



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2B:

## Performance Task



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**Note:** As each unit is written, often the performance task is refined. Use this document as a general guideline. But be sure to refer to check back on EngageNY.org periodically to see if this document has been updated.

### Summary of Task

- Building on their focus on identity formation and gender roles in Unit 1, students will research the use and impact of gender stereotypes in advertisements. They will write a formal advertisement analysis and create a “counter ad” in which they modify the original ad to reveal the text, subtext, bias, and persuasive techniques used to perpetuate gender stereotypes. First, students individually complete a researcher’s notebook in which they track their questions and take notes. Next, as their End of Unit 3 Assessment, they write a synthesis of their research findings. Finally, for the performance task, students deconstruct the portrayal of gender stereotypes in a print advertisement. On their own, they write an analysis of the advertisement that draws on their research. Then, with a partner, they work to create a counter ad. Then they will publish this new advertisement in a printed or electronic format selected by the teacher and provide a well-written paragraph to explain the choices they made in designing their counter ad. **This task centers on NYSP12 ELA CCLS W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6.**

### Format

- The advertisement analysis will be a well-constructed piece of writing consisting of two paragraphs.
  - Paragraph 1: analysis of the advertisement as it currently stands, including details from the student’s research that explain its potentially negative impact.
  - Paragraph 2: description of the counter ad, including an explanation of the changes the student made and why.
- Counter ad format at teacher discretion. Options include: print on paper or create a digital image using a program such as Photoshop.



### Standards Assessed Through This Task

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



### Student-Friendly Writing Invitation/Task Description

#### Overview:

Throughout this module, we have explored different aspects of personal identity. We read several first-person narratives from the perspective of men and women about their identity struggles. We also read *Pygmalion*, which explored Eliza’s journey of identity transformation given her limitations as a working-class woman in Victorian England. Recently, we’ve been reading about and researching the role of advertisements on the identity formation of young men and women. Now we are going to put all of this together. You will analyze an advertisement that portrays gender stereotypes and potentially affects people’s sense of self. Then, working with a partner, you will create a new and improved version of it—called a counter ad—that does not rely on gender stereotypes.

#### Prompt:

##### Part 1: Advertisement analysis

- Using your researcher’s notebook to guide you, you will analyze an advertisement in a well-constructed paragraph that explains how the ad portrays stereotypical images of men and women. You will use the terms you’ve learned throughout the unit as well as quotations from your researcher’s notebook to support your analysis.

##### Part 2: Create a counter ad and explain your choices

- With a partner, you will create a counter ad that changes the original ad so it does not rely on stereotypical portrayals of men and women. Instead, this counter ad addresses the text, bias, and persuasive methods the original ad uses and finds other ways to communicate that people should buy this product. See the example counter ad for a concrete exemplar for how to do this successfully.
- Then you will add a final paragraph to your advertisement analysis that explains the changes you made and why.

#### To Prepare: Research (individually)

- Conduct a short research project and keep notes in your researcher’s notebook. You will gather information, generate questions, and consider how this information might affect your choices as a consumer. As the End of Unit 3 Assessment, you will synthesize your research findings in a well-written paragraph that does the following:
  - Makes a clear claim and supports it with relevant evidence
  - Has a clear and effective organizational structure, including transitions and a concluding statement
  - Uses precise language and vocabulary
  - Establishes a formal style



### Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Below are key criteria students must address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed. The advertisement analysis and counter ad will demonstrate:

- Clear informational writing, appropriate to audience and task, that makes a clear claim and supports it with relevant evidence, has a clear and effective organizational structure including transitions, uses precise language and vocabulary, establishes a formal style, and includes a concluding statement
- Coherent synthesis of current issues related to gender roles and identity, drawing on evidence from research and reflecting practices used by the media and their impact on identity formation
- Mastery of conventions
- Use of technology to share ideas

### Options For Students

- Some students may prefer to work alone to create their counter ad.
- Students may work in a larger group, with a pair taking responsibility for one part of the counter ad.
- For students with access to technology who possess the skills to use Photoshop or similar software, consider allowing them to make a digital version of the counter ad.

### Options For Teachers

- Consider extending the time allotted for the creation of the final product. Invite graphic designers or other technology and media experts to work with students to create effective counter ads. If you invite experts, having them work with students in small groups to provide focused critique is often a successful structure.
- Consider a wider audience for your students’ counter ad. Many media literacy organizations exist that would benefit from your students’ contributions. There is a counter ad contest (see <http://medialiteracyproject.org/contests/counter-ads>) with a yearly submission deadline that students could enter.



### Resources And Links

- **Research Texts:** Research texts that are read by the whole class are listed in the Unit 3 overview and in lessons.
- For a list of texts students can select from for the final part of their short research project, see Unit 3, Lesson 8 supporting materials.
- See the following media literacy websites for additional resources and ideas:
  - <http://medialiteracyproject.org/>
  - <http://www.ithaca.edu/looksharp/>
  - <http://www.mediaed.org/wp/>
- For more examples of counter ads, see the following website:
  - <http://medialiteracyproject.org/contests/counter-ads>