

21st Century Lesson

Grade: 7

Subject: English Language Arts

Unit: Media & Advertising

Driving Question: *How and why are print and media texts constructed for particular purposes and particular audiences?*

Curriculum Outcomes:

2.2: Recognize that different purposes and audiences influence communication choices such as vocabulary, sentence structure, rate of speech, and tone during talk; consider appropriate communication choices in various speaking contexts

3.3: Recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate

3.4: Recognize that different situations (interviews, speeches, debates, conversation) require different speaking and listening conventions (questioning techniques, persuasive talk, formal language) appropriate to the situation

7.2: Recognize that print and media texts are constructed for particular readers and purposes; begin to identify the textual elements used by authors

9.3: Demonstrate an understanding that ideas can be represented in more than one way and experiment with using other forms such as dialogue, posters, and advertisements

10.3: Acquire some exposure to the various technologies used for communicating to a variety of audiences for a range of purposes (videos, e-mail, word processing, audiotapes)

10.4: Demonstrate a commitment to crafting pieces of writing and other representations

Expected Time: 5 Classes

Resources:

Laptop/LCD, Computers, iPads, BYOD (students)

- <https://tellagami.com/gami/PBNGQO/> (Screencast #1)
- <https://tellagami.com/gami/VJCNM0/> (Screencast #2)
- <https://tellagami.com/gami/EGZ9IL/> (Screencast #3)
- VIDEO: What is Media Anyway?
https://www.youtube.com/watch?v=bBP_kswrtrw
- VIDEO: How is Social Media Affecting Your Brain?
https://www.youtube.com/watch?v=HffWFd_6bJ0

Lesson Procedure	21 st Century Skills
<p>Teacher does (I Do):</p> <ul style="list-style-type: none"> • Have the word “Media” written on the whiteboard or projected to the front of the room. • Ask the students to define media or offer examples of media. • VIDEO: What is Media Anyway? https://www.youtube.com/watch?v=bBP_kswrtrw • Show the students the “Media & Advertising PowerPoint” • VIDEO: How is Social Media Affecting Your Brain? https://www.youtube.com/watch?v=HffWFd_6bj0 	<ul style="list-style-type: none"> • Remember & Understand • Analyze & Synthesize • Critical Thinking • Evaluate
<p>Individual student work (You Do):</p> <ul style="list-style-type: none"> • Students individually complete the “Media & Advertising Handout” • Students then share their ideas/feedback with a partner. • The questionnaire will help to draw attention to the business of selling images and values 	<ul style="list-style-type: none"> • Find & Validate • Remember & Understand • Collaborate & Communicate • Analyze & Synthesize • Critical Thinking • Create & Publish
<p>Group work (We Do): Multiple classes (2/3)</p> <ul style="list-style-type: none"> • Students will be put into groups of 2-3. This is now your marketing team—you will work together to plan, prepare and present your commercial. • Each student will pitch a list of ideas to his/her group members relevant to your chosen target audience and as a group you will decide on one product idea. • Your product idea and outline will then be turned into a 1-2 minute commercial. Just like the real world of advertising, this process is a little cutthroat. • Each member of your group should be given a specific role, duties and tasks that must be completed by the presentation day. While each person has a specific role, the group is responsible for ensuring a completed project. • Students will have to complete the following: <ul style="list-style-type: none"> a. Brainstorm commercial ideas b. “Preparation Guide” -- decide on characters/voice over announcer, what they will say, what they will do and what props they will need. c. Write the script using the “script frame” template d. Complete the storyboard using “Storyboard Frame” template e. Acquire needed materials f. Rehearse commercial g. Production day 	<ul style="list-style-type: none"> • Find & Validate • Remember & Understand • Collaborate & Communicate • Analyze & Synthesize • Critical Thinking • Create & Publish • Citizenship

<p>h. "Film Festival" - present your commercial to the class.</p>	
<p>Class share (We Share): 1 class</p> <ul style="list-style-type: none"> • Students share their final products, the ad/commercial with their peers. 	<ul style="list-style-type: none"> • Communicate • Analyze • Critical Thinking • Publish • Citizenship
<p>Lesson Wrap Up:</p> <p>Day 1: After completing the individual work and exchange of ideas with a partner, students will share their ideas/opinions/insight with the whole class.</p> <p>Day 2/3/4: Group work (We Do) which will be carried out over multiple classes; therefore, teacher must check in with each group to ensure they are following the assigned time frame.</p> <p>Day 5: After each presentation of the final product, ask the class (audience) to share 3 positive aspects about the work.</p>	
<p>Differentiation/Modification/Enrichment:</p> <p>Options are endless for the video: acting, puppets, drawings, recruiting other people, cartoons, etc; therefore, students have an opportunity to be as creative (enrichment) as they desire.</p>	
<p>Assessment:</p> <p>See attached Outcomes.</p>	
<p>Teacher Reflection:</p>	