

## ENWR100

### Unit Lesson Plan on Advertising and Media

The readings created for this unit are specifically designed for the unit question listed below. Those essays are Alvarez's, "I Want to Be Miss America", Luciano's "Male Body Image in America," Shaheen's "The Media's Image of Arabs," and Fowles's "Advertisings 15 Basics Appeals" in *Made With Words*.

#### Unit Essay Question:

**As we discovered in this unit, the media is effective in portraying stereotypes and exaggerated ideas of gender, culture, and race. For this essay, you will be choosing two ads from a magazine or a website in order to discuss issues of gender, race, or culture in the advertising. You will also selectively cite from one essay from this unit that relates to what you found in your ads. Those essays are: "I Want to be Miss America" by Alvarez, "The Media's Image of Arabs" by "Male Body Image in America" by Jack Shaheen, and Jib Fowles's "Advertisings 15 Basics Appeals." Paper Length: 3 -4 pages.**

**For this unit, the instructor will supply the posterboard, magazines, and markers. Students will be responsible for supplying appropriate media for finding their ads and for supplying magazines for collage work.**

**Day One:** Class reads essay together: "The Media's Image of Arabs" page 182 as an introduction to this unit on the media and how it portrays different ideas of race, gender and culture.

Class Discussion: Identify the argument that the author is making. Instructor can list the many ideas that the students present on the board. What do you think about this argument? Is it accurate or flawed?

Class Demonstration: Let's investigate current media images reading them to see if they reflect Shaheen's argument or not, or perhaps something else altogether. Instructor can then show the front page of a NYTimes article or one during a particular news cycle, a YouTube video of "24", a clip from *Aladdin*, a video of Dr. Oz. The idea here is to try to get as many different representations of Arabs in the media as possible.

After each clip, students can write down the extent to which Shaheen's essay is at play or not?

At the end of all clips, ask students to free-write about all the images they have seen.

[INSTRUCTORS MAY ADD OTHER SELECTIONS OF IMAGES OF ARABS FROM THE MEDIA; MAY ALSO CONSIDER EXCERPTS FROM *READING LOLITA IN TEHRAN* BY AZAR NAFISI, THE MUSLIM WOMEN'S LEAGUE WEBSITE, OR THE POEM "VEILED" BY PAT MORA]

Towards the end of class, students share their responses as each clip is then replayed by the instructor.

**Day Two:** "I Want to Be Miss America" page 1 – 5 *Made With Words*

Classroom Work: Class reads essay together. Instructor reviews basic comprehension of the essay. Are there any specific questions about words or ideas that students have? Instructor then assigns a fun grouping strategy. For effective groups, students need to be in groups of no less than 5 people. Instructor asks students to line up silently against the wall in order of their birthday – no talking. Students then count down from 1 – 5 to form 3 groups.

Group Work:

Part 1 – What are the important ideas of gender and culture in this essay? Students must summarize the main points of the essay on posterboard using a few important words or phrases from the essay. In order to highlight concepts of gender, the males in this group are responsible for writing down this list, not the females.

Part 2 – After the list has been created, students then work on a visual concept of these ideas in their group, drawing images and symbols that represent meaningful ideas of what female beauty in America looked and still does look like for Alvarez.

Part 3 – The group that finishes first takes their list and drawing to the front of the room and tapes it the board. Each group should tape their work up in order of completion. When everyone has taped their work up, the first group presents.

Part 4 – Presentations are student led. Each student in the group should speak as they present their analysis of this essay as well as their visualizations. And instructor needs to pay careful attention that each person in each group has spoken in a meaningful way about the essay. Lots of encouragement and feedback from instructor is important here for students to feel willing to share what they have learned. Teacher engagement welcomed!!

Instructor: After all groups have presented, students should look and review each other's work and return to seats. Teacher does a review on the board of student work and the important ideas that were addressed and how they relate back to Alvarez's essay in important ways about gender and culture. Also, instructor may need to review important ideas that students did not address or did not highlight enough from Alvarez's essay. Students often get obvious messages, some will miss the subtler ones. Instructor can also engage a visual concept for the ideas that were less addressed by group work.

Homework: Read, "Male Body Image in America" pages 105 – 111. Write 1 pages of reader response to this essay and bring to class (students can relate their own experiences on this topic to what Luciano says).

**Day 3:** Students share reader responses to the essay. This is a quick review where all students should be encouraged to verbally share a quick response. Then instructor assigns a different group for today's work. Instructor creates 3 groups: one group of 5 females, one group of 5 males, and one mixed group.

## Group Work:

**Mixed Group:** What do men in America look like according to Luciano? Find several key ideas and list them on poster board. After the list, draw them. When finished, tape them on the board.

**Female Group:** Are Luciano's ideas of American maleness true to current cultural concepts around you everyday? Do any of these ideas make you uncomfortable, or do you disagree with common concepts of masculinity in society? List his ideas first then think of places where these ideas are present in everyday culture and list or draw where you interact with this idea in in your everyday experience.

**Male Group:** Do Luciano's idea of American masculinity relate to or challenge ideas of manhood in your group? In what ways do you disagree with the accuracy of what Luciano says? Do any of Luciano's ideas or examples make you uncomfortable? List ideas as they are relevant, then draw out concepts.

Students should finish and tape work up on the board in order of completion. Presentations begin when all students are finished and in that same order of completion.

Instructor: Before groups begin each presentation, instructor reminds the class of the task of each group. After all groups have presented, instructor ends with a wrap up of key ideas on the board from each group. This is a good time to also reflect on any ideas from the text that were not discussed with enough emphasis, or perhaps neglected as well as good ideas that the group discovered on their own.

Homework: Read Jib Fowles' "Advertising 15 Basic Appeals" page 26 – 34 and write 1 page of reader response to this essay. Bring in several magazines to class with your reader response.

## **Day Four:** Culture, Race and Gender Representations in Media

Part1: Students assemble into their own groups of 5 people each.

Part 2: Groups select a magazine. Groups find an ad that relates to the issues we have discussed so far in this unit: an ad that examines the assertions we've discussed about female beauty in America, an ad that examines masculinity in America, and an ad that examines ideas of Arab cultural identity, or another cultural identity in general. Groups work to create a collage from the images they have found.

This will take to the end of the class period. They will present their collages and ideas in the following class. Teacher should collect them and make sure students have signed their names to it.

## **Day Five:** Teacher hands collages back to students.

Part 1: Back in groups students prepare their findings and then present them to the class (35 min).

Part 2: Working Individually: Students begin draft 1 of their essay assignment.

Homework: Write 1.5 – 2 pages from the draft you started today in class. Your typed draft should be 1.5 – 2 pages in length. [SEE ADVERTISING AND MEDIA ESSAY FIRST DRAFT WORKSHEET ON FYWP WEBSITE]

**Day Six: Writing Workshop (CENTRAL CLAIM)**

Central Claim Worksheet: [SEE WORKSHEET ON FYWP—FOR FACULTY WEBPAGE AND/OR USE PROMPT FOR SECOND DRAFT OF THIS ESSAY]

Students exchange drafts and make comments.

Students read peer comments and prepare a plan for revision on this draft.

Teacher collects student drafts

Homework: Revise Draft 2 [DISTRIBUTE ADVERTISING AND MEDIA ESSAY SECOND DRAFT PROMPT FROM FYWP WEBSITE]

**Day Seven: Writing Workshop (ORGANIZATION)**

Return of student drafts with teacher comments

Organization Worksheet: [SEE ORGANIZATION WORKSHEET ON FYWP—FOR FACULTY WEBPAGE]

Students return peer comments. Students prepare a plan of action for the final draft from classroom revision.

Homework: Final Draft of Essay [DISTRIBUTE ADVERTISING AND MEDIA ESSAY FINAL PROMPT FROM FYWP WEBSITE]