



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2B: Unit 3: Lesson 1

## Planning the Performance Task



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9b)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can use what I learned in my research to decide how I will analyze my ad and construct my counter ad.</li><li>• I can select information from my research to include in my ad analysis.</li></ul>	<ul style="list-style-type: none"><li>• Researcher's notebook</li><li>• Ad Analysis planning guide</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Creating a Plan of Action (10 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Ad Analysis Planning Guide (15 minutes)</li> <li>B. Creating Final Ad Analysis (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Turn and Talk (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Continue your independent reading. Be prepared to write a book review in Lesson 13. Please make sure that you have met your reading goal and bring your book to class for the next lesson.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students begin a four-lesson Performance Task arc in which they analyze an ad, and develop a Counter-ad. Students complete the final section of their researcher's notebook, in which they formulate an Ad Analysis based on their research findings.</li> <li>• Students are asked to identify which sources they used from a Works Cited list that is provided in the Ad Analysis planning guide. Students will develop the skills they need to create their own citations in Module 4.</li> <li>• For Work Time A and B, consider how to spend your time and how to support students in using this time well. You might confer with each pair, pull several pairs to support more intensively, or provide a formal checkpoint for each pair. Students might benefit from a routine in which you ask partners to commit to a goal for the next 15 minutes, then check in to see if they have reached that goal.</li> <li>• Decide on a medium for students' final performance task. Will they use technology? Which program? Will they use paper and colored pencils or markers? Will they be given a choice of platform or will all students use the same platform for their final products? How will you best be able to support students in using the platform(s)?</li> <li>• Lesson 12 includes a mini lesson on layout and technology. Regardless of what platform(s) you decide to offer students, consider using the time in this lesson to have students sketch out on paper what their final product will look like. If your students are going to start using technology today, consider moving part of Lesson 12 to this lesson.</li> <li>• If students are working with a technology platform for the first time, consider providing a resource to help them in class. For example, consider creating an online user's guide or a handout with common functions and questions—a "Directions for Platform" resource. Remind students that they need to use all of their resources before asking you for help.</li> <li>• In Lesson 10, students will have time the opportunity to write a book review about their independent reading book. If students chose longer books, consider checking in with them and making sure they understand where they should read to. For more information, see <i>Launching Independent Reading in Grades 6–8: Sample Plan</i> on EngageNY.org.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Review students' researcher's notebooks.</li> </ul> </li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Post: Learning targets.</li></ul>

Lesson Vocabulary	Materials
graphic design	<ul style="list-style-type: none"><li>• Model Performance Task: “Samsung Appliances” (from Lesson 4; one to display)</li><li>• Basic Concepts of Media Literacy anchor chart (begun in Lesson 2)</li><li>• Researcher’s notebook (from Lesson 1; one per student)</li><li>• Ad for Analysis (chosen in Lesson 8)</li><li>• Ad Analysis planning guide (one per pair of students)</li><li>• Directions for Platform (new; teacher-created; optional; see Teaching Notes)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Creating a Plan of Action (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Model Performance Task: “Samsung Appliances”</b> and direct students’ attention to the “Counter Ad” section. Ask them to read it silently and raise their hands when they are ready to paraphrase the recommendations the author is making.</li><li>• After most students have their hands raised, call on several students to share out.</li><li>• Ask students to turn to an elbow partner and discuss:<ul style="list-style-type: none"><li>* “How did the research inform how the author changed the counter ad?”</li></ul></li><li>• Cold call one or two pairs to share out. Listen for them to say that the research showed the author that the stereotype needed to be changed in the ad directly.</li><li>• Tell students that their research has prepared them to do this type of nuanced thinking about their role as consumers. Refer back to the <b>Basic Concepts of Media Literacy anchor chart</b>.</li><li>• Return students’ <b>researcher’s notebooks</b>, and have them take out their <b>Ad for Analysis</b>.</li><li>• Direct students to the Plan of Action section of their notebooks. Read through the options provided, directing students to follow along as you read this section aloud.</li><li>• After you’ve finished reading, give students several minutes to think alone about their plan of action. \</li><li>• Invite students to talk to their elbow partner again:<ul style="list-style-type: none"><li>* “What will your plan of action be? Why?”</li></ul></li><li>• Give students a few minutes to record their plans of action. Consider sharing a few times you heard research being used particularly effectively.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Ad Analysis Planning Guide (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute one <b>Ad Analysis planning guide</b> to each pair.</li><li>• Direct students to find their project partners from the previous lesson. When students are settled, tell them they have all individually done strong research and are ready to decode and deconstruct ads. Now they will collaborate to produce an analysis to educate people like them.</li><li>• Ask students:<ul style="list-style-type: none"><li>* “How will collaborating make your final product stronger?”</li></ul></li><li>• Listen for: “The ideas will be more carefully selected,” “The writing will be clearer,” and “The layout will include more ideas.”</li><li>• Ask:<ul style="list-style-type: none"><li>* “What can you do to be effective collaborators?”</li></ul></li><li>• Listen for: “Making sure I understand my partner’s ideas,” “Using information from both of our researcher’s notebooks,” etc.</li><li>• Tell students that before they start talking, each student needs to look through his or her notebook and star three or four facts that they think will be important to include in their Ad Analysis. Enforce silent work time for a few minutes.</li><li>• Finally, direct students to work together to complete the Ad Analysis planning guide. Consider how you might confer strategically with groups. Set a time for pairs to be done with the guide. Consider requiring that pairs get their guides checked by you before they proceed to creating a final product.</li><li>• Circulate as students work. Note places in the writing where students are challenged or struggling. You will have an opportunity to reinforce these in a mini lesson in Lesson 11.</li></ul>	<ul style="list-style-type: none"><li>• Asking students to be metacognitive about partner work supports the development of collaboration skills.</li></ul>
<p><b>B. Creating Final Ad Analysis (15 minutes)</b></p> <ul style="list-style-type: none"><li>• As pairs finish the Ad Analysis planning guide, they should start creating their final product. Consider requiring that students do a paper sketch of their layout for the counter ad before starting their final draft.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Turn and Talk (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* “What is one thing you and your partner did today that helped you collaborate effectively? What is one thing you will need to keep in mind tomorrow as you create your final product?”</li></ul></li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue your independent reading. In Lesson 13, we will write book reviews. Most of you need to finish reading your book by then; a few of you who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class for Lesson 13.</li></ul>	



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# Grade 7: Module 2B: Unit 3: Lesson 10

## Supporting Materials



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## Ad Analysis Planning Guide

Use the following guide to address all parts of the performance task.

**Title:** Ad Name  
(or your own title )

**Section I:** Ad Background

**Section II:** Target Audience

**Section III:** Persuasive Techniques

**Section IV:** Gender Role Analysis

**Section V:** What the Research Says

What are the three most compelling pieces of information someone your age needs to know about gender roles in advertising? (Make sure this information also connects to your analysis of your ad.)

1.

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2.

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3.

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**Section VI:** My Counter Ad



## Ad Analysis Planning Guide

### Section VII: Works Cited

Here are the articles we have read and discussed as a class. Star the sources that you and your partner used in your research. Then copy those sources into your Works Cited section, making sure to keep them in alphabetical order:

- “Body Image and Eating Disorders.” *The Center for an Ad-Free Childhood*.  
<http://www.commercialfreechildhood.org/resources-factsheets>.
- Clifford, Stephanie. “Truth in Advertising?” *The New York Times Upfront*, Vol. 142, March 1, 2010.
- Deziel, Melanie. “‘Cover Girl Culture’ Exposes Media’s Impact on Young Girls.” *The Daily Campus*, February 26, 2010.
- “Geena Davis, Media Equalizer.” *New Moon Girls*, July/August 2012.
- Kane, Courtney. “Men Are Becoming the Ad Target of the Gender Sneer,” *The New York Times*, January 28, 2005
- Sweet, Elizabeth. “Guys and Dolls No More?” *The New York Times*, December 21, 2012.
- Yakanama, Tom. “Images of Men in Advertising,” *Media and Values*, Issue 48, Fall 1989.

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