

Finlandia University Lesson Plan

Name: LeAnn Larson Subject: Technology: Media Literacy

Grade Level: Sixth Grade Length: 40-60 minutes

Number of Students: 10

PRE-INSTRUCTIONAL PLANNING

GRADE LEVEL CONTENT EXPECTATIONS

English Language Arts Section

Reading-

R.IT.06.01- analyze the structure, elements, features, style, and purpose of informational genre, including research reports, “how to” articles, and essays.

Comprehension-

R.CM.06.01- connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.06.03- analyze global themes, universal truths and principles within and across texts to create deeper understanding by drawing conclusions, making inferences, and synthesizing.

Writing Process-

W.PR.06.01- set a purpose, consider and audience, and replicate authors’ styles and patterns when writing a narrative or informal piece.

Speaking-

S.CN.06.01- adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.

OBJECTIVES:

1. As a result of this lesson, students will be able to understand that media messages are purposely constructed using various methods to get their attention by viewing, analyzing, and discussing specific commercial and magazine ads.

2. As a result of this lesson, students will be able to identify techniques used to gain their attention by viewing specific ads and having a teacher led class discussion.
3. As a result of this lesson, students will be able to understand what values and points of view go into media messages by constructing their own ad and performing it in front of the class.
4. As a result of this lesson, students will be able to identify their feelings and view points towards a media message by analyzing a magazine ad and writing their responses for homework.

MATERIALS/SPECIAL ARRANGMENTS/INDIVIDUAL MODIFICATIONS

- Computer/Projector
- Internet Access
- Magazine Ads/Clips from the funnies
- Paper/Pencil
- Pre-made group task cards
- YouTube Videos: (could use any of the teacher's choosing depending on class type)

Huggies diaper commercial-<http://www.youtube.com/watch?v=sQ0M9CBEkw0>

Taco Bell dog Commercial-<http://www.youtube.com/watch?v=M8sZ1DWsAHE>

Toy commercial- http://www.youtube.com/watch?v=j3U_-gBqTxI

Darryl Worley "Have you forgotten" video- <http://www.youtube.com/watch?v=p6yLQRF-cEU>

DURING INSTRUCTION

1. While the teacher connects the video feed. The teacher will ask the students to think about a commercial or magazine ad that they reacted to (whether they bought the product, changed their viewpoint of something, etc.).
2. The teacher will ask for volunteers to share their ad experiences.
3. The teacher will divide the class into 2 groups of three and 1 group of four by having the class count off by 3's.
4. Each group will be given a topic card to create and perform their own commercial.
5. Students will discuss each groups commercial for content such as: who the audience is, how it made you feel etc.

INTRODUCTORY ACTIVITY

1. The teaching will begin the lesson by an attention getting comment: "Today I'm going to show you how to do something that you on average do **32 hours** a week.....WATCH TV,

READ MAGAZINES AND PLAY VIDEO GAMES!” The teacher will explain that today they are going to look deeper into the TV watching, music listening, and magazine reading that we do without even thinking twice of the messages they may be sending us and how it may influence our judgment.

DEVELOPMENTAL ACTIVITIES

1. The teacher will ask the students about their commercial response to provoke topic provoke conversation.
2. The teacher will then play selected commercial videos and ask guiding questions afterwards. (How is this put together or enhanced?, What do you like/dislike?, How does it make you think/feel?, What is the target audience?, Is it trying to sell/tell you something?)
3. After the video discussion, the teacher will explain to the class that they will be creating a commercial and performing it for the class. Each ad must have a specific target audience and message.
4. The groups will be formed by counting off by 3's. Once each group is sitting together they will receive their topic card. The group will have about 10 minutes to work together to come up with a commercial to present to the class. Once completed the other classmates will try to determine what type of audience and message the ad represented.

CONCLUDING THE LESSON

The teacher will explain that there are hidden messages everywhere trying to influence the way we think, act, dress, and perceive the world around us. It is up to us to critically analyze them to determine and decide what we believe from these messages in order to live our own lives.

FOLLOW-UP ACTIVITY OR ASSIGNMENT

The students will be given a photocopied magazine ad and asked to write a paragraph answering the following questions: 1. What techniques are used to catch my attention? 2. How does this ad make me think/feel? 3. Is this trying to sell/tell me something? 4. What does this tell me about how people believe or think?

POSTINSTRUCTINAL

EVALUATION OF STUDENTS LEARNING-

The students will be evaluated on their behavior during the lesson, participation during the in-class activity, and the neatness and content of their homework writing assignment.