

Teacher _____

Date _____

Materials: Powerpoint and laptop/projector or SmartBoard, timer (for pacing), copies of Media Street Fair Brainstorm handout, and copies of Quote-Note-Comment handout

Common Core Learning Standards: RL9-10.1 (Citing Specific Textual Evidence), SL9-10.4 (Present Information and Findings)

Learning targets/objectives: I will understand that there are many forms of media, including multiple kinds of advertising.

I will be able to interpret relevant details from a complex nonfiction article on advertising and teens.

Stage 1- Desired Results

Established Goals:

Understandings:

Students will understand that.....

Media take many forms, and media can be used to advertise products in powerful ways that potentially influence our choices as consumers.

Essential Questions:

- What are media?
- Does advertising affect our choices as consumers?
(for this section of the unit, though these can be used as the day's Aims as well)

Student will know....

...that media take many forms, and that advertising has the potential to influence us in powerful ways.

Student will be able to...

...decode and make meaning from a complex nonfiction text about the power and effects of advertising on teens.

Stage 2- Assessment Evidence

Performance Tasks:

Students will interpret and discuss quote(s) on the power of media. They will read and respond to (via Quote-Note-Comment) a complex text on advertising.

Other Evidence:

Informal assessments of student progress and understanding will be made as the teacher circulates the room and when the learners present their Quote-Note-Comment sheets.

Self-Assessments

Learners will be asked to assess their understanding of the learning targets at the end of the lesson, when the learning objectives are reviewed.

Other Evidence, Summarized

The students' discussion responses and Quote-Note-Comment sheets will be used to modify or adapt the next day's lesson.

Stage 3 Learning Plan – For Our Strongest Learners

Learning Activities:

1. Opening: Learners will (individually and silently) read and reflect on the following two quotes, and then compare and contrast what these two quotes are saying in a low-stakes writing activity (a journal entry).

The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses. –Malcolm X

Technology and social media have brought power back to the people. --Mark McKinnon

2. The teacher will pose the questions “What is each person saying about media?” and “Why do we think their opinions are so different?”
(The teacher will guide the discussion to an understanding that ‘media’ can refer to many different forms of communication, including film, television, advertisements, newspapers, radio programs, CDs or mp3s, and so on. This is part of the disparate understandings of the media in the two quotes: they are referring to different media, and they were said in different times. Ask the learners which they agree with and why.)
3. (Optional) Do a brief “Street Fair” or Gallery Walk with as many forms of media present as possible. Ask learners to brainstorm on a “Media Brainstorm Sheet” who the audience is for each, and how these media are used to communicate.
4. Ask the learners to brainstorm (additional) forms of media. Ask learners to brainstorm (if the “Street Fair” option was chosen, the learners can continue with the “Media Brainstorm Sheet” to explore who the audience is for each, and how these media are used to communicate.
5. Explain that the first section of the Media Unit will focus on Advertising. Ask learners if advertising has any effect on their choices as consumers. (The anticipation is that many learners will argue that it does not.)
6. Do the Powerpoint activity, which can be downloaded from http://www.stayfreemagazine.org/ml/slides/course_intro.ppt. Go directly to slide three (images of flora and fauna) and ask learners how many of the images they can identify (for many students, the answer is presumably none). Then show slide four (images taken of letters from popular brand advertisements) and ask how many the learners can collectively identify (learners will likely be able to identify many of these). Then show slide five, the third slide with the labels. Suggest that it is the power of advertising that has lead us to be able to identify brands by only seeing one letter from a brand label, and that in this first part of the unit, we will be exploring the power and strategies of advertising.
7. Tell the readers that they will read the first page (up to “Advertising can be a costly...”) of the article “Advertising Targets, Affects Teens.” They will read the article silently, and then be directed to choose the two most important details that show the power of advertising on teens. The teacher will model how to do the Quote-Note-Comment triple-entry. Using the two quotes that the learners choose, the learners will create two Quote-Note-Comment entries on their own. In the ‘Note’ column, they will interpret or paraphrase the quote they chose, and in the ‘Comment’ column, they will share their thoughts on these chosen details (comments can include questioning the ethics of advertising, or questioning the details in the articles, and so on).
8. Close and Assess: learners will be asked to present their Quote-Note-Comment entries to the

class. They will be asked to rate their understanding of the learning targets for the day. In addition to this informal assessment, the teacher will collect them and use them to assess the learners' understanding. Additionally, they may/will serve as the starting point for the next day's lesson.

9. World-work (Homework that asks learners to make connections between their formal education and life outside of school): How many ads will you see from the moment you leave class to the moment you return? Try to count, and assess whether or not you see 3,000 ads per day (as our reading states).

Notes: This lesson was created using the Media Unit binder from the GED Plus ELA Curricular Resource. Activities were taken and adapted, and online texts were used to ensure that reading levels would be an appropriate challenge for all learners.

Other notes: This is a very full lesson. If desired, or if needed due to pacing or time restraints, this lesson can be adapted to become two lessons, with activities from number 7 on becoming the bulk of the second lesson.

Still other notes: Additionally, please note that the text will present the learners with challenging vocabulary words. Depending on the vocabulary strategies the teacher uses, there are several options of how to approach these words. Learners can be asked to try to figure out the words' meanings via context-clues or word roots, if these are strategies that have been explicitly taught. The definitions of these words can also be taught in a mini-lesson, given on a handout to struggling learners, can be put on the classroom "Word Wall." Follow-up work can include having the learners use these words in authentic contexts. Research shows that there is little value in having the learners look up the definitions of challenging words.

Stage 3 Learning Plan – For Our Middle-of-the-Road Learners

Learning Activities:

1. Opening: Ask for volunteers to read each of the following quotes aloud, and the other learners will be directed to follow along. Learners will discuss the following two quotes in a pair share, and then compare and contrast what these two quotes are saying in a low-stakes writing activity (a journal entry).

The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses. –Malcolm X

Technology and social media have brought power back to the people. --Mark McKinnon

2. The teacher will pose the questions “What is each person saying about media?” and “Why do we think their opinions are so different?”
(The teacher will guide the discussion to an understanding that ‘media’ can refer to many different forms of communication, including film, television, advertisements, newspapers, radio programs, CDs or mp3s, and so on. If necessary, the teacher can give several examples of media at this stage. This is part of the disparate understandings of the media in the two quotes: they are referring to different media, and they were said in different times. Ask the learners which they agree with and why.)
3. (Optional) Do a brief “Street Fair” or Gallery Walk with as many forms of media present as possible. Ask learners to brainstorm on a “Media Brainstorm Sheet” who the audience is for each, and how these media are used to communicate.
4. The teacher will list 2-3 examples of media. Ask the learners to brainstorm (additional) forms of media. Ask learners to brainstorm (if the “Street Fair” option was chosen, the learners can continue with the “Media Brainstorm Sheet” to explore who the audience is for each, and how these media are used to communicate.
5. Explain that the first section of the Media Unit will focus on Advertising. Ask learners if advertising has any effect on their choices as consumers. (The anticipation is that many learners will argue that it does not.)
6. Do the Powerpoint activity, which can be downloaded from http://www.stayfreemagazine.org/ml/slides/course_intro.ppt. Go directly to slide three (images of flora and fauna) and ask learners how many of the images they can identify (for many students, the answer is presumably none). Then show slide four (images taken of letters from popular brand advertisements) and ask how many the learners can collectively identify (learners will likely be able to identify many of these). Then show slide five, the third slide with the labels. Suggest that it is the power of advertising that has lead us to be able to identify brands by only seeing one letter from a brand label, and that in this first part of the unit, we will be exploring the power and strategies of advertising.
7. Tell the readers that they will read the first five sections on the first page (up to “Ads are targeted towards teens...”) of the article “Advertising Targets, Affects Teens.” They will read the selection from the article silently, and then a volunteer will read the same section aloud while everyone follows along. Then, learners will be directed to choose the most important detail that

shows the power of advertising on teens. The teacher will model how to do the Quote-Note-Comment triple-entry. Using the quotes of their own choosing (i.e. what they consider to be the most important detail), the learners will create one Quote-Note-Comment entry on their own. In the 'Note' column, they will interpret or paraphrase the quote they chose, and in the 'Comment' column, they will share their thoughts on these chosen details (comments can include questioning the ethics of advertising, or questioning the details in the articles, and so on).

8. Close and Assess: learners will be asked to present their Quote-Note-Comment entry to the class. They will be asked to rate their understanding of the learning targets for the day. In addition to this informal assessment, the teacher will collect them and use them to assess the learners' understanding. Additionally, they may/will serve as the starting point for the next day's lesson.
9. World-work (Homework that asks learners to make connections between their formal education and life outside of school): How many ads will you see from the moment you leave class to the moment you return? Try to count, and assess whether or not you see 3,000 ads per day (as our reading states).

Notes: This lesson was created using the Media Unit binder from the GED Plus ELA Curricular Resource. Activities were taken and adapted, and online texts were used to ensure that reading levels would be an appropriate challenge for all learners.

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Stage 3 Learning Plan – For Our Literacy Learners

Learning Activities:

1. Opening: The following quotes will be read aloud, slowly, two times, while the learners are directed to follow along. The teacher will model interpreting the first quote for the learners, and will ask the learners to interpret what the second quote is saying (if deemed necessary, the teacher can explain what “social media” are, mentioning examples like Facebook and Twitter-- the teacher can also share that these quotes are saying very different things). Learners will discuss the following two quotes in a pair share, and then compare and contrast what these two quotes are saying in a low-stakes writing activity (a journal entry).

The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses. –Malcolm X

Technology and social media have brought power back to the people. --Mark McKinnon

2. The teacher will pose the questions “What is each person saying about media?” and “Why do we think their opinions are so different?”
(The teacher will guide the discussion to an understanding that ‘media’ can refer to many different forms of communication, including film, television, advertisements, newspapers, radio programs, CDs or mp3s, and so on. If necessary, the teacher can give several examples of media at this stage. This is part of the disparate understandings of the media in the two quotes: they are referring to different media, and they were said in different times. Ask the learners which they agree with and why.)
3. (Optional) Do a brief “Street Fair” or Gallery Walk with as many forms of media present as possible. Ask learners to brainstorm on a “Media Brainstorm Sheet” who the audience is for each, and how these media are used to communicate.
4. The teacher will list 2-3 examples of media. Ask the learners to brainstorm (additional) forms of media. Ask learners to brainstorm (if the “Street Fair” option was chosen, the learners can continue with the “Media Brainstorm Sheet” to explore who the audience is for each, and how these media are used to communicate.
5. Explain that the first section of the Media Unit will focus on Advertising. Ask learners if advertising has any effect on their choices as consumers. (The anticipation is that many learners will argue that it does not.)
6. Do the Powerpoint activity, which can be downloaded from http://www.stayfreemagazine.org/ml/slides/course_intro.ppt. Go directly to slide three (images of flora and fauna) and ask learners how many of the images they can identify (for many students, the answer is presumably none). Then show slide four (images taken of letters from popular brand advertisements) and ask how many the learners can collectively identify (learners will likely be able to identify many of these). Then show slide five, the third slide with the labels. Suggest that it is the power of advertising that has lead us to be able to identify brands by only seeing one letter from a brand label, and that in this first part of the unit, we will be exploring the power and strategies of advertising.

7. Tell the readers that they will read the first two paragraphs of the article “Teaching Young People about Today’s Advertising and Critical Thinking.” A volunteer will read the first paragraph from the article aloud while everyone follows along, and other learners will be asked to help if the reader struggles with a word. This will be repeated with the second paragraph, and a different volunteer will read. Then, the teacher will model how to do the Quote-Note-Comment triple-entry, using the second paragraph as an example. The learners will create one Quote-Note-Comment entry on their own, using the first paragraph as their quote. In the ‘Note’ column, they will interpret or paraphrase the quote they chose, and in the ‘Comment’ column, they will share their thoughts on these chosen details (comments can include questioning the ethics of advertising, or questioning the details in the articles, and so on).
8. (Optional) If desired, and if time allows, the teacher can show a three-minute teen reporting piece on the new “ADucation” campaign. This video clip gives additional detail on the reading, and learners can make connections between the reading and the video and the text. This video could also be shared in future lessons, after the learners have read the entire text. The video can be found at <http://www.teenkidsnews.com/index.php/gallery/611-advertsing>.
9. Close and Assess: learners will be asked to present their Quote-Note-Comment entry to the class. They will be asked to rate their understanding of the learning targets for the day. In addition to this informal assessment, the teacher will collect them and use them to assess the learners’ understanding. Additionally, they may/will serve as the starting point for the next day’s lesson.
10. World-work (Homework that asks learners to make connections between their formal education and life outside of school): How many ads will you see from the moment you leave class to the moment you return? Try to count, and assess whether or not you see 3,000 ads per day (as our reading states).

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Advertising targets, affects teens

From The Spectator, a secondary level student-run newspaper, retrieved from <http://www.waterloo.k12.ia.us/schoolsites/thespectator/advertising-targets-affects-teens>

By Megan Dolan

Advertising is a pervasive influence on teens. In one year, teens view more than 40,000 ads on T.V. alone and are also exposed to advertising on the Internet, in magazines and even in schools.

No matter where you are or what you are doing, advertising is around you in some way. Store windows, billboards on the side of the road, Internet ads and even your favorite weekly TV show are some of the many ways advertisers reel you in.

“Advertisers utilize focus groups to see which ideas are viewed as ‘cool’,” psychology and social studies teacher Carolyn Braley said.

Teens are often the target of advertising because they have money to blow and a growing hunger for the newest “luxury” items. Teens strive to have the newest electronics, clothing and other overly advertised items.

Marketers know to target teenage issues and stresses such as body image, peer pressure and the need for acceptance.

Ads are targeted toward teens because of teens’ persistent attitude. From persuading their parents to upgrade their cell phone or to get them a new iPod with more memory to tempting a friend to buy the cute shirt that just happens to be their size too.

“Some of the products I feel teens are most targeted by their advertising are cigarettes, alcohol and the newest technology,” junior Nick Mills said. “There are so many trends and new items to keep up with.”

On average, young people are exposed to 3,000 ads per day. Advertisers target children at an earlier age in hopes of developing a preference for their product as soon as possible. Nearly \$250 billion is spent yearly on advertising to sell almost 900,000 different brands.

Teenagers, on average, spend \$155 billion per year on advertised products, also influencing their parents to spend another \$200 billion per year.

Advertising can be a costly strategy to spread word of products. A 30 second advertisement during the Super Bowl now costs \$23 million, but reaches 80 million viewers. During prime time, when children are most likely to be watching TV, nearly 16 minutes of every hour is advertising.

Tobacco manufacturers spend \$30 million per day on advertising and promoting their products. Recent studies have shown tobacco companies especially target teenagers as young as 13 years old.

Another major advertiser is the alcohol industry, spending \$5.7 billion per year. Often their ads feature young, attractive people drinking or posing with their beverages.

Another worry about advertising is media violence. By age 18 the average child is exposed to 200,000 acts of violence on television. Media violence can affect children and teens by an increase of aggression, making them less sensitive to violence and victims and can enlarge their appetite for violence in entertainment and their everyday lives.

“Advertising misguides my thoughts towards the product and makes me want something I really don’t need, like a new cell phone that was used on a TV show or a cute new shirt and pair of jeans to keep up with the newest trends,” junior Erin Conley said.

Advertising affects teens psychologically by painting an image that advertisers consider the “life.” Teens are exposed to ads that suggest they are not what the entertainment business considers attractive.

Magazines and billboards all around the world display altered pictures of models who have been starved to a size zero, leaving girls to believe that it is the only form of beautiful.

Advertising can be harmful to teens by dwindling their self esteem and ability to be themselves. Teens are made to believe they need the newest technology and clothes to fit in at school and with their friends.

“Most advertisements contain a certain image to attract viewers, they present some ‘ideal’ and ‘unrealistic’ image of a teenager,” Braley said. “According to a PBS documentary entitled ‘Merchants of Cool,’ advertisers also continually attempt to come up with the latest ‘cool’ image to attract teenagers.”

It seems advertising companies have strategies in place that target teens, ensuring that their products are desirable and a must have item.

Teaching young people about today's advertising and critical thinking

(adapted)

Every day, children and teenagers are exposed to advertising - not just on TV and online, but on buses, buildings, and even inside their classrooms. Many ads target kids as young as ages 8 to 12. Given what kids see and hear around them, it's important for them to know how to decode and understand ads.

As the nation's consumer protection agency, the Federal Trade Commission, (FTC) is responsible for enforcing laws that prohibit unfair and deceptive advertising and marketing practices. It brings cases, issues guidance to businesses, and educates consumers about their rights. Consumers can file a complaint or get free information about consumer issues at ftc.gov.

Recently the FTC launched Admongo which helps educate kids with a behind the scene look at what advertising does.

The Admongo campaign will help kids learn to ask three key "critical thinking" questions when they encounter advertising:

- Who is responsible for the ad?
- What is the ad actually saying?
- What does the ad want me to do?

As a young adult, it is important to learn how to think critically about advertising, so that you can mentor younger children who may also see more than 3,000 ads per day.

Name: _____ Date: _____

Quote/Note/Comment

(Triple-Entry Notes)

Quote (Cite the passage- and don't forget the quotation marks and the page number!)	Note (Interpret the passage- "This means...")	Comment What do you think? What is your personal response?

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(Continued)

Quote	Note	Comment
(Cite the passage- and don't forget the quotation marks and the page number!)	(Interpret the passage- "This means...")	What do you think? What is your personal response?

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Media Brainstorm Sheet

Form of Media	Intended Audience	How does this medium convey ideas or information?