

Lesson Plan 13

Grades 4-5 Media Literacy – Using Cereal Boxes to Help Students Understand Media are Constructions

	Essential Question: How is media constructed or made?
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PREPARATION	<p align="center">Standard</p> <p align="center">OSPI Health:</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p align="center">H1.N3.4 Explain how to use information found on a Nutrition Facts label.</p> <p align="center">OSPI Art:</p> <p>Anchor Standard 7 Perceive and analyze artistic work.</p> <p align="center">Performance Standard:</p> <p>a. (MA:Re7.1.a) Identify and describe the components and messages in media artworks</p> <p>Anchor Standard 8 Interpret intent and meaning in artistic work.</p> <p align="center">Performance Standard:</p> <p>a. (MA: Re8.1.2) Determine the purposes and meanings of media artworks, considering their context</p> <p align="center">CCSS:</p> <p align="center">CCSS-ELA-LITERACY.SL.4.1 and 5.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, groups, and teacher-led) with diverse partners on grade level topics and texts, building on others’ ideas and expressing their own clearly</p> <p align="center">LWSD Standard 10: Media Awareness, Strand 2- Recognize media messages are intentionally constructed</p>									
	<p align="center">Lesson Focus and Objective(s)</p>									
	<p>The focus of this lesson is introducing students to the concept that media are constructions.</p> <p align="center">Objectives (student “I can …” statements):</p> <p align="center">I can identify parts of a media product</p> <p align="center">I can determine the purpose of the media product and why the creator made it</p> <p align="center">I can apply my understanding of the media construction by creating a cereal box for a specific audience</p>									
	<p align="center">Resources and Materials</p>									
	<p align="center">SmartBoard</p> <p align="center">Media are Constructions video by mediasmarts.ca</p> <p>Different cereal box examples, with at least one of the examples aimed at children</p> <p align="center">Media are Constructions Power Point</p>									
	<p align="center">Environment</p>									
	<p>Session #1 will go over the concept that media are constructions and Session #2 will be a Maker Day where students will apply their new learning to create their own cereal box for a targeted audience. Library lessons are approximately 20 minutes long followed by a 10-minute checkout period (=30 minutes total). Lesson will be conducted in front using a SmartBoard with students sitting on carpet and then transitioning to table groups to do small group work.</p>									
	<p align="center">Vocabulary</p>									
	<table><tr><td>media</td><td>construction</td><td>logo</td><td>mascot</td><td>premiums</td></tr></table>					media	construction	logo	mascot	premiums
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	<p align="center">Assessment Plan</p>									
	<p>In groups, students will pick a target market and create their own cereal box design to appeal to that audience. Students will present their cereal box design to the class and identify the different parts and the purpose it serves.</p>									

PLANNING	Lesson Introduction 3-4 minutes
	<p>Begin by introducing the learning objectives for the day and share the video, "Media are Constructions". After the video, ask students:</p> <ul style="list-style-type: none"> • "What does it mean to say that media are constructions?" (Media are constructions because all media products are created by someone.) • "How does knowing this help us understand media?" (Understanding the choices the creator makes helps us figure out what the purpose for creating the media)
	Lesson Core 12-14 minutes
	<p>Say: Think about the following advertisement and identify all the parts of its construction. How are the parts put together? What do you think the purpose is for creating this ad? (show one advertisement and model identifying parts of its construction and discuss how the parts are put together and the purpose for creating the ad)</p> <p>Say: Now I would like you to work in small groups to identify the parts of the cereal box using your media are constructions worksheet. Make sure to look at all sides of the cereal box. Students will identify from the following parts:</p> <p>Have students discuss the purpose each part serves (allow 5 minutes for students to complete this activity). In table groups, have each group share one part they identified and the purpose it serves. Record responses using the Smart Board.</p> <p>Say: Some parts of a cereal box are required by law. Which element do you think all cereal boxes need to include? (nutritional information and ingredients list). Now look at the size of this information. Are they bigger or smaller than other parts and why do think they are that size?</p> <p>(Note: If time allows, students may look at a second cereal box and go through the same process)</p>
	Lesson Conclusion 1-2 minutes
	<p>Say: Today we learned that media messages are intentionally constructed. You learned the parts of a media product and identified the purpose the creator had for making the product. During our next session, you will have an opportunity to apply what you learned today to create a cereal box design for a target market (session 2 will be a Maker Day).</p>