

**Mass Media Madness**  
*Cheree Charmello*  
*Pittsburgh Gifted Center*

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**Overview**

Mass Media Madness is both a non-fiction and creative-writing communications course that has underlying career-awareness roots. Divided into three sections, this course broadly covers the real-world use of print, visual, audio, and historical elements of mass media through the exploration of changes in mass media over time and writing projects. The course curriculum incorporates reading, writing, listening and speaking, analyzing events and trends in history, and the use of modern technology.

This stand-alone course was designed for the seventh and eighth grade students in the Humanities Department of the Pittsburgh Public Schools Gifted Education Program. These students have extremely high cognitive abilities and need strength-based enrichment activities in addition to what they receive in the mainstream curriculum. Each student attends the center one day per week. The students have the rare, college-like opportunity to choose the courses they will take each semester. Each course meets for one hour each week over a 16-week semester.

Because these students have the opportunity to work with their intellectual peers at the center, there is a tendency for the students to master concepts and finish projects expediently. This course also includes routines and independent research projects in conjunction with daily activities. Those students who finish projects quickly will have standard-supporting “free time” activities to keep them learning!

Despite being created as a stand-alone course, the activities in this unit could easily be adapted to be part of a history, current events, communications or technology curriculum. My suggestion for adaptation would be to choose a day designated for these activities and establish them as part of a mass media workshop.

## **Rationale**

The rationale for creating a course based on the mass media stems from the interests of my students. Unlike my own lack of experience with technology during my middle school years, today's students are fully immersed in it. They are bursting with knowledge and ideas on how to utilize technology to communicate. This raises some important questions for an educator: Do they know how to locate and use the appropriate sources? Do they understand how to differentiate between credible and less credible material? Do they understand their responsibilities in the information age? Do they understand their rights and responsibilities in a "Free Speech" society? It is the nature of the Mass Media Madness curriculum to repeatedly ask, "How do you know what is credible?"

At the middle-school level, students are coming into awareness of societal issues. With so many stereotypical images and ideas embedded in mass media, how will the students learn to flush out the truth by separating bias from reality? It is my hope that the course will supply not only a glimpse into the career-paths in mass media, but also to delicately expose the truths and untruths, such as gender and ethnic stereotyping, inherent in such media.

Teaching is truly both an art and a science. As a communications teacher, I must consistently weigh and measure new ways of presenting age-old fundamentals: Can the students organize their thoughts? What is the most effective way of doing so? Can the students write clearly by sticking to one topic and reinforcing that idea? Can they convey messages to a specific audience? These questions, coupled with the constraint of knowing how to inspire students to *want* to read and write, expose the even more difficult challenge. It is what stands between mediocrity and the ultimate goal of teaching: Can we *inspire* the student to want to work toward mastery of the fundamentals? This is the reasoning behind using mass media as a springboard for writing projects.

The rationale for executing the course in the manner in which it is being presented is based on the philosophy that "students need to *do*, not just see and hear." Communications and history can be particularly difficult subjects to teach because the teaching methods most frequently used are not accessible to all learners. This course incorporates hands-on learning experiences rich in audio,

visual and kinesthetic accessibility. By linking communications, history and technology, I hope to inspire students to read and write by creating a unit that masks the fundamentals deep within a curriculum rich in researching and analyzing.

## **Objectives**

The objectives for this course intertwine many content areas. By the end of the course the students will be able to:

1. Explain and give examples of how mass medium has changed over time. (formal letters vs. instant messaging)
2. Read and discuss current events.
3. Make connections between real-world communication careers and what students do in the classroom by completing a career-choice independent research project.
4. Discuss types of newspaper articles and write an editorial, feature story, or an investigative report.
5. Define terms and strategies used in marketing by creating and marketing a product to a specific audience and explaining the strategy used to do so.
6. Analyze and draw inferences about data collected on trends in mass media.
7. Evaluate and critique the qualities of articles from different sources.

## **Strategies**

Because the gifted students master concepts so quickly, a higher level of *guided* autonomy must be granted in order to keep the classroom running smoothly and productively. I use the term ‘guided’ because the teacher should always deliberately choose the type of independent activity to fit, or at least help to support, the course objectives. The first part of my overall teaching strategy is the use of class-entry routines. Having structured time immediately when students enter the classroom establishes it as a work place and supports the professional teaching objective of “using class time wisely.” Additionally, it gives the teacher a few precious minutes to organize and review lesson plans! For Mass Media Madness, I have selected a “Top Story Tally” routine in which the students read the current ‘top’ stories on national and local news media, discuss the types of stories that become news, and then categorize and log the data.

The second strategy is to have a fun, yet educationally sound, independent project that the students can work on in the event that they finish daily activities

before the other students. I strive to create projects that grant each student a bit of independence. For Mass Media Madness, I have collected several five-to-ten minute video clips on careers in the communications industry. The project requires the student to view a few of the clips and research the missing information, such as work hours, salary and educational requirements. The students then use the information to create 'job descriptions.'

The third strategy used is based on the 'Know-Want to Know-Learned, or 'KWL,' organizer. Prior to starting a new topic, the students will always be asked what they already know about the subject being presented as well as what they would like to know about it. As an anticipatory set, this strategy reveals what material will be taught and pulls the students' personal connections into the topic.

Next, we must examine the five domains of writing; focus, content, convention, organization and style. In order to help the students develop within these domains, the use of the writing process must be mastered. Students need to use all six components of the writing process; prewriting, writing, responding, revising, editing and publication. Ideas for helping students with this process are listed below:

#### Prewriting

- Brainstorm
- Examine examples
- Keep an idea journal
- Bounce ideas off peers
- Make a list of things you already know or care a lot about
- Classify ideas into categories
- Focused free write (Quick, randomized-but-focused writing on a topic)
- Question like a reporter (Who? What? When? Where? Why? How?)
- Interview people who know something about a topic (primary resources)
- Search for books, articles or internet information about the topic (secondary resources)
- Graphically organize ideas (Draw webs or graphics to represent and make connections of or between ideas.)
- "Leads" (Create a few opening sentences to help narrow in on a topic.)
- Compare and contrast
- Create figures of speech (Create analogies, metaphors, similes to help establish a connection between what you know and what idea you have about the topic.)

#### Writing (Draft 1):

- Decide on an audience
- Decide on a voice (humorous, sarcastic, serious, etc.)
- Decide on length and structure
- Organize paragraph layout (Group similar ideas together, make a general outline, and/or graphically organize your thoughts.)
- Get your ideas down on paper according to your chosen method of organization
- Use transitions (First, next, therefore, in conclusion, etc.)
- Ask questions (“Is this focused on my topic, subject or theme or have I gone another direction?”)

#### Responding:

- Allow a peer to read your ideas and offer support (It helps to do a “double read.” During the first read the author reads his or her own work aloud while the responder jots down clarifying questions, such as “Can you expand upon this idea?” “Can you rephrase this to make it clear?” During the second read the responder carefully looks for editing errors such as missing or miss-used punctuation and capitalization, subject-verb agreement, inappropriate homophones, etc.)

#### Revising (Draft 2):

- Expand upon your ideas
- Ask questions of your own work (Does this statement support the main idea or does it go another direction? Would another person understand this point? How can I expand this idea?)
- Make necessary additions and deletions
- Check varying of sentence length
- Polish language (Refine your details - add figures of speech)
- Repeat the **responding** process as needed

#### Editing:

- Proofread (Remember: Word processing programs don’t pick up homophones!)
- Allow a peer to proofread the final draft
- Repeat the **responding**, **revising** and **editing** process as needed

#### Publication:

- Share your work with others

- Enter contests
- Display your work
- Submit your work to magazines, newspapers, etc.

Another effective strategy is the use of student-created (or teacher-created, if need be) examples. Having examples establishes expectations and gives the students a place to begin.

## **Classroom Activities**

### **Section 1:** *Write Before Your Eyes: History of Mass Communications*

#### **Lesson 1:** Course Introduction

As professionalism standards dictate, I first establish classroom rules. Next, I distribute the course packets and discuss the structure, purpose, activities and expectations of the class. I have found that middle school students, when treated like college students, will act as such. I like to give them an overview of what we will be doing, as well as giving them some sort of assignment log so that they can keep track of their own progress over time. It helps the student to gain ownership of their academic destiny!

Explain that the purpose of the course is to expose the students to the realities of the communications industry while engaging them in reading, writing and analyzing text.

Explain the procedure for the class-entry routines (See Figure 1) and begin to discuss the validity. The students will be taking turns monitoring different aspects of “news” by collecting data on the types of “top stories” covered in print, television and radio. Upon entering the classroom the students will spend roughly ten minutes reviewing “front page” news on designated print, internet, radio and televised media. A list will be posted each week so that the students rotate through the monitoring of each type of assigned media. These stories, their structure, and their “tone,” will also be discussed. The stories will be categorized and tallied.

Ask the students to make predictions about the outcome of the “Top Story Tallies” (See Figure 2) on the routine data collection sheet. Ask: How would you define “newsworthy?” What is your idea of “newsworthy” material? Which stories do you think will get the highest number of tallies? Do you think print, television or radio will have the highest number of “sensational” news stories? Which do you think will cover more “newsworthy” material?

Give the students ten minutes to complete the first day of routines then review their findings and mark them on the “Top Story Tallies” sheet. Take time to clarify any questions about the procedure or outcome so that the students may run the routines independently, smoothly and effectively throughout the rest of the semester.

The following websites can be used in their respective category:

Radio News Listening Links:

<http://www.kdkaradio.com/>

<http://www.npr.org/>

Television News Clip Links:

<http://cnn.com>

<http://www.wtae.com>

Front Page News in Print:

*(Use subscriptions that you deem appropriate for your age group or ultimate purpose.)*

## **Lesson 2: Mass Media History Bingo**

After reviewing the routines, ask the students how their lives would be altered if there were only radios to listen to when they went home.

In order to find out what the students already know about mass media, pose the questions: What does *mass media* mean? What is included in *mass media*? How do you think *mass communication* has changed over time?

Tell the students that the five historical stages (changes through time) of communications are:

1. Oral - 35,000 BC, Language begins
2. Pictographic - 70,000 BC, Blombos (African cave) Ocher (red powder used for cave markings)
3. Written - 3500 BC, Cuneiform
4. Printed - 868 AD, oldest printed book by Wang Chieh
5. Electronic - 1844 A.D., Morse telegraph

Give each student a “Mass Media History Bingo Card.” (See Figure 3) Each card contains descriptions of the major events in print, radio and television history. Begin a lecture on the history of mass communication via Power Point. You may view the power point by going to:

<http://gifted.pghboe.net/charmello/ourclass/multimedia/index.htm>

As you run the Power Point, ask them to circle the events on their cards that they have. Periodically stop to discuss why the students think the events are so important.

The following is a compilation of major events in mass media history. The events marked by an asterisk are included on each bingo card, as I have deemed them as being the most important for the purposes of this unit and would like every student to commit these few to memory. Each are included and expanded upon in the Power Point show.

- 59 BC - Ancient Rome circulated handwritten news sheets that were posted in public places by the government.
- \*1450-First printing press made in Europe.
- 1600's – Printed newspapers arose all over Europe.
- \*1690 - The first newspaper in the American colonies, “Publick Occurrences Both Forreign and Domestick,” was published.
- 1704 - John Campbell started the first regularly published colonial newspaper, “The Boston News-Letter.”
- 1776 – The Virginia Gazette printed the text of the Declaration of Independence on July 26<sup>th</sup>.
- 1765 - Stamp Act was used to suppress newspapers
- 1783 - The Pennsylvania Evening Post and Daily Advertiser, the first daily newspaper in the United States, began publication in Philadelphia.
- 1837 - Invention of the telegraph by Samuel Morse.
- 1822- American Dr. William Church invented the first typesetting machine.
- 1895 - Marconi developed the radio transmitter and receiver.
- 1897 - The regular use of photographs in newspapers began.
- 1915 - Supreme Court upheld state rights of movie censorship.
- 1920 - KDKA aired the world's first scheduled radio broadcast from Pittsburgh.
- 1922 - AT&T began charging fees in return for the airing of commercials.
- 1927 - Herbert Hoover, Secretary of Commerce, made this speech over the first long-distance television broadcast on April 7<sup>th</sup>.

- 1929 - In London, John Logie Baird opened the world's first television studio, but the images were very poor. (Nearly all Americans own radios. *Newspapers begin to decline.*)
- 1934 – Federal Communications Commission (FCC) formed.
- 1936 - First television broadcast available in London
- \*1938 - The first regular broadcast of daily news began on radio, with the *World Today* program on CBS for 15 minutes every evening.
- 1939 – The first television broadcast took place at RCA pavilion at the World's Fair in New York.
- \*1933-1945 (WWII) - President Franklin Delano Roosevelt addressed the public via radio instead of via news reporters.
- \*1940 - Paramount put the first TV station on the air.
- 1955 – “June 7 premier on CBS of *The \$64,000 Question*, the “*biggest jackpot program in radio-TV history*,” produced by Louis Cowan for the advertising firm Norman, Craig & Kummel, sponsored by Charles Revson to promote Living Lipstick over rival Hazel Bishop that had proven the success of TV advertising by raising its sales from \$50,000 in 1950 to \$4,500,000 in 1952.”
- 1969 – “July 20 Apollo 11 transmitted live TV pictures from the surface of the moon, with the help of the Dish in Australia, and the lunar camera developed by Westinghouse.”
- 1970 - PBS network established.
- 1974 - Sony introduced Betamax home VCR.
- \*1980 - Cable News Network (CNN) was created by Ted Turner and broadcast news 24 hours/7 days a week!
- 1980’s – IBM, Xerox and Apple Computers enabled “Desk Top Publishing.”
- 1990’s - Development of the internet allowed for immediate transfer of information.

### **Lesson 3: Independent Research Project**

Before beginning lessons that require students to produce work, it would be best to introduce the independent project. This project requires the students to view five-to-ten minute video clips on careers in the communications industry. The students will then use various internet sources to research missing information on specific careers in the industry, such as work hours, salary and educational requirements. The students then use the information to create ‘job descriptions.’ (See Figure 4) Allow the students to begin this project with supervision so that you can clarify any questions they may have prior to allowing them to embark independently.

#### **Lesson 4-5: “Sup?” - Examining Written vs. Electronic Communication**

This lesson helps to address language alterations that occur as modes of communication change by helping students to make a connection between a mode of communication that they frequently use and formal letter writing. Anytime something that students enjoy can make an educationally sound contribution to a lesson it's a win-win situation: The student becomes excitedly connected to the lesson and the teacher gets great products!

First, introduce the idea of change to the students. The study of language is called *linguistics*. The Merriam-Webster Online Dictionary gives the definition of linguistics as “the study of human speech including the units, nature, structure, and modification of language.” In this lesson we will be focusing on “modification of language” and advancements in mass communications that cause these modifications.

Ask: According to what we spoke about in our prior lessons, when do you think mass media was born? (868AD)

As you have seen, a lot has changed in mass media since the advent of *electronic communications*. Not only have the methods that we use to communicate changed, but the way we communicate has also changed.

Give the students a copy of a formal letter and an Instant Message that semantically have the same message. (See Figure 5.1 & 5.2) Ask them to explain the message in both, which should be the same. Ask the students to discuss the similarities and differences. Ask: *Would the text in the Instant Message be an appropriate way to write a school project? Why or why not? How do you think this type of communication will effect future generations?* (The great thing about this assignment is that they will be so focused on the fact that they can talk about Instant Messaging that they will not worry about writing the formal letter!)

Discuss and diagram the elements of the formal letter.

Pass out the assignment sheets. Read through the sheet with the students and clarify any questions or concerns they may have. Allow the students to use your model to write their own formal letter and Instant Message.

#### **Section 2: Print**

Terms to cover in this section: Media Responsibility, Accuracy, News Gathering, News Sources, Verification, Truth, Facts, Rumor, Propaganda, Plagiarism, Associated Press, Inverted Pyramid, Hour glass, Stringer, Balance, Objectivity,

Feature, Tabloid, Investigative, Reporting, Human Interest, Editorial, Hedging (use of terms like alleged, possibly and the use of generalizations, rather than being specific), Redundancy (alleged suspect, future plan, true facts), Headline, Caption

## **Lesson 1:** Types of Newspaper Articles

### Part I: *What the Reader Thinks*

This part of the lesson serves both to expose students to types of news articles, as well as the reading and analyzing of current events. It will also help the students to develop their own ideas regarding, “What is news?” It focuses on what the reader thinks when reading news articles.

Ask the students” “What is news?” Next, give the students various ‘news’ articles written in various forms. Ask the students to read and then verbally summarize the articles. Once this is done, ask the students to weed-out what they think is different/similar about the articles they read. It might be a bonus to use news articles from various eras, such as using past and present samples from The Pittsburgh Courier and the Post Gazette. A discussion on the role news papers have played throughout history would also be relevant. Because my school is located in Pittsburgh’s historic “Hill District,” a thumbnail sketch on Robert Vann, the originator of The Pittsburgh Courier and a Pittsburgher for nearly 37 years, follows.

Robert Vann, August 27, 1879-October 1940, was born to a poor, single parent (assumed) in Hertford, North Carolina. Vann’s last name was bestowed upon him by his mother, Lucy Peoples, who named him after her first employer, Albert Vann.

At the age of six, Vann and his mother moved into the kitchen-help cabin of the John O. Askew estate. For many years of his life, Vann worked as a cook. The Askew family treated him well and Vann grew up surrounded by wealth and beauty.

Education for colored men was very limited during Vann’s childhood. Segregation was the norm. Vann’s education began at the Springfield Colored School, which was only funded four months per year. He “graduated” at the age of 12 in 1892. Several years elapsed between this graduation and Vann’s next school experience. His mother married a dirt farmer and Vann worked the farm and as a local hired-hand. In 1895, Vann began working for A.C. Boothe, one-of-only-a-few black postmasters. This job afforded Vann slightly enough money to

continue his education. Vann could only afford to pay for four months of the Waters Training School at a time. He continued a cycle of working, then returning to school until Headmaster Calvin Brown, moved by Vann's obvious dedication, offered him a job filling oil lamps at the school. He graduated in 1901 as the class valedictorian.

Vann eventually left for Boston with some school friends in order to find work. There he entered Wayland Academy, Virginia Union University's preparatory school. In 1902, he was accepted to the university and graduated in 1903.

The social and political climate following his graduation was turbulent. Vann's outlook for work was grim: A twofold track existed for colored men. They either became teachers or ministers, neither of which appealed to Vann. Despite being relatively light-skinned, Vann never took the advice of those around him to pretend he was some race other than African. He decided to move to Pittsburgh in 1903 when he won a \$100 Avery Scholarship to the Western University of Pennsylvania (currently the University of Pittsburgh).

Pittsburgh was a robustly developing city. Nearly 50% of the nation's steel was produced here. Vann took root, despite the poor living conditions of blacks at the time. Before earning his bachelor's degree in 1906, Vann had become a great oratory and routinely contributed to the school newspaper, *The Courant*, in which he became the school's first black editor-in-chief. It was during this time period that Vann became interested in politics.

Vann worked as a waiter on the Pittsburgh and Lake Erie Railroad (former passenger terminal is now "Station Square" shops) dining train in order to pay his way through law school. He was the only colored person in the program and became the very first to graduate.

Vann opened a law office on Fifth Avenue in 1909. At the time, there were only five other black attorneys in Pittsburgh. There were few whites willing to use a black attorney and few blacks that could afford to pay him. This sparked the start of the *Pittsburgh Courier* on March 1910.

The *Pittsburgh Courier* began as a two-page sheet which mostly included only literary pieces. January 15, 1910 marked the expansion of the "sheet" as a paper, with 500 four-page copies being distributed. Two of the pages were "borrowed" material and two covered local interests. Like many other "black" papers of that era, sales were slow. Vann used the paper to promote himself, often boasting his courtroom wins and political agenda. While many black papers

turned to sensationalism to help them sell, the Courier did not. The paper attacked issues prevalent in the black community; lack of jobs, inadequate housing, and poor education.

*(Samples of The Pittsburgh Courier, available for copying at the Carnegie Library, can also be used to farther expand on Vann's life and accomplishments.)*

## Part II: *What the Writer Does*

This portion will help the students to better prepare for the writing in lesson 2-3, which will require them to write their choice of news article. The students will now take a look at news article writing from the stand point of a journalist.

Ask the students to recall the article summaries. What were some of the similarities and differences in the articles? What was the focus? What voice were they written in? Who was the intended audience? How were the articles started? (Factually? With a catch phrase? Colorfully?) Do you think that the journalist used objectivity? Accuracy? How would you classify the articles?

Once this conversation is underway, distribute quality examples of the types of articles you would like the students to write. I have chosen news features and news stories. The following is a compilation of information on these types of articles. I find that the contrast is great enough that the students can clearly and easily differentiate between them. As you read through the articles with the students, be sure to note specific things that the writer did well. Also, look for shortcomings in the writing, such as redundancies, hedging, bias, etc., so that the students understand what to do and not-to-do.

### **News Story**

A news story has a definite shape. Traditionally referred to as an “inverted pyramid style,” writing a news story places many restrictions on the writer. All sides of the issue must be portrayed without adding the bias of the reporter. The writer must write concisely, leaving out the colorful details often found in news features.

It may be helpful to explain the historical origins of this “shape” of writing. During the period of time in which news was transmitted via telegraph wires, the most pertinent information had to be transmitted first, so that, in the event that the wires were cut, enough information would have been received to compile an adequate story.

## **News Feature**

The news feature format combines elements of news but adds a human-interest twist. It often plays on the emotion of the reader. The writer presents the human side of the news by adding colorful details often used in fiction writing and by adding moving quotes. The news feature also has an important news story element; facts. It is frequently supported by quotations as well.

News features generally have one of the following standardized endings, or article wrap-up styles; summary, general-to-specific, tie-back, wrap-up, climax, unending, stringer, combination, hour glass, descending-order-of-importance.

### *Part III: Writing for Print (Focus on leads, structure, and style)*

The students will use the writing process to create articles of their own by demonstrating the techniques and structure used in the models. Review the writing process with the students, paying careful attention to the “prewriting” phase. I use a rubric to help guide the students through the writing of their articles. Peer editing also helps to further build the students skills as budding writers.

### **Section 3: Visual & Audio**

Terms to cover in this section: Subliminal Influence, Focus Group, Least Objectionable Programming, Analogue Marking (Using your voice tone, body language, gestures, etc. to mark out key word in a sentence or a special piece of your presentation.), Product Placement

#### **Lesson 1: Examining the Agendas in Television.**

This lesson serves to expose the students to how hidden agendas effect what they watch on television.

The students will be examining clips of three shows, including the commercials. Background information on the airing date, any historically significant events that occurred that day, and the airing station, will be given to the students. They will be asked to look for not only the stereotypical auditory and visual things with in the clips, but also to think about the commercials aired between the shows. Discuss the similarities and differences in both the shows and the commercial placement, being sure to bring up evidence of key strategies used in the creation of them, such as analogue marking and subliminal influence.

#### **Lesson 2: Writing an Editorial Based on the “Hidden Agenda”**

### Part I: *Watch, Look and Learn*

The students will be asked to watch 15 minutes of each of two children's programs. One will be from PBS because it does not air commercials and one on their choice of children's channels, such as Nickelodeon, Boomerang, etc. As they watch each, they should respond in writing to their initial impression of the programs. They should note the day, time, and if any, the commercials aired during that time frame, as well as answering the following questions: Do you think that there is a difference in the quality of the shows that you watched? If so, why do you think it exists? Did you notice any stereotypical images or attitudes in either program? If so, what?

When the students finish these write-ups, we will take some time reviewing what each has written. Ask the students: How are all of your experiences similar or different? Has your opinion of children's program been altered by this experience? If so, how?

### Part II: *Editorial Response*

The students will then be introduced to the concept of editorial writing. Several editorials from local papers should be distributed. Allow the students to read over the articles and give their initial impression in oral summary form. Explain the purpose and structure of editorial writing to the class (see below) and then ask the students how editorials differ from news features and news stories.

#### *The Editorial*

The editorial gives a journalist more freedom than most other types of articles. Editorials reflect the opinion of the writer and/or the paper. Often, editorialists poke into current issues, but they can also respond to what is written by other journalists as well as letters written by the public. Like some news features, editorials often offer some sort of advice for taking action on the presented issue. Although most journalists try to be accurate, due to the nature of the editorial, it can often be overly opinionated.

The students will be asked to write a one-page editorial on their view points on the "hidden agenda." A rubric will be given to guide and score the students writing. (See Figure 6) This is another good opportunity to have the students partake in a peer editing session.

### **Lesson 3:** Advertising and Marketing to Young People.

Ask a student to summarize the class' conclusions about the "Hidden Agenda" lesson. Ask: Do you think that you will find similar issues within printed advertisements?

Distribute both current and historical advertisements, such as from WWII military recruitment campaigns, and have the students note the content of the ads. Ask the following questions: Is the ad promoting a product or a service? What is the ad trying to say about the product or service? Does the ad imply anything that could be untrue? What? How? Time permitting, allow the students to create sketches of their own print advertisements.

### **Lesson 4-6:** Did I Hear that Right?: *Listening Beyond the Words*

After listening to a few local radio advertisements, we will discuss the similarities and differences between the print ads we viewed during our last sessions and the auditory ads. Review the questions: Is the ad promoting a product or a service? What is the ad trying to say about the product or service? Does the ad imply anything that could be untrue? What? How?

As the culminating event in this course, the students will create their own auditory advertisements for one given product by utilizing the tricks previously discussed in lessons one through three. (Most computers offer built-in recording devices.) The student will then be asked to present their advertisements and tell which strategies they used to make them "effective." A reward will be given to the team who best utilizes the discussed marketing strategies.

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Noronha, Shonan. Careers in Communications. 4th ed. New York: VGM Career Books, 2005.

Career guide and information on careers in the communication industry.

Pattis, William S. Careers in Advertising. Chicago: VGM Career Books, 2004.

Career guide and information on careers in the advertising industry.

Starr, Paul. The Creation of the Media: Political Origins of Modern Communications. New York: Basic Books, 2004.

A portrait of the financial agenda imposed upon the media.

Viteritti, Joseph P. Kid Stuff: Marketing Sex and Violence to America's Children. Baltimore: Johns Hopkins University Press, 2003.

Explains the effects that things like commercialism and media violence has on children.

## Standards

### Communications

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.
2. All students read and use a variety of methods to make sense of various kinds of complex texts.
3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.
4. All students write for a variety of purposes, including to narrate, inform and persuade, in all subject areas.
5. All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.
6. All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.
7. All students listen to and understand complex oral messages and identify their purpose, structure and use.
8. All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.
9. All students communicate appropriately in business, work and other applied situations.

## Citizenship

1. All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States and other nations, and describe the patterns of historical development.
3. All students describe the development and operations of economic, political, legal and governmental systems in the United States, assess their own relationships to those systems, and compare them to those in other nations.
4. All students examine and evaluate problems facing citizens in their communities, state, nation and world by incorporating concepts and methods of inquiry of the various social sciences.
5. All students develop and defend a position on current issues, confronting the United States and other nations, conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.
7. All students demonstrate their skills of communicating, negotiating and cooperating with others.
8. All students demonstrate that they can work effectively with others.
9. All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.

## Science and Technology

9. All students demonstrate basic computer literacy, including word processing, software applications, and the ability to access the global information infrastructure, using current technology.

## **Appendices**

Figure 1 - Routine Sheet

Figure 2 - Top Story Tallies

Figure 3 - Mass Media History Bingo Card

Figure 4 – Independent Research Project Guide

Figure 5 - Formal Letter (5.1) and Instant Message (5.2)


Figure 6 - Editorial Rubric



Top Stories Tallied!									
	Watched		Listened		Read				
	local	international	local	international	local	international			
Violence									
Sex									
Drugs									
Entertainment									
Sports									
Weather									
Human Interest									

**T O P I C S**

**Figure 2**

<b>Media Bingo</b>		
<p>1940 - Paramount puts first TV station on the air.</p>	<p>59 BC - Ancient Rome circulated handwritten news sheets that were posted in public places by the government.</p>	<p>1933-1945 (WWII) - President Franklin Delano Roosevelt address public via radio instead of via news reporters.</p>
<p>1920 - KDKA airs the world's first scheduled radio broadcast from Pittsburgh.</p>	<p style="text-align: center;"><b>Free Space</b></p> <div style="text-align: center;">  </div>	<p>1895 - Marconi develops radio transmitter and receiver</p>
<p>1600's – Printed newspaper arise all over Europe.</p>	<p>1922 - AT&amp;T began charging fees in return for the airing of commercials.</p>	<p>1450-First printing press made in Europe.</p>

**Figure 3**

Name: \_\_\_\_\_

Week Day: \_\_\_\_\_

### Independent Career Research Project

When you thoroughly finish with the daily activities, you may work on this Independent Career Research Project. The project includes watching short videos on different communications careers, researching additional information and creating a career booklet filled with your final products.

#### Directions:

Go to the Media Madness webpage on our classroom website and click on the Independent Career Research Project link. There you will find short video clips and links to aid you in researching communication careers for your Communication Careers Booklet. Choose one at a time and complete the **Grading** section to guide your writing.

#### Grading:

You may revise as many times as necessary to receive a perfect score. In order to receive a perfect 5 (Excellent), you must be able to check off all of the following:

- Turn in at least 3 completed descriptions with your name and booklet title centered on a separate cover page. *(Additional descriptions will be counted as extra credit if they meet the guidelines below.)*
  
- Each description must be no less than 1 page, double-spaced typed with 1 inch margins. 12-size font. A normal font style is also required.

**Figure 4**

Ms. Imani Writer  
1234 Future Way  
Pittsburgh, Pa 15219

- Each description (including extra-credit work) must contain:
- A title befitting of the career you researched.
  - A paragraph of at least four sentences describing what a person would do while working in this career.
  - A paragraph of at least four sentences that details the level of education needed to obtain the career, work hours and salary information.
  - A paragraph describing why you would or would not be suitable for this career.
  - You may add appropriate images, but they will not count toward the length of the descriptions.*

**NOTES**

**Figure 4 cont.**

September 20, 2005

Mr. William U. Listen

4321 Past Avenue  
Pittsburgh, Pa 15224

Dearest William,

How have you been? It seems as if we have not spoken in ages.

I was wondering if you would consider meeting me at the dance club this weekend? I would be stupendously delighted if you would join me.

Sincerely,

Imani

(Unfortunately, William's reply came three days later...*see back*)

**Figure 5.1**

Mr. William U. Listen  
4321 Past Avenue  
Pittsburgh, Pa 15224

September 20, 2005

Ms. Imani Writer

1234 Future Way  
Pittsburgh, Pa 15219

Beloved Imani,

I have been well, but I certainly miss seeing you.

I am flattered by your offer and I would be overjoyed to accompany you to the dance club this weekend.

Sincerely,

William

**Figure 5.1** *cont.*

## Text (Instant) Message

**Dancer10110:** wazz crakin'

**Billizzle:** nada...sup w u

**Dancer10110:** you shakin' tonight

**Billizzle:** ya, you?

**Dancer10110:** ya

**Billizzle:** kool

**Dancer10110:** u wanna meet me there

**Billizzle:** ya, c u there

**Dancer10110:** ttyl

Figure 5.2.

### Editorial Writing Rubric

	<b>5 Excellent Progress</b>	<b>4 Very Good Progress</b>	<b>3 Satisfactory Progress</b>	<b>2 Needs Improvement</b>
<b>Introductory Paragraph and "Lead"</b>	The first line catches the readers attention and the first paragraph clearly defines the presented issue.	One component is fully developed. The second is weak.	Both components are addressed but not fully developed.	Neither component is addressed or developed.
<b>Language and Tone</b>	Language is unique and the paper has an authoritative tone.	One component is fully developed. The second is weak.	Both components are addressed but not fully developed.	Neither component is developed.
<b>Editorial Support</b>	The article contains at least three logical, well-developed supporting arguments.	The article contains at least three logical supporting arguments, but not all are developed.	The article contains less than three logical, supporting arguments, but those present are well-developed.	The article contains one or no logical, supporting arguments.
<b>Paragraph Structure</b>	Paragraph demonstrates logical sequencing and sentence structure.	One component is fully developed. The second is weak.	Both components are addressed but not fully developed.	Paragraph is illogically organized.
<b>Concluding Paragraph</b>	The conclusion is a creative recapitulation of the presented information. At least two specific recommendations for the reader to take action are given.	The conclusion is a creative recapitulation of the presented information. At least one specific recommendations for the reader to take action are given.	The conclusion lacks a creative recapitulation of the presented information. At least one specific recommendations for the reader to take action are given.	The conclusion lacks a creative recapitulation of the presented information. No recommendations for the reader to take action are given.
<b>Grammar, Spelling Capitalization</b>	No mistakes	1-2 mistakes	3-4 mistakes	More than 4 mistakes

Figure 6.