

Media Literacy

Course Description: The article “ Children, Adolescents, and Advertising” reveals that the average American adolescent views 40,000 advertisements a year on television alone. This staggering number screams to the need for students to develop an understanding of the persuasive techniques advertisers use, as well as the effects and implications they have on our lives. Since advertising has become so deeply woven into our society, it is now necessary to develop an awareness of how it shapes one’s perception of themselves and the world. It is only with this understanding that we will be able to remove the blindfold advertising has upon our lives. Advertising is not the only challenge posed by the media to our students. Students must also be educated on how to actively read the news and interpret reporting through a critical lens. The internet has increased access to a tremendous amount of perspectives. Some of these points of view are objective, some biased, and others completely false. Our students must learn how to weigh other’s opinions, as they begin to form their worldview.

Anchor Standard

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Big Ideas: *Course Objectives/Content Statement(s)*

- The media has a tremendous impact upon the perception of the world.
- A great deal of news is reported through a biased perspective.
- Propaganda can be used to exploit a person’s emotions.
- Propaganda in advertising creates can create unchecked materialistic desires.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

1. Who and/or what influence your perception of the world?
2. How does the mass media persuade you?
3. How can a writing pieces audience affect its tone, style, organization and content?
4. How can propaganda techniques be used to enhance a persuasive argument?
5. What is the role of propaganda within our political system?

Enduring Understandings

What will students understand about the big ideas?

- Students will understand that...
- The mass media employs a multitude of strategies to manipulate your thoughts on a myriad of topics ranging from retail purchases to political decisions.
 - A multitude of propaganda techniques are overtly or discreetly used in nearly every facet of media exposure.
 - Every writing task is unique. Therefore, it is important to remember your audience in order to choose the most effective format, style and organization structure for every piece of writing.
 - The same techniques used by the media can be extremely effective in formal academic writing.
 - Propaganda is the foundation of political discourse.

	<p>In order to make informed political decisions one must be able to identify when and how propaganda is being used.</p>
<p>Areas of Focus: Proficiencies (Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <ul style="list-style-type: none"> ● Understand the impact of common types of political propaganda has on people’s perceptions of an issue. ● Understand propaganda exists in visual, print, and televised political ads as well as political speeches.. ● Understand the media reporting is often not objective due to the bias of a particular news outlet and/or reporter. ● Understand that it is necessary to think of all perspectives of an issue when developing a personal belief. ● Understand that modern marketing is an offshoot of political propaganda. ● Understand that marketers appeal to emotions and insecurities to sell their products. 	<p>Instructional Focus:</p> <p>Students will be taught seven basic types of propaganda/advertising techniques as well as explore product placement techniques. They will apply their knowledge of these strategies in order to examine and dissect an array of advertisements. Students will eventually apply their knowledge of advertising strategies to rebrand a product.</p> <p><u>Formative</u></p> <ul style="list-style-type: none"> ● Propaganda terms quiz ● Socratic conversations ● Short story discussion ● Ad identification ● Assorted journal entries ● Rebranding project: email check-ins, group conferences <p><u>Summative</u></p> <ul style="list-style-type: none"> · Design an advertisement/create an infomercial · Compose a political speech · Rebranding Project: final presentation <p>Instructional Strategies</p> <ul style="list-style-type: none"> ● Interdisciplinary Connections <ul style="list-style-type: none"> ○ Language arts <ul style="list-style-type: none"> ■ Persuasive writing ■ Critical reading ● Social Studies <ul style="list-style-type: none"> ○ Identify types of propaganda in historical and modern political speeches ○ Examine Thomas Paine’s writings

- Technology Integration
 - -WeVideo
 - -www.postermywall.com
 - -youtube instructional videos
 - -google suite
 - -web research

- Media Literacy Integration
 - Literally everything

- Global Perspectives
 - Students will examine a variety of advertisements/strategies from around the world.

Career-Ready Practices

- CRP1:** Act as a responsible and contributing citizen and employee.
- CRP2:** Apply appropriate academic and technical skills.
- CRP3:** Attend to personal health and financial well-being.
- CRP4:** Communicate clearly and effectively and with reason.
- CRP5:** Consider the environmental, social and economic impacts of decisions.
- CRP6:** Demonstrate creativity and innovation.
- CRP7:** Employ valid and reliable research strategies.
- CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9:** Model integrity, ethical leadership and effective management.
- CRP10:** Plan education and career paths aligned to personal goals.
- CRP11:** Use technology to enhance productivity.
- CRP12:** Work productively in teams while using cultural global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures

Physical activities	Number lines	With the Internet / Software
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Summit Public Schools

Summit, New Jersey

Curricular Addendum

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Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading