

Southington Public Schools

Curriculum Map

Subject: English Language Arts

Grade: 12 (One Semester Course)

UNIT TITLE	#1 Mass Media
CONTENT	
STATE STANDARDS	<p>STANDARD 1: READING AND RESPONDING B: Students interpret, analyze and evaluate text in order to extend understanding and appreciation. D: Students communicate with others to create interpretations of written, oral and visual texts.</p> <p>STANDARD 2: EXPLORING AND RESPONDING TO LITERATURE D: Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts</p> <p>STANDARD 4: ENGLISH LANGUAGE CONVENTIONS B: Students speak and write using standard language structures and diction appropriate to audience and task.</p>
ASSESSMENT	<p><u>PERFORMANCE TASK</u></p> <p>SUBSTANCES AS STRESS RELIEVERS: <i>Deconstructing Advertisements</i> <i>Substances—such as food, alcohol & tobacco—are frequently advertised as stress relievers. When we internalize and act on these messages, unhealthy (and potentially deadly) addictions can result.</i></p> <p>ADVERTISING FOOD <i>Look at Handout 1, an advertisement for Lifesaver’s Crème Savers, and answer the following questions:</i></p> <ol style="list-style-type: none">1. Examine the language used in this ad. What is it saying? What is it implying?2. Examine the layout of the ad. What feelings does it create? How are these feelings associated with the product being sold?3. What is promised or offered by the ad?4. Who might this ad appeal to? Who do you think the ad is targeting?5. In reality, the excessive intake of sugar results in a sudden drop in energy and fatigue. It has also been determined that the increase of sugar in the bloodstream causes a sharp rise in adrenaline, the “fight or flight” hormone, which increases the body’s level of stress, (<i>Sweet and Dangerous</i>, Dr. John Yudkin, 1972).6. This ad offers relaxation, when in reality; the ingredients being advertised will have the opposite effect on a body. How do you respond to this contradiction?7. What are some negative effects of turning to sugar when you are stressed or tired?8. What other foods have you seen advertised as a relief from stress or as offering to alter your emotional state?9. How has this use of food become normalized in the culture? Discuss your opinions about food taking on this role. Are there circumstances when this is okay? When is it not okay? How do we know the difference?10. How do advertisements, such as this one, which are seemingly harmless when standing alone, contribute to a climate of confusion about the appropriate role of food?

<p>ASSESSMENT</p>	<p>ADVERTISING CIGARETTES <i>Look at Handout 2, an advertisement for Virginia Slims.</i></p> <ol style="list-style-type: none"> 1. Examine the language used in this ad. What is it saying? What is it implying? 2. Examine the colors and layout of the ad. What feelings does it create? How are these feelings associated with the product being sold? 3. What is promised or offered by the ad? 4. Who might this ad appeal to? Who do you think the ad is targeting? 5. Most people who smoke become addicted and increase their tobacco intake over time. If a person only grants him or herself time alone, away from the hectic pace of everyday life, when s/he smokes a cigarette, what kind of habit is being established? What is the reality of smoking in this way versus the story that this ad tells? Consider the differences between having the ‘freedom to be alone’ and the ‘need to smoke a cigarette’ — how does this ad confuse these states of being? Does it exploit the ‘freedom to be alone’? Explain. 6. What are some negative effects of turning to cigarettes when you are stressed or need time alone? 7. Look at other cigarette ads. In what ways do they associate relaxation, fun, or escape with their product? 8. Discuss your opinions about tobacco being sold in this way. <p>ALCOHOL ADVERTISING <i>Look at Handout 3, an advertisement for Miller Light, and answer the following questions:</i></p> <ol style="list-style-type: none"> 1. Examine the language used in this ad. What is it saying? What is it implying? 2. Examine the colors and layout of the ad. What feelings does it create? How are these feelings associated with the product being sold? 3. What is promised or offered by the ad? 4. Who might this ad appeal to? Who do you think the ad is targeting? 5. In our culture, alcohol is often associated with fun and letting down. Drinking is a way of giving oneself permission to relax and enjoy. As a chemical, alcohol is a depressant; so, physically, it does indeed have the immediate effect of slowing down the system. However, dependency on alcohol often begins when 6. a person turns to it in order to escape the stress of life. What is your opinion of the alcohol industry advertising its products in the very way that contributes to a serious and destructive addiction? 7. What are some negative effects of turning to alcohol when you are stressed? 8. Look at other alcohol ads. In what ways do they associate fun, relaxation, and escape with their product? 9. Discuss your opinions about alcohol being sold in this way.
	<p><u>OTHER EVIDENCE</u></p> <p>ASSIGNMENT: “Merchants Of Cool” Writing Assignment <i>Write a 300-500 word essay (1^{1/2} -2 pages) on either of these topics providing clear examples. Essay should be typed – double-spaced – 12 point Times Roman font.</i></p> <p>The filmmakers refer to what they call “a feedback loop,” wherein media outlets watch teens and reflect them in programming; and teens in turn watch the media and imitate the media image of teens.</p> <ul style="list-style-type: none"> • What do you make of this? • Have you observed the media imitating teens? • Or teens imitating media? Or both? • Why do you think the media does this? • Why do teens? <p>Draw on examples in the documentary and/or your own personal experience. You may also want to watch MTV, the WB, or other teen-targeted programming and discuss what you see there. (Does it reflect the filmmakers’ argument? Explain.)</p> <p>Or</p>

ASSESSMENT	<p>All TV shows, to one extent or another, reflect the biases of the producers or filmmakers.</p> <ul style="list-style-type: none"> • What was the documentary’s argument? • What perspective are the filmmakers coming from? • What is their slant? • Is this film from the point-of-view of the music business, concerned parents/social critics, or teens themselves (Hint: <i>Merchants of Cool</i> originally appeared on the PBS show <i>Frontline</i>.)? • What scenes or statements in the video clue you in to this fact? • Do you think the documentary would have been different if it was produced by teens themselves? Or by MTV? Or by parents/social critics? How? • (Remember, you don’t need to answer every question.) <p>ASSIGNMENT: Persuasion Techniques Prompt: Write a 300-500 essay on whether or not you think the format and techniques Michael Moore uses in his films is effective? Use examples from the <i>Voice Box Choir</i>, <i>The African American Wallet Exchange</i> and <i>Bowling For Columbine</i>.</p> <p>ASSIGNMENT: 3Review of Film, 300 – 500 word Background: Go to the web site filmcritic.com and read several reviews of movies that you have recently seen or are interested in.</p> <p>Prompt: Do you think the film will be a movie that will become a classic in the future – one that people will be watching on DVD or whatever media will follow DVD twenty or forty years from now.</p> <p>ASSIGNMENT: The 70s Project Prepare a 5-page project, consisting of at least 3-pages of typed material on one of the key issues portrayed in the film, <i>The 70s</i>.</p>
SKILLS	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • use media wisely and effectively • engage in critical thinking when evaluating media messages • evaluate the credibility of information from different sources • understand the power of visual images and know how to “read” them • recognize media’s • generate and respond to questions • interpret information that is implied in a text. • distinguish between fact and opinion • make, support and defend judgments about texts • identify and discuss the underlying theme or main idea in texts • respond to the ideas of others and recognize the validity of differing views • persuade listeners about understandings and judgments of works read, written and viewed • explain and explore their own and others’ aesthetic reactions to texts. • discuss how the experiences of an author influence the text. • discuss how the experiences of a reader influence the interpretation of a text. • evaluate the effectiveness of the choices that authors, illustrators and film makers make to express political and social issues. • evaluate the impact of language as related to audience and purpose.