

**Gr. 7 Media Literacy**  
**Length of Course: One Quarter**  
**Revised: 2017- 2018**

**Curriculum**

**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.

The ultimate goal of this cycle is to create an awareness of the influence of media on our students’ lives to promote decision making unburdened by the growing deluge of information they are exposed to on a daily basis.

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

- Advertisements come in an array of different forms: some obvious, others hidden. Students must realize how to identify all forms of advertising and how they appeal to and impact a variety of audiences.

**Essential Questions**

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

- How much does advertising impact our decisions?
- Is it ethical to advertise to children?
- What is the line between entertainment and advertisement?

**Enduring Understandings**

*What will students understand about the big ideas?*

Students will understand that...

- Advertisements influence our opinions of the world and our material desires.
- Advertisers appeal to young children, who are mostly unaware of the impact ads on their needs and wants.
- Advertisements are woven into movies, songs, and social media.

**Areas of Focus: Proficiencies  
(Cumulative Progress Indicators)**

Students will:

*(Enter NJCCCS or Common Core CPI's here)*

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in

**Examples, Outcomes, Assessments**

*(see [note](#) below about the content of this section)*

**Instructional Focus:** 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.

**Sample Assessments:**

- Propaganda terms quiz
- Ad dissection
- Thomas Paine paragraph
- Political Campaign (speech, poster, commercial)
- Product placement in film identification
- Rebranding Project

the 21st century.

Science: MS-LS2-4, MS-LS2-5, MS-ETS1-1, and MS-ETS1-3. Unit 3: Interdependent Relationships in Ecosystems

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Instructional Strategies:**

- Whole class instruction
- Small group projects
- Individual project
- Problem-based projects
- Whole class, small group discussions
- Writing
- Guiding inquiry
- Guided reflection

**Interdisciplinary Connections:**

**-English:**

- Connect to Thomas Paine’s “Common Sense” by emulating his style in a persuasive paragraph.
- Research skills

**-Social Studies:** Connect to Thomas Paine’s “Common Sense” by emulating his style in a persuasive paragraph.

**Technology Integration**

- WeVideo
- [www.postermywall.com](http://www.postermywall.com)
- youtube instructional videos
- google suite

	<p>-web research</p> <p><b>Global Perspectives</b></p> <p>-Watch documentary about advertising throughout the world.</p>
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*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

21st Century Skills:

Creativity and Innovation: Students re-envision the way a product is portrayed to the public

Critical Thinking and Problem Solving: Students must learn how to “read” an advertisement, rebrand a product, and identify propaganda in a variety of mediums.

Communication and Collaboration: Students work collaboratively on a variety of projects throughout the marking period. They communicate both in person and online to achieve completion of their academic goals.

Information Literacy: Students conduct online research throughout the marking period. They also learn how to identify subversive advertisements and bias in the media.

Media Literacy: The entire course is dedicated to this topic.

Life and Career Skills: Exposes students to elements of outside influence that could cloud decision making in the future.

Further, children learn how to manage time during long-term projects.

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy: Students follow the path of an authentic rebranding campaign. This outline was provided by a marketing executive and runs true to a real world campaign.

Civic Literacy: Identifying bias in the media.

Health Literacy: Identifying the negative impact of advertising on one's mental health.

Technology Integration:

Tools to support the above scope and sequence include but are not limited to:

- ❑ [Canva](#) - Students can develop any one item for rebranding project, poster, postcard, visual using the concepts learned in this unit - this app is specific to design and allows for text image editing
- ❑ [Pixlr](#) - Photo editing app (think Photoshop) that could enhance a final product or part of the process to develop propaganda materials and/or portions of the rebranding project - can be added to the print ad design as well.
- ❑ Google Drawing - Interactive images can be designed within Google Drawing and is easy to access within our Summit Google Domain. May be a great option for students who are familiar with the tools. A large number of tutorials exist for the use of Google Drawings to create a visual and/or infographic as well.
- ❑ [Glogster](#) - Multimedia posters
- ❑ [Infogram](#) - Students can create visuals with charts, data, embedded research and big ideas using one of many infographic apps

Additional Resources:

- ❑ [Media Literacy Now](#) - Includes classroom materials and additional links to videos, curriculum and lesson materials
- ❑ [Read Write Think](#) - Advertising Lessons and Media Literacy resources (links to PBS materials)
- ❑ [Common Sense Education](#) - News & Media Literacy Curriculum Resources

Date	Objectives	Activities
<b>Day 1</b>	<p>Become familiar with classroom rules and procedures.</p> <p>Infer terms and definitions regarding techniques used in propaganda and advertising.</p>	<p>Intro to class topic/overview.</p> <p><a href="#">Donald Duck WWII propaganda video</a></p> <ul style="list-style-type: none"> <li>• <b>Inferred definition activity:</b> Students will google war propaganda and identify propaganda techniques and definitions.</li> </ul>
<b>Day 2</b>	<p>Identify and define propaganda techniques still used in modern advertising.</p>	<p>Teach techniques--&gt; use <a href="#">slideshow (option 2)</a></p> <ul style="list-style-type: none"> <li>-fear</li> <li>-bandwagon</li> <li>-glittering generalities</li> </ul>
<b>Day 3</b>	<p>Analyze WWI propaganda posters for intent and purpose.</p>	<p>Activity: View modern war propaganda: WWI-Present.</p> <p>In groups, discuss <b>who</b> each ad appeals to and <b>how</b> it appeals to them</p> <p>WWI &amp; WWII Propaganda <a href="#">Examples</a></p>
<b>Day 4</b>	<p>Create an original piece of propaganda using at least 1 technique.</p>	<p>Activity: Make a war <a href="#">propaganda poster (www.postermywall.com)</a></p> <p>Make a fake/funny cause: "The war against homework, bad cafeteria food, etc.)</p> <p>Use the cause to create a poster that could theoretically be posted around school and around town.</p>
<b>Day 5</b>	<p>Identify propaganda techniques used in political speeches.</p> <p>Examine the purpose of specific</p>	<p>Play Michelle Obama's DNC Speech (<a href="#">video</a>, <a href="#">text</a>)</p> <ul style="list-style-type: none"> <li>- Identify propaganda techniques being used in the speech</li> <li>- Discuss importance of these techniques and why they were used</li> </ul>

	propaganda techniques used in political speeches.	If there is time, play Donald Trump's Afghanistan Speech ( <a href="#">video</a> , <a href="#">text</a> ) and compare the techniques used and their purpose.
<b>Day 6</b>	Examine the purpose of specific propaganda techniques used in political speeches.	<ul style="list-style-type: none"> <li>• Thomas Paine propaganda identification activity <ul style="list-style-type: none"> <li>◦ <a href="#">Speech</a> activity:</li> </ul> </li> </ul>
<b>Day 7</b>	<p>Create an original piece of propaganda using at least 1 technique.</p> <p>Examine the purpose of specific propaganda techniques used in political speeches.</p>	<ul style="list-style-type: none"> <li>• Begin writing a speech using the style of: <ul style="list-style-type: none"> <li>- Michelle Obama--&gt; kind, emphasis on appealing to emotions (<a href="#">video</a>, <a href="#">text</a>)</li> <li>- Donald Trump--&gt; harsh, emphasis on fear (<a href="#">video</a>, <a href="#">text</a>)</li> <li>- Thomas Paine--&gt; harsh, emphasis on fear and appealing to emotions, lots of hyperbole (<a href="#">worksheet</a>)</li> </ul> </li> </ul>

<b>Day 8</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	<ul style="list-style-type: none"> <li>• Complete all work on posters and speeches not completed during the week.</li> </ul>
<b>Day 9</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	<ul style="list-style-type: none"> <li>• Complete speeches <ul style="list-style-type: none"> <li>- Label propaganda--&gt; color code</li> </ul> </li> <li>• Begin political commercials (<a href="#">rubric</a>)</li> </ul>
<b>Day 10</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	<ul style="list-style-type: none"> <li>• Complete political commercials (<a href="#">rubric</a>)</li> </ul>
<b>Day 11</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	<ul style="list-style-type: none"> <li>• Completion day for entire project (<a href="#">rubric</a>) <ul style="list-style-type: none"> <li>- Print ad and speech</li> <li>- Create poster displaying both</li> </ul> </li> </ul>

		- Rehearse speech presentations
<b>Day 12</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	<ul style="list-style-type: none"> <li>• Presentations (<a href="#">rubric</a>)</li> </ul>
<b>Day 13</b>	Identify and analyze the purpose of product placement in advertising.	<p>Greatest Movie Ever Sold</p> <p>*Do not play from minutes 39-56*</p>
<b>Day 14</b>	Identify and analyze the purpose of product placement in advertising.	Greatest Movie Ever Sold
<b>Day 15</b>	Identify product placement and its purpose in film.	<p>Superman II</p> <ul style="list-style-type: none"> <li>- Product placement identification <a href="#">activity</a></li> </ul>
<b>Day 16</b>	Identify product placement and its purpose in film.	<p>Superman II</p> <ul style="list-style-type: none"> <li>- Product placement identification <a href="#">activity</a></li> </ul>
<b>Day 17</b>	Identify product placement and its purpose in film.	<p>Superman II</p> <ul style="list-style-type: none"> <li>- Product placement identification <a href="#">activity</a></li> </ul>
<b>Day 18</b>	Identify product placement and its purpose in film.	<p>Superman II</p> <ul style="list-style-type: none"> <li>- Product placement identification <a href="#">activity</a></li> </ul>
<b>Day 19</b>	Create an original movie scene utilizing the product placement technique.	<p>Product placement scene: (<a href="#">Directions &amp; Rubric</a>)</p> <ul style="list-style-type: none"> <li>- Filming</li> </ul>

<b>Day 20</b>	Create an original movie scene utilizing the product placement technique.	Product placement scene: ( <a href="#">Directions &amp; Rubric</a> ) - Filming
<b>Day 21</b>	Create an original movie scene utilizing the product placement technique.	Product Placement Project: ( <a href="#">Directions &amp; Rubric</a> ) - Edits
<b>Day 22</b>	Create an original movie scene utilizing the product placement technique.	Product Placement Project: ( <a href="#">Directions &amp; Rubric</a> ) - Watch videos using Flipgrid
<b>Day 23</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Project ( <a href="#">Directions &amp; Rubric</a> ) - Overview and expectations of project - Show past students' examples - Choose item to be rebranded and begin research
<b>Day 24</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Project ( <a href="#">Directions &amp; Rubric</a> ) - Overview and expectations of project - Show past students' examples - Choose item to be rebranded and begin research
<b>Day 25</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Project ( <a href="#">Directions &amp; Rubric</a> ) - Finish background research - Complete background paragraph - Begin Problem statement
<b>Day 26</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Project ( <a href="#">Directions &amp; Rubric</a> ) - Finish problem Statement - Begin and complete demographic Paragraph
<b>Day 27</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Project ( <a href="#">Directions &amp; Rubric</a> ) - Define brand identity/theme/slogan/logo - Create advertisements

<b>Day 28</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Project ( <a href="#">Directions</a> & <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>- Define brand identity/theme/slogan/logo</li> <li>- List forms of reaching people (types of advertisements)</li> <li>- Create advertisements</li> </ul>
<b>Day 29</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Project ( <a href="#">Directions</a> & <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>- Define brand identity/theme/slogan/logo</li> <li>- Create advertisements</li> </ul>
<b>Day 30</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Project ( <a href="#">Directions</a> & <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>- Define brand identity/theme/slogan/logo</li> <li>- Create advertisements</li> </ul>
<b>Day 31</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Project ( <a href="#">Directions</a> & <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>- What to do and what not to do when presenting</li> </ul>

<b>Day 32</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Project ( <a href="#">Directions</a> & <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>- Define brand identity/theme/slogan/logo</li> <li>- Create advertisements</li> </ul>
<b>Day 33</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Project ( <a href="#">Directions</a> & <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>- Define brand identity/theme/slogan/logo</li> <li>- Create advertisements</li> </ul>
<b>Day 34</b>	Create an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Project ( <a href="#">Directions</a> & <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>- Define brand identity/theme/slogan/logo</li> <li>- Create advertisements</li> </ul>
<b>Day 35</b>	Present an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Presentations ( <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>- Present a formal marketing campaign using public speaking skills.</li> <li>- First half of class presents today while other provide</li> </ul>

		constructive or positive feedback.
<b>Day 36</b>	Present an original marketing campaign targeted at a specific demographic, using propaganda techniques.	Rebranding Presentations ( <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>- Present a formal marketing campaign using public speaking skills.</li> <li>- The second half of class presents today while other provide constructive or positive feedback.</li> </ul>

<b>Day 37</b>		Cumulative Project ( <a href="#">project</a> )
<b>Day 38</b>		Cumulative Project
<b>Day 39</b>		Cumulative Project
<b>Day 40</b>		Cumulative Project: Presentations

\*Although the cycle is scheduled for forty-five days, five days have not been planned for to accommodate for missed classes (assemblies, snow days) and extensions on project due dates.

<b>Day 41</b>		To be determined on a marking period to marking period basis.
<b>Day 42</b>		To be determined on a marking period to marking period basis.
<b>Day 43</b>		To be determined on a marking period to marking period basis.
<b>Day 44</b>		To be determined on a marking period to marking period basis.
<b>Day 45</b>		To be determined on a marking period to marking period basis.