

# What's the Big Idea?

## Understanding Media Messages

An Arts-Integrated Performance Task using  
Understanding by Design© by Kim Chronister



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## Understanding Media Messages Performance Task

**Submitted by: Kim Chronister**  
**School District: Oran R-III**  
**For: 8<sup>th</sup> Grade Communication Arts and Visual Art**

### What's the Big Idea?

1. Topic that Leads to the Big Idea: Advertising
2. The Big Idea: Students will understand how advertising shapes public opinion.
3. Knowledge, Skills and Abilities Addressed as Learner Objectives:  
Students will:
  - recognize propaganda techniques
  - distinguish fact from opinion
  - distinguish hard sale from soft sale
  - develop and apply note taking and information organization skills
  - develop and apply objective viewing skills
  - write for audience and purpose
  - create artwork for an advertisement
4. The Essential Question: What is the primary role of advertising?

### How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning.

Students will write a reflective paper or create a multi-media presentation that reveals a trend in advertising messages. Students will create a product advertisement for a magazine.

### What Do Students Need to Learn?

6. Show-Me Standards and Grade-Level Expectations:

#### COMMUNICATION ARTS

CA 5: Listening and Speaking

1. Develop and apply effective listening skills and strategies

A. Purpose for Listening

Grade 8:

- a. Listen for information and clarifying strategies for understanding
- b. Listen to recognize how colloquialisms and jargon reflect context regions and cultures

CA 4: Writing

1. Apply a writing process in composing text

A. Writing Process

Grade 8: Follow a writing process to

- a. use appropriate prewriting strategies
- b. generate a draft
- c. reread, revise for audience and purpose
- d. edit for conventions
- e. share writing

W2: Compose well-developed text

A. Audience and Purpose

Grade 8: Compose text

- a. showing awareness of audience and purpose

B. Ideas and Content

Grade 8: Compose text

- a. with a strong controlling idea
- b. relevant specific details

C. Organization and Sentence Structure

Grade 8: Compose text with

- a. an effective beginning, middle and end
- b. logical paragraphing
- c. variety of sentences
- d. cohesive devices

D. Word Choice

Grade 8: Compose text using

- a. precise and vivid language
- b. writing techniques such as precise and vivid language, sensory detail and purposeful dialogue

E. Conventions

Grade 8: In written text

- a. use conventions of capitalization
- b. use colon to introduce lists
- c. use correct pronoun case
- d. use dictionary, spell-check and other resources to edit for correct spelling
- e. write legibly

**VISUAL ARTS**

FA 1: Product/Performance

3. Communicate ideas about subject matter and themes in artworks created for various purposes

B. Subject Matter: Functional Art

Grade 6: Illustrate text

FA 2: Elements and Principles

1. Select and use elements of art for their effect in communicating ideas through artwork

E. Color

High School Level 1: Identify and use color theory and color schemes

2. Select and use principles of art for their effect in communicating ideas through artwork

A. Balance

Grade 6: Identify and use symmetrical (formal) balance

High School Level 3: Use balance to communicate an idea

### FA 3: Artistic Perceptions

- 1: Investigate the nature of art (media messages) and discuss responses to artwork (media messages)
  - A. Aesthetics  
Grade 8: Discuss how people might respond differently to specific artwork (media messages) based on demographics
2. Analyze and evaluate art (media messages) using art vocabulary
  - A. Art Criticism  
Grade 8: Interpret the meaning of the art (media messages)

### FA 4: Interdisciplinary Connections

- 2: Explain the connections between visual art and communication arts, math, science and social studies
  - A. Connecting Arts and Non-Arts Subjects  
Grade 8: Explain how events and ideas (media messages) are communicated through art

### FA 5: Historical and Cultural Contexts

- 1: Compare and Contrast artworks (media messages) from different time periods and/or cultures
  - B. Characteristics of Artwork  
Grade 8: Compare and contrast artwork (media messages)

## Process Standards

### Information and Communications Technology Literacy

1. Follow an inquiry process to construct new understandings, draw conclusions, and create new knowledge
  - A. Process Components, Grade 8  
Grade 8: Follow, monitor, and evaluate inquiry process:
    - a. Identify an information need
    - b. Access prior knowledge relevant to the needed information
    - c. Identify additional information to meet the need
    - d. Locate relevant sources and select information appropriate to the problem or question
    - e. Seek feedback from others
    - f. Exchange knowledge and ideas in appropriate formats
    - g. Evaluate the results
    - h. Use critical thinking skills to adapt, as necessary, to fulfill purpose
3. Access information efficiently and effectively
  - A. Source Selection  
Grade 8:
    - a. Locate multiple primary and secondary sources of various media using appropriate organizational tools
    - b. Select materials appropriate to student's reading ability
4. Evaluate information critically and competently
  - A. Messages  
Grade 8:
    - a. Analyze media technique used to convey the message
  - C. Reliability  
Grade 8:
    - a. Analyze the source to determine its credibility
    - b. Evaluate, with minimal assistance, accuracy of information by determining whether it contradicts or verifies other sources
    - c. Evaluate for bias, with assistance, by analyzing viewpoint(s) conveyed in source
    - d. Evaluate the copyright date of information to best meet the information need
5. Use information effectively and creatively
  - A. Information Recording

Grade 8: Record relevant information using a self-selected note-taking or organizational strategy

B. Information Synthesis

Grade 8: Synthesize, with assistance, information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.)

C. Information Presentation

Grade 8:

- a. Organize information in a logical arrangement appropriate to format, audience and purpose
- b. Use an appropriate format to share information with intended audience for intended purpose

6. Practice ethical, legal and safe use of information and technology

B. Academic Honesty

Grade 8:

- a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital
- b. Practice strategies to avoid plagiarism
- c. Document each source referenced using an appropriate citation format

## How Are You Going to Make it Happen?

Describe what **the teacher** will do; describe what **students** will do:

The teacher will:

- collect a series of advertising from various sources (print and electronic)
- create a sample graphic organizer for recording data
- teach various propaganda techniques
- teach media literacy
- review the writing process
  - Audience
  - Purpose
  - Conventions
  - Style
- show the advertising and promote group discussion
- review note taking
- provide opportunities to create a visual advertisement for a real or imagined product for use in a magazine

Describe what students will do:

- learn and apply propaganda techniques
- participate in class discussion
- take notes
- work cooperatively to better understand media messages and propaganda techniques
- review reflection writing techniques and/or PowerPoint techniques
- create an outline
- view various advertising (television, magazine, newspaper, radio) looking for message trends
- collect data on the product and the message

- organize the data in a graphically pleasing manner
- analyze the data, looking for trends in advertising messages
- use this data for their reflective paper or presentation
- create an advertisement for a real or imagined product for use in a magazine
  - choose a product or service for their ad
  - locate elements (photos, clip art or student-created illustrations)
  - develop advertising copy (headline, call to action and body copy)

**Media Messages Reflective Paper or Presentation Scoring Guide**

Criteria	Advanced 25 Points	Proficient 20 Points	Basic 10 Points	Below Basic 5 Points
<b>Adequate Research and Data Organization</b>	Use of a detailed graphic organizer to show connections among the appropriate number of media messages. Propaganda techniques are evident.	Limited use of a graphic organizer to show connections among the appropriate number of media messages. Propaganda techniques are evident.	Limited use of a graphic organizer to show connections among a few media messages. Propaganda techniques may be evident.	Little or no use of a graphic organizer. No real connections shown. Propaganda techniques are no demonstrated.
<b>Audience and Purpose</b>	Essay/presentation is clear and focused. Media messages are linked to propaganda techniques and connections are made.	Essay/presentation is clear. Media messages are linked to propaganda techniques and connections are made.	Essay/presentation is a little hard to follow. Media messages may not be linked to propaganda techniques and connections are unclear.	Essay/presentation is hard to follow. Media messages not are linked to propaganda techniques and connections are not made.
<b>Content and Relevant Reflections</b>	Strong thesis outlining the purpose of media messages in today's advertising. Specific details proving the thesis statement.	Evidence of a thesis outlining the purpose of media messages in today's advertising. Limited details proving the thesis statement.	Evidence of a thesis outlining the purpose of media messages in today's advertising. Details may not prove the thesis statement.	No clear focus outlining the purpose of media messages in today's advertising. General details.
<b>Conventions</b>	Correct use of spelling and grammatical conventions. Evidence of adequate editing and proofreading.	Little to no distracting spelling or grammar errors. Evidence of some editing and proofreading.	Minor spelling and grammatical errors. Although passages are awkward, the message is clear enough.	Distracting spelling and grammatical errors. So distracting that the message of the piece is lost.

Total: \_\_\_\_\_/100 Points

### Magazine Advertisement Scoring Guide

Criteria	Advanced 25 Points	Proficient 20 Points	Basic 10 Points	Below Basic 5 Points
<p style="text-align: center;">Elements of Design</p> <p>1. Ad is balanced 2. Use of color is effective 3. Art/photo selection catches reader’s attention 4. Typography guides the reader</p>	Advertisement shows an excellent understanding of design elements and implemented the four elements in a creative and unique way.	Advertisement shows understanding of design elements and implemented the four elements in a pleasing, yet typical, manner.	Advertisement shows some understanding of design elements by implementing 2 or 3 of the elements listed.	Advertisement shows little understanding of design elements by implementing 1 of the elements listed.
Audience and Purpose	Advertisement is clear and focused with a strong headline and strong call to action.	Advertisement is clear; the headline is relevant and the call to action attracts attention.	Advertisement is somewhat clear but may be hard to follow; the headline may be relevant <b>OR</b> the call to action may attract attention.	Advertisement is hard to follow; there is no real focus and the call to action may be missing or is ineffective.
Content	Strong message outlining the use of the product/service depicted; specific details “prove” the message in a creative and unique way.	Effective message outlining the use of the product/service depicted; details help to “prove” the message in a typical way.	Muddled message outlining the use of the product/service depicted; details are general and may not “prove” the message.	Weak or no message outlining the use of the product/service; details are general and may not “prove” the message.
Conventions	Correct use of spelling and grammatical conventions throughout the advertisement; evidence of adequate editing and proofreading.		Minor spelling and grammatical errors.	Distracting spelling and grammatical errors.

Total: \_\_\_\_\_/100 points