



EXPEDITIONARY
LEARNING

Grade 7: Module 2B: Unit 3: Lesson 2

Setting a Purpose for Research: Introduction to Media Literacy



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can engage in discussions with diverse partners about seventh grade topics and texts. (SL.7.1)
I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)

Supporting Learning Targets

- I can explain what the media are and how advertisements are used.
- I can articulate my beliefs about media and advertising on people's identities and gender roles.
- I can participate in a discussion that helps me form my opinion about what impact advertisements have on society.

Ongoing Assessment

- Researcher's notebook



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Unpacking Learning Targets/What Is Media? Entry Task (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Viewing an Advertisement (5 minutes) B. Say Something: Introduction to Media Literacy (20 minutes) C. Questions to Ask When Analyzing Media Messages (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Setting a Purpose for Research in the Researcher's Notebook (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Continue your independent reading. B. Complete the Ad Analysis homework, Lesson 2. 	<ul style="list-style-type: none"> • This lesson introduces students to the foundational concepts of media, advertisements, and media literacy. Students use these concepts throughout the rest of their study and research in Unit 3. • In this lesson, students view an ad from the 1890s (the Victorian era, shortly before <i>Pygmalion</i> was produced) and analyze it to build a bridge from Lesson 1 to Lesson 2 • In Lessons 2–4, students will also have Ad Analysis homework. This homework asks students to apply the critical thinking questions they have learned in each lesson to ads they see in reality. There will be a series of three applications; teachers should collect and informally assess the homework to determine how successfully students are learning to apply each set of questions, and which questions or concepts may require reinforcement. Assisting students in understanding these questions now will simplify the research and performance task students complete later in the unit. • The researcher's notebook is also introduced in this lesson. This notebook is the central material students use for gathering notes, research, and thinking through the organization of their research synthesis • Throughout Unit 3, specific terms are used to describe elements of research: <ul style="list-style-type: none"> – The <i>overarching research question</i> is the broad research question that students investigate. More generally, this can be thought of as the topic of research. Remind student that this is similar to the focus question that drove their thinking in their essay in Unit 2. – <i>Supporting research questions</i> are narrower in their scope and help guide students to specific pieces of information. In these lessons, students learn to craft these types of questions. – <i>Source</i> refers to a text (in any format: article, Web site, infographic, video, etc.) that gives the student information to help address a supporting research question (or the overarching research question).



Agenda	Teaching Notes
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Make sure the definitions of <i>media</i> and <i>advertisement</i> on the Domain-Specific Vocabulary anchor chart are covered up. You will reveal them after students complete the entry task.– Write <i>media literacy</i> and its definition on the Domain-Specific Vocabulary anchor chart (see Work Time B).– Print the Questions to Ask When Analyzing Media Messages an anchor chart– Print the Basic Concepts of Media Literacy as an anchor chart.• Review: Researcher's notebook.• Post: Learning targets; Questions to Ask When Analyzing Media Messages anchor chart; and Basic Concepts of Media Literacy anchor chart.

Lesson Vocabulary	Materials
media, advertising, deconstruct, persuasion, consumer/consume, media literacy , target audience, overt/implied, credible, assertions	<ul style="list-style-type: none">• What Is Media? entry task (one per student)• Domain-Specific Vocabulary anchor chart (begun in Lesson 1)• 1890s advertisement (one per student and one to display)• Document camera• Basic Concepts of Media Literacy anchor chart (new; teacher created)• Basic Concepts of Media Literacy Say Something (one per student)• Questions to Ask When Analyzing Media Messages (one per student and one to display as an anchor chart)• Ad Analysis homework, Lesson 2 (one per student)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets/What Is Media? Entry Task (5 minutes)</p> <ul style="list-style-type: none"> • Greet students and distribute the What Is Media? entry task. • Ask students to complete Questions 1 and 2 on the entry task, individually and silently. • When students are finished, reveal the definitions of <i>media</i> and <i>advertisement</i> that are listed on the Domain-Specific Vocabulary anchor chart. If necessary, briefly break down the definitions further (for example, specifying what <i>behavioral</i> or <i>trait</i> might mean). • Ask students to write the definitions in their own words on their entry task (below Questions 1 and 2). • Ask students to turn to a partner and discuss the following: <ul style="list-style-type: none"> * “What is similar about my original definitions and the ones on the Domain-Specific Vocabulary anchor chart?” * “What is different about my original definitions and the ones on the Domain-Specific Vocabulary anchor chart?” • Have students revise their entry tasks so they reflect the definitions listed on the Domain-Specific Vocabulary anchor chart. Tell them explicitly to keep the parts of their original writing that were correct and made sense. • Direct students’ attention to the learning targets for today and read them aloud: <ul style="list-style-type: none"> * “I can explain what the media are and how advertisements are used.” * “I can articulate my beliefs about media and advertising on people’s identities and gender roles.” * “I can participate in a discussion that helps me form my opinion about what impact advertisements have on society.” • Ask students how today’s entry task has launched them toward the learning targets. • Cold call two or three students for their answers. Listen for responses such as: “I have the basic definitions of media and advertising now, so I can discuss them accurately.” 	<ul style="list-style-type: none"> • Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions. • Some students may benefit from being privately prompted before they cold called. Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone so that it is a positive experience for all. • Consider rephrasing the definitions of <i>media</i> and <i>advertisement</i> more simply for students with emergent literacy. Also, consider supporting all students by adding small drawings or pictures to all vocabulary words.



Work Time	Meeting Students' Needs
<p>A. Viewing an Advertisement (5 minutes)</p> <ul style="list-style-type: none"> • Arrange students in pairs. Distribute and display the 1890s advertisement using a document camera. Explain that this is a British advertisement from right around the time period that <i>Pygmalion</i> was written, and reflects Victorian culture. Tell students that the history of women's gender roles is fascinating to study, particularly when considering male and female gender roles today, and that they may see some surprising or shocking things in this ad. • You may need to explain very briefly what "corsets" are. Students may be particularly interested to know that they were made of whalebone, and laced very tightly up the front or back. • Invite students to briefly share what they notice and wonder about the ad. Encourage and support connections to the Victorian era background knowledge students now have, and/or to the gender role work students did in Lesson 1. For example: "I can see that the ad is portraying women as needing extremely small waists." Also encourage any observations students make on their own about the persuasive techniques the ad uses, and what the ad does and doesn't choose to tell you. 	
<p>B. Say Something: Introduction to Media Literacy (20 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on their insightful initial observations about the ad in Work Time A. Tell students that now you will introduce to them several concepts and tools that will help them make even better observations in the future: to <i>deconstruct</i> ads. • Ask students: <ul style="list-style-type: none"> * "Using your context clues, what do you think <i>deconstruct</i> might mean?" • Point out if needed the root (construct) and prefix (de-) of the word. Listen for students to explain that the word means to "take apart" or "examine the pieces." • Explain that if you deconstructed a house, you could see exactly how it was made: the nails, the glue, the wood, and so on. When we deconstruct an ad, we are doing the same thing: We're determining how the ad writers, and the companies that pay them, put an ad together in order to persuade you, the <i>consumer</i>, to buy, or <i>consume</i>, the item. When we have the skills to deconstruct ads, we are much more informed consumers. We can make better choices about whether to spend our money or our time on the item being advertised. Explain that this is the basis of <i>media literacy</i> (refer to the definition on the 	<ul style="list-style-type: none"> • If students do not have experience with the Say Something protocol, consider distributing or posting the guidelines in a separate handout (see Appendix). • The Media Literacy Project also has written "Intermediate" and "Advanced" Media Literacy Concepts, located in the same PDF on their Web site as the Basic Concepts. Consider using these as an extension for your highly motivated and/or proficient students.



Work Time (continued)	Meeting Students' Needs
<p>Domain-Specific Vocabulary anchor chart).</p> <ul style="list-style-type: none">• Introduce the idea here that the persuasion used in an advertisement is often quite different from <i>argument</i>. Say something like:<ul style="list-style-type: none">– “You just spent most of Unit 2 writing an argumentative paper. How is writing an argument different from persuading someone through an ad?”• Listen for students to draw a distinction between creating a claim based in multiple forms of <i>evidence</i> versus making an advertising claim through methods that are not always evidence-based: for example, humor, cuteness, or bribery. Tell students they’ll be discussing this idea more in Lesson 3.• Distribute Basic Concepts of Media Literacy Say Something. Tell students that they will work with their partners to read through this handout using the Say Something protocol:<ul style="list-style-type: none">– Read aloud each of the numbered concepts while students read silently along with you.– Pause after each of the concepts. Partners will turn to each other and take turns answering the questions in italics at the bottom of each concept.• Once finished, wrap up Say Something with a whole class discussion on the concepts. Ask:<ul style="list-style-type: none">* “Were there any concepts that confused you or seemed unclear?”* “Were there any concepts that jumped out to at you as particularly true? Why?”* “How familiar do you think you, or your peers, already are with these concepts?”	



Work Time (continued)	Meeting Students' Needs
<p>C. Questions to Ask When Analyzing Media Messages (10 minutes)</p> <ul style="list-style-type: none">• Distribute Questions to Ask When Analyzing Media Messages and display an enlarged version as the Questions to Ask When Analyzing Media Messages anchor chart.• Give the students a few moments to scan the document. Have them circle any words or phrases they do not understand.• Go over any of the circled words or phrases. In particular, highlight the following vocabulary, and list on the Domain-Specific Vocabulary anchor chart:<ul style="list-style-type: none">– <i>target audience</i>: the audience for which the ad is intended– <i>overt/implied</i>: obvious/hidden– <i>credible</i>: reliable; truthful; believable– <i>assertions</i>: statements of opinion• Let students know that this information is not a test; not all of these questions need to be answered with every ad they deconstruct in the unit. However, they are excellent guidelines for the questions students should ask, and students will refer to them often throughout their study and research.• Turn back to the 1890s advertisement. Let students know you'd like them to work with their partners to focus on this ad's audience and authorship. Have them answer these questions from the Audience and Authorship section of the handout:<ol style="list-style-type: none">1. Who made this message?2. Why was this made?3. Who is the target audience (and how do you know)?4. Who paid for this?5. Who might benefit from this message?6. Who might be harmed by it?	<ul style="list-style-type: none">• Carefully review these questions with struggling students and ELL students to be sure they understand what the questions are asking. Vocabulary such as <i>values</i>, <i>interpretation</i>, and <i>techniques</i> may also need to be reviewed for students to understand the questions clearly.• Consider narrowing the scope of this information for students with emergent literacy by “matching” them with a particular critical question on the handout, making sure they understand it thoroughly, and then having them become the “masters” of that question, asking it for every ad that is analyzed in the forthcoming lessons.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call several students for their answers. Listen for the following:<ol style="list-style-type: none">7. Harness' Magnetic Corsets/Medical Battery Company8. To sell magnetic corsets.9. Women, since women wore corsets, and women are pictured in the ad, and the ad states "for ladies."10. It seems that Medical Battery Company paid for the ad. (Point out that sometimes, especially in modern ads, who paid for the ad is not immediately obvious, and is very important to know.)11. Women might benefit from the ad, if the medical claims in it are true. Medical Battery Company would also benefit from the sale.12. Women might be harmed by the ad, if the medical claims in it are not true. They will have wasted their money on a false product, and it may harm them physically.• Wrap up by having students reflect on the question: "How do you think this ad would affect the identity of the person viewing it?" Refer students back to the Internal and External Identity anchor charts if needed. Listen for connections such as the following:<ul style="list-style-type: none">– It reinforces the idea that women have weak bodies and need physical support from their corsets.– It might make women feel they need to wear a corset to be socially accepted.– It defines a standard of beauty for Victorian women.	



Closing and Assessment	Meeting Students' Needs
<p>A. Setting a Purpose for Research in the Researcher's Notebook (5 minutes)</p> <ul style="list-style-type: none">• Distribute the researcher's notebook to students. Explain that this notebook will serve as the “bank” for all the information students read during their research in Unit 3, so it is easily accessible in one place. Note that all good researchers have some kind of organization system for their notes.• Read the overarching research question aloud:<ul style="list-style-type: none">* “How do advertisements use gender roles to sell products? What impact do these advertisements have on viewers?”• Explain that they will use this question to guide their research. They will also come up with supporting research questions to find more specific pieces of information.• Assure students that they will have the opportunity to revisit these questions; it is possible that their research will change their answers.• Hand out the Ad Analysis homework, Lesson 2. Explain that students will have the rare opportunity to do homework while watching TV, being online, reading a magazine, or otherwise out in the “the real world.” The Ad Analysis homework asks students to identify an ad they view, and analyze it using the questions on the handout. Warn students that this may be more difficult to do with ads that move quickly, such as television or radio ads, so they may want to find an ad that “stays still” (such as a print or Web ad), or an ad they can replay repeatedly.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue your independent reading.• Complete the Ad Analysis homework, Lesson 2.	



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Supporting Materials



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What Is Media? Entry Task

.....
Name:

.....
Date:

Answer the following questions independently:

1. What does the word “media” mean?

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.....

.....

2. What is an “advertisement”?

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Name: _____

Date: _____

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Lives of Some Famous Woman of all Ages by Mary E. Hewitt, page 262
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Basic Concepts of Media Literacy
Anchor Chart

.....
Name:
.....

Date:
.....

1. Media messages affect our thoughts, attitudes, and actions.
2. Media use “the language of persuasion.”
3. Media can construct fantasy worlds.
4. Media messages can be decoded; youth and adults who can decode these messages are “media literate.”

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Basic Concepts of Media Literacy
Say Something

Name: _____

Date: _____

1. Media messages affect our thoughts, attitudes, and actions. We don't like to admit it, but all of us are affected by advertising, news, movies, pop music, video games, and other forms of media. That's why media are such a powerful cultural force, and why the media industry is such big Business.

Go back to the 1890s corset ad. How would this affect the thoughts, attitudes, or actions of the women viewing the ad?

2. Media use “the language of persuasion.” All media messages try to persuade us to believe or do something. News, documentary films, and nonfiction books all claim to be telling the truth. Advertising tries to get us to buy products. Novels and TV dramas go to great lengths to appear realistic. To do this, they use specific techniques (like flattery, repetition, fear, and humor) we call “the language of persuasion.”

What “persuasive language” was used in the 1890s ad we viewed?

3. Media can construct fantasy worlds. While fantasy can be pleasurable and entertaining, it can also be harmful. Movies, TV shows, and music videos sometimes inspire people to do things that are unwise, anti-social, or even dangerous. At other times, media can inspire our imagination. Advertising constructs a fantasy world where all problems can be solved with a purchase. Media literacy helps people to recognize fantasy and constructively integrate it with reality.

What “fantasy world” is constructed by the 1890s ad we viewed?



Basic Concepts of Media Literacy
Say Something



4. Media messages can be decoded; youth and adults who can decode these messages are “media literate.” By “deconstructing” media, we can figure out who created the message, and why. We can identify the techniques of persuasion being used and recognize how media makers are trying to influence us. We notice what parts of the story are not being told, and how we can become better informed. Media literacy helps people consume media with a critical eye, evaluating sources, intended purposes, persuasion techniques, and deeper meanings.

How would a Victorian woman have benefited from “decoding” this ad before she paid \$6 for a magnetic corset?

How will being an active consumer of media help you in your own life, right now?



Questions to Ask When Analyzing Media Messages

 KEY QUESTIONS TO ASK WHEN ANALYZING MEDIA MESSAGES  www.projectlooksharp.org www.namele.net		
AUDIENCE & AUTHORSHIP	Authorship	Who made this message?
	Purpose	Why was this made? Who is the target audience (and how do you know)?
	Economics	Who paid for this?
	Impact	Who might benefit from this message? Who might be harmed by it? Why might this message matter to me?
	Response	What kinds of actions might I take in response to this message?
MESSAGES & MEANINGS	Content	What is this about (and what makes you think that)? What ideas, values, information, and/or points of view are overt? Implied? What is left out of this message that might be important to know?
	Techniques	What techniques are used? Why were those techniques used? How do they communicate the message?
	Interpretations	How might different people understand this message differently? What is my interpretation of this and what do I learn about myself from my reaction or interpretation?
REPRESENTATIONS & REALITY	Context	When was this made? Where or how was it shared with the public?
	Credibility	Is this fact, opinion, or something else? How credible is this (and what makes you think that)? What are the sources of the information, ideas, or assertions?

<http://www.ithaca.edu/looksharp/Resources%202/Key%20Qs%20Analyzing.doc> ©2014 Project Look Sharp

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Ad Analysis Homework Lesson 2

Name: _____

Date: _____

Ad Name/Description: _____

Questions about Audience and Authorship	Answer
Who made this message?	
Why was this made?	
Who is the target audience (and how do you know)?	
Who paid for this?	
Who might benefit from this message?	
Who might be harmed by it?	
Why might this message matter to me?	
What kinds of actions might I take in response to this message?	