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Exploring Media [6th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Exploring Media

Grade Level: 6th Grade

Subject/Topic Area(s): English/Media/Advertisements

Designed By: Kathleen Fenske

Time Frame: 2 weeks

School District: Judson Independent School District

School: Woodlake Hills Middle School

School Address and Phone: 6625 Woodlake Parkway/San Antonio, TX 78244
(210) 661-1110

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

In this unit, students will explore media and will focus on how media has different forms based on its purposes, how it can persuade viewers or readers using a variety of elements and tools, and how it reflects a society's values. Students will begin the unit by delving into it with the following questions: What is media? Why do we use different forms of media? Newspapers? Magazines? Internet? Television? Radio? How do effective advertisements hook the consumers? How do we "read" media? Should we believe everything we see and hear? Does media reflect a society or does it shape how a society views itself? What can we learn from media? Through these questions, students will be forced to look at media with a critical eye and become discerning viewers and readers.

Through use of media via television, internet, and magazines, students will analyze media as it is used for advertisements. They will analyze advertisements as a class, in cooperative learning groups, and by themselves. Students will also explore the types of media and the terms associated with media.

The culminating assessment for students will be to create a commercial advertising candy. Each student will create a piece of candy and will write a proposal for a commercial. Then the students will present their proposals to their cooperative learning groups where the group will decide which commercial to use. Students will have a couple of days to work on their drafts of their commercials and to practice performing it. At the end of the week, students will perform their commercials for the class. As a class, students will vote on the most innovative and creative commercial. Students will finish their projects by completing a group-assessment as well as a self-assessment.

Stage 1: Desired Results

Content Standards (TEKS)

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to: (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8); (B) identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (6); (C) distinguish between the speaker's opinion and verifiable fact (4-8); (D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8); (E) compare his/her own perception of a spoken message with the perception of others (6-8); and (F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).

(22) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to: (A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8); and (C) use media to compare ideas and points of view (4-8).

(23) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to: (C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8); and (D) evaluate how different media forms influence and inform (6-8).

(24) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to: (A) select, organize, or produce visuals to complement and extend meanings (4-8); (B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).

Understandings

Students will understand that...

- Media presents itself in a variety of forms.
- Media uses a variety of elements and tools for different purposes.
- Media can be manipulated to obscure the truth.
- Media reflects the values and ideas of a society.

Essential Questions

- What is media?
- Why do we use different forms of media?
 - Newspapers? Magazines? Internet? Television? Radio?
- How do effective advertisements hook the consumers?
- How do we “read” media? Should we believe everything we see and hear?
- Does media reflect a society or does it shape how a society views itself?
- What can we learn from media?

Knowledge:

Students will know...

- Different types of media
- Different types of media are written/produced for different purposes
- Elements and tools for analyzing media
- Media terms
- Media is a business focused on generating revenue.

Skills:

Students will be able to...

- Analyze, create, question, and discuss media
- Be discerning consumers
- Question sources for their validity and credibility

Stage 2: Assessment Evidence

Performance Task:

- Group Project-Students will individually write a proposal for a commercial on a given topic. This proposal will act as the pre-writing portion of the writing process and will count as an individual grade. Students will then get into cooperative learning groups and pitch their visions to their group members. Each group will choose one proposal, write a rough draft and final draft, and practice performing their commercials. Each group will need to create a visual to add to their commercial. The commercials will be presented to the class.
- Group-Assessment; Self-Assessment; Group Scoring

Other evidence:

- Daily journals
- Chalk talk
- Discovering Language Arts: Viewing (Grades 6-8) notes
- Interactive HW: Media survey
- Media types page
- Media terms page
- Give One, Get One chart
- Exit slips
- OPTIC notes
- Class analysis of advertisements
- Cooperative learning group analysis of advertisements
- HW: Individual analysis of advertisement
- 4 Corners analysis of media survey
- Numbered Heads review
- Media terms test

Stage 3: Learning Activities

Day 1: Journal-If you had to choose to either be able to read, watch television, listen to the radio, or get on the internet, which one would you choose? Explain. Chalk talk-Students will respond to the following questions: **What is media? Why do we use different forms of media? Newspapers? Magazines? Internet? Television? Radio? How do effective advertisements hook the consumers? How do we “read” media? Should you believe everything you see and hear? What can media tell about a society? Does media reflect a society or does it shape how society views itself? What can we learn from media?** Once the chalk talk is finished, have students begin watching the movie Discovering Language Arts: Viewing (Grades 6-8) (1 hour) from klrn.org. Students will watch segments of the movie at different days during the unit. Today, students will watch Segment 9: “Made to Appeal” (5:18 mins) and Segment 8: “What’s On and Who’s Watching” (6:49 mins). Students will write notes on movie. At the end of class, introduce the on-going interactive homework. For the next two weeks, students will document their own and someone else’s interaction with media. This media survey will be due at the end of the unit.

Day 2: Journal-If you could create your own type of column in a newspaper, what would it be? Explain. Have students get out their surveys and check answers. **Explore the following essential questions: What is media? Why do we use different forms of media? Newspapers? Magazines? Internet? Television? Radio?** As a class, complete Give One, Get One on what the students know about media. Use Give One, Get One to lead into the types of media. Present the types of media to students. Have students write notes on types of media and purposes of the different types. Have students watch Segment 3: “Television Genres” (6:40 mins) of Discovering Language Arts: Viewing (Grades 6-8). Have students look at examples. Have students complete an exit slip on the questions “Why do we have different forms of media? What is your favorite type of media? Explain.” Compile answers and share with classes the next day.

Day 3: Journal-Do you think that most newspapers print what's really important, or what will make them sell more newspapers? What about TV news? Explain. Have students get out their surveys and check answers. **Explore the following essential questions: What is media? How do effective advertisements hook the consumers? How do we “read” media? Should you believe everything you see and hear?** Present stylistic techniques in media vocabulary to the students. Have students write notes on the terms. Have students watch Segment 2: “Evaluating Media” (8:02 mins), Segment 6: “Images, Sounds, and Symbols” (5:40 mins), and Segment 7: “Media Watch” (5:03 mins) of Discovering Language Arts: Viewing (Grades 6-8). As a class, have students begin looking at examples of advertisements and commercials. Have students discuss the use of OPTIC as a strategy to analyze media. Have students use OPTIC when analyzing advertisements and commercials. Have students complete an exit slip on the question “Why is it important for us as viewers to question and think about what we watch? Explain.” Compile answers and share with classes the next day.

Day 4: Journal-Do you think that the media is objective? Why or why not? Have students get out their surveys and check answers. **Explore the following essential questions: What is media? How do effective advertisements hook the consumers? How do we “read” media? Should you believe everything you see and hear?** Have students watch Segment 1: “Advertising Images” (4:24 mins) and Segment 4: “Stereotypes in Media” (5:07 mins). Have students watch commercials and look at advertisements from magazines and newspapers. Have students discuss the use of OPTIC as a strategy to analyze media. Have students use OPTIC when analyzing advertisements and commercials. Have students complete an exit slip on the questions “What is one thing you learned today? What is one question you have?” Compile answers and share with classes the next day.

Day 5: Journal-What was the most outlandish commercial or advertisement you have ever seen? Explain. Have students get out their surveys and check answers. **Explore the following essential questions: Does media reflect a society or does it shape how a society views itself? What can we learn from media?** Place students in cooperative learning groups. Have each group analyze the same advertisement using OPTIC. Each student in the group will be responsible for one part of OPTIC and will write his/her response on a post-it. Have each group present to the class. Have each group analyze another advertisement using OPTIC. This time the group is responsible for all five parts of OPTIC. HW: Each student will find and analyze a commercial or advertisement using OPTIC.

Day 6: Journal-How do you feel about censorship? Are there times when the news should be censored? Explain. Have students get out their surveys and check answers. **Explore the following essential questions: Does media reflect a society or does it shape how a society views itself? What can we learn from media?** Have students share the advertisement he/she found with their cooperative learning groups and the class. Have students discuss what good advertisements do and what makes a good advertisement. Introduce the performance assessment (In their same cooperative learning groups, have students create an advertisement for a candy they have created) to the students. Each individual student will write a proposal for the commercial. HW: Have students finish writing proposal.

Day 7: Journal-What is your favorite commercial? Describe it. What was the product being advertised? Explain. Have students get out their surveys and check answers. **Explore the following essential questions: How do effective advertisements hook the consumers? How do we “read” media? Should you believe everything you see and hear?** In cooperative learning groups, each student will pitch his/her proposal to the group. The group will decide on which proposal to use and begin working on commercial. Have students complete an exit slip on the questions “What is one thing that you are worried about? What is one question you have?” Compile answers and share with classes the next day.

Day 8: Journal-Do you watch commercials or do you fast forward through them? Explain. Have students get out their surveys and check answers. **Explore the following essential questions: How do effective advertisements hook the consumers? How do we “read” media? Should you believe everything you see and hear?** Students will have the class period to work on their projects. Have students complete an exit slip on the questions “What do you think is your group’s strengths? What do you think your group needs to work on?” Compile answers and share with classes the next day.

Day 9: Journal-Which is easier to understand, the news on the radio or on the television? Explain. Have students get out their surveys and check answers. **Explore the following essential questions: How do effective advertisements hook the consumers? How do we “read” media? Should you believe everything you see and hear?** Students will have the class period to work on their projects.

Day 10: Journal-Write about a jingle you have heard advertising a product? What were they advertising? How did they advertise it? Explain. Have students get out their surveys and check answers. **Explore the following essential questions: How do effective advertisements hook the consumers? How do we “read” media? Should you believe everything you see and hear?** Students will perform their commercials for the class. Students will vote on the best commercial.

Day 11: Journal-What did you think about the media survey? What did you discover about yourself? About the person you interviewed? Explain. **Explore the following essential question: What is media?** Have students turn in the media survey. Use 4 Corners to analyze results as a class. Have students study for the media terms test by using a Numbered Heads review. HW: Students need to study for the media terms test. Have students complete an exit slip on the questions “How do you feel about the upcoming test? What is one question you have?” Compile answers and share with classes the next day.

Day 12: Journal-No journal. **Explore the following essential question: What is media?** Allow students 10 minutes to study for the media terms test. Have students take the media terms test.

Day 1:

Journal-If you had to choose to either be able to read, watch television, listen to the radio, or get on the internet, which one would you choose? Explain.

Chalk talk Questions:

- What is media?
- Why do we use different forms of media?
 - Newspapers? Magazines? Internet? Television? Radio?
- How do effective advertisements hook the consumers?
- How do we “read” media? Should we believe everything we see and hear?
- Does media reflect a society or does it shape how a society views itself?
- What can we learn from media?

Once the chalk talk is finished, have students begin watching the movie Discovering Language Arts: Viewing (Grades 6-8) (1 hour) from klnr.org. Students will watch segments of the movie at different days during the unit. Today, students will watch Segment 9: “Made to Appeal” (5:18 mins) and Segment 8: “What’s On and Who’s Watching” (6:49 mins). Students will write notes on movie. The following are two notes pages for Discovering Language Arts: Viewing (Grades 6-8). The first one is a completed notes page, while the second is incomplete and meant for the students to use as they are watching the movie.

At the end of class, introduce the on-going interactive homework. For the next two weeks, students will document their own and someone else’s interaction with media. This media survey will be due at the end of the unit.

Name: _____
Period: _____
Date: _____

Discovering Language Arts: Viewing Notes

Segment 9: “Made to Appeal” (5:18)

What do we know about TV shows?

- Made to appeal to specific audiences
- Various techniques make shows appealing

Homework: Think about your favorite television show. What techniques does it use to make the show appealing to you?

Segment 8: “What’s On and Who’s Watching” (6:49)

Target Audience Definition

- Group of people with characteristics and interests in common

Characteristics of Audience

- Age
- Gender

Shared Interest Examples

- Carpentry
- Cooking

What was the target audience for show #1? _____

What was the target audience for show #2? _____

What was the target audience for show #3? _____

Homework: Watch a show on television and think about the target audience. Name some of the common characteristics of this audience.

Segment 3: “Television Genres” (6:40 mins)

TV Show Genres/Types

- Game shows
- Sitcoms
- News shows
- Cartoons
- Reality shows

Which type of show do you like to watch? _____

What is the purpose of cartoons? _____

What is the purpose of reality shows? _____

What is the purpose of the news? _____

Homework: Think about television shows you most often watch. Which genre are they?

Segment 2: “Evaluating Media” (8:02 mins)

To Analyze Visual Media

- Use a critical eye
- Think about the points of view
 - News
 - Documentaries
 - Advertising
 - Other media outlets



How can you tell if a news source is credible? _____



What is a documentary? _____



Homework: Find 3 websites about President Kennedy. Evaluate the points of view.

Segment 6: “Images, Sounds, and Symbols” (5:40 mins)

To Analyze Movies and TV Shows, Think About ...

- Images  imply meaning
- Sounds 

- Costumes  particular time or place
- Setting 

- Music  express a mood
- Lighting 

- Shortcuts ——— time lapse
- Sounds ——— car crash

Homework: Next time you watch a movie or TV show, take notes on what types of symbols, signs, or sounds are used to convey a message.

Segment 7: “Media Watch” (5:03 mins)

To Interpret Visual Media, Think About ...

- Personal experience
- Age
- Expectations

What audience was the show written for (personal experience, age, and expectations)? _____

Homework: Watch one of your favorite TV shows with a friend and discuss the differences in your interpretations.

Segment 1: “Advertising Images” (4:24 mins)

To Understand Images, Think About ...

- Idea or viewpoint
- Interests and desires

Characteristics for People in Advertisements

- Clarity
- Symmetry
- Harmony
- Vivid color

How did advertisers discover what viewers wanted to see? _____

Homework: Watch a commercial marketing a health or beauty product.
How are the advertisers using the images to sell you the product?

Segment 4: “Stereotypes in Media” (5:07 mins)

Stereotypes Definition

- Generalizations about a group of media

How does media show stereotypes? _____

Homework: Name a television show that presents stereotypes. How could the characters in the show be presented differently?

Name: _____

Period: _____

Date: _____

Discovering Language Arts: Viewing Notes

Segment 9: “Made to Appeal” (5:18)

What do we know about TV shows?

-
-

Homework: Think about your favorite television show. What techniques does it use to make the show appealing to you?

Segment 8: “What’s On and Who’s Watching” (6:49)

Target Audience Definition

-

Characteristics of Audience

-
-

Shared Interest Examples

-
-

What was the target audience for show #1? _____

What was the target audience for show #2? _____

What was the target audience for show #3? _____

Homework: Watch a show on television and think about the target audience. Name some of the common characteristics of this audience.

Segment 3: “Television Genres” (6:40 mins)

TV Show Genres/Types

-
-
-
-
-

Which type of show do you like to watch? _____

What is the purpose of cartoons? _____

What is the purpose of reality shows? _____

What is the purpose of the news? _____

Homework: Think about television shows you most often watch. Which genre are they?

Segment 2: “Evaluating Media” (8:02 mins)

To Analyze Visual Media

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-
-
-
-
-

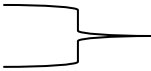
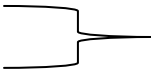



How can you tell if a news source is credible? _____

What is a documentary? _____

Homework: Find 3 websites about President Kennedy. Evaluate the points of view.

Segment 6: “Images, Sounds, and Symbols” (5:40 mins)

To Analyze Movies and TV Shows, Think About ...

- 
- 
- 
- 
- 

Homework: Next time you watch a movie or TV show, take notes on what types of symbols, signs, or sounds are used to convey a message.

Segment 7: “Media Watch” (5:03 mins)

To Interpret Visual Media, Think About ...

-
-
-

What audience was the show written for (personal experience, age, and expectations)? _____

Homework: Watch one of your favorite TV shows with a friend and discuss the differences in your interpretations.

Segment 1: “Advertising Images” (4:24 mins)

To Understand Images, Think About ...

-
-

Characteristics for People in Advertisements

-
-
-
-

How did advertisers discover what viewers wanted to see? _____

Homework: Watch a commercial marketing a health or beauty product.
How are the advertisers using the images to sell you the product?

Segment 4: “Stereotypes in Media” (5:07 mins)

Stereotypes Definition

-

How does media show stereotypes? _____

Homework: Name a television show that presents stereotypes. How could
the characters in the show be presented differently?

Name: _____

Period: _____

Date: _____

Media Survey

	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
How many hours did you spend watching television?											
How many hours did you spend reading the newspaper?											
How many hours did you spend on the Internet?											
How many hours did you spend listening to the radio?											
How many hours did you spend listening to music?											
How many hours did you spend looking through magazines?											
How many hours did you spend looking/watching advertisements?											
Total Hours											

Directions: In order to grasp how media is an important part of everyday life, you are to complete a survey seeing how media affects YOUR life. Each day, you are to fill out the 7 questions for that day. At the end of each day, add all seven boxes together. At the end of the 2 weeks, add all 10 days for each question. We will discuss the results of the survey in class.

Name: _____

Period: _____

Date: _____

Media Survey-Who did you interview? _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
How many hours did you spend watching television?											
How many hours did you spend reading the newspaper?											
How many hours did you spend on the Internet?											
How many hours did you spend watching the news?											
How many hours did you spend looking/watching advertisements?											
How many hours did you spend looking through magazines?											
How many hours did you spend on the computer?											
Total Hours											

Directions: In order to grasp how media is an important part of everyday life, you are to complete a survey seeing how media affects SOMEONE ELSE'S life. You need to choose someone to interview. Remember that this survey is 2 weeks in length and you need to be able to interview him or her each day. Use the same directions on the front for filling out the survey.

Day 2:

Journal-If you could create your own type of column in a newspaper, what would it be? Explain.

Have students get out their surveys and check answers.

Explore the following essential questions: What is media? Why do we use different forms of media? Newspapers? Magazines? Internet? Television? Radio?

As a class, complete Give One, Get One on what the students know about media. Use Give One, Get One to lead into the types of media.

Present the types of media to students. Have students write notes on types of media and purposes of the different types.

Have students watch Segment 3: “Television Genres” (6:40 mins) of Discovering Language Arts: Viewing (Grades 6-8). Have students look at examples.

Have students complete an exit slip on the questions “Why do we have different forms of media? What is your favorite type of media? Explain.” Compile answers and share with classes the next day.

Name: _____

Period: _____

Date: _____

Media and Types of Media

“Give One” (Things you already know)	“Get One” (Any new information)	(Who Gave you the new information?)

Name: _____

Period: _____

Date: _____

Types of Media Notes

Types of Media:

- Film

- Documentaries- _____

- Movies- _____

Purpose of Film- _____

- Television

- News- _____

- Shows- _____

- Advertising- _____

Purpose of Television- _____

- Radio

- News

- Local- _____

- World- _____

- Advertising- _____

- Music- _____

Purpose of Radio- _____

- Print

- Newspapers

- Local-_____

- World-_____

- Magazines-_____

- Different Topics

- News

- Cooking

- Sports

- Journals-_____

- Educational

- Internet-_____

- Advertisements-_____

Purpose of Print-_____

Exit Slips

Why do we have different forms of media? Explain.

What is your favorite type of media? Explain.

Why do we have different forms of media? Explain.

What is your favorite type of media? Explain.

Why do we have different forms of media? Explain.

What is your favorite type of media? Explain.

Day 3:

Journal-Do you think that most newspapers print what's really important, or what will make them sell more newspapers? What about TV news? Explain.

Have students get out their surveys and check answers.

Explore the following essential questions: What is media? How do effective advertisements hook the consumers? How do we “read” media? Should you believe everything you see and hear?

Present stylistic techniques in media vocabulary to the students. Have students write notes on the terms.

Have students watch Segment 2: “Evaluating Media” (8:02 mins), Segment 6: “Images, Sounds, and Symbols” (5:40 mins), and Segment 7: “Media Watch” (5:03 mins) of Discovering Language Arts: Viewing (Grades 6-8).

As a class, have students begin looking at examples of advertisements and commercials.

Have students discuss the use of OPTIC as a strategy to analyze media. Have students use OPTIC when analyzing advertisements and commercials.

Have students complete an exit slip on the question “Why is it important for us as viewers to question and think about what we watch? Explain.” Compile answers and share with classes the next day.

Name: _____

Period: _____

Date: _____

Media Terms

Term	Definition	Picture
1. Point of view/Perspective	-who is telling the story? -1 st person-character tells story from "I" perspective; 2 nd person-omniscient, all-knowing narrator; 3 rd person-limited, narrated from one perspective	
2. Theme	-the overall meaning the author conveys through events and characters' experiences	
3. Mood	-dominant emotion that the reader takes from the story; description, language, and tone contribute to the mood	
4. Symbol	-an object that represents an idea	
5. Argument	-a discussion involving differing points of view; debate	

6. Author's purpose	-why the author created or wrote something; motive	
7. Demographic/Target Audience	-a portion of a population, especially considered as consumers; group of people that advertisers are promoting for	
8. Persuasive techniques:	-used to persuade or convince audience	
9. Mudslinging	-an attempt to discredit one's competitor, opponent, etc., by malicious or scandalous attacks	
10. Rhetoric	-the art or study of using language effectively and persuasively; the art of influencing the thought and conduct of an audience	
11. Repetition	-the act of repeating; repeated action, performance, production, or presentation	

12. Lighting	-the arrangement of lights to achieve particular effects; the way light falls upon a face, object, etc., esp. in a picture	
13. Testimony	-a declaration by a witness under oath, as that given before a court or deliberative body; Evidence in support of a fact or assertion; proof	
14. Credible	-capable of being believed; believable; worthy of belief or confidence; trustworthy	
15. Source	-a book, statement, person, etc., supplying information; a manufacturer or supplier	
16. Propaganda	-information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.	

Other Persuasive Techniques:

Facts vs. Opinions

Graphic Images (text fonts, sizes, and colors)

Body Language

Details

Telling Half-Truths

Asking Questions

Name: _____

Period: _____

Date: _____

OPTIC

O-Overview

- Conduct a brief overview of the visual

P-Parts

- Look at the parts of the visual, the details
- Look at all labels

T-Title

- Read the title to be clear of the subject

I-Interrelationships

- Look for relationships within the visual

C-Conclusion

- Draw a conclusion about the visual as a whole
 - What does the visual mean? What is its purpose?
- Summarize the message in 1-2 sentences

Name: _____
Period: _____
Date: _____

OPTIC

O-Overview

—

P-Parts

—

—

T-Title

—

I-Interrelationships

—

C-Conclusion

—

•

—

Name: _____
Period: _____
Date: _____

OPTIC

O-Overview

P-Parts

T-Title

I-Interrelationships

C-Conclusion

Exit Slips

Why is it important for us as viewers to question and think about what we watch? Explain.

Why is it important for us as viewers to question and think about what we watch? Explain.

Why is it important for us as viewers to question and think about what we watch? Explain.

Day 4:

Journal-Do you think that the media is objective? Why or why not? Have students get out their surveys and check answers.

Explore the following essential questions: What is media? How do effective advertisements hook the consumers? How do we “read” media? Should you believe everything you see and hear?

Have students watch Segment 1: “Advertising Images” (4:24 mins) and Segment 4: “Stereotypes in Media” (5:07 mins).

Have students watch commercials and look at advertisements from magazines and newspapers. Have students discuss the use of OPTIC as a strategy to analyze media. Have students use OPTIC when analyzing advertisements and commercials.

Have students complete an exit slip on the questions “What is one thing you learned today? What is one question you have?” Compile answers and share with classes the next day.

Exit Slips

What is one thing you learned today?

What is one question you have?

What is one thing you learned today?

What is one question you have?

What is one thing you learned today?

What is one question you have?

Day 5: Journal-What was the most outlandish commercial or advertisement you have ever seen? Explain.

Have students get out their surveys and check answers.

Explore the following essential questions: Does media reflect a society or does it shape how a society views itself? What can we learn from media?

Place students in cooperative learning groups. Have each group analyze the same advertisement using OPTIC. Each student in the group will be responsible for one part of OPTIC and will write his/her response on a post-it. Have each group present to the class.

Have each group analyze another advertisement using OPTIC. This time the group is responsible for all five parts of OPTIC.

HW: Each student will find and analyze a commercial or advertisement using OPTIC.

Day 6:

Journal-How do you feel about censorship? Are there times when the news should be censored? Explain.

Have students get out their surveys and check answers.

Explore the following essential questions: Does media reflect a society or does it shape how a society views itself? What can we learn from media?

Have students share the advertisement he/she found with their cooperative learning groups and the class. Have students discuss what good advertisements do and what makes a good advertisement.

Introduce the performance assessment (In their same cooperative learning groups, have students create an advertisement for a candy they have created) to the students. Each individual student will write a proposal for the commercial.

HW: Have students finish writing proposal.

NAME _____ Class Period _____.

Commercial Checklist

In your cooperative learning groups, you will create an advertisement for a candy you have created. You will individually write a proposal for the commercial and then present it to your group. Your group will choose which proposal to use. Your group will write the commercial and perform it for the class.

Pre-Writing

Commercial proposal

Rough Draft

Must advertise your product; be persuasive

Must have dialogue

Must include all group members

Revising & Editing

Re-read your commercial; make sure it makes sense and is on topic

Ask yourself these questions and answer them on your rough draft somewhere.

Is my commercial organized (Organization/Sequence)?

Does my commercial make sense (Ideas)?

Is my commercial convincing? Will people want to buy my product?

Do I include all my group members? Does each group member speak at one point?

Final Copy

Neatly written

Visuals

You may choose your materials and the type of visual to include with your commercial, but you **MUST** include a visual.

Persuasive Techniques

Rhetoric, repetition, lighting, asking questions, convincing details, and great testimonies from a respectable person or source, credible sources, using graphic images (text fonts, sizes, and colors), and body language

What to turn in

Proposals

Rough Draft

Final Copy

Visuals

DUE ON _____, _____!
YOU WILL PRESENT ON _____!

Name: _____

Period: _____

Date: _____

Commercial Proposal

How many people are in your group? _____

Describe your product: _____

What is your commercial? _____

What are the characters in your commercial and who should play them?

What strategies/tools are you using in your commercial? _____

Name: _____

Period: _____

Date: _____

Commercial Rubric

Criteria	No or little achievement	Little or incomplete achievement	Achievement meets requirements	Goes above and beyond requirements
Content 50 points	Has written and performed a commercial with limited mastery of the rules and structure for a commercial.	Has written and performed a commercial that shows some mastery of the rules and structure for a commercial.	Has written and performed a commercial that follows the rules and structure for a commercial.	Has written and performed a commercial that clearly and accurately follows the rules and structure for a commercial.
Persuasive Techniques 15 points	Shows little or no attempt to persuade the audience. Uses little or no persuasive techniques.	Shows some attempt to persuade the audience. Attempts to use persuasive techniques with some mastery.	Persuades the audience and uses persuasive techniques correctly.	Persuades the audience and uses persuasive techniques clearly and accurately.
Visual 15 points	Has no visual, or the visual is constructed poorly and does not add to the commercial's message.	Has a visual that is incomplete and only partially reflects the commercial's message.	Has a visual that is constructed well and reflects the commercial's message.	Has a visual that is constructed well and clearly and deeply reflects the commercial's message.
Creativity 10 points	Shows little attempt at original thought.	Shows some attempt at original thought and personal awareness.	Clearly shows an effort to incorporate original thought into the activity and create a personally meaningful product.	Shows originality and creativity and is meaningful; reveals new insight.
Overall Presentation 10 points	Commercial is disjointed or partially complete; shows little effort. Did not communicate the ideas clearly.	Commercial is complete; shows some effort. Communicated some of the ideas clearly.	Commercial is complete and carefully constructed; conveys genuine interest in topic. Communicated the ideas clearly.	Commercial goes above and beyond performance requirements; leaves lasting impression on self and others. Effectively communicated the ideas in a clear and precise manner.

Name: _____

Period: _____

Date: _____

What did you think of your commercial?

Self-Assessment

I did my share of the work.

I agree.

I disagree.

I don't know.

In my group, I contributed by...

I believe my performance/contribution was...

Excellent

Satisfactory

Needs Work

If I could change my performance/contribution, I would change...

Group Assessment

The people in my group were...

Everyone in my group contributed equally.

I agree.

I disagree.

I don't know.

Our commercial met the requirements.

I agree.

I disagree.

I don't know.

Our performance met the requirements.

I agree.

I disagree.

I don't know.

If you could have chosen one person to not be in your group, who would you have chosen? Explain.

Share any comments you have on your group and your commercial.

What was your favorite commercial?

Group 1

Group 2

Group 3

Group 4

Group 5

Group 6

Group 7

Group 8

Group 9

What was your favorite commercial?

Group 1

Group 2

Group 3

Group 4

Group 5

Group 6

Group 7

Group 8

Group 9

What was your favorite commercial?

Group 1

Group 2

Group 3

Group 4

Group 5

Group 6

Group 7

Group 8

Group 9

Day 7:

Journal-What is your favorite commercial? What was the product being advertised? Explain.

Have students get out their surveys and check answers.

Explore the following essential questions: How do effective advertisements hook the consumers? How do we “read” media? Should you believe everything you see and hear?

In cooperative learning groups, each student will pitch his/her proposal to the group. The group will decide on which proposal to use and begin working on commercial.

Have students complete an exit slip on the questions “What is one thing that you are worried about? What is one question you have?” Compile answers and share with classes the next day.

Exit Slips

What is one thing you are worried about?

What is one question you have?

What is one thing you are worried about?

What is one question you have?

What is one thing you are worried about?

What is one question you have?

Day 8:

Journal-Do you watch commercials or do you fast forward through them? Explain.

Have students get out their surveys and check answers.

Explore the following essential questions: How do effective advertisements hook the consumers? How do we “read” media? Should you believe everything you see and hear?

Students will have the class period to work on their projects.

Have students complete an exit slip on the questions “What do you think is your group’s strengths? What do you think your group needs to work on?” Compile answers and share with classes the next day.

Exit Slips

What do you think is your group's strengths?

What do you think your group needs to work on?

What do you think is your group's strengths?

What do you think your group needs to work on?

What do you think is your group's strengths?

What do you think your group needs to work on?

Day 9:

Journal-Which is easier to understand, the news on the radio or on the television? Explain. Have students get out their surveys and check answers.

Explore the following essential questions: How do effective advertisements hook the consumers? How do we “read” media? Should you believe everything you see and hear?

Students will have the class period to work on their projects.

Day 10:

Journal-Write about a jingle you have heard advertising a product? What were they advertising? How did they advertise it? Explain.

Have students get out their surveys and check answers.

Explore the following essential questions: How do effective advertisements hook the consumers? How do we “read” media? Should you believe everything you see and hear?

Students will present their commercials to the class. Students will vote on the best commercial.

Day 11:

Journal-What did you think about the media survey? What did you discover about yourself? About the person you interviewed? Explain.

Explore the following essential question: What is media?

Have students turn in the media survey. Use 4 Corners to analyze results as a class.

Have students study for the media terms test by using a Numbered Heads review.

Have students complete an exit slip on the questions “How do you feel about the upcoming test? What is one question you have?” Compile answers and share with classes the next day.

HW: Students need to study for the media terms test.

4 Corners Activity

Name: _____

Date: _____

WHAT DO YOU THINK?

Directions: Read the statements below and circle whether you strongly agree, agree, disagree, or strongly disagree with the statement. Remember this is YOUR OPINION! There is NO RIGHT OR WRONG answer!

Example: Media is an important part of everyday life.

I strongly agree! I agree. I disagree. I strongly disagree!

1. Television and radio are my main forms of communication with the world.

I strongly agree! I agree. I disagree. I strongly disagree!

2. I would be lost without media.

I strongly agree! I agree. I disagree. I strongly disagree!

3. Media affects how I view others.

I strongly agree! I agree. I disagree. I strongly disagree!

4 Corners Activity

Name: _____

Date: _____

WHAT DO YOU THINK?

Directions: Read the statements below and circle whether you strongly agree, agree, disagree, or strongly disagree with the statement. Remember this is YOUR OPINION! There is NO RIGHT OR WRONG answer!

Example: Media is an important part of everyday life.

I strongly agree! I agree. I disagree. I strongly disagree!

1. Television and radio are my main forms of communication with the world.

I strongly agree! I agree. I disagree. I strongly disagree!

2. I would be lost without media.

I strongly agree! I agree. I disagree. I strongly disagree!

3. Media affects how I view others.

I strongly agree! I agree. I disagree. I strongly disagree!

Exit Slips

How do you feel about the upcoming test?

What is one question you have?

How do you feel about the upcoming test?

What is one question you have?

How do you feel about the upcoming test?

What is one question you have?

Day 12:

Journal-No journal.

Explore the following essential question: What is media?

Allow students 10 minutes to study for the media terms test.

Have students take the media terms test.

Name: _____

Period: _____

Date: _____

Media Terms Test

Directions: Match the definitions with the words in the word box. Write the letter of the word in the blank next to the definition. PLEASE WRITE IN ALL CAPITAL LETTERS.

- _____ 1. an attempt to discredit one's competitor
- _____ 2. a declaration by a witness under oath
- _____ 3. a discussion involving differing points of view
- _____ 4. who is telling the story?
- _____ 5. why the author created or wrote something
- _____ 6. a portion of a population
- _____ 7. capable of being believed; believable
- _____ 8. convincing an audience
- _____ 9. dominant emotion that the reader takes from
the story
- _____ 10. the act of repeating
- _____ 11. an object that represents an idea
- _____ 12. the way light falls upon a face, object, etc., esp.
in a picture
- _____ 13. the overall meaning the author conveys through events and
characters' experiences
- _____ 14. the art or study of using language effectively and persuasively
- _____ 15. a book, statement, or person supplying information
- _____ 16. information, ideas, or rumors deliberately spread widely to help or
harm a person or group

Word Box

- A. Argument
- B. Author's Purpose
- C. Credible
- D. Demographic
- E. Lighting
- F. Mood
- G. Mudslinging
- H. Persuade
- I. Point of View
- J. Propaganda
- K. Repetition
- L. Rhetoric
- M. Source
- N. Symbol
- O. Testimony
- P. Theme

Bonus Questions:

What is a consumer? _____

Give an example of a consumer: _____

Name: _____

Period: _____

Date: _____

Media Terms Test-Answer Key

Directions: Match the definitions with the words in the word box. Write the letter of the word in the blank next to the definition. PLEASE WRITE IN ALL CAPITAL LETTERS.

___G.___1. an attempt to discredit one's competitor

___O.___2. a declaration by a witness under oath

___A.___3. a discussion involving differing points of view

___I.___4. who is telling the story?

___B.___5. why the author created or wrote something

___D.___6. a portion of a population

___C.___7. capable of being believed; believable

___H.___8. convincing an audience

___F.___9. dominant emotion that the reader takes from
the story

___K.___10. the act of repeating

___N.___11. an object that represents an idea

___E.___12. the way light falls upon a face, object, etc.,
esp. in a picture

___P.___13. the overall meaning the author conveys through events and
characters' experiences

___L.___14. the art or study of using language effectively and persuasively

___M.___15. a book, statement, or person supplying information

___J.___16. information, ideas, or rumors deliberately spread widely to help
or harm a person or group

Word Box

- A. Argument
- B. Author's Purpose
- C. Credible
- D. Demographic
- E. Lighting
- F. Mood
- G. Mudslinging
- H. Persuade
- I. Point of View
- J. Propaganda
- K. Repetition
- L. Rhetoric
- M. Source
- N. Symbol
- O. Testimony
- P. Theme

Bonus Questions:

What is a consumer? Someone who buys something.

Give an example of a consumer: Anyone who has bought something; ex. you.