, contain ethos, pathos & logos. ○ That blind consumerism is dangerous. ○ One can use media literacy as a consumer OR as a career. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ○ Why is it important to see the connections between thought, action, and consequences? ○ Why is the ability to think for oneself crucial in decision-making? ○ Why is it risky not to consider the consequences of one’s decisions? ○ When should a person begin making decisions for himself/herself? ○ What should one be aware of as an audience of media messages?
	Acquisition	
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ○ Rhetorical devices: ethos, pathos & logos ○ Target audiences & ways to market to them ○ Technical elements of print advertisements & commercials ○ Career possibilities using media literacy and creation skills 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ○ Recognize bias and POV in media ○ Interpret author’s intent based on the techniques used ○ Identify target audience ○ Use research central and digital notes ○ Create an advertisement with a specific purpose and marketed to a target audience. 	

M	<p><u>Day 3</u></p> <p>-analyze advertising techniques (target audience, 5 Qs) using website: http://pbskids.org/dontbuyit/advertisingtricks/</p> <p>-introduce technical advertisement elements (notes & practice)</p> <p>-discuss consequences of advertising on decisions (EQs)</p>	
A	<p><u>Day 4</u></p> <p>-read “Ad Claims” as eye opener to techniques used to create persuasive attention grabbing ads (won’t necessarily use these in own ads; will use propaganda instead)</p>	4. Close reading and analysis of a text
M	<p><u>Day 5</u></p> <p>-Discuss Journals and open discussion up to Essential Questions</p> <p>-review ad techniques & propaganda techniques</p>	
A	<p>-show clips from 13 going on 30 with two different pitches for magazine re-design- one gothic one preppy</p>	6. Analysis of 5 media concepts & identification of target audience with justification
M	<p><u>Day 6</u></p> <p>-student stations pouring over advertisements (print and commercial) to: Answer 5 Qs on 2 ads & ID-target audience & techniques</p>	
M	<p>-Exit ticket: EQ: What should one be aware of as an audience of media messages?</p> <p><u>Homework</u> (due in one week)</p>	HW-Identify ad techniques & target audience
M	<p>-interactive HW- Guardian and student watch a TV show of student’s choice and of an adult’s choice and compare and contrast the commercials shown during each (identify ad techniques used(what caught your attention), & how you can tell the target audience is different)</p>	
A	<p><u>Day 7</u></p> <p>-career day about marketing, advertising, & journalism</p>	8.
M	<p><u>Day 8</u></p> <p>-quiz: advertisement techniques & appealing to a target audience</p>	Explain/describe/demonstrate ad techniques, and how they’re used differently to appeal to different audiences
M	<p>- practice making advertisements & slogans for an imaginary product or invention</p>	
A	<p><u>Day 9</u></p> <p>- Socratic Circle on “Do Racy Ads Aimed at Teens Cross a Line”</p>	
M	<p><u>Day 10</u></p> <p>-gender in advertising (bias, targeting audiences, etc) (Read: Act Ladylike and Be a Man.)</p>	11. Demonstrate understanding of the consequences of media influences on your decision making
M	<p><u>Day 11</u></p> <p>-Common Assessment for district. Students answer EQs with two text references.</p>	
A	<p><u>Day 12</u></p> <p>-connect rhetoric to advertising</p>	12. application of rhetorical analysis to advertisements
M	<p>-practice rhetorical analysis of an ad (instead of a speech)</p>	
M	<p><u>Day 13</u></p> <p>-quiz: connection between media concepts and rhetoric</p>	13. knowledge of rhetoric devices and ad concepts
AMT	<p>-intro performance task (5 days to complete, 3 days to present)</p>	