

Reality Viewing and Writing

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Objective(s)

There are three main objectives for this unit. First, the students should recognize their role as media targets and become vigilant about the products and services that they might buy. By doing so, they should be able to separate an advertisement from the thing advertised so that they can make a more rational consumer decision.

The second, and more important theme, is for the students to use the ideas studied as a generative set of topics from which to write a persuasive essay, in regards to an advertisement, policy, or editorial. In other words, the lessons should help students identify, develop, and create strategies on how to write influentially. These writings are intended to convince people to act, feel, or think as we, the writer, want them to.

Third, the students should begin to use their knowledge as persuasive writers as a life survival tool. They will simulate a “Survivor” episode by being stranded on an island in the South Pacific.

Purpose of Unit: Expose students to various ways in which persuasion is present in our daily lives. Develop an understanding of persuasion and learn to critically evaluate persuasion, as it is used in the media (all forms including advertising), politics, and art. Discover how to employ the techniques of persuasion in written, oral, and visual discourse. Help students to write persuasively and creatively in a somewhat “hands-on” setting.

Time: Approximately 3 weeks

Learning Area, Grade Level, Content Standard:

Learning Area: Write and Speak

Grade level: Middle or High School: (7th grade & up)

Content Standards: Writing and Interpersonal Communication

Writing

2. a narrative including: a. a description of events from direct experience or observation; b. use of relevant detail and figurative language to create an image of setting, characters, and events; c. dialogue between characters; and d. a sequence of events or ideas leading to a logical ending; and

3. an idea or opinion that: a. gives a rationale that includes reasons to support or oppose the opinion; b. uses evidence to support the idea; and c. has correct spelling and mechanics.

Interpersonal Communication

A student shall demonstrate the ability to communicate effectively in a small group by:

1. solving a problem or settling a dispute, and giving a demonstration or presenting new information in a small group; 2. interacting and communicating appropriately with individuals of different gender, age, culture, and points of view; 3. adjusting communication on the basis of

verbal and nonverbal feedback; and 4. expressing tone, mood, and vocabulary appropriate for a given situation.

Activities: The activities for this unit are split into three parts:

Part One As a class, we will work on the deconstruction of advertisements. We will look at such things as target audiences, manipulation, computer generated imaging, and marketing strategies.

Part Two As a class, we will watch one or two episodes of survivor including all commercial breaks. Then we will deconstruct what we viewed based on reality television theory. We will also deconstruct advertisement commercials that appear throughout the television show based on what we learned in part one.

Part Three Situation: The students will be stranded on a desert island and be forced to create a community, build friendships, and survive on a daily basis with NO help from outside forces. Students will be writing (persuasively and creatively) daily about their experiences and their attempts to create, and survive, in this environment. Another objective of this unit is to get students more acquainted with various forms of writing. They will be asked to respond to daily prompts using different writing styles (i.e. technical, expository, creative, etc).

Assessment: Portfolio: The portfolio will include one piece of writing, from each of the following:

- a) Advertisement (TV and Radio) 25%
- b) Editorial 25%
- c) Final Project (“Shipwrecked” writing) 25%
- d) Journal Completion 15%
- e) Group Cooperation and Participation 10%

Final Project Portfolio: The final project will be a portfolio of all student work throughout the entire unit. It will include a narrative based on their “Shipwrecked” island experience. Students will be assessed according to the quality of their portfolio, and their participation in class, in groups, and in their writing.

Reflection Journals: Each day the students will enter a reflection on the topic we are analyzing. The students will enter a reflection on what they have gained from critique of the subject. Journals will be included in the portfolio, but they will only be graded based on completing each of them.

Unit: Reality Writing and Viewing

Lesson Plan: Advertising and the Media

Time: 5-8 days

Overview/Purpose: Advertising is often aimed directly at young people. Not only do they spend \$70 billion a year, but they influence their parents’ purchases also. Youth are hit by certain appeals - appeals to be like everybody else, sex appeal, even negative appeal. This activity is to increase student awareness of persuasion tactics as seen in magazine advertising.

Objectives(s): The student will be able to:

1. Identify the persuasive techniques used in magazine advertising.
2. Explore the effects of magazine advertising.

Materials:

1. Vocabulary of relevant terms
2. Magazine ads times 4 for each student
3. Bulletin board with advertising techniques pointed out in magazine ads
4. Worksheets for students to analyze ads
5. Materials to make magazine ads - paper, colored pens, pencils, and crayons, etc.
6. May need a video camera for television commercial production
7. May need computer for magazine ad production

Activities and Procedures:

1. Students are given a vocabulary of relevant terms - basic message, visual image, medium, catchy words, testimonial, bandwagon, positive appeal, negative appeal, product character, product slogan, product comparison, and repetition.
2. Students and teacher look at various magazine ads making sure the students understand the terms and techniques. The class works through the attached worksheet together using one of the ads.
3. Students are given three ads to analyze using the attached worksheet.
4. Students are divided into groups of three or four. Each group must invent a product and design a magazine ad using 3 of the advertising techniques.

Optional Extra Activities

5. Students may create and produce a television commercial that exemplifies, mocks, or simulates the area of study.
6. Create an electronic advertisement that exemplifies, mocks, or simulates the area of study.

Tying It All Together:

1. Magazine ads are posted.
2. Television, radio and newspaper ads are analyzed.

Description for Listing: Persuasion techniques used in magazine ads

Magazine Ads

Name: _____ Date: _____ Teacher: _____

Brand Name and Product: _____

Medium: _____

Basic Message: _____

Visual Image: _____

Catchy Words: _____

Technique Used and Why: _____

Technique Used and Why: _____

Technique Used and Why: _____

Persuasion Rating (1 - 5): _____

(1 = Yawn. 5 = I'm sold on this product!)

While working on the lesson plan, students are to log daily activities and thoughts in their journals.

Paper Requirements and Procedures:

1. Pre-writing (mapping, brainstorming, free-writing, etc.)
2. Rough draft development
3. Type rough draft (may need to schedule media center days).
4. Clear thesis stating stance or opinion
5. At least one counter argument against original article or advertisement
6. Well developed paragraphs
7. Writer's audience is clear
8. Two to three pages in length

Unit: Reality Writing

Lesson Plan: Newspaper article and editorial analyzing

Time: 5-8 days

Goals: To expose students to persuasive text through the use of newspaper editorials.

Objectives:

1. To analyze a newspaper editorial.
2. To identify main ideas, facts and opinions, and author's viewpoint.
3. To summarize information.
4. To respond, in writing, to an editorial.

Materials:

current newspapers
folder
Computer

Activities:

Each day, students will read the editorial section of the newspaper and choose one article for the project. They will prepare an essay that summarizes the main ideas, identifies the author's point of view, and gives their own opinion on the topic. Each article and essay should be kept in a folder and labeled with the date and name of the newspaper. At the conclusion of the project, students will choose one article to respond to as a "Letter To The Editor". They may send their response to the newspaper to be published. Students may submit letters to the editor electronically.

Paper Requirements and Procedures:

9. Pre-writing (mapping, brainstorming, free-writing, etc.)
10. Rough draft development
11. Type rough draft (may need to schedule media center days)
12. Clear thesis stating stance or opinion
13. At least one counter argument against original article
14. Well developed paragraphs
15. Writer's audience is clear
16. Two to three pages in length

While working on the lesson plan, students are to daily log activities and thoughts in their journals.

Shipwrecked!!

You are vacationing on a popular cruise line in South East Asia. While you were sleeping, the ship hit a large reef and is beginning to sink. Thankfully, some people survived the crash, including you. As you struggle to the beach on an island somewhere in the South Pacific, you have just watched your ship go down. Clinging to the wreckage, hungry sharks have circled you for about 1 day. The next morning, though, you have sighted an island in the distance. As you straggle to the island somewhere in the South Pacific, you look around and notice you are not alone. Others have been there for a day or two. In fact, you have noticed these others have begun to build a society. You want to join their society. These past few hours you have been spying on them and have watched how their society operates. Remember, you are trying to sell yourself to people in a highly tense and very tumultuous environment. Before you join them, however, you must write a detailed narrative (story) of how you arrived on the island. In this story, you must include why you would want to join a society and what your role and contributions might be. After you have finished this part of the assignment, you will be assigned a group by random. You must now cooperate with this group and find out what they are doing.

This project has two parts—a group component and an individual component. You, as a group, will do the project. Individually, you will keep a diary (journal) of your experiences.

Each group will need to assign its members to particular roles. Each group needs one leader, one recorder, one gofer, and one artist. Every member of your group is responsible for thinking as well! Your group will need to stay on task; after all, the island is a dangerous place.

Small Group: You have just crashed. Write the experience in narrative form. Include details such as what you brought from the ship, your names, who did what in the rescue, and how you are each feeling as you crawl upon the sand to your new home.

The island you have swam to is very primitive—there is no electricity or any other modern conveniences. If you think of the island on Gilligan’s Island or a “Survivor” episode, you’ve just about got the picture.

Select ten items that you can take with you from the ship and explain why you chose each item. Realize that the objects must be legitimately accessible from the ship!

Choose the jobs you will be responsible for while on the island with your companions.

What three actions are you going to take to survive on this island?

Draw a preliminary map of your island. The requirements for this map are:

Size

Aerial view

Location of forests, rivers, mountains, lakes, beaches, and your camp

Legend

Individual: You will write a daily journal. In this journal you will answer writing prompts given by the teacher. Please answer the prompts thoroughly and thoughtfully. Remember that persuasion, grammar, and creativity all count towards your final individual grade.

Expectations: The final project portfolio must be type written. It must be quality work—I will not accept substandard or inferior work. It will be graded on each of the categories listed at the beginning of the unit.

Daily Writing Prompts and Activities:

Individual Prompts:

In your first journal entry, answer the following questions:

Why do you want to join this island society?

What contributions can you make to the society?

Thinking back to our reality television viewing, what are some ways that you make try and make connections?

In your second journal entry, answer the following questions:

Why were you chosen for the particular job on the island?

What qualities do you possess that would help you in the occupation?

Does this choice differ with how you would characterize yourself? Give examples and explain.

Why did your group pick the actions the way that they did? How did you prioritize the need of survival?

In your third journal entry, answer the following questions:

Are you beginning to make connections with any people on the island?

What are your strategies for making connections?

What rules, or laws, don't you agree with?

How do you go about changing these rules or laws?

Small Group Prompts:

1 day

Make a set of laws to govern your society.

Your group has a song they sing every day. Write the lyrics—you may use familiar tunes if you wish. The song should have something to do with the society you have made.

Make plans to hunt and gather food. You must use the map of your island to identify where you have found this food.

1day

Write a narration of exploration. Try to be as creative as possible. What have you found? Where did you find it? Please have your group's record keeper write a narrative with this type of information.

1 day

Make a disaster map. Create a plan to survive is a natural disaster were to occur. Have your group's record keeper turn your disaster plan and map into sentence and narrative form.

Summation!!

You have finished your adventures on your island. Congratulations on your survival (or lack thereof)! As you prepare to hand in your final project (portfolio), make sure the following things are included:

Group

DAY ONE

- Preliminary map
- List of ten things you got from the ship
- Each member's role on the island
- List of the first three actions you took
- Narrative of the shipwreck experience

DAY TWO

- Set of laws or rules for your society
- A song demonstrating your group's culture
- A plan to hunt and gather food

DAY THREE

- Creative narration of exploration

DAY FOUR

- Disaster plan
- Final map

Individual

- Individual daily journals in narrative form
- Self and peer evaluation

Rubric for assessing individual lesson plan papers and final project (portfolio):

Grading Criteria: Exemplary: (A) Proficiency: (B) Apprentice: (C) Novice: (D)

1. Paper includes a concrete idea or opinion. Carefully constructed idea with a clear thesis statement emphasizing the opinion is in the introduction paragraph.

Thesis statement is in the final draft, but is not clearly identified in the opening paragraph.

Thesis statement is partially included in the final draft, but is not clearly identified.

No thesis statement is included in final draft.

2. Paper gives rationale that includes reasons to support or oppose the opinion. Paper gives a logical sequenced argument, clearly identifying the student's opinion, with appropriate support.

The paper is logical, but not sequenced clearly according to the thesis statement, am able to identify an opinion with some support.

The paper is logical, but not sequenced; and the student drifts away from the original thesis statement, support is weak.

The paper lacks a logical flow of events, clearly unorganized, with little or no support.

3. Student uses evidence to support the idea; and properly cites all necessary information. Student appropriately supports opinions, and cites all work accordingly.

Evidence of some support, and supports work, but not all of it.

The support is not clear. Citations of appropriate information are needed.

There is no support of the opinion and no citations of information.

4. The final draft is edited for correct mechanics and punctuation. The final draft is exceptionally well edited and includes outstanding sentence structure.

The final draft is correctly edited for punctuation, and uses appropriate sentence structure.

The final draft is partially edited for punctuation, and sentence structure is average, and, in some cases, weak.

The final draft has not been edited for punctuation and sentence structure is poor.

5. Paper is appropriate and intended for a specific audience. The paper idea is particularly well suited for the intended audience and purpose.

The paper idea is appropriate for the intended audience and purpose.

The paper idea is somewhat appropriate for either the audience or the purpose.

The paper idea lacks appropriateness for the audience or purpose.

Individual Paper: Final Project including ALL “Shipwrecked” materials:

Exemplary (A) = 13.5-15 points Exemplary (A) = 22.5-25 points Proficiency (B) = 12-13.5 points
Proficiency (B) = 20-22.5 points Apprentice (C) = 10.5-12 points Apprentice (C) = 17.5-20.5 points
Novice (D) = 10.5 points and lower Novice (D) = 17 points and lower