Grade 7: Module 2B: Unit 3: Lesson 4
Introducing the Research Project: Asking the Right Questions

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can generate additional questions for further research. (W.7.7) I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)	
Supporting Learning Targets	**Ongoing Assessment**
• I can identify the parts of the research process. • I can determine the difference between an effective and ineffective research question.	• Ad Analysis homework (from Lesson 3) • Researcher's notebook

Agenda	Teaching Notes

1. Opening
 	
   A. Ad Analysis Task, Lesson 4/Unpacking Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. Introducing the Researcher's Roadmap (15 minutes)
 	
   B. Sorting Questions (20 minutes)
 	
3. Closing and Assessment
 	
   A. Selecting a Model Research Question (5 minutes)
 	
4. Homework
 	
   A. Be sure to continue your independent reading.
 	
   B. Complete the Ad Analysis homework, Lesson 4.
	• This lesson introduces students to the research process and to the process of creating research questions. As you listen to students generate supporting research questions, keep a list of things the class is doing well and what students are struggling with. Let this guide your lesson planning for the remainder of the unit. Generating effective research questions can be challenging, so expect to provide support throughout these lessons; note individual students who may benefit from targeted support.
	
	• You will show students the Model Performance Task in this lesson. Provided in the Supplemental Materials is the text for a model counter ad—you can adapt it to any format you choose. This text refers to an image of a Samsung washer and vacuum cleaner advertisement you can find on www.genderads.com (search their Menu and click "Roles" to find the ad). You will need to project the advertisement for students in order to give them context for the Model Performance Task text.
	
	• Ideally, students will publish their own performance tasks using technology, as this unit includes standard W.7.6. Creating a model of the visual component in the format students will use allows them to see exemplary work and helps you guide them.
	
	• Examples of a visual component to a counter ad can be found at the New Mexico Literacy Project Website: http://medialiteracyproject.org/counter-ads. It's important to note here that the visual component is not assessed as a presentation, but serves only as an illustration of the students' critical thinking. Students may hand-create, draw, or technologically create their visual product.
	
	• In advance:
	
	  – Set up the activity for Work Time A:
	
	    • Cut up and decide where and how you will plant the seven Research Process cards. Taping them to the underside of students' desks or chairs can add some excitement to this activity. Consider giving them to students who are reluctant but able to participate in discussion.
	
	    • Post and review the researcher's roadmap. Be ready to lead a class conversation about how the cards relate to the researcher's roadmap.
	
	  – Cut up the Sample Supporting Research Question strips.

Agenda	Teaching Notes (continued)
	– Choose the ad you will present at the beginning of class and prepare for its presentation: copying for students, making a poster-size version, cueing up the Web site, preparing the document camera, and so on. Make sure that the pertinent information in the ad is clearly visible. Note that the time for presenting the ad is shorter than in some lessons (5 minutes). Suggested ads can be found in the supporting materials of Lesson 3. • Post: Learning targets; researcher's roadmap anchor chart.

Lesson Vocabulary	Materials
effective, ineffective, reliable, generate, relevant, evaluate, synthesize, specific, answerable	• Ad Analysis task, Lesson 4 (one per student) • Ad for Analysis (one to display) • Document camera • Internal and External Identity anchor charts (from Unit 1, Lesson 10) • Researcher's roadmap (one per student, one to display as anchor chart) • Performance Task Prompt (one to display) • Model Performance Task: "Samsung Appliances" (one per student and one to display) • Research Process cards (one set of seven cards per class) • Sample Supporting Research Question strips (one set of strips per triad) • Ad Analysis homework, Lesson 4 (one per student)

Opening	Meeting Students' Needs

A. Ad Analysis Task, Lesson 4/Unpacking Learning Targets (5 minutes)
 	
• Greet students and pass out one copy of the **Ad Analysis task, Lesson 4**.
 	
• Present the **Ad for Analysis** on the **document camera**. Do not explain the ad or give any background information.
 	
• Have students complete the Ad Analysis task.
 	
• While students are working, collect the Ad Analysis homework from Lesson 3. If time permits, consider sharing some exemplary work from the homework either during the Opening or at some other point during the lesson.
 	
• Review the ad questions as a class. If a student provides an inaccurate answer, "bounce" the question back to class:
 	
   * "How does that answer sound to everyone else? Does anyone have anything to add?"
 	
• 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:
 	
• Direct students' attention to the posted learning targets and read them aloud:
 	
   * "I can identify the parts of the research process."
 	
   * "I can determine the difference between an effective and ineffective research question."
 	
• Inform students that their learning targets refer to the beginning of the research project and performance task, which will be introduced today.
	• 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 in the future.

Work Time	Meeting Students' Needs

A. Introducing the Researcher's Roadmap (15 minutes)
• Distribute the **researcher's roadmap** and post an enlarged version as the **researcher's roadmap anchor chart,** to reference throughout the unit. Tell students that in this unit they will conduct a short research project and then synthesize their findings to craft their performance task. Remind them that they will focus on gender roles in advertising, and their impact on the identity of the viewer.
 	
• Define any terms that may be unfamiliar on the researcher's roadmap. Consider defining *reliable*, *generate*, *relevant*, *evaluate*, and *synthesize*.
 	
• Explain that to help them understand what they will do in this unit, today you will share your own final product, retrace the steps you took to produce the final performance task, and explain how you used the researcher's roadmap to get there.
 	
• Display the **Performance Task Prompt** using the document camera. Read the prompt aloud as students follow along and explain to students that, through their research, they are learning enough about advertising techniques and gender roles to analyze an ad and create a counter ad.
 	
• Project the Samsung washer and vacuum cleaner advertisement from http://genderads.com/page3/slideshow/. Allow students to view the ad, paying attention to the visuals and text on the ad.
 	
• Distribute to students and display the **Model Performance Task:** "**Samsung Appliances**" on the document camera.
 	
• Give students a few minutes to read briefly over this work, then ask:
 	
  * "Who can explain how this relates to our Questions to Ask While Analyzing Media Messages?"
 	
• When most students have their hands up, call on one student to explain. Then ask:
 	
  * "How does this relate to the Basic Persuasive Techniques we learned about in the previous lesson?"
 	
• When most students have their hands up, call on another student to explain.
 	
• Direct students' attention back to the researcher's roadmap. Tell them that all good research begins with a question. Your model analysis used research which answered the main question:
 	
    * "How do advertisements use gender roles to sell products? What impact do these advertisements have on viewers?"
 	
• Point out that you have planted seven **Research Process cards** in the classroom. Ask whoever has the overarching research question card to read it aloud. Ask the student to come up and place it where it belongs on the researcher's roadmap. Explain that you have distributed six other cards that illustrate each step on the researcher's roadmap with an example from your process.
	• To support English language learners, consider posting the definitions of vocabulary relevant to research for the duration of this unit.
	
	• Making sure that students explicitly understand the research process will help them understand the purpose for research, as well as preview the kinds of work they will be doing.

Work Time (continued)	Meeting Students' Needs
• Ask students to look under their chairs to see if they have a card. Ask students with cards to turn and talk with a student near them to decide which step on the researcher's roadmap they have.	
• Ask for a volunteer who thinks she or he has Step 1. Listen for this card:	
– "I wanted to find a basic overview of the gender roles in modern advertising before I began thinking about how those ads impacted people who saw them."	
• Point out that this is Step 1, and ask the student to come and place it on the researcher's roadmap.	
• Explain that two students have Step 2. Ask for someone to volunteer. Listen first for this card:	
* "The first Web site I went to was called the Media Literacy Project …"	
• Point out that this is Step 2 on the researcher's roadmap, but also a little of Step 3 because you are beginning to gather credible sources. Explain that *credible* means you can trust a source's information. Point out that students have already come across this word in their Questions to Ask When Analyzing Media Messages.	
• To decide whether a source is credible, you have to think about the author and the purpose of the source. For this one, you decided that the author of the source was an expert on the topic and that the purpose of the Web site is to help educate people. So, it is a credible site.	
• Ask for a volunteer who thinks she or he has the other Step 2 card. Listen for:	
• "I also decided that 'gender roles' was very broad, so I narrowed it down to female gender roles …"	
• Point out that narrowing your focus and getting more specific is part of Step 2.	
• Ask for a volunteer who thinks she or he has Step 3. Listen for this card:	
"Then I began to search some more. On the first Web site, the author talked about a report on a TV show on ABC called 'Nightline.' I decided a national TV show whose purpose is to thoroughly inform their audience about a topic would be a credible source, so I went there first."	

Work Time (continued)	Meeting Students' Needs

• Point out that finding credible sources is Step 3 on the researcher's roadmap.
 	
• Ask for a volunteer who thinks she or he has Step 4. Listen for this card:
 	
   * "I skimmed through the slideshow based on the TV report and found some information I was looking for. I didn't watch the whole TV show because I was just skimming."
 	
• Point out that this is Step 4 on the researcher's roadmap and that in researching, you don't read every part of the source closely.
 	
• Ask for a volunteer who thinks she or he has Step 5. Listen for the last card to say this:
 	
   * "Then I stopped and reassessed …"
 	
• Interject to point out that this is Step 5 on the researcher's roadmap; ask the student to continue reading:
 	
   * "… I had lots of negative information on female gender roles. But that gave me more questions …"
 	
• Point out that after Step 5, researchers usually loop back to Step 2 and repeat the process.
 	
• Tell students that you continued to repeat this process until you had enough information to publish your findings and move on to Step 6 on the researcher's roadmap.	

B. Sorting Questions (20 minutes) • Emphasize the importance of asking good supporting research questions. Remind students of the learning targets for today and say: "In this unit, we are going to focus on this portion of the research process. If you can work hard and learn how to generate good supporting research questions, you will have a strong foundation when you conduct a larger research project at the end of year during Module 4." Express your confidence in their ability to learn this skill. • Arrange students in triads. Distribute the **Sample Supporting Research Question strips**. Tell students they will be sorting the questions into two piles. Remind them that you are working with a model today: "Tomorrow you will generate questions about gender roles in advertising, but today we are going to pretend we are researching ads specifically from the Victorian era, like the one we analyzed in Lesson 2."	

Work Time (continued)	Meeting Students' Needs

• Tell students they will read each question and decide if it is an effective or ineffective supporting research question to research. An effective supporting research question is answerable and relevant; ineffective questions are not. For instance: "Were photographs ever used in Victorian ads?" is an effective supporting research question because it has to do with Victorian ads, and it is answerable. On the other hand: "How did women feel about paying $6 for a Victorian advertised corset?" is not an effective research question. Even though it is somewhat about Victorian ads, it is not answerable with current information—you really can only guess the answer.
 	
• Direct students to read the questions aloud, discuss with their partners, and then put them in the appropriate pile.
 	
• Circulate to informally assess how well students can determine whether a question is effective or ineffective. For students who are having trouble, probe with questions like:
 	
   * "Do you think you will be able to find an answer to this question?"
 	
   * "What does this question have to do with gender roles in advertising?"
 	
   * "Does this question lead to a 'yes' or 'no' answer, or will you find more information?"
 	
• After they have had time to sort, direct the students to make a list of the qualities they think make an effective research question.
 	
• Create a class list of criteria for effective supporting research questions that the students add to their copies of the researcher's roadmap and that you add to the class researcher's roadmap. Direct the conversation to include the words *relevant*, *specific*, and *answerable*. Define as needed.
 	
• Invite students to reexamine their piles and make any changes. Invite each group to share three or four from each pile.	

Closing and Assessment	Meeting Students' Needs
A. Selecting a Model Research Question (5 minutes) • Ask students to choose an exemplary question from their "good questions" pile and write it in Part II of their researcher's notebook. This will be a model for them. • Hand out the **Ad Analysis homework, Lesson 4.**Explain that this work is exactly the same as the one from Lesson 3, except with different questions.	

Homework	Meeting Students' Needs
• Be sure to continue your independent reading. • Complete the Ad Analysis homework, Lesson 4.	

EXPEDITIONARY LEARNING

Grade 7: Module 2B: Unit 3: Lesson 4
Supporting Materials

EXPEDITIONARY LEARNING

Ad Analysis Task
Lesson 4

Name:

Date:

Ad Name/Description: _____

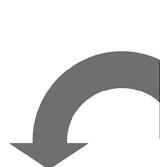| Questions about Representations and Reality	Answers
1. When was this made?	
2. Where or how was it shared with the public?	
3. Is this fact, opinion, or something else?	
4. How credible is this (and what makes you think that)?	
5. What are the sources of the information, ideas, or assertions?	

Good researchers stop often to look around and see where they are, check their maps, and set their course toward their final destination. They sometimes take side trips, but they use their route-finding tools to reach their destinations.

INITIATING INQUIRY

Step 1: Set a purpose for research: What is the overarching research question? What information do you need to find? Why is this research worthwhile?

Step 2: Gather background information about your topic from a reliable source and generate supporting research questions. Criteria for effective supporting research questions:

_____   _____   _____

GATHERING SOURCES

Step 3: Gather a variety of reliable and relevant sources.

ANALYZING SOURCES

Step 4: Use your sources. For each source:
- Skim the source to see if it is useful for you.
- If it is useful, read it and mark parts of the text that are relevant to your research.
- On your note-taking sheet, record the source information and take notes in your own words on ideas and information that are relevant.

EVALUATING RESEARCH

Step 5: After you are done reading a source, step back and evaluate:
- Which of my supporting research questions have I answered, either partially or completely?
- What additional supporting research questions did I generate?
- How thorough is my answer to the overarching research question?
- Which source might I use next?

DEVELOPING AN EVIDENCE-BASED PERSPECTIVE

Step 6: When you have enough information, synthesize and share your findings.

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 one woman's journey of identity transformation given her limitations as a working-class woman in Victorian England. Recently, we've been reading and researching about the role of advertisements identity formation among young men and women. Now we are going to put all of this together to analyze an advertisement that perpetuates gender stereotypes and potentially impacts people's sense of self. Then we will create a new-and-improved version of it 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 example 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.

Preparation: Research (individually)

• Conduct a short research project and complete a researcher's notebook. In your notebook you will gather information, generate questions, and summarize your findings in a well-written paragraph in which you acknowledge the source and synthesize your sources. In the End of Unit 3 Assessment, you will synthesize your research findings in a well-written paragraph.

Below are key criteria students need to 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.

Key Criteria for Success (aligned with NYSP12 ELA CCLS)

Ad Analysis will demonstrate:

- Clear informational writing, appropriate to audience and task
- Coherent analysis of gender roles in ad, drawing on evidence from research
- Mastery of conventions
- Use of technology to share ideas

Model Performance Task: "Samsung Appliances"

Ad Analysis and Counter Ad

I. Ad Background

This advertisement was made by Abed Tahan to sell Samsung appliances online. This advertisement appeared as a billboard, as pictured in this photograph.

II. Target Audience

The advertisement targets spouses, partners, and children who want to get "Mom" a gift. Perhaps this ad was displayed near the time of Mother's Day, or around the holidays.

III. Persuasive Techniques

The main picture is a large washing machine and a vacuum cleaner both tied with red ribbons, making them appear as appealing gifts. The ad uses the persuasive technique of "Association" by linking the two gifts to a mother's love and appreciation. The ad also employs the technique of "Bribery" because if you buy a washing machine, you get a vacuum cleaner for free. It also implies that you can bribe your mother for love by buying giving her these two gifts, allowing you to "cross your mother's mind twice a day." It implies that you might not cross her mind otherwise.

IV. Gender Role/Identity Analysis

The text on the advertisement is centered on "mothers" and implies that you would only buy a washing machine and a vacuum cleaner for women. This suggests that females are concerned with washing laundry and vacuuming the house and want these appliances as gifts, perpetuating stereotypical gender roles and the image of women as housecleaners. Many women would be offended by this gender role. This ad also suggests that, unless you buy her these gifts, your mother wouldn't think of you throughout her day; however, if you buy these products for her, you are sure to cross her mind at least twice a day. This has a doubly damaging impact of suggesting that first, your mother spends time every day washing laundry and vacuuming, and second, she doesn't think of you throughout her day. The ad implies your mother would only think of you while she does these chores if you buy her these new, shiny appliances.

Model Performance Task: "Samsung Appliances"

V. What the Research Says

- Research shows that advertising, such as this ad, often uses gender roles that are more traditional than the ones actually present in society.

- One study shows that 89% of the advertisements in business and news magazines show stereotypical presentations of women.

- Jean Kilbourne, a leading advertisement critic and scholar, says, "The tyranny of the ideal image of...the objectification of women [in ads]—it's all gotten worse."

VI. My Counter Ad

My counter ad does not have the caption, "Cross your mother's mind twice a day". Instead, it has the same image of the washing machine and vacuum in ribbons, but with the new caption: "Give your house a gift." By implying that the appliances would be doing a favor for the house, instead of the for the mother, this ad returns to the actual purpose of a washing machine and a vacuum, which are to help keep clothes and floors clean. My ad does not rely on female stereotypes as housecleaners nor does it suggest that you must bribe people with these gifts. My ad also does not suggest that any one family member in particular would "own" the appliances, but rather that they are a purchase for the entire household.

VII. Works Cited

Gizycki, Gosia. "Female stereotypes in 21st century news and business magazines." (2009).

Taylor, Kimberly A., Anthony D. Miyazaki, and Katherine Beale Mogensen. "Sex, Beauty, and Youth: An Analysis of Advertising Appeals Targeting US Women of Different Age Groups." *Journal of Current Issues & Research in Advertising* 34.2 (2013): 212–228.

Zoratti, Jen. "Ad another thing: sounding the alarm about advertising's ill effects on society." Winnipeg Free Press. Winnipeg Free Press, 22 Oct 2013. Web. 24 Oct 2013.

The Counter Ad (VisualResearch Process Cards

Overarching research question: How do advertisements use gender roles to sell products? What impact do these advertisements have on viewers' identity?
I wanted to find a basic overview of the gender roles in modern advertising before I began thinking about how those ads impacted people who saw them.
The first Web site I went to was called The Media Literacy Project. I decided that it was a credible site, and I skimmed it to find some information. From there, I found out that both men and woman have many stereotypical gender roles in modern ads. So I now had a more specific question: What exactly were some of those roles?
I also decided that "gender roles" was very broad, so I narrowed it down to female gender roles because I was very interested in that and I thought it would be a good *case study*—a detailed example that has been studied a lot and can help me infer about the larger subject gender roles in ads.
Then I began to search some more. On the first Web site, the author talked about a report on a TV show on ABC called "Nightline." I decided a national TV show would be a credible source, so I went there first.
I skimmed through the slideshow based on the TV report and found some of the information I was looking for. I didn't watch the whole TV show because I was just skimming.
Then I stopped and reassessed. I had lots of negative information about female gender roles. But that gave me more questions: Is there any such thing as a positive female gender role in an ad? Were there any companies that used positive female gender roles in their ads? What were these companies, if they existed?

Sample Supporting Research Question Strips

Effective	Ineffective
Were photographs ever used in Victorian ads?	What colors were available for printing in Victorian times?
What were some female gender roles in Victorian ads?	Will we ever have a complete collection of Victorian ads?
What were some male gender roles in Victorian ads?	Why didn't Victorian ads use better graphics?
What goods and services were the subjects of Victorian ads?	Where can I buy a Victorian ad print for my bedroom?
Where could you find Victorian ads?	Did the Victorian ad makers speak English?
Were Victorian ads expensive?	What sort of paper did Victorian ads use?
What laws governed the publication of Victorian ads?	Why are Victorian ads so boring?
Who were the target audiences of Victorian ads?	Do corsets hurt?
What persuasive techniques did Victorian ads use?	Why did women wear those big hats in Victorian times?
Where did you find the most Victorian ads?	Were the Victorians stupid because they couldn't figure out the lies in some of these ads?
Who produced/designed/printed Victorian ads?	What were the conditions like in the factories or offices that produced Victorian ads?

Ad Analysis Homework
Lesson 4

Name:

Date:

Ad Name/Description: _____

Questions about Representations and Reality	Answers
1. When was this made?	
2. Where or how was it shared with the public?	
3. Is this fact, opinion, or something else?	
4. How credible is this (and what makes you think that)?	
5. What are the sources of the information, ideas, or assertions?	