

Media Constructions of Sustainability: LOWER ELEMENTARY

by
Sox Sperry & Caren Arnold



www.projectlooksharp.org

Providing materials, training, and support to help teachers prepare students
for life in today's media-saturated world.



ITHACA COLLEGE

© Copyright 2016 Project Look Sharp – Ithaca College
School of Humanities and Sciences
All Rights Reserved
ISBN: 978-0-9844579-4-6



www.projectlooksharp.org



ITHACA COLLEGE

Mission Statement

Project Look Sharp is a not-for-profit, mission driven initiative committed to providing teachers with the training and materials they need to integrate media literacy, critical thinking and 21st century learning into the curriculum.

Project Look Sharp provides staff development workshops and consulting.

Please Consider Donating

All our curriculum kits are available **free** of charge on our web site.
Please contact *Project Look Sharp* to make a donation.

E-mail:
looksharp@ithaca.edu
PHONE: 607-274-3471
FAX: 607-274-1925

Project Look Sharp
1119 Williams Hall
Ithaca College
Ithaca, NY 14850-7290

About The Kit

This kit provides early elementary teachers and community educators with the materials needed to engage students in a dynamic and constructivist process of learning how sustainability has been presented in the media with a particular focus on issues related to water, plants, animals and media production. Each lesson integrates media literacy and critical thinking with a content focus on a particular aspect of these topics. Themes throughout the kit include

- Interdependent relationships in ecosystems,
- Personal choice and decision-making,
- Persuasion in media messages,
- Analyzing different points of view,
- Learning to ask good questions.

FAIR USE NOTICE:

The media documents in this kit are provided free of charge for the purpose of commentary, criticism and education as provided by the fair use clause of US Copyright Act of 1976.

Media Constructions of Sustainability: Lower Elementary

By **Sox Sperry & Caren Arnold**

Managing Editor

Chris Sperry

Publisher & Copy Editor

Sherrie Szeto

Primary Copy Editor

Theodora Weatherby

Executive Director, Project Look Sharp

Cyndy Scheibe

Cover Design & Media Production

Garrett Garneau

Advisors

Faith Rogow

Field Testers

Julie Wells

Jennifer Goodmark

Caren Arnold

Major Funding Provided by:

The Park Foundation

© 2015 Project Look Sharp – Ithaca College
School of Humanities and Sciences
1119 Williams Hall
Ithaca, New York 14850

607-274-3471 · looksharp@ithaca.edu · www.projectlooksharp.org

About the Authors

Sox Sperry is Program Associate and curriculum writer for Project Look Sharp. Sox began his career as a teacher and curriculum designer in 1974 working at the Learning Center parent-teacher cooperative in Fort Wayne, Indiana. Between 1984 and 2007 he worked at the Center For Nonviolence in Fort Wayne teaching nonviolence, developing curriculum and training trainers for a batterer's intervention program. While in Fort Wayne he also taught peace studies and developed curriculum for the Three Rivers Jenbe Ensemble. He is author of Project Look Sharp's document-based history kits, *Media Constructions of*



Sustainability: Food, Water & Agriculture, Media Constructions of Sustainability: Finger Lakes, Media Construction of Chemicals in the Environment, Media Construction of Endangered Species, Media Construction of Resource Depletion, Media Construction of Peace, Media Construction of Social Justice, Global Media Perspectives and Creativity and Aging Through the Lens of Film. He is co-author with Chris Sperry of *Media Construction of Presidential Campaigns, Media Construction of the Middle East* and *Media Constructions of Martin Luther King, Jr.*

The author wants to thank Caren Arnold for her central role in the creation of this lesson collection. Her wealth of insight into second grade curiosities

and capacities based on her extensive classroom experience and her deep care for her students provided the spark that formed these new lessons. Deep appreciation to Faith Rogow who always knows just the right question to ask in order to help students develop good habits of inquiry as media consumers. Thanks to Sherrie Szeto and Cyndy Scheibe for their essential behind the scenes roles in keeping this project on track from start to finish. Finally, as always, thanks to Chris Sperry and Lisa Tsetse. Chris was instrumental in conceiving, designing and editing this kit. It would not be in your hands without his constant and wise stewardship. Lisa was patient and supportive throughout the creation of this kit during a time when that support was deeply needed.

Caren Arnold is a second grade teacher in the Ithaca City School District. She is a graduate of SUNY Geneseo and obtained her masters degree at Elmira University. She majored in early education with a minor in special education. She holds a New York State teaching certification Preschool – 6th grade along with a Speech and Language Therapy Certification.

She began her career as a Speech and Language Therapist in 1993. She then became a classroom teacher in 1997 and has taught Pre-Kindergarten, second, and third grade. She is trained in Responsive Classroom and has worked on math, science and social studies curriculum. She was granted two different sabbaticals from Ithaca City School District. During this time she worked on writing and developing curriculum to integrate technology and health into the second and third grade curriculum. She would like to thank Sox and Project Look Sharp for giving her this opportunity to work on such a worthwhile and dynamic project. It was motivating to take the time to really think about how second graders learn, think, and perform.

TABLE OF CONTENTS

Introduction

Overview, Objectives, Learning Standards, Accessing Materials.....	3
How To Use These Materials.....	7
Media Literacy and Democratic Citizenship.....	11

Unit 1: Water

Lesson 1: Heroes for Water Protection – ELA, Math, Science, & Social Studies

Lesson Plan	15
Teacher Guide	17
Student Worksheet.....	25

Lesson 2: I Want to Protect This Body of Water – ELA, Science, & Social Studies

Lesson Plan	31
Teacher Guide	33
Student Handout.....	39
Student Worksheet.....	41

Lesson 3: Let Us Tell You About the Bodies of Water Where We Live– ELA, Science, & Social Studies

Lesson Plan	43
Teacher Guide	45
Student Handout.....	55
Student Worksheet.....	61

Lesson 4: Advertisers’ Power of Persuasion- Water – ELA, Science, & Social Studies

Lesson Plan	73
Teacher Guide	75
Student Handout	85

Unit 2: Plants

Lesson 1: Heroes for Plant Protection – ELA, Math, Science, & Social Studies

Lesson Plan.....	89
Teacher Guide.....	91
Student Worksheet.....	99

Lesson 2: I Want to Protect These Plants – ELA, Science, & Social Studies

Lesson Plan.....	105
Teacher Guide.....	107
Student Handout.....	113
Student Worksheet.....	115

TABLE OF CONTENTS

Lesson 3: Let Us Tell You About the Plants Where We Live– ELA, Science, & Social Studies

Lesson Plan.....	117
Teacher Guide.....	119
Student Handout.....	129
Student Worksheet.....	135

Lesson 4: Advertisers’ Power of Persuasion- Fruits & Vegetables – ELA, Science, & Social Studies

Lesson Plan.....	147
Teacher Guide.....	149
Student Handout.....	157

Unit 3: Animals

Lesson 1: Heroes for Animal Protection – ELA, Math, Science, & Social Studies

Lesson Plan.....	161
Teacher Guide.....	163
Student Worksheet.....	171

Lesson 2: I Want to Protect These Animals – ELA, Science, & Social Studies

Lesson Plan.....	177
Teacher Guide.....	179
Student Handout.....	185
Student Worksheet.....	187

Lesson 3: Let Us Tell You About the Animals Where We Live– ELA, Science, & Social Studies

Lesson Plan.....	189
Teacher Guide.....	191
Student Handout.....	201
Student Worksheet.....	207

Lesson 4: Advertisers’ Power of Persuasion- Animals– ELA, Science, & Social Studies

Lesson Plan.....	219
Teacher Guide.....	221
Student Handout.....	229

Introduction to:

Media Constructions of Sustainability: LOWER ELEMENTARY

Overview, Objectives, Learning Standards, Accessing Materials	3
How To Use These Materials.....	9
Media Literacy and Democratic Citizenship.....	13

INTRODUCTION

Overview, Objectives, Learning Standards, & Accessing Materials

Overview

This kit provides early elementary teachers and community educators with the materials needed to engage students in a dynamic and constructivist process of analyzing the representation of sustainability in the media with a particular focus on issues related to water, plants, animals and media production. Each lesson integrates media literacy, media production and critical thinking with a content focus on a particular aspect of these topics. This kit is intended to be a model for the integration of sustainability education and media literacy throughout the curriculum.

Themes throughout the kit include

- Human impact on earth systems,
- Taking action on environmental and social concerns,
- Personal choice and decision-making,
- Persuasion in media messages,
- Analyzing diverse points of view,
- Learning to ask good questions
- Creating media messages.

Companion kits dealing with similar topics in the Project Look Sharp environment series include:

- *Critical Thinking and Health,*
- *Media Constructions of Sustainability: Food, Water & Agriculture,*
- *Media Constructions of Sustainability: Finger Lakes (upstate New York),*
- *Media Constructions of Sustainability: Upper Elementary*
- *Media Constructions of Sustainability: Middle School*
- *Media Construction of Global Warming,*
- *Media Construction of the Environment: Chemicals in the*

Environment,

- *Media Construction of the Environment: Endangered Species,*
- *Media Construction of the Environment: Resource Depletion.*

Objectives

- Students will learn key information about the roles of water in Earth's surface processes and interdependent relationships between plants, animals and humans in ecosystems.
- Students will analyze and evaluate a variety of perspectives on how water, plants and animals have been impacted by human activity and how people work to help protect human and natural communities.
- Students will be trained to ask and answer key questions about purposes, content, techniques and the impacts of media constructions that help form knowledgeable and well-reasoned opinions.
- Students will engage in reflective, open-minded analysis, and use critical thinking to develop reading, listening and visual decoding skills and attitudes that support life-long democratic citizenship.

Learning Standards

Each lesson plan and assessment overview includes a listing of specific standards taught or evaluated in that lesson or assessment. This kit addresses specific standards from the following frameworks:

Common Core English Language Arts strands

- Reading: Informational Text
- Reading: Literature
- Writing
- Speaking and Listening

Common Core Math domains

- Operations and Algebraic Thinking
- Measurement and Data
- Number and Operations in Base Ten

Next Generation Science disciplinary core ideas

- Earth Systems: Processes that Shape the Earth
- Interdependent Relationships in Ecosystems

National Council for the Social Studies C3 dimensions

- Developing questions and planning inquiries,
- Applying Disciplinary Tools and Concepts in Civics, Economics & Geography,
- Evaluating Sources And Using Evidence,
- Communicating Conclusions and Taking Informed Action

Constructivist Media Decoding

All materials in this collection are designed for teaching with a pedagogy based on the use of constructivist questions that unearth student meaning making and support metacognition.

Constructivist questions are inquiry-based and interactive, inviting collective readings about media construction. They provide opportunities for students to sustain and extend their thinking through consistent probing through questions such as:

- *What messages are communicated?*
- *Using what techniques?*
- *Who made this document?*
- *For what purpose?*

Constructivist questions probe for evidence in the document through questions such as:

- *Where do you see the evidence for that in the document?*
- *How did you arrive at that conclusion from viewing this document?*

Constructivist questions are complex, inviting multiple readings that represent the nuanced interpretations that each individual brings to understanding the meanings within media document through questions such as:

- *Why do you think that?*
- *How might different people understand this message differently?*

Constructivist questions encourage the development of moral reasoning as students clarify their own interpretations, listen to the analysis of their peers, and discuss ethical issues.

- *What do you learn about yourself from your interpretation?*
- *What actions might you take in response to this message?*

**Access Materials:
Slides, Video and Print**

All print and media materials for this kit are available for download free of cost at www.projectlooksharp.org. The media materials include the PowerPoint slideshows, video clips, and print materials as PDFs. Educators will need access to a computer and digital projector or multiple devices so that the class can identify key details in each slide and video. For further ideas on how technology can be used to enhance students' interactions with the lesson materials provided, see *How To Use These Materials*. Teachers will want to review the lesson and make copies of student readings

and assessments prior to instruction.

In some lessons, students will be asked to view media documents individually or in small groups in preparation for a class presentation. In these instances, a note will appear in the directions of the **Teacher Guide** explaining: *To access student materials, go to the **Student Materials** section from the Project Look Sharp homepage - www.projectlooksharp.org.*

While the kits are available for free online, mobile non-Internet based versions are also available with the purchase of a digital media device. Devices include a master PDF of the kit and all specified media within lesson folders. This device can be purchased through the Ithaca College Bookstore. Access the bookstore through our website:

www.projectlooksharp.org

INTRODUCTION

How To Use These Materials

Lesson Organization

The lessons in this kit have been organized within the following framework:

Unit 1 explores food choices using English Language Arts (ELA), math and social studies.

Unit 2 explores natural resources using ELA, math, science and social studies.

Unit 3 explores water using ELA, math, science and social studies.

Unit 4 explores media production in sustainability using ELA and social studies.

The lesson design throughout this kit is consistent in order that teachers and students may become familiar with constructivist media decoding as a process that requires inquiry, reflection, evaluation and action, always leading back to a new round of questioning. Most lessons are designed with the following activity sequence:

- Compelling questions brainstorm about the lesson topic,
- Full-class collective decoding of media document(s),
- Paired or small group decoding activity tied to standards,
- Group review of decoding answers and understandings,
- Summary reflective questions,
- Action steps brainstorm,
- Further questions,
- Extended activities.

Adapt for your needs

Although some teachers may elect to teach this curriculum in its entirety, most will select certain lessons, activities or media documents that are best suited to their teaching objectives. This format is intended for use in a flexible manner based on a teacher's past experience with constructivist media decoding and on students' prior content knowledge of the topic. You might

choose to excerpt portions of activities and worksheets to be used as a quick mini-assessment for particular skills, as a five minute opening or ending exercise or as culminating assessments following a unit of study. We encourage teachers to carefully review the **Table of Contents**, **Lesson Plans** and the **Standards Alignment Chart** in order to determine which lessons and activities might work best for their individual purpose.

As you review the specific steps in the **Teacher Guide** be prepared to adapt the suggested steps to meet the learning needs of your students. You might elect to work on vocabulary questions as they arise rather than up front as suggested. You might want to offer the partner exercises as individual or small group work. Some activities might be given as a homework assignment. In cases where you are extending a lesson over several periods you might begin each session with reminders about previous learning about content and media literacy. ("What did we learn yesterday about...?").

Leading a Decoding

Constructivist decoding assumes that each student constructs their own meaning from the interaction between the document (video clip, web page, print article, etc.) and her/his own unique identity (age, experience, views, etc.). It is the role of the teacher to ask questions that will result in the richest discussions. The art of leading a constructivist decoding is more improvisational than scripted – with the teacher fluidly deciding where and how to respond to each student comment - considering how it will be interpreted by the other students. The teacher must be open to where student meaning making leads while also staying focused on the learning goals.

The choice of document, questions, structure (e.g. whole group vs paired work), and facilitation of the analysis should always be driven by the teacher's

goals for each activity. The teacher may want to start the decoding with open-ended questions (e.g. *What do you see here?*) to unearth students' background knowledge, interpretations or feelings in response to the media document(s). Or the teacher may want to immediately focus on specific content analysis (e.g. *What are the messages here about...?*). Or the teacher may want to get right to critical literacy questions (e.g. *What is the point of view here about...?*). While the choice of documents and where to probe should always reflect one's goals, typically the decoding will move from more open ended questions, to content focused questions to literacy questions as the students move from personal to document/evidenced based to more metacognitive thinking. Ultimately the teacher may move to probing that asks students to reflect on their own conclusions (e.g. *Which of these documents best matches your own position and why?*) and action (e.g. *What might you do about it...?*).

The Project Look Sharp web site includes professional development support for leading a decoding including *Tips for Decoding*, annotated video models illustrating media decoding at different grade levels and for different subject areas (see *Videos about Project Look Sharp*). For a more detailed exploration see the book, *The Teacher's Guide to Media Literacy* by Scheibe and Rogow.

Curriculum Elements

Each lesson in this kit has a one or two-page **Lesson Plan** that includes objectives, standard alignments, vocabulary, media forms, materials, time required and lesson procedures. The **Teacher Guide** includes a step-by-step plan for teaching the lesson.

Most lessons begin with a class discussion that includes opening questions, a review of vocabulary and a lesson introduction that introduces the topic and lesson objectives to the students. Most lessons include probe **Media Sample Questions & Answers** that ask students to apply their knowledge of science, social studies and media literacy in each media document.

Possible Answers are included to model evidence-based responses that address key scientific, social studies and media literacy concepts and information. However, there is rarely one right answer to any of these interpretative questions, and teachers should encourage multiple readings and a diversity of responses as long as students present evidence to back up their interpretations. It is important that students recognize that all people do not interpret media messages in the same way. It is also important to encourage students to begin to ask their own media literacy questions, especially as they become more familiar with this form of critical analysis.

Following the class discussion most lessons move on to partner work using **Student Worksheets** and/or **Student Handouts**. **Media Sample Questions & Answers** are provided to help with in-class review of student work. The lesson wrap-up includes a summary reflection activity asking students, "What have we learned about our opening questions?" and a brainstorm of actions that students might take based on what they have learned.

Further Questions and **Extended Activities** prompt students to move beyond media-based analysis to discuss issues, make personal connections, conduct follow-up research or take social action. Teachers will add their own questions as a means to encourage holistic understanding. The documents provide an opportunity for teachers to probe into fundamental questions about how we come to know about food, water and natural resources and how sustainability themes such as human impacts on the environment, personal values and collective action intersect with one another.

Accessing Materials

While many document decodings within this curriculum are whole class activities, some lessons call for students or small groups to independently analyze media documents for in-class presentations followed by a full-class discussion. The **Teacher Guide** describes how

students can access the media documents on the Project Look Sharp home page. For more information about accessing the student materials, please see the section on **Accessing Materials** in the **Overview**.

It may be helpful for students to be able to **access videos and PowerPoint slides on their own devices** to enable pausing as needed to make notes and to zoom in on images and text. If these devices are not available you can make print copies of individual slides for close reading. Other options for student viewing and accessing webpage images are to **go directly to URL** (located in the reference list at the end of each slide collection), for the teacher to project onto a whiteboard or for students to **use a Chromebook screen for enlargement**.

Integrating New Technology

Using technology that allows students to interact with the media documents being analyzed can enhance the constructivist media decoding process. Through the use of smart boards, tablet apps and computer programs, students can zoom in for more details or mark supporting evidence. This can also be done through paper and pen or on a projector. Web resources can also be helpful. The website *Vialogues* allows for time-stamped video discussions. The application *Explain Everything* allows for narration of compiled presentation.

The use of individual devices can provide further flexibility for students to interact with the media texts since they are able to pause videos when they want, zoom in on distinct parts, or mark up documents with their observations and questions. When students are using their own devices it is advised that teachers devise a way to collect student annotations to capture the individual decoding process. This can be done through PDF editors, remix programs (such as The LAMP's *MediaBreaker* for video, or *Mixxx* for audio) or Screen capturing software (such as *Quicktime*, *Camtasia* or *Jing*).

Worksheets provided in the lessons can be digitized and distributed to students through technology devices if teachers have adopted this method in their classroom.

Assessments

Units 1-3 include unit assessments with **Student Worksheets** and/or **Student Handouts** and an **Assessment Overview** which lists objectives, standard alignments, materials needed, possible answers for worksheets and evaluation criteria for the writing assignment. It is not essential that you teach all unit lessons to deliver this assessment.

Time and Coverage

The time it takes to deliver these lessons will vary depending upon the knowledge of the students, the experience of the teacher with this form and these materials, the amount of further questions asked, and how many of the media documents the teacher uses. Although teachers may sometimes need to edit the number of documents used, they should avoid the temptation to sacrifice student interaction for content coverage. The power of the lessons emerge when students actively apply their knowledge, identify evidence, articulate their interpretations, analyze authorship and point of view, and discuss meaningful issues.

Do No Harm

One of the key requirements of constructivist pedagogy is to pay deep and constant attention to healing and harmful power of words and images. The issues raised in this curriculum can provoke powerful emotions from students (e.g. responses to the videos on hunger). It is essential that the teacher monitors the emotional climate of the class and be willing to ask, "How are you feeling?" It is essential that the teacher create a setting in which personal sharing of feelings will not be obstructed by laughter, side comments or crosstalk that can hurt individuals and make it harder to discuss the sensitive issues that are at the core of this kit.

Teaching Students to Ask Good Questions

One of the key goals of this curriculum is to help students become better questioners. Several lessons include activities in which students are invited to work together to come up with their own document-based media literacy questions (U1L4,

U2L3 & U3L4). Each unit also includes lessons where students are asked to come up with their own math word problems (U1L2, U2L5 & U3L3). For these lessons you might ask students to defend why the question they came up with is a good one. It's important that teachers take the time after these activities to engage with students in dialogue about what makes a good question and what makes a not-so-good question and why.

Teachers can begin this opportunity to practice creative questioning by having a discussion as to why people in general ask questions, why teachers in particular ask questions and what's the value of asking good questions. As they work on these units you might suggest that students develop their own "question toolbox" in which they begin identifying and organizing questions into different types – media literacy vs. content questions or, in the vernacular of the C3 social studies dimensions, compelling vs. supporting questions. An advanced activity might be to invite students to prepare and lead their own document decoding activity, following your model for good inquiry-based questioning.

Scaffolding

There are a wide variety of practices and tools that teachers might consider using to help students enter into media document decoding practice. The simplest of these is to encourage note-taking as students review videos or slides. Be prepared to pause after projecting media documents to allow students to work, alone or together, to deepen their own thinking before opening to full-class discussion. In some instances we've provided T-charts as a model to support note-taking while viewing. For several of the writing assignments we've provided some graphic organizers to help students scaffold their learning. You might want to add to the power point slides your own slides with initial discussion questions, vocabulary and bulleted worksheet directions to help students with auditory processing issues.

For students who need greater challenges consider developing some of the **Extended**

Activity ideas into full-scale projects. Ask students to go to the original sources to find out more about the perspectives of the authors and creators of these media materials. Assign students to track down their own "counterpoint examples" for looking at points of view not expressed in the materials presented in the lessons.

Professional Development Support

There are many options for further teacher support available on Project Look Sharp's website. These include:

Videos: of teachers using constructivist media decoding in the classroom URL:
http://www.projectlooksharp.org/index.php?action=videos&category=media_decoding

Webinars: on topics related to sustainability and media literacy education URL:
<http://www.projectlooksharp.org/index.php?action=webinars>

Articles on media literacy pedagogy URL:
<http://www.projectlooksharp.org/index.php?action=medialitarticles>

Handouts for classroom support URL:
<http://www.projectlooksharp.org/index.php?action=medialithandouts>

Do-It-Yourself (DIY) Guide for integrating media decoding into core content teaching URL:
<http://www.projectlooksharp.org/index.php?action=diy>

Workshop opportunities to hands-on teacher support. URL:
<http://www.projectlooksharp.org/index.php?action=workshops>

We encourage you to make use of all of these as you seek to further incorporate media literacy education into your teaching.

INTRODUCTION

Media Literacy and Democratic Citizenship

The founders of the United States articulated the need for a literate citizenship as core to the development of a deep and enduring democracy. We live in an age when the most influential messages about pressing social issues and events are delivered through mass media, such as television, magazines and the Internet. Most students use the Internet as their primary source of information, yet few have any formal training in assessing the credibility of information in the media. It is essential to the success of our democracy that young people consciously and consistently analyze and evaluate media messages. They need to be taught to seek out current, accurate, and credible sources of information; they need to understand the influence of media messages on their understanding of the world; and they need training in identifying and using various techniques for communicating messages in different media forms. Without these critical skills, we risk losing the diversity and freedom of thought that underpins a culture of true democracy.

Collective Reading of Media Messages

This curriculum is based on the classroom practice of collective reading, in which the teacher leads the class through the process of decoding images, sounds and text as a way of developing a range of critical thinking skills while teaching core knowledge. This constructivist approach encourages the development of moral reasoning as students clarify their own interpretations, listen to the analyses of their peers, and discuss ethical issues. Decoding of the documents in this curriculum will help train students to distinguish fact from opinion, analyze point of view and identify bias, interpret historical

documents, and use evidence to back up a thesis. The classroom decoding process is particularly effective in involving students who rarely share their opinions about print-based material, including students with reading disabilities, visual learners, and students for whom English is a second language. The teacher should consider calling on students or going around the room to ensure participation by all students in the collective reading process.

Encouraging Multiple Readings

Although the Teacher Guides for each lesson include possible answers to the questions, the teacher should encourage multiple readings and a diversity of responses for most of the questions posed. It is important that students give evidence in the document to explain their conclusions. Occasionally a question has only one right answer (e.g., “who created this video?”), and students should learn to distinguish between objective and subjective questions. The suggested answers given in the scripts are intended to reflect typical responses that address key scientific, historical and media literacy concepts and information. However, it is important that students recognize that all people do not interpret media messages the same way. Depending upon each reader’s background, including life experience, age, gender, race, culture, or political views, he or she may have very different interpretations of a particular text. The collective reading experience provides the opportunity to explore these differences and discuss the important concept that readers interpret messages through their own lenses.

Reading Bias

A major theme of these materials is the recognition that all media messages come from a particular

point of view and have a bias that reflects the intent and perspective of the producer and sponsor. With these materials, teachers can train students to recognize bias and point of view. The teacher should encourage students to ask critical questions about any media messages encountered inside or outside the classroom using the Key Questions To Ask When Analyzing Media Messages found at www.projectlooksharp.org.

Bias in this Curriculum and in the Classroom

This series of lessons, like all media, also has a point of view and a bias. As teachers use the lessons, they may identify opinionated language, selective facts, missing information, and many other subjective decisions that went into constructing this view of sustainability. The same questions the curriculum applies to other documents can be applied to this media construction: Who produced this curriculum for what purpose and what is its bias? Teachers and students could and should be asking critical questions about the editorial choices that went into constructing these lessons. For instance, why did we choose to focus on certain topics, but not others? And, what is your evidence for these conclusions? When using these materials teachers will make their own decisions of what to include and to edit, what questions to use and what issues to avoid.

All of these decisions, both by the creators and users of the curriculum, will influence the view of history that students receive. Teachers should encourage students to thoughtfully analyze and discuss the stories, the perspectives, and the biases celebrated and criticized within our own classrooms. Those skills and practices are core to an educated democratic citizenship.

Additional Resources

For more information about media decoding download these documents from the project Look Sharp website:

- ***Key Questions to Ask When Analyzing Media Messages***

- ***Tips for Media Decoding***
- ***Core Principles for Media Literacy Education***

Fair Use of Media Documents

The classroom critique of political and cultural documents (e.g. paintings, TV news clips, excerpts from films, web pages) is essential to the development of core literacy skills in our media saturated democracy. To enable educators to fulfill the mission of teaching these core civic objectives, Project Look Sharp has created media literacy integration kits using a variety of different media documents for critical analysis in the classroom. Project Look Sharp provides these media documents and lessons free of charge for the purpose of commentary, criticism, and education as provided for by the fair use clause of the US Copyright Act of 1976. The documents in this curriculum are presented for the purpose of direct critique and are solely to be used in an educational setting.

For more information about fair use in Media Literacy Education, go to the Media Education Lab at Temple University at www.mediaeducationlab.com.

Unit 1:

WATER

Lesson 1:	
Lesson Plan	15
Teacher Guide.....	17
Student Materials.....	25
Lesson 2:	
Lesson Plan	31
Teacher Guide.....	33
Student Materials.....	39
Lesson 3:	
Lesson Plan	43
Teacher Guide.....	45
Student Materials.....	55
Lesson 4:	
Lesson Plan	73
Teacher Guide.....	75
Student Materials.....	85

LESSON PLAN



Heroes for Water Protection

! NOTE: Prior to using this lesson, it is strongly recommended that you read *the How to Use These Materials* section for this lesson. See *Preparation and Materials* below.

Grade Level: Lower Elementary

Lesson Objectives:

- Students will understand that many kinds of animals rely on a healthy river.
- Students will compare versions of a similar story told in book and video form.
- Students will describe how human activities affect a natural and human environment.
- Students will create and solve math word problems from information in a book.
- Students will compose a social media message about being a water steward.

S

Standards		Activities
Common Core ELA	CCSS.ELA-LITERACY.W.2.8	Steps 7, 9
	CCSS.ELA-LITERACY.RL.2.7	Steps 4-6
	CCSS.ELA-LITERACY.RL.2.9	Steps 4-7
Next Generation Science	LS.4.D	Steps 2-7
C3 Framework Social Studies	D2.Geo.5.K-2	Steps 4-5
	D2.Civ.14.K-2	Steps 4-5, 8-9
Common Core Math	CCSS.MATH.CONTENT.2.OA.C.3	Math worksheet 4, 5
	CCSS.MATH.CONTENT.2.OA.A.1	Math worksheet 7-12
	CCSS.MATH.CONTENT.2.NBT.B.7	Math worksheet 10
	CCSS.MATH.CONTENT.2.MD.D.10	Math worksheet 2, 6, 7

Vocabulary: social media, hero, Marion Stoddart, Nashua River, biodiversity, polluted, irrigate, Rachel Carson, water resources, environmental issues, industrial revolution, fertilizer, petition, quality standards, mobilize, governor, legislators, marketing, advocacy, accessible, cattail, riverbank, salmon, wood pulp, decompose, migration, to restore

Media Type(s): children's book, documentary video, social media

Preparation and Materials:

*All materials can be downloaded from the PLS website (<http://www.projectlooksharp.org>) and are electronically linked below. URL details can be found in the *How to Use Materials* section.

Preparation:

- Download and review the *How to Use Materials* section associated with this kit.

Materials for the Lesson:

- Seven-page *Teacher's Guide: Heroes for Water Protection*
- Four-page *Student Worksheet – Math: Animals rely on the river for life*
- One-page *Student Worksheet – A Social Media Message about Water Protection Heroes*
- Seven slide PowerPoint slideshow

- One video clip (Access online or via Unit 1 Lesson 1 digital media folder)

Additional Support:

- From the website, view [Media Decoding Examples](#) demonstrating classroom media analysis.
- Download the [Key Questions for Analysis](#) for supporting questions.
- [The Teacher's Guide to Media Literacy](#) and the [Do-It-Yourself](#) online guide are both available from the homepage.

Time: Class discussion steps 2-6: 90 minutes; Math word problem design and review step 7: 45 minutes; Social media messaging steps 8-9: 45 minutes; Wrap up steps 10-11: 30 minutes

Lesson Procedures

- Ask, "What kind of living things might live in a wild river?" & "What are some things people can do to protect their water communities?"
- Present the *Lesson Introduction* to the class focused on how the actions of one person, a hero for water protection, can help restore life in a polluted river.
- Lead a decoding of an excerpt from the video, *Marion Stoddart: The Work of 1000* focusing on messages about biodiversity and human impacts.
- Read an excerpt from the children's book, *A River Ran Wild*, and lead a decoding of messages focusing on the similarities and differences between this story and the one told in the video.
- Have students complete the *Student Worksheet: Math: Animals rely on the river for life* in which they create and solve math word problems from information in the children's book, *A River Ran Wild*.
- Brainstorm messages about what it means to be a hero for water protection and what kinds of social media one might use to communicate those messages.
- Have students complete the *Student Worksheet: Making a social media message about water protection heroes* in which they compose a social media message about being a water protection hero.
- Lead a summary discussion on how people can be heroes for their water communities and on using social media as a way to connect with others around the things we care about..
- Brainstorm action steps students can take to become and to support heroes for water protection where they live.

Supplemental Materials:

Children's Books

A River Ran Wild: An Environmental History by Lynne Cherry
To Look Closely: Science and Literacy in the Natural World by Laurie Rubin
The Tree of Life by Rochelle Strauss and illustrated by Margot Thompson
The Great Kapok Tree by Lynne Cherry
Dear Children of the Earth by Schim Schimmel
The Lorax by Dr. Seuss

Web Sites Related to Social Media and Young Children

Common Sense Media - Safe Chat Rooms and Social Sites for Kids
American Academy of Child and Adolescent Psychiatry - Children and Social Networking

TEACHER GUIDE

Heroes for Water Protection

1. Organize and make copies for the class activities.

CLASS DISCUSSION

2. Begin by asking questions to see what students already know about the topic:
 - “What is a body of water? Can you give some examples?”
 - “What bodies of water are close to where we live?”
 - “What do you know about the bodies of water where we live? Have you ever visited or enjoyed these bodies of water?”
 - “What living things rely on water in our communities to survive?”
 - “What can people do to help protect the water in our communities?”
3. Introduce the lesson.

Lesson Introduction

In this lesson we’re going to study one river, the Nashua River in Massachusetts and we’re going to study how one hero for water protection, Marion Stoddart, worked hard with the help of many others to clean up the terrible pollution in that river. We’ll see a video about Marion and read parts of a book about her to learn how different media documents can tell the same story in different ways. Finally you’ll write a social media message to a friend or family member about what it means to be a water protection hero.

4. Explain that you will now view excerpts from a film called “Marion Stoddart: Work of 1000” about heroes of the Nashua River. Tell students to look for messages about how plants and animals rely on the river to survive. Students should also look for messages about how people have hurt and helped the life in the river.

Show the video excerpt and lead a full class document decoding using the *Media Message Brainstorm Questions & Answers* that follow. You might want to begin with a general question such as “What do you notice about this video?” or “What questions do you have about this video?” or “What did it make you think of?”

Encourage a wide-range of creative responses. Give students a few minutes to talk with a partner before beginning the full class brainstorm or a quick share around the circle. When probing for messages, *Possible Answers* are provided to model application of key knowledge through evidence-based analysis. Accept all answers where students give evidence to justify their conclusion.

Media Sample Questions and Answers



Video Clip
Work of 1000
10:07 min clip, 2010



What animals rely on the Nashua River for life?

Possible Answers: many fish species, great blue heron, mink, river otter, moose, deer, painted turtles, spotted turtles, snapping turtles, water snakes, frogs, ducks, geese, osprey

Evidence: Images – fish swarming in river
young canoeists talking about birds they saw
mammals, birds reptiles and amphibians

Words – “rivers as full of fish as far as the eyes can see,”
“What huge birds did we see? Tons of great blue herons,” teacher listing all the kinds of animals that have returned

What did people do that hurt the animals and plants that rely on the river for life?

Possible Answers: paper mills dumped dye in the river, factories discarded waste in the river, people pumped human waste into the river

Evidence: Images – river’s bright colors from paper dyes
open pipes dumping waste into the river
barrels, shopping carts on river edge
dead fish on the river bank

Words – “Everything was going into rivers”
“What color is the river going to be today?”
“the rivers got worse and worse”


What did Marion Stoddart and others do to help improve their water community?

Possible Answers: Marion organized the Nashua River Cleanup Committee. Marion started petitions to make the paper companies establish filters. Marion attended public meetings to speak about the river clean up.

Evidence: Images – people testing river water quality
people carrying trash from the river
petition signatures
Marion attending a community meeting
Marion handing dirty river water to governor

Words – “One person can do the work of 1000”
“I’m going to restore the river”
“We were all in it together”
“I contacted all our legislators to join us”
“What can I do to make the world a better place?”
“She saw the job at hand was to preserve the river for people and she did it”

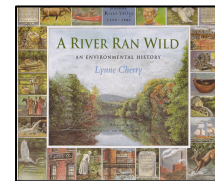
5. Tell the students that you will now read portions of a children's book, *A River Ran Wild*, about Marion Stoddard and the Nashua River clean up. You'll be asking the same questions you asked following the video about the different kinds of animal life in the river and about people's impacts on the water community. Encourage students to think as well about the differences between seeing a story in a video and hearing a story as it is read from a book. Project the Power Point slides and read along. Lead a full class document decoding using the *Media Message Brainstorm Questions & Answers* that follow.

 **NOTE:** You may want to read the entire book as it will include text details and illustrations not covered in the excerpted sections. *A River Ran Wild* by Lynne Cherry, Houghton Mifflin Harcourt, 2002.

Media Sample Questions and Answers



Book excerpt
A River Ran Wild
7 pages, 1992



What animals rely on the Nashua River for life?

Possible Answers: many species of mammals, birds, reptiles and fish

Evidence: Images – border drawings on title page and pages 8 & 28

Words – “caught salmon in the river” p. 10
animal name border captions pp. 8, 28

What did people do that hurt the animals and plants that rely on the river for life?

Possible Answers: dumped waste from paper mills; dumped old tires

Evidence: Images – paper mills pipes p. 22
old tires in river p. 6

Words – Leftover pulp and dye and fiber was dumped into the Nashua River p.18
The paper mills continued to pollute the Nashua's waters p. 22

What did Marion Stoddard and others do to help improve their water community?

Possible Answers: Marion spoke out about the river's condition. People signed petitions and wrote letters. People protested to politicians with jars of dirty water. People passed laws to make the factories clean up.

Evidence: Images – Newspaper stories about cleanup efforts
People with test tubes checking water quality
People with protest signs at rallies

Words – “She spoke of the river's history and her vision to restore it”
“They signed petitions and sent letters”
“They protested to politicians and showed them jars of dirty water”
“New laws were passed and the factories stopped polluting.”

6. Ask students, “What are some of the differences between seeing this story in the video and hearing the story as I read it from the slides from the book?”

Some possible differences

- the video includes more information about what Marion did to make change
- the book included information about how the Native Americans lived with the river
- the video included moving images and music
- our class was quieter during the video
- some of the words in the video were harder to understand
- the pictures in the book pages were harder to see
- it was easier to interrupt the slide story
- the book used easier words

Ask students, “How would reading the book yourself be different from hearing the story as I read it from the slides?”

Some possible differences include:

- If I read it myself I could stay longer or shorter on a page if I wanted to
- If I read it myself I might have a harder time understanding some of the words and the story
- When you read it I was part of a group

Ask students, “How do these different ways of receiving a story – watching a video, listening to a story, reading by yourself - change the way you understand or enjoy the story?”

MATH WORD PROBLEMS

7. Explain that you’ll now work on a math worksheet that includes word problems about animals that rely on the river from one of the pages in the book we just read (page 4 of the worksheet). Pass out the *Student Worksheet: Animals rely on the river for life*. After students have completed their worksheets review their work using the *Student Worksheet Answers* that follow.



NOTE: These math word problems are meant to be a guide depending on what units you have taught in math. They should be adapted to fit the levels of your students. Specific Common Core ELA & Math, Next Generation Science and C3 Social Studies standards are addressed in all student worksheets in this collection.

Student Worksheet Answers – Animals Rely On The River For Life

1. Tally up how many mammals, fish, and birds the author drew around the page border and add the numbers to the chart below.

Answer: Mammals – 15
Fish – 2
Birds – 15

2. The top row on the pictograph shows how many mammals the author drew. Add pictures to the birds row to show how many birds she drew.

Answer: 3 bird pictures
15 total birds with a single image = 5 birds

3. What class of animals did the author draw that are not included in the chart?

Answer: fish

4. How many animals did the author draw altogether on the page?

Answer: 32

5. Is this an odd or even number of animals?

Answer: Even

6. Use the information you found about the author's drawings to create a bar graph.

Answer: Bars should show 15 mammals, 2 fish and 15 birds.

7. Write a question that goes with the bar graph.

Answers will vary.

8. All mammals have four legs. All birds have two legs and two wings. Fish have no legs. How many legs do the mammals on the page have all together?

Answer: 60 (15 mammals x 4 legs)

9. How many legs do all the animals have?

Answer: 90 ($15 \text{ mammals} \times 4 \text{ legs}$) + ($15 \text{ birds} \times 2 \text{ legs}$) + ($2 \text{ fish} \times 0 \text{ legs}$)

10. The native people saw a flock of 516 passenger pigeons in the morning and 689 in the afternoon. How many more birds did they see in the afternoon than in the morning?

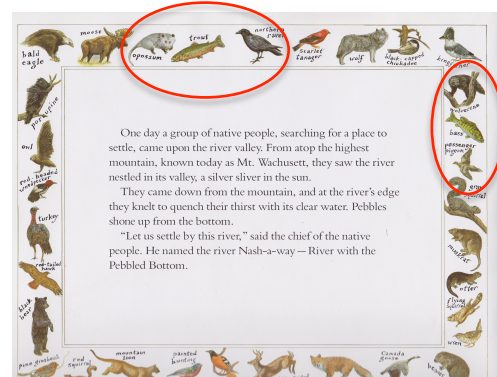
Answer: 173 more birds

11. The answer is 14 river otters. What is the word problem?

Answers will vary for #11 & 12.

12. Make up a word problem of your own using information from the pictures from the page.

13. Circle the places on the next page to show where the author chose to draw a mammal, a fish and a bird next to each other.



SOCIAL MEDIA MESSAGING



NOTE: Familiarize yourself with social media options appropriate for your students' age group. See the *Lesson Plan: Supplemental Materials* for suggestions.

8. Ask:
- What does it mean to be a hero?
 - What does it mean to be a hero for water protection?
 - Do you know any such heroes?
 - What is social media?
(Internet or computer tools to share information among people)
 - What are some examples of social media?
(twitter, chat rooms, Facebook, blogs, YouTube, Pinterest, text messaging)
9. Distribute the *Student Worksheet: A Social Media Message about Water Protection Heroes*
After students have completed their worksheets review their work. Ask if they have any questions or ideas about sending social media messages about people who want to protect the environment.

This is an opportunity to help students to think about online safety while participating in social media conversations. Some important questions to ask are:

- "What is a stranger?"
- "What kinds of things should we not tell a stranger?"
- What kinds of things are OK to tell a stranger?"
- "Are there strangers online?"

You may extend the activity by having students explore student-friendly social network sites such as Kimingo, Club Penguin, PlayKids Talk, Kidzblog and Kidblog. You might also show students the social media campaigns for the "Work of 1000" film on Twitter and Facebook. Lead a discussion about the qualities of social media (e.g. allows you to share ideas and to see the ideas of others). Consider having students send their messages through a safe social media platform.

WRAP UP:

10. Engage in a summary reflection activity. Ask students:
What have we learned about the ways people are working to protect bodies of water?
What have we learned about using social media as a way to connect with others around the things we care about?
11. Brainstorm *Action Steps* students can take at home based on what they have learned. What can you do now that you know about how heroes work to keep our water communities alive and healthy? You might want to list suggestions as a chart.

Ideas might include:

- Find out more about heroes for water protection in the area where we live.
- Ask our teacher or parents to help us share our social media posts with others who are interested in keeping our water communities safe and healthy.

- Organize a “Heroes for the Earth and all of us” display for your school.
- Write a play where students take the parts of animals that have been protected by heroes for water protection.

FURTHER QUESTIONS

Why is it important to have heroes for our Earth?

What would happen if we always relied on others to solve problems? What if everyone did this? What would our world be like?

What problem do you see in our school/community that needs solving? Is there anything we can do about that? (Maybe there is a local issue that your students can work on like composting, recycling, reusing, reducing waste).

Why is it important for a hero’s story to be told? Why should we learn about Marion Stoddart’s work, even though she’s not from our community?

Why is it important to help little bodies of water like ponds and streams as well as bigger bodies of water like lakes and oceans?

EXTENDED ACTIVITIES

Design and create your own fictional sustainability hero. The hero could be drawn on a poster, made out of clay, or even designed as an avatar. Write words to describe your superpower.

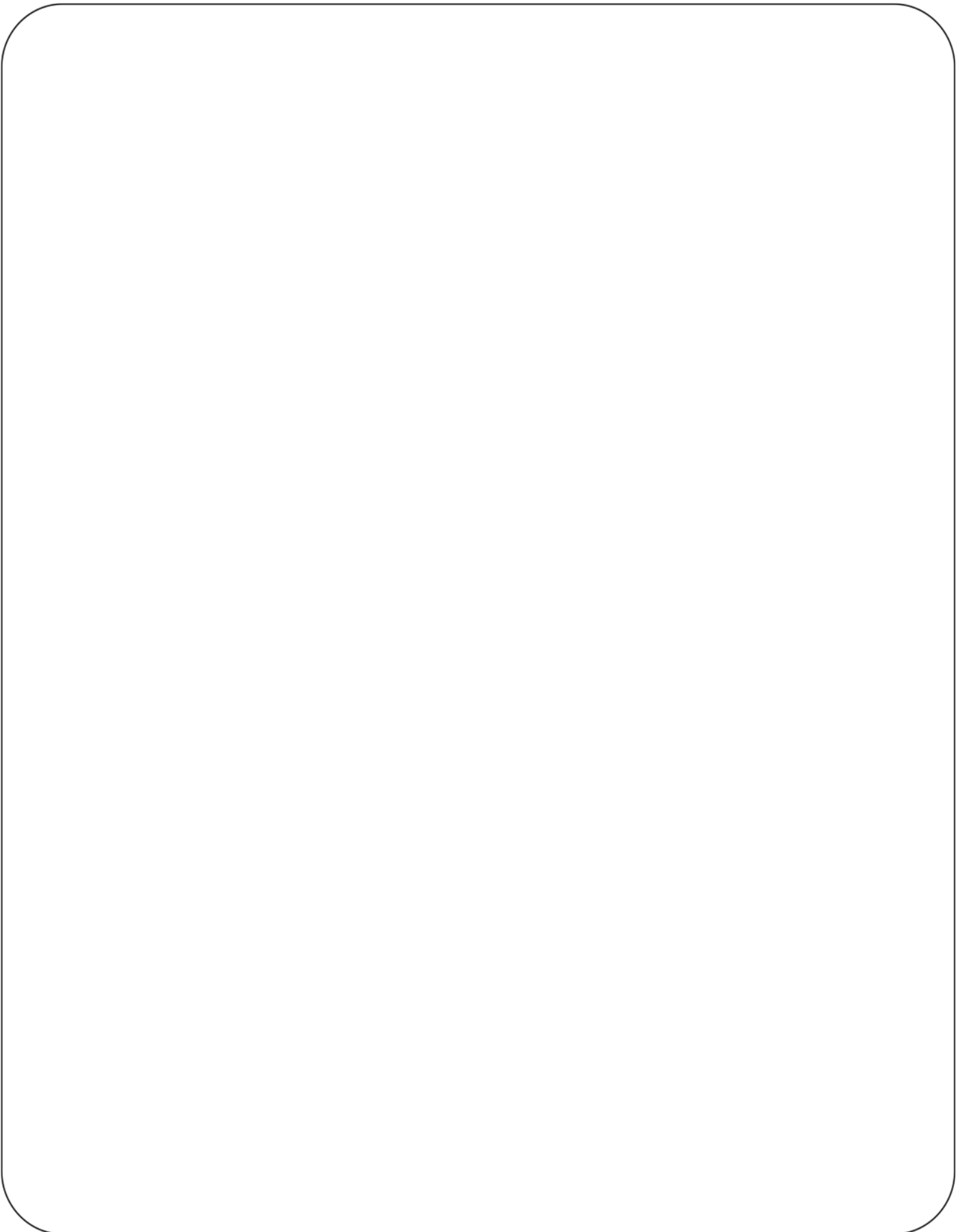
NOTE: There are some online computer avatar program generators that your students could use to design their superhero.

Write a fictional narrative of their superhero making a difference in a community.

Compose and share a social media message with the book author or the film director to let them know about your ideas about water protection heroes.

Explore the actions of another environmental hero at home using the Internet and an adult’s help. Share what you came across with the class. Was the hero on social media? If so, which platforms? How often did they post about the work they were doing?

With your teacher’s help visit the social media pages for the book author, Lynne Cherry, and the film, “Work of 1000.” Make up math word problems comparing the number of followers, posts and pictures for each.



NAME _____

DATE _____

Student Worksheet – Animals Rely On The River For Life




****USE INFORMATION FROM PAGE FOUR TO SOLVE THESE PROBLEMS**

1. Tally up how many mammals, fish, and birds the author drew around the page border and add the numbers to the chart below.

Animal Type	Number Pictured
Mammals	
Fish	
Birds	

2. The top row on the pictograph shows how many mammals the author drew. Add pictures to the birds row to show how many birds she drew.

Animals rely on the Nashua River for life

Animal Type					
Mammals					
Birds					

Key  = 5 animals

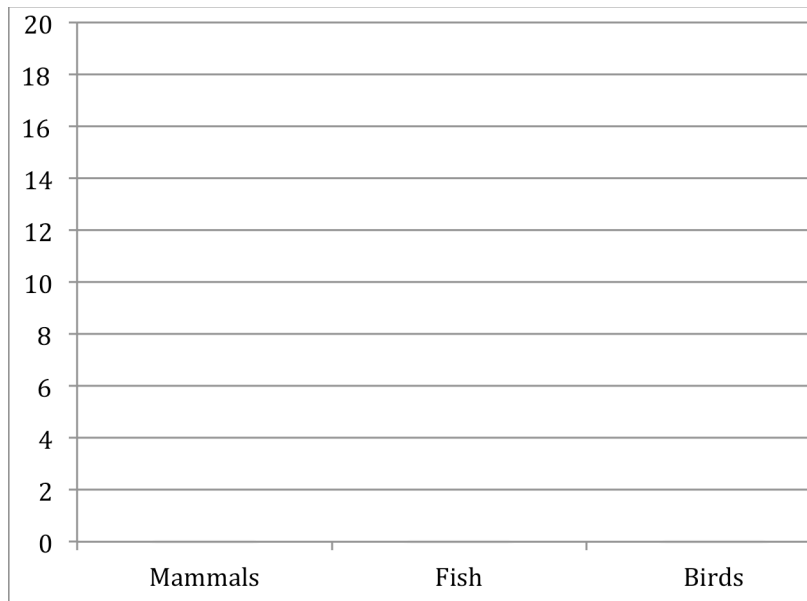
3. What class of animals did the author draw that are not included in the chart?

4. How many animals did the author draw altogether on the page?
 Write an equation to show your answer.

5. Is this an odd or even number of animals?

6. Use the information you found about the author's drawings to create a bar graph.

How many animals are at the river?



7. Write a question that goes with the bar graph.

8. All mammals have four legs. All birds have two legs and two wings. Fish have no legs.
How many legs do the mammals on the page have all together?
Draw a picture or write an equation to show your work.

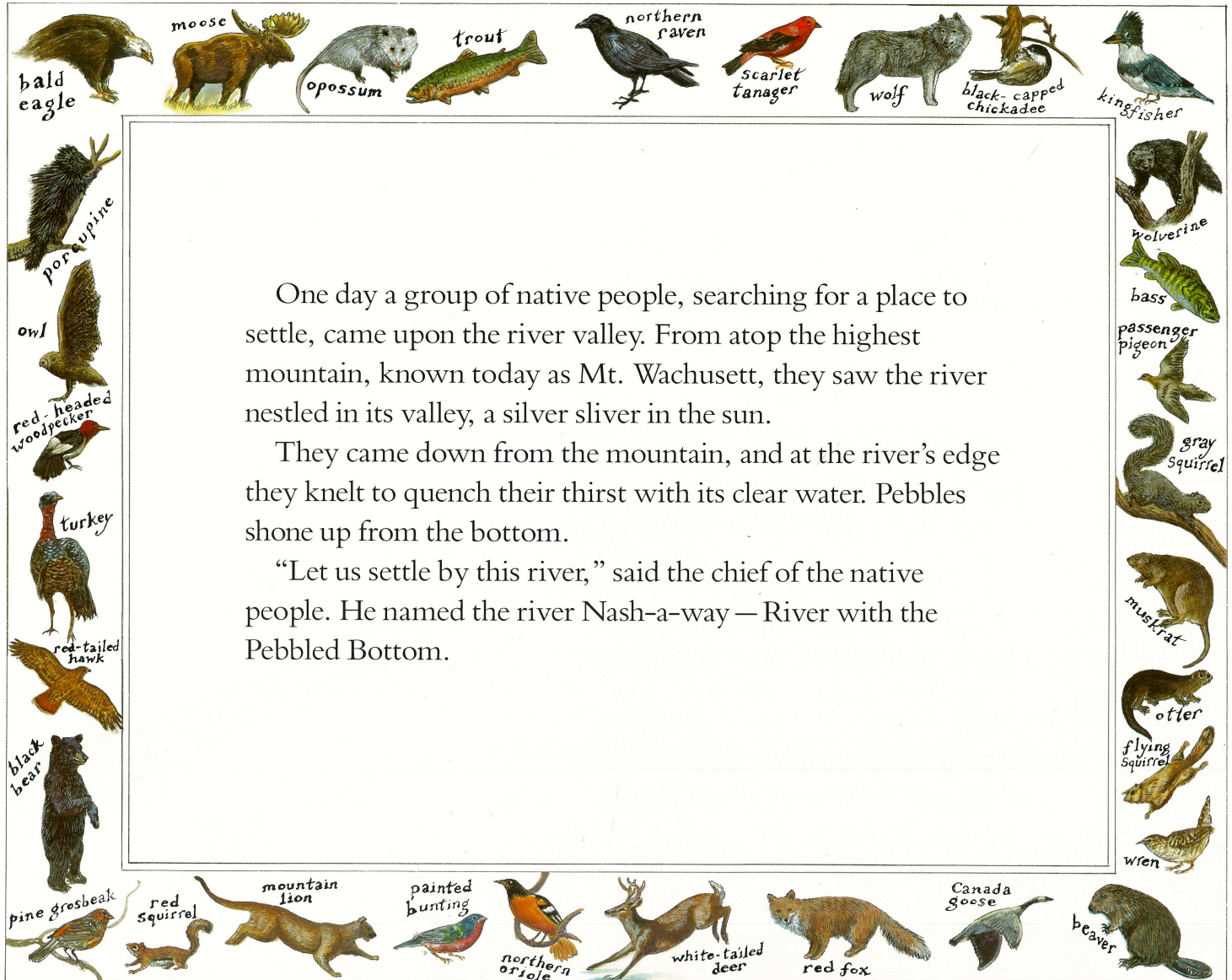
9. How many legs do all the animals have? Draw a picture or write an equation to show your work.

10. The native people saw a flock of 516 passenger pigeons in the morning and 689 in the afternoon. How many more birds did they see in the afternoon than in the morning? Draw a picture or write an equation to show your work.

11. The answer is 14 river otters. What is the word problem? (Remember to make sure you have a story problem and a question for the person to answer).

12. Make up a word problem of your own using information from the pictures from the page. Solve the problem.

13. Circle the places on the next page to show where the author chose to draw a pattern of a mammal, a fish and a bird next to each other.



NAME _____

DATE _____

Student Worksheet – A Social Media Message about Water Protection Heroes

1. There are social media sites that you could use to send a message that are student friendly . Some examples are Kimingo, Club Penguin, PlayKids Talk and Kidblog Have you ever used social media? If so, which sites have you used?

2. The law says that you must get permission from a teacher or a parent to use these social media channels. Who would you ask for permission to send a message on social media?

3. Which group of people would you want to inform about water protection & why:

A) friends **B)** family **C)** other teachers/students **D)** government officials **E)** business leaders

4. Write a message about water protection for social media. What do you want your audience to know about why it's important to be a hero for water protection?

5. Is sharing about water heroes on social media important to you? Why or why not?



LESSON PLAN

I Want to Protect This Body of Water

! NOTE: Prior to using this lesson, it is strongly recommended that you read the *How to Use These Materials* section for this lesson. See *Preparation and Materials* below.

Grade Level: Lower Elementary

Lesson Objectives:

- Students will identify bodies of water on maps of their region.
- Students will reflect on purposes and techniques of media messages.
- Students will understand cyber-safety when searching online sources.
- Students will participate in shared online research.
- Students will use digital tools or other materials to produce and publish a postcard.

S	Standards	Activities
	Common Core ELA	CCSS.ELA-LITERACY.W.2.6 Steps 7-14
		CCSS.ELA-LITERACY.W.2.7 Steps 7-14
		CCSS.ELA-LITERACY.SL.2.1.B Steps 2, 5-9, 11, 13, 15, 16
		CCSS.ELA-LITERACY.SL.2.1.C Steps 2, 5-9, 11, 13, 15, 16
	Next Generation Science	ESS2.B Step 3
	C3 Framework Social Studies	D1.5.K-2 Steps 7-10
		D3.1.K-2 Steps 9, 10

Vocabulary:

body of water, ocean, river, lake, pond, bird's eye view, water protection, online research, cyber safety, media form, image

Media Type(s): postcards

Preparation and Materials:

*All materials can be downloaded from the PLS website (<http://www.projectlooksharp.org>) and are electronically linked below. URL details can be found in the *How to Use Materials* section.

Preparation:

- Download and review the *How to Use Materials* section associated with this kit.

Materials for the Lesson:

- Six-page *Teacher's Guide: I Want to Protect This Body of Water*
- One-page *Student Handout: Rubric*
- One-page *Student Worksheet – Choosing My Postcard Images*
- Four- slide PowerPoint slideshow (Access online or via Unit 1 Lesson 2 digital media folder)

Additional Support:

- From the website, view [Media Decoding Examples](#) demonstrating classroom media analysis.
- Download the [Key Questions for Analysis](#) for supporting questions.

- [The Teacher's Guide to Media Literacy](#) and the [Do-It-Yourself](#) online guide are both available from the homepage.

Time: Class discussion steps 2-5: 45 minutes; Online research steps #6-9: 75 minutes; Postcard production & wrap up steps 10-15: 90 minutes

Lesson Procedures

- Ask questions to see what students already know about bodies of water and the life they support.
- Present the *Lesson Introduction* to the class focused on identifying what body of water I might want to protect.
- Lead a media document decoding of four postcards portraying different water bodies asking about message and purpose.

NOTE: See *How to Use These Materials* for support in leading a constructivist media decoding.

- Discuss cyber-safety when searching for sources online.
- Guide students in individual searches for images of bodies of water that they want to protect.
- Review student research as a class reflecting on how they will use images and text to communicate their intended message as they design their postcard.
- Have students create a postcard and written message and send it to a chosen recipient.
- Lead a summary discussion on how we use media to communicate messages about what we want to protect.
- Brainstorm action steps students can take to protect bodies of water they love.

Supplemental Materials:

Books on maps

My Map Book by Sara Fanelli

Me on the Map by Joan Sweeney

Mapping Penny's World by Loreen Leedy

Web pages on cyber safety

teacherfirst.com - Internet Safety and Digital Citizenship Resources

commonsensemedia.org - Digital Citizenship Scope & Sequence

wiredsafety.org – Child Protection

Web pages on postcard production

phlpost.gov.ph – What is a postcard?

readwritethink.org – Postcard creator

i2symbol.com – Make postcard

picklebums.com – Draw your own postcard

TEACHER GUIDE

1. Organize and make copies for the class activities.

CLASS DISCUSSION

2. Begin by asking questions to see what students already know about the topic:
 - “What is a body of water? Can you give some examples?”
 - “What bodies of water are close to where we live?”
 - “What do you know about the bodies of water where we live? How do you know that?”
 - “What living things need water?”
 - “What do people need water for?”
 - “What does it mean to protect something you love?”
 - “Might we want to protect a body of water? Why?”
3. If possible project a bird’s eye view map of your local region that includes bodies of water. You might use online satellite view maps such as mapquest or google maps without labels or a print copy of a landscape or topographic map. Most local visitor’s bureaus or AAA centers will gladly give teachers maps to their communities. Help students to reflect on what distinguishes a waterway or water body from surrounding earth forms.

NOTE: See *Supplemental Materials* in the *Lesson Plan* for books on mapping.

4. Introduce the lesson.

Lesson Introduction

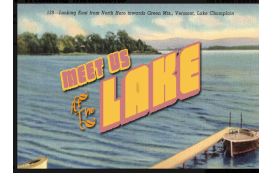
In this lesson we’re going to think about a particular body of water that we want to protect – to keep clean and safe for all the living things that depend on it for life. We’ll look for Internet images of our chosen water body that we can use to make our own postcards. Who knows what a postcard is? We’ll think about how postcards communicate messages to special people for special purposes. We can write a message to someone we care about on the back of our postcard and tell why this body of water is special to us. Then we’ll mail our postcards and wait to hear from our special person about our special body of water.

5. Explain that you will now look at some old postcards to try to tell what messages the postcard is making and why was it made. Project PowerPoint slides, Media Documents 1-4 and lead a full class document decoding using the *Media Message Brainstorm Questions & Answers* that follow. You might want to begin with a general question such as “What do you notice about this image?” or “What questions do you have about this media example?” Encourage wide-range and creative responses. Give students a few minutes to talk with a partner before beginning the full class brainstorm or a quick share around the circle. When probing for messages, *Possible Answers* are provided to model application of key knowledge through evidence-based analysis. Accept all answers where students give evidence to justify their conclusion.

Media Sample Questions and Answers



Media Document 1 *Meet Us at the Lake*



What are the messages in this postcard? Where do you see the clues about the message in the image?

Possible Answer: Join others at the lake.

Evidence: the words “meet us at the lake”
the picture of boats to ride in

Possible Answer: The lake is calm and peaceful.

Evidence: the still waters and green trees in the background

Why did they make it?

Possible Answer: They want tourists to visit the lake to help the stores and businesses there.



Media Document 2 *Fishing on Humber River*



What are the messages in this postcard? Where do you see the clues about the message in the image?

Possible Answer: Women like to go fishing in rivers.

Evidence: the words “fishing on Humber River”
picture of two women fishing on the river

Possible Answer: The river is a good place to catch fish.

Evidence: the woman is holding up some fish that her friend caught from this river.

Why did they make it?

Possible Answer: They want all people to come to the Humber River to fish so that the business nearby can get their business.



Media Document 3 *Central Park Winter: The Skating Pond*



What are the messages in this postcard? Where do you see the clues about the message in the image?

Possible Answer: Skating is fun on the winter pond.

Evidence: the pictures of kids, women and men skating and smiling, pointing and raising their hands as though they're having a good time

Possible Answer: Come to Central Park to skate and have fun.

Evidence: the words "Central Park Winter: The Skating Pond" and the picture of people having fun there

How did they make it interesting?

Possible Answer: They filled the image with color and figures. They pictured children, adults and dogs too. It makes you think of families.



Media Document 4 *Aloha*



Can you guess where this postcard is from? Where do you see the clues about the place in the image?

Answer: Hawaii

Evidence: the word "aloha" is a Hawaiian greeting when saying "hello" or "good-bye;" the image of a volcano in the ocean since Hawaii is a group of volcanic mountain islands

What are the messages in this postcard? Where do you see the clues about the message in the image?

Possible Answer: Come to visit Hawaii.

Evidence: the word "aloha" means "hello" in Hawaiian; the pictures of sun, sailboat and the woman's smile are all inviting images

How did they make it interesting?

Possible Answer: The bright color red in the flowers and the word jumps out at you; the borders of flowers and the woman's face make a circle that is like the sun circle

6. Lead students in a brainstorm of some of the bodies of water they might want to protect and why. They will each pick a body of water that they want to protect for the next part of the activity where they will make a postcard of their chosen water body. If you have not done Unit I, Lesson 1, "Heroes for Water Protection" then you may have to show your students images of polluted water. If your students do not have any understanding that water can be polluted then they may want to know what people have already done to protect the water in their area.

ONLINE RESEARCH:

7. This lesson and future lessons will use Internet engine searches. This is a good time to remind the students of their role in being a good digital citizen. Tell students that they will now search the Internet for images of a body of water like the one they want to protect. Lead a brainstorm asking, "How will you stay safe online during your Internet search?"
- not clicking on advertisements,
 - not clicking on pop-ups, staying on Google images
 - letting an adult know when something doesn't look right
8. Tell students to turn and talk to your neighbor and remind each other of what you share and what you do not share on the Internet? Listen to answers. After a minute or so recap what you heard.

NOTE: See "Supplemental Materials" in the *Lesson Plan* for links to useful websites on cyber safety.

9. Introduce the *Student Handout: Rubric & the Student Worksheet – Choosing My Postcard Images* to the students and show them how they will be using these to choose their image. Help the students think of good questions to ask themselves as they search for images to use in their postcard:
1. What does your image show?
 2. Why might you choose this image?
 3. Who do you think the audience was for this image?
 4. What can you learn from this image about water?
10. Have students work alone, in pairs or small groups to search the Internet for images of bodies of water that they might use for their postcard picture. They could also use magazines to find their pictures. Decide in advance how to have students save or copy the image for later use with their postcard. Encourage students to select two or more images so that they can make final choices among a handful of images. These images will be the ones they note on the *Student Worksheet – Choosing My Postcard Images*.

To make this part simpler create a short power point of images of bodies of water that are near to your community for the students to choose from. This will help narrow their choices and make their google searches easier.

POSTCARD PRODUCTION:

11. After students have selected a number of possible images for their postcard ask students to brainstorm questions that will help them to decide which image and words will be best for their postcard. Some possible questions:
1. Does this image look like the body of water I want to protect?
 2. What message will others get about my body of water from this picture?
 3. Is this an interesting picture to me? Why or why not?
 4. Will I add words to the image to make my message clearer?
 5. Who will I send my postcard to and what might they think about this picture?

12. Lead students in a process to make postcards with an image and words of their choice.

- Index cards work well for postcards. Students can print, cut, and glue their image on.
- Construction paper or oak tag cut to size (4x6) works well. Markers, colored pencils, crayons, magazine pictures all work well for student-designed postcards.

NOTE: See “Supplemental Materials” in the *Lesson Plan* for links to useful websites on postcard production.

13. After students have completed their postcards have each student share their work, explaining why they picked this postcard. You may want to have the students get up and take a museum walk. Explain to them that they will be walking around to look at each other’s images. You could also do a pair share and have students pair up with another person and answer the questions found below.

1. What does my image show?
2. Why did I choose this image?
3. Why did I choose to add words or not add words to my picture?
4. Who will my audience be?
5. What can I or someone else learn from this image about water?

14. Brainstorm who they might want to send this postcard to. Have students make a vertical line dividing the backside of their postcard in two. Help students to use the right side of the card to write the name and address of the person/people they want to send their postcard to. Help them write a short message on the left side. Use the questions below to help them create their message.

1. Why did I choose this person or these people to write to?
2. Why is this body of water important to me?
3. Why might my audience especially appreciate my choice of words?

Don’t forget to add a postcard stamp.

WRAP UP:

15. Engage in a summary reflection activity. Ask students:

What have we learned about bodies of water?

What have we learned about using postcards as a way to share our thoughts and feelings?

16. Brainstorm *Action Steps* students can take at home based on what they have learned. What can you do now that you know about how important our bodies of water are to us? You might want to chart student suggestions.

Ideas might include:

- Find out more about the people and animals that depend on our bodies of water for life.
- Send a class letter to someone who might help to protect our body of water.
- Make a poster with all of the postcards and display it so the whole school can see the water bodies the class wants to protect.

FURTHER QUESTIONS

Why would people use water for recreation?

Why would people make ponds?

Who benefits from the bodies of water in your area?

Is there a cost to using the body of water in your area?

Can bodies of water become harmful to your community? If so, how?

EXTENDED ACTIVITIES

Imagine you are designing your own community that will have a body of water. What type of body of water will you choose? Why did you choose this body of water? Will your community be rural, urban, or suburban? What will your community use this body of water for? Draw a birds-eye view map of your community and be sure to include your body of water.

Imagine you are a music composer and write a song or a rap to teach others how or why to conserve water.

Imagine there is someone who didn't know that conserving water was important. Explain to them in a persuasive writing why they should care. A great resource you might use:
<http://www.discoverwater.org/>

NAME _____

DATE _____

Student Handout - Rubric

	1	2	3	Value
Image	I chose an image, but I don't know why.	I chose an image and I can tell you why.	I chose an image and I can tell why I chose it for my audience	
Text on Front	I didn't put any text on the front of my postcard.	I put text on the front of the postcard. I can tell you why.	I put text on the front and I can tell you why I choose those words for my audience	
Text on Back	I didn't put any text on the back of my postcard.	I shared why that body of water is important to me.	I shared why that body of water is important to me and I can tell you why I chose those words for my audience.	
				Total: ____/ 9 points

NAME _____

DATE _____

Student Worksheet – Choosing My Postcard Images

Task: Draw or write a description of your images in the top boxes. In the lines below write what message each image suggests about your body of water.

IMAGE #1

MESSAGE: _____

IMAGE #2

MESSAGE: _____

LESSON PLAN



PowerPoint



Video



Production

Let Us Tell You About the Bodies of Water Where We Live

! NOTE: Prior to using this lesson, it is strongly recommended that you read the *How to Use These Materials* section for this lesson. See *Preparation and Materials* below.

Grade Level: Lower Elementary

Lesson Objectives:

- Students will describe nearby bodies of water and the living things that depend on them.
- Students will compare messages about natural and human disasters in children's book covers.
- Students will reflect on natural and human impacts on water bodies in their communities.
- Students will follow a collective process for democratic decision-making to plan a video.
- Students will create and share a short video on efforts to protect water bodies where they live.

S

Standards		Activities
Common Core ELA	CCSS.ELA-LITERACY.W.2.6	Steps 11-15
	CCSS.ELA-LITERACY.SL.2.1	Steps 2, 4, 5, 9, 10, 12, 15-17
	CCSS.ELA-LITERACY.SL.2.5	Steps 11-15
Next Generation Science	ETS1.B	Steps 5-17
C3 Framework Social Studies	D2.Geo.6.K-2	Steps 2, 5, 9, 12
	D4.8.K-2	Step 10

Vocabulary:

body of water, water community, water protection, impact, threat, ocean, river, lake, pond, oil spill, drought, hurricane, flood, climate change, sludge, video production, live action, edit, script, sinister, witness, disaster, producer, target audience

Media Type(s): book covers, student-produced video, online video

Preparation and Materials:

*All materials can be downloaded from the PLS website (<http://www.projectlooksharp.org>) and are electronically linked below. URL details can be found in the *How to Use Materials* section.

Preparation:

- Download and review the *How to Use Materials* section associated with this kit.

Materials for the Lesson:

- Eight-page *Teacher's Guide: Let Us Tell You About Water Bodies Where We Live*
- Three-page *Student Handout – Video Planning: Example*
- Three-page *Student Worksheet – Video Planning: 1) Intro*
- Three-page *Student Worksheet – Video Planning: 2) Impact*
- Three-page *Student Worksheet – Video Planning: 3) Action*
- One-page *Student Handout – Student Editing Tips*

- One-page *Student Handout – Student Filming Tips*
- One-page *Teacher Handout – Filming & Editing Tips*
- Five-slide PowerPoint slideshow
- Three video clips (Access online or via Unit 1 Lesson 3 digital media folder)

Additional Support:

- From the website, view [Media Decoding Examples](#) demonstrating classroom media analysis.
- Download the [Key Questions for Analysis](#) for supporting questions.
- [The Teacher’s Guide to Media Literacy](#) and the [Do-It-Yourself](#) online guide are both available from the homepage.

Time: Class discussion steps #2-5: 90 minutes; Video planning steps #6-11: 90 minutes; Video production steps #12-14: 120 minutes; Wrap up steps # 15 – 17: 45 min.

Lesson Procedures

- Ask, “What living things rely on our water communities?” & “What are the challenges our water bodies face?”
- Present the *Lesson Introduction* to the class focused on making a video to tell a target audience about our purpose of water protection.
- Lead a decoding of paired media documents focused on different messages about water-centered disasters related to oil spills, drought and hurricanes.
- Brainstorm some current impacts to our water communities.
- Lead a decoding of three short videos probing for target audience, purpose and techniques used to make student-produced videos.

NOTE: See *How to Use These Materials* for support in leading a constructivist media decoding lesson.

- Use listening, consensus building & voting to decide on the bodies of water for a video production about our local water resources and water quality protection solutions.
- Create a short and simple video production based on impacts to our region’s water bodies and action ideas to protect them.
- Share the video with other classrooms and learn about their water communities.
- Lead a summary discussion on different solutions to water protection.
- Brainstorm action steps students can take to communicate with others about protecting the bodies of water where they live.

Supplemental Materials:

Websites

Powerful Voices for Kids - The How To Process Video, Unlitter Us PSA, BP Oil Spill Media Literacy Activities

Media Education Lab– Ready, Set, Create: Multimedia Authorship 101

The Media Spot– Video Production: Tutorials and Production Advice, PS 204 5th grade cultural video project reflections, Dial Storytelling Bedrock: Storyboarding Resources

Edutopia – Free Online Multimedia Production Resources for Elementary

Common Sense – Teaching with Video

TEACHER GUIDE

Let Us Tell You About the Bodies of Water Where We Live

1. Organize and make copies for the class activities.

CLASS DISCUSSION

2. Begin by asking questions to see what students already know about the topic. If you've recently taught Water unit, L2, "I Want to Protect This Body of Water," you can skip the first questions:
 - "What is a body of water? Can you give some examples?"
 - "What bodies of water are close to where we live?"
 - "What do you know about the bodies of water where we live? How do you know that?"

Define a water community: all the living things that depend on a body of water for survival.

Ask: "What living things rely on water in our area?" This is an opportunity to discuss water and biodiversity, the fact that many different kinds of living things in any area (plants, animals and people) rely on bodies of water for life.

Ask: "What things do people do that can impact our water communities in bad ways or good ways?" This is an opportunity to discuss the ways that developing and using technology has impacts on the natural world. Examples might include littering, oil spills and pollution as negative impacts and research studies, education and clean up campaigns as positive impacts. Students might also mention the negative impacts from climate change such as droughts, floods and extreme weather events. Consider also positive efforts to control greenhouse gas emissions by using renewable energy sources and conserving energy by driving less and turning off the TV and video games when you leave the room.

Ask: "What are the challenges our water communities face?" and "What can people do to help protect our water communities?" Focus on water impacts and solutions specific to your area or region. You might represent this visually by using a T-chart or other graphic organizing tool.

3. **Lesson Introduction**

In this lesson we're going to make a video to tell our target audience (students in other places) about our purpose (why we want to protect the water communities that we depend on). In the video we'll tell what things people do that hurts our water communities and also what things people can do to help protect our water communities. When we're finished making our video we'll share it with others classes and ask them to tell us about the water communities that they want to protect.

4. Explain that you will now look at the covers of some children's books to see what messages the cover artist and designers make about water disasters. Project PowerPoint slides, Media Documents 1-3 and lead a full class document decoding using the *Media Message Brainstorm Questions & Answers* that follow. You might want to begin with a general question such as "What do you notice about this image?" or "What questions do you have about this media example?" Encourage wide-

ranging and creative responses. Give students a few minutes to talk with a partner before beginning the full class brainstorm or a quick share around the circle. When probing for messages, *Possible*

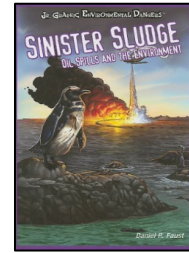
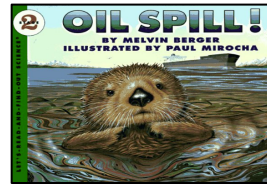
Answers are provided to model application of key knowledge through evidence-based analysis. Accept all answers where students give evidence to justify their conclusion.

Media Sample Questions and Answers



Media Documents 1 & 2

Oil Spill *Sinister Sludge*



What do these book covers tell you about how animals are impacted by oil spills?

Possible Answer: Book #1 suggests that sea otters are sad when they are covered with oil from a spill.

Evidence: the water is multi-colored from oil that spilled from the tanker, the otter appears to be frowning with the corners of his mouth turned down

Possible Answer: Book #2 suggests that penguins may be in danger when an oil drilling platform catches fire and spills oil.

Evidence: the penguin appears to be smeared with oil
the fire and smoke seems to be nearing the penguin

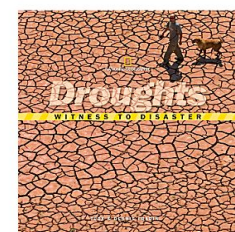
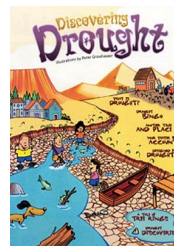
How are the messages different?

Possible Answers: They show different animals impacted by the spill. They show different kinds of spills: tanker and platform. Book 2 seems more threatening with smoke, fire and the title "Sinister"



Media Documents 3 & 4

Discovering Drought *Droughts: Witness to Disaster*



What do these book covers tell you about how droughts impact rivers?

Possible Answer: Book #3 suggests that droughts can be fun.

Evidence: the kids are smiling and raising their hands in delight
they are playing in the riverbed that's normally out of reach

Possible Answer: Book #4 suggests that drought makes life hard.

Evidence: the title says "witness to disaster"
The picture makes the earth look cracked and hard.

How are the messages different?

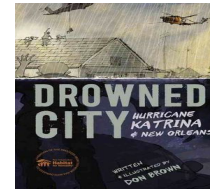
Possible Answers: Drought affected river in #3 seems to be a playground where the drought affected earth in #4 seems to be the site of a disaster.

Why might the people who made these covers have chosen to tell such different stories about drought?

Possible Answers: Perhaps the producers of #3 wanted to make drought appealing in order that teachers or kids would buy and read the book. Maybe the producers of #4 wanted to make drought scary since some people like to read about scary events like disasters and they wanted to show that droughts are a serious problem.



Media Documents 5 & 6 *When Katrina Hit Home* *Drowned City*



What do these book covers tell you about how hurricanes impact people?

Possible Answer: Book #5 suggests that families have to leave home when hurricanes make landfall.

Evidence: the picture of kids and pets leaving homes that appear to be underwater

Possible Answer: Book #6 suggests that people must be rescued from drowning in a hurricane.

Evidence: the picture of helicopters picking up people from the roof of a flooded house

a person in the water is raising his hand for help
the title is "Drowned City"

How are the messages different?

Possible Answers: Book #5 shows what might be a fun adventure for kids to ride in a boat on their street where book #6 shows people in real danger on the roof and in the floodwaters.

5. Lead a brainstorm about challenges to water bodies in your own region: "We've just seen some examples of impacts to water communities as a result of disasters that have happened in different places. What are some impacts to our own water communities?" Make sure to include human impacts to water sources such as pollution from factories, agricultural runoff and trash dumping as well as impacts from climate change such as extreme rainfall events leading to flooding and mudslides or extended drought leading to water rationing and conflict over water rights.

VIDEO PLANNING

6. Explain that you will now begin to think about techniques or the ways that videos are made as you consider making a video of your own to share with others about the water bodies where you live. Ask students if they remember the lesson introduction ideas, "Who is the target audience for our

video?" (Students in other places) Ask students, "What is the purpose of our video?" (To tell why we want to protect the water communities that we depend on.)



Tell students that to learn more about making videos together you will now show them a video about butterflies that was made by a kindergarten class. Project video #1: *A Monarch Butterfly*, 3:05 min. The purpose of this step is to introduce students to the idea that video makers use certain techniques to tell their story. You might want to show the video twice and have students call out whenever they notice a technique that the video makers used to tell the story.

Some techniques used in making this video include:

- Shots of students talking
- Close up photos from a book or the Internet
- Close up photos taken by students
- Student voices over pictures
- Background music
- Student drawings



Tell students that you will next show them a video about how the class made their film. As you show the video they should once again call out whenever they notice a technique that they hadn't mentioned before. Add these techniques to your list: Project video #2: *Learning and Creating with iPads in Kindergarten*, 2:16 min.

Video-making techniques mentioned or shown in this video include:

- Drawing and saving pictures on tablets
- Taking photos and videos with tablets
- Shots of students talking about what they know
- Editing their footage on the tablet
- Adding voices on top of video footage

7. Tell students that you will now view a final video – *Running to Save the Wolves* - made by a sixth-grader named Peyton. Ask students to try to decide who is Peyton's target audience and what is his purpose in making the film. Project *Running to Save the Wolves*, 1:00 min.



Possible target audiences for *Running to Save the Wolves*: other kids, people who love wolves
Purpose: to get people to give money to save wolves, to let people know about wolves

8. Tell students that you will now make some decisions together about the video that your class will make to tell students in other schools about the water bodies near where you live. The video will be short like the ones you just saw – no more than 3 minutes long. Explain that your video will tell your target audience - other students - about your purpose – why you want to protect your bodies of water. Your video should tell about three things having to do with your water body or bodies:
1. Why is this body of water important to us and to the living things that depend on it for life?
 2. What impacts threaten to harm the health of water bodies that we depend on?
 3. What are some things people can do to help protect our water communities?

9. Help students make three lists that will define the content of your video:

NOTE: You may want to focus on more than one body of water and make a few videos depending on the number of students in your class and how you want to organize the groups. The worksheets are organized so three student groups will work on different parts of a larger collective video (the beginning, middle, and end).

1. *What body or bodies of water might we want to tell other about in our video?*

Be wide ranging in your definition of types of bodies of water. These might include a pond, lake, stream, river, ocean, bay, marsh, reservoir, canal or oasis among others. You should name a particular body of water for video focus (e.g. Fall Creek, Cayuga Lake or Jennings Pond).

2. *What are some impacts to our water communities that we've discussed?*

Potential harm might include litter, pollution, drought, flooding and development.

3. *What are some things people can do to help protect our water communities?*

Potential actions include study, clean up, planting and communicating with others.

10. Decide what type of decision-making process you will use with your students to make the decision about which specific water body(s) to identify in your film. Encourage students to listen carefully to one another and to see if decisions can be made that take into account the ideas of everyone. Remind students that all water bodies deserve protection just like everyone in class deserves to have their ideas respected.

You might consider the following alternatives to a majority vote process.

Four finger sounding process – for each water body named take a sounding of the class asking students to put up one to four fingers to register their support for that water body:

4 fingers – I agree with this choice

3 fingers – I like the idea but it's not my top choice

2 fingers – I don't think we should pick this one but I won't stand in the way if others do

1 finger – I'd like us to make a different choice

Voting by sticker – Write each "candidate" water body on a single large paper along with the reasons students have given to choose this water body. Give students colored stickers to place on the sheets of their top two favorite choices. Use the highest number of stickers to reduce the selection set to a manageable number of choices.

At the end of this step you should have made a collective decision about what body or bodies of water you will focus on in your video.

11. Explain to the class that you will make your video together by breaking into smaller groups. This is a process used when many people work together to make a large quilt. Each student group will focus on creating one piece of the video, but in the end the pieces will come together to make a whole. Divide the class up into small groups of 2-3 students then explain some students will be making the beginning of the video, some students will be making the middle, and some students will be making the end. Each group should begin by reminding one another of the target audience and the purpose of the video you are all making together.

VIDEO PRODUCTION



- 12.** Use the *Student Handout – Video Planning Example* to show students how to think about script and visuals. Once students are in their groups, pass out the three video planning *Student Worksheets-Video Planning: 1) Intro, 2) Impacts, and 3) Action*. Make sure each group only gets one of these worksheets. Make sure all three sections are addressed across class groups if you decide to make more than one video or focus on more than one body of water. For larger groups you might suggest that teams break into roles: image research, writing, speaking on camera, filming, editing.

NOTE: The purpose of the worksheet is merely for students to stay focused on the task at hand. Worksheets are not meant to be writing exercises. With this in mind you may elect to have students fill them out, have adults fill them out or use them as a basis for small group discussion.

NOTE: You may decide to expand beyond the limitations outlined in the worksheets to allow for longer videos, including remote shots (e.g. from home or community) or different script prompts, depending upon the experience and capacity of the students and teacher. If in doubt, keep the videos short and simple

- 13.** Touch base with each group as they work on and complete their video planning and review their worksheet before allowing them to go on to filming. Make sure that students remember the overall target audience and purpose as they work on their parts.

If their planning is complete, use the *Teacher Handout – Filming & Editing Tips* to review main production points with students. Give them approximately 20 minutes to record their narrated script, which should be less than one minute. During this time they are also encouraged to start finding photos or recording short video clips that align with their planning worksheets. As students work, walk around and provide technical support where needed. Narrations can be recorded on the camera or right through a video-editing program.

NOTE: If you have questions about image copyright and fair use refer to “The Code of Best Practices in Fair Use for Media Literacy Education” (a free, external resource).

- 14.** Decide whether students will be involved with the editing process or whether you or someone else will do this step. If students are editing help students import video footage they record and photos they collect into a video-editing software program. Allow each group to edit their three shots together and then, after class, combine student sections into one video. Make sure to export the final video(s) and save!

NOTE: The *Student Handout – Filming Tips* and *Student Handout – Editing Tips* can be used to support student filming and editing. Video editing programs have become very user friendly. Many upper elementary students may already have experience with video editing and can help their peers (and you). The editing software *Tutorial or Help* will explain how to import video images or video from the Internet and how to sync the narration with the images. You may need help in importing video from different devices into the editing computer but this too has become much easier. Make sure students save their final work correctly.

WRAP UP:

15. Come together and hold a class screening where students can show their video(s). Discuss how they might share their video with other schools. Some suggestions for sharing videos with other students and classrooms:

- Sign-up for Classroom Skype and connect with other classrooms to share your videos
- Access SeeSaw, an online electronic journal where you can share student videos with their families
- Use YouTube or SchoolTube, a K-12 specific video sharing platform moderated by educators as a controlled environment in which teachers and students can post their work
- Upload the video to Google Drive and then share to any designated audience either via a direct link or with an embedded code
- Post the video to a class blog or a class website where people can view and leave comments or
- Share your videos in the lobby of your school or at an all school- event.

16. Engage in a summary reflection activity. Ask students:

What have we learned about the ways people are working to protect bodies of water?

What have we learned about using videos as a way to connect with others around the things we care about?

17. Brainstorm *Action Steps* students can take at home based on what they have learned. What can you do now that you know about how important our bodies of water are to us? You might want to list suggestions as a chart.

Ideas might include:

- Find out more about the impacts to the bodies of water that people, plants and animals depend on for life in the area where we live.
- Share our video with a legislator, environmental group or business leader who needs to know about water protection in our community.
- Start an online "Save Our Water Communities" video sharing festival.
- Host a red carpet roll out of your video, publicizing its premiere to selected target audiences.

FURTHER QUESTIONS

Besides books and videos, what other forms of media could inform us about water?

Why is it important to tell others about our water communities?

How can we share the video(s) we created? Who do we want to see our video(s) and why?

Who wrote the books we looked at? Why is it important to know about the author of a book?

EXTENDED ACTIVITIES

In this lesson we looked at book covers and different ways they informed us about water disasters. Drawing on threats to your local water communities, create your own book covers to inform others about these issues. What picture would you show? What would the title of the book be?

We looked at two books for each of the following water disaster topics: oil spills, drought, and hurricanes. To continue to learn about these topics, let's add to our collection by bringing in books from home or the library. What do these other book titles say about these topics? Are there books on other water topics we should look at?

To find out more information about the bodies of water near us, let's conduct an Internet search together. What search engine and key words should we use? What do we pay attention to when deciding to visit a website? How do we navigate a website to find the information we need?

While books and videos and websites can give us a lot of information about bodies of water and water disasters, some people devote their jobs to these topics. Who could we invite to our class to speak to us about local water communities? What questions would we ask them? What would we share with them about our classroom work on the topic?

Imagine we are news reporters wanting to learn more about a local body of water and show the challenges it faces and the actions we're taking to help it. Let's take a field trip! What should we bring with us? What will we want to find out and document?

Filming Tips

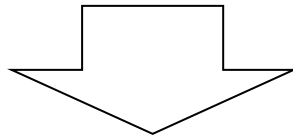
- ✓ Know what you are going to film before you press record
- ✓ Look to see if any stray objects are in the frame before recording
- ✓ Listen for extra noises that may interfere with your video
- ✓ Use a tripod or sturdy surface if you want a steady shot
- ✓ Say “quiet on set” or “ready, set, action!” to make sure everyone is ready for recording
- ✓ Start to record 5 seconds before and after the shot you want to ultimately use in order to to give yourself ample room for editing later
- ✓ Avoid fast zooming or drastic camera movement
- ✓ When on camera speak loud and clear
- ✓ After a take watch and listen to each shot to make sure the visuals and audio are what you want

Editing Tips

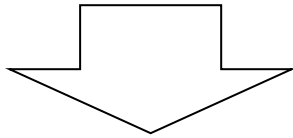
- ✓ Import all video clips and photos into editing program at once if possible
- ✓ SAVE your editing project often!
- ✓ Before editing in timeline, eliminate clips that you will not use
- ✓ Arrange clips in timeline in the order you want before fine tune cutting
- ✓ Once your visuals are in place, you can record your audio narration right in the video-editing program so it fits perfectly with all your pieces!
- ✓ Add transitions, effects and additional audio after video clips are in place
- ✓ Add an opening title and closing credits

Student Filming Tips

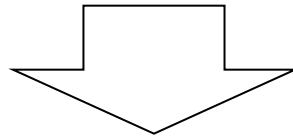
Do you know what you are filming?



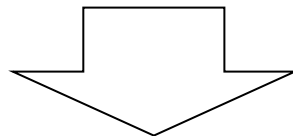
Make sure it is quiet!



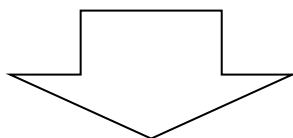
Okay, time to start filming



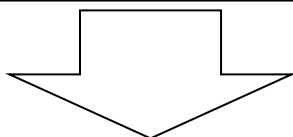
Speak loud and clear



Remember not to have any quick movements



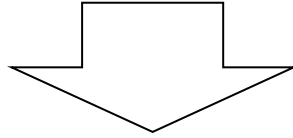
Or zoom in too fast!



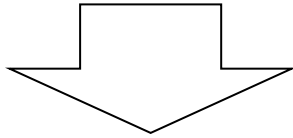
Press stop when you are done

Student Editing Tips

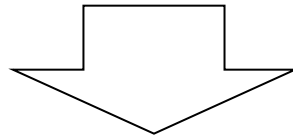
Import or open all your video clips



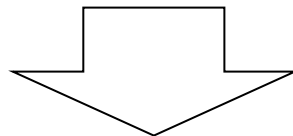
Decide which clips you don't want and delete them



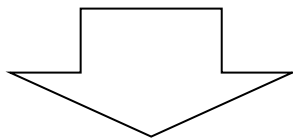
Save the ones you want



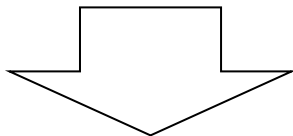
Put them in the order you want



Add any special effects you want



Save Often!



Add a title and closing credits

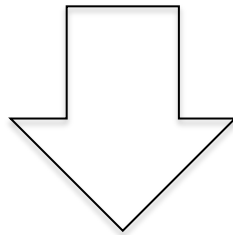
NAME _____

DATE _____

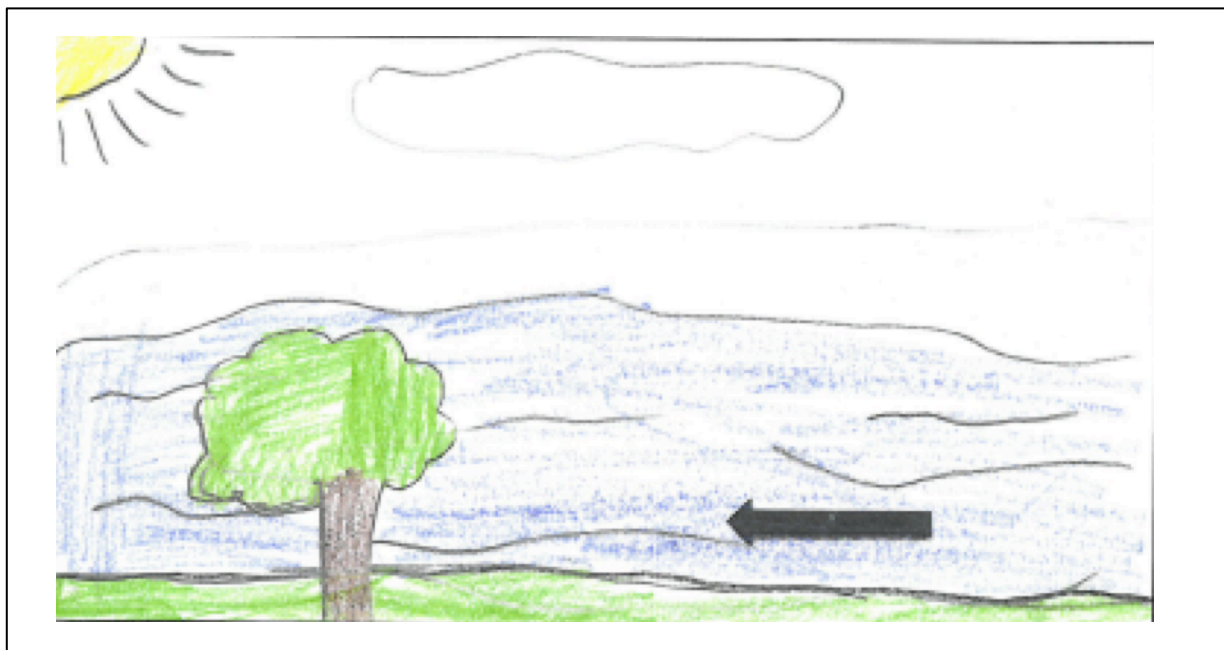
Student Handout - Video Planning: Example

Task: You are in charge of beginning the video by introducing the body of water your class has decided to focus on. Write three sentences about this body of water. These sentences will be your script, or what you say on camera. In the boxes, draw what you will show to support what you are saying (for example, yourself talking, a picture, a map, or a drawing).

1. We live by Cayuga Lake
(name body of water)

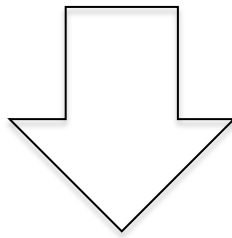


How would you show this sentence?

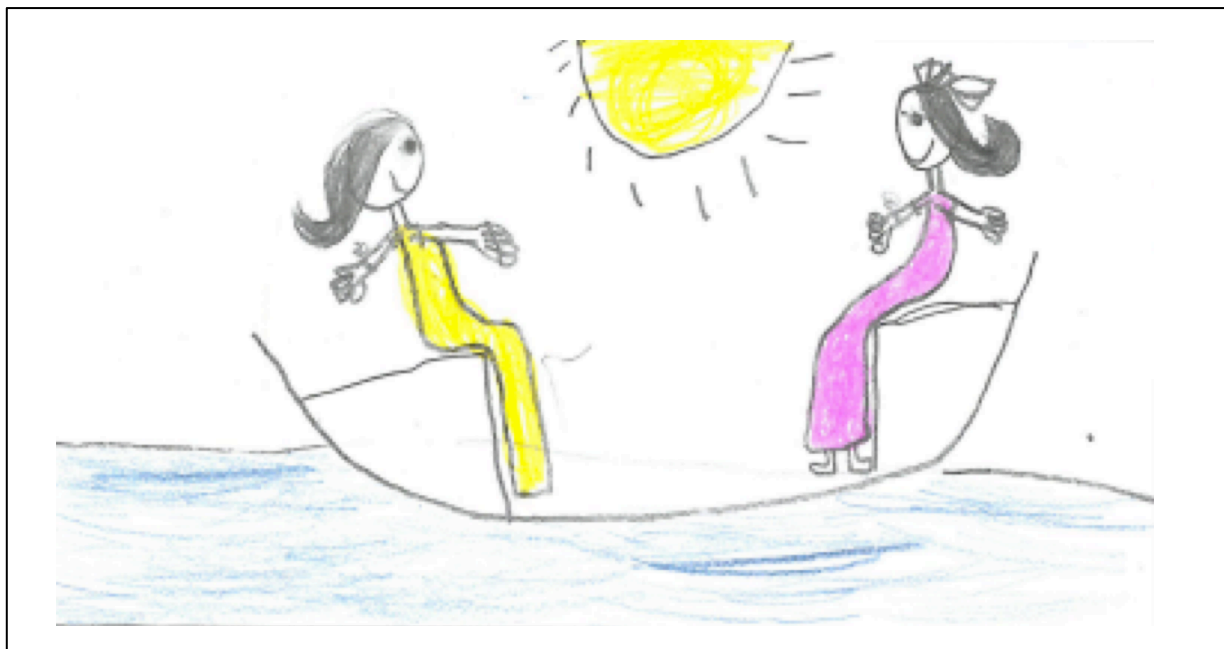


2. Cayuga Lake is important to us because...
(body of water)

We spend a lot of time there in the summer with friends doing fun things like canoeing.

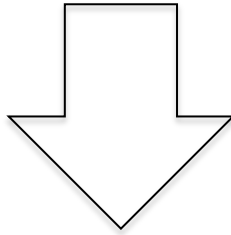


How would you show this sentence?



3. A fun fact about Cayuga Lake_____ is:
(body of water)

that it is the longest of the New York Finger Lakes.



How would you show this sentence?



NAME _____

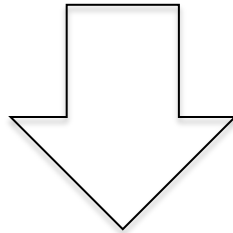
DATE _____

Student Worksheet- Video Planning: 1) Introduction

Task:

1. Begin the video by introducing your body of water.
2. Write three sentences about this body of water. This is what you will say on camera.

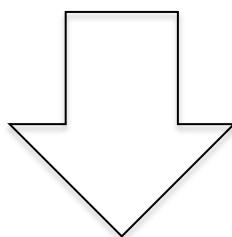
1. We live by *(name a body of water)* _____



In the box below plan how you will show this in your video.

Will you talk? Will you show a picture? Will you show a map or a drawing of your body of water?

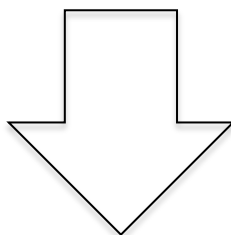
2. _____ is important to us because ...
 (body of water)



In the box below plan how you will show this in your video.

Will you talk? Will you show a picture? Will you show a map or a drawing of your body of water?

3. A fun fact about _____ is:
(body of water)



In the box below plan how you will show this in your video.

Will you talk? Will you have a picture? Will you show a map or a drawing of your body of water?

NAME _____

DATE _____

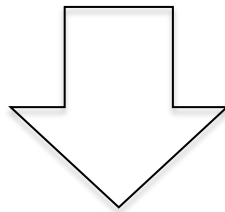
Student Worksheet- Video Planning: 2) Impact

Task: You are in charge of explaining different things that might negatively impact the body of water your class has decided to focus on. Write three threats to this body of water. What you write will be your script, or what you say on camera. In the boxes, draw what you will show to support what you are saying (ex: yourself talking, a picture, a map, or a drawing)

1. Some potential threats to

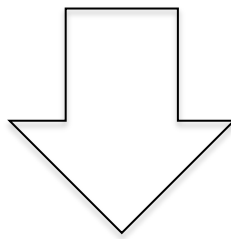
_____ include...
(body of water)

(List first threat here...)



How would you show this threat?

2. (List second threat here...)

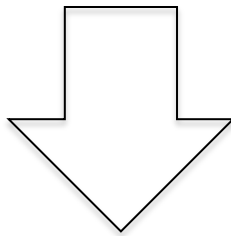


How would you show this threat?

3.

And...

(List third threat here...)



How would you show this threat?

NAME _____

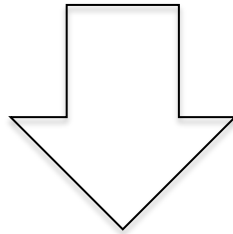
DATE _____

Student Worksheet- Video Planning: 3) Action

Task: You are in charge of suggesting ways people can help the body of water your class has decided to focus on. Write three action steps people can take to help this body of water. What you write will be your script, or what you say on camera. In the boxes, draw what you will show to support what you are saying (ex: yourself talking, a picture, a map, or a drawing)

1. In order to help _____ we could...
(body of water)

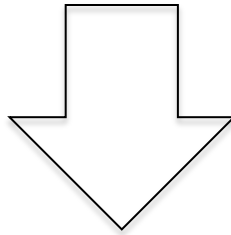
(List first way to help here...)



How would you show this action of support?

2. or we could...

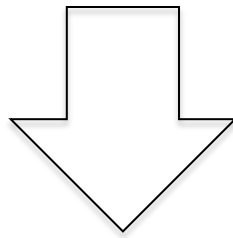
(List second way to help here...)



How would you show this action of support?

3. A third way to help could be...

(List third way to help here...)



How would you show this action of support?



Audio



Video



PowerPoint

LESSON PLAN

Advertisers' Power of Persuasion - Water

! NOTE: Prior to using this lesson, it is strongly recommended that you read *the How to Use These Materials* section for this lesson. See *Preparation and Materials* below.

Grade Level: Lower Elementary

Lesson Objectives:

- Students will understand that tap water, bottled water and vitamin water drinks impact human and environmental health in different ways.
- Students will explain how advertising images are used to get consumers to buy products.
- Students will identify the benefits and costs of personal decisions about water consumption.
- Students will design an environmentally positive product or service that encourages healthy water use.
- Students will create a script for an audio ad or public service announcement to promote their product design.

S

Standards		Activities
Common Core ELA	CCSS.ELA-LITERACY.RI.2.7	Steps 4, 5
	CCSS.ELA-LITERACY.SL.2.2	Steps 4, 5, 9
Next Generation Science	ETS1.C	Steps 6, 7, 10
C3 Framework Social Studies	D1.1.K-2	Steps 2, 3, 4, 11
	D2.Eco.2.K-2	Steps 6, 7, 10
	D4.3.K-2	Steps 8-10

Vocabulary:

tap water, bottled water, vitamin water, advertiser, persuasion, product, public service announcement, consumer, producer, marketing

Media Type(s): print advertisement, video advertisement, audio public service announcement

Preparation and Materials:

*All materials can be downloaded from the PLS website (<http://www.projectlooksharp.org>) and are electronically linked below. URL details can be found in the *How to Use Materials* section.

Preparation:

- Download and review the *How to Use Materials* section associated with this kit.

Materials for the Lesson:

- Nine-page *Teacher's Guide: Advertisers' power of persuasion*
- One-page *Student Handout: Rubric*
- Four-slide PowerPoint slideshow
- Four Video clips, one Audio clip
(Access online or via Unit 1 Lesson 4 digital media folder)

Additional Support:

- From the website, view [Media Decoding Examples](#) demonstrating classroom media analysis.
- Download the [Key Questions for Analysis](#) for supporting questions.

- [The Teacher's Guide to Media Literacy](#) and the [Do-It-Yourself](#) online guide are both available from the homepage.

Time: Class discussion and media analysis steps #1-5: 90 minutes; Ad or public service announcement message production steps #6-10: 90 minutes; Wrap up steps #11-12: 30 minutes

Lesson Procedures

- Ask, "How do you get the water you need to drink every day?" & "What are advertisers? What are some ways that advertisers use to persuade people to buy products?"
- Present the *Lesson Introduction* to the class focused on how advertisers use tricks to get people to buy products and how public service announcements can encourage actions to promote good personal consumer decisions.

- Lead a media document decoding comparing print advertisements and public service messages about bottled water and vitamin water asking about message and purpose.

NOTE: See "How to Use These Materials" for support in leading a constructivist media decoding lesson.

- Lead a decoding comparing video commercials and public service messages about bottled water and vitamin water to help students identify the benefits and costs of personal consumer decisions about water consumption.
- Brainstorm and decide on a design idea for an environmentally positive product or message that would encourage water consumption that is healthy for one's body, one's budget and the earth.
- Decode an audio public service announcement having students consider target audience and persuasive language as a way to promote the environmentally positive product they designed.
- Have small groups write scripts for ads or public service announcements promoting their water consumption design for a healthy body, budget and earth.
- Lead a summary discussion on how knowing about advertising techniques can help us understand the ways in which companies try to make us buy things we may not need and the ways we can use public service announcements as a way to help people improve their lives and their communities.
- Brainstorm action steps students can take to promote healthy water consumption.

Supplemental Materials:

Books on water:

Why Should I Save Water? by Jennifer Green

One Well: The Story of Water on Earth by Rochelle Strauss

Web pages on water:

wateruseitwisely.com

discoverwater.org

Hound Studio – Water facts video

Web pages on PSA production:

Powerfulvoicesforkids.com – The power of the PSA

Scholastic.com – Plan your PSA

TEACHER GUIDE

Advertisers' Power of Persuasion - Water

1. Organize and make copies for the class activities.

CLASS DISCUSSION

2. Begin by asking questions to see what students already know about the topic.
 - What do our bodies need to live?
 - How do you get the water you need to drink every day?
 - What is the source of the drinking water for your community?
 - What are advertisers?
 - Who are consumers?
 - What is persuasion?
 - What are some ways that advertisers use to persuade people to buy products?
 - What is a public service announcement and how is it different from an advertisement?
3. Introduce the lesson.

Lesson Introduction

In this lesson we'll first become detectives who study how advertisers use tricks to get people to buy certain products and not others. We'll look at print ads and TV commercials to see if we can spot the advertisers' selling tricks. We'll then become inventors, working together to design a product that will encourage water consumption that is healthy for our body, our budget and the earth. We'll then become researchers, learning about how public service announcements can encourage people to make good decisions about how to live. Finally we'll become media makers and make our own public service announcements for a special target audience – children – and for a particular purpose - to persuade kids to think carefully about how we consume the water that we need to live.

4. Explain that you will now view some media messages about water products. Tell students to think about how the words and pictures were chosen to persuade readers to buy certain products and not others and to think in a particular way. Tell students that you'll ask whether each message is an advertisement designed to sell a product or a public service message designed to raise awareness and why they think that.

Project the slides and lead a full class document decoding using the *Media Message Questions & Answers* that follow. You might want to begin with a general question such as "What do you notice about this image?" or "What questions do you have about this media message?" or "What did it make you think of?"

Encourage a wide-range of creative responses. Give students a few minutes to talk with a partner before beginning the full class brainstorm or a quick share around the circle. When probing for messages, *Possible Answers* are provided to model application of key knowledge through evidence-based analysis. Accept all answers where students give evidence to justify their conclusion.

Media Sample Questions and Answers



Media Document 1 *Fiji* bottled water ad



Is this an advertisement or a public service message? If it's an ad what product are they selling? If it's a public service message what do they want people to know?

Answer: It's an ad for Fiji brand bottled water.

Evidence: a picture of bottled water with Fiji on the label
"your Fiji water purchase"

What are the advertisers trying to get you to do?

Possible Answer: They want you to buy Fiji brand bottled water because they say buying it helps to protect the environment.

What did they say or show to make people think that Fiji bottled water bottles are good for the environment?

Possible Answers: the picture shows a bright flower and green leaves that make readers think of healthy growing things
"your Fiji water purchase helps reduce carbon emissions and helps protect Fijian rainforests"

Possible Answer: Green is often used to represent nature (green trees) and safety (green traffic light). The advertisers are saying that if you drink their product you will help nature and be safe.



Media Document 2 *BYOB* message ad



Is this an advertisement or a public service message? What are the message makers trying to get you to do?

Answer: It's a public service message. They want you to stop drinking bottled water and to fill reusable bottles with tap water.

Evidence: "BYOB – Bring your own bottle"
"Stop wasting earth's resources. You own a tap"

What do they mean when they say, "Water is water?"

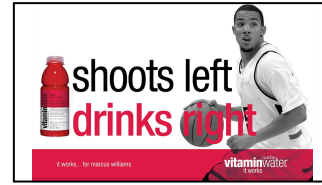
Possible Answer: Tap water is as good for you as bottled water.

Why do you think they didn't show the labels?

Possible Answer: They don't want to encourage use of any bottled water products so they don't want to show the bottled water label since it is an advertisement for bottled water.



Media Document 3 *Vitamin Water ad*



Is this an advertisement or a public service message? What are the message makers trying to get you to do?

Answer: It's an ad for Glaceau brand vitamin water. They want you to buy Glaceau vitamin water because they say buying it helps you be strong and healthy.

Evidence: a picture of bottled vitamin water on the right hand side
"Glaceau vitamin water" lower right hand red text box

What did they say or show to make people think that vitamin water is good for your health?

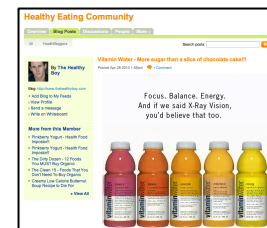
Possible Answers: the picture shows a basketball player dribbling that make readers think of a strong healthy body,
"Shoots left, drinks right...it works for Marcus Williams"

Why do they say, "Shoots left, drinks right"

Possible Answer: This is a kind of "word play" where the first words make you think of basketball (he shoots the ball to his left) and the second words change the direction (from left to right) to make you think of health (he drinks the right drink)



Media Document 4 *Wellsphere blog page*



Is this an advertisement or a public service message? What are the message makers trying to get you to do?

Answer: It's a public service message. They want you to stop drinking vitamin water.

What does the blogger say about vitamin water?

Answer: Vitamin water is filled with sugar and is not healthy to drink.

Evidence: "Vitamin Water: More sugar than a slice of chocolate cake"

What do they mean when they say, "Focus. Balance. Energy. And if we said X-ray vision you'd believe that too."

Answer: The advertisers for Vitamin Water try to persuade the reader that drinking Vitamin Water gives you focus, balance and energy but it really is just an unhealthy sugar-filled drink. "If we said X-ray vision you'd believe that too" suggests that advertisers persuade people with messages that aren't true.

5. Tell the students that you will now show them some video advertisements and public service messages about water products. Lead a full class document decoding using the *Media Message Brainstorm Questions & Answers* that follow.

Media Sample Questions and Answers



TV commercial *Nestle Pure Life*, :15



Is this an advertisement or a public service message? What are the message makers trying to get you to do?

Answer: It's an advertisement. They want you to buy and drink the Nestle Pure Life brand of bottled water because they say it's healthy.

Evidence: The announcer says and the words read, "Why does your body need 8 glasses a day of Nestles Pure Life?"

What did they say or show to make people think that Pure Life bottled water is a good product to buy?

Answer: "8 glasses a day of Nestles Pure Life keeps you hydrated and healthy."

Evidence: The family is smiling and seems strong and healthy.

Is it true that your body need 8 glasses a day of Nestles Pure Life?

Answer: No, it's possible to live without ever drinking Nestle's Pure Life. Your body does need to consume water every day but you don't this product to stay alive.



Internet video *Take Back the Tap*, 1:12



Is this an advertisement or a public service message? What are the message makers trying to get you to do?

Answer: It's a public service message trying to get us to stop drinking bottled water.

Evidence: water is not safer to drink than tap water
the plastic used to make bottles releases chemicals into the water
the labels don't show what is contained in bottled water
bottled water is very expensive compared with tap water

What do they mean when they say, "Take Back the Tap?"

Answer: They mean drink tap water rather than bottled water as people used to do before bottled water was created as a product.

Why do you think the person made this video?

Possible Answer: They wanted to get people to start campaigns to drink water from reusable water bottles instead of buying bottled water.

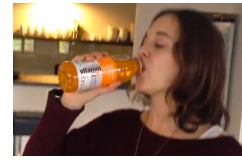
NOTE: Tell students that the video maker also made this video to enter a "Take Back the Tap" contest sponsored by a group called "Food and Water Watch" for a chance to win a cash prize.

Is it true that bottled water is a bad choice?

Possible Answer: Answers will vary. Encourage students to discuss the benefits and costs of buying and drinking bottled water.



Internet commercial
Vitamin Water, 1:36



Is this an advertisement or a public service message? What are the message makers trying to get you to do?

Answer: It's an advertisement. They want you to buy and drink their product, Vitamin Water.

What did they say or show to persuade people to buy Vitamin Water?

Possible Answers: They make it appear that people have lots more fun when they drink Vitamin Water.

Evidence: Everyone is sitting by themselves in an office when someone puts Vitamin Water on a man's desk and then everyone starts playing games and having fun.

How does the soundtrack change when Vitamin Water is introduced? Why does it change?

Answer: At first the soundtrack is quiet, slow classical piano music. When Vitamin Water is introduced it changes to louder rhythmic vocal music with drums and keyboards. This makes it seem as though people become livelier, like the music, when they drink Vitamin Water.

Is it true that people become happier and livelier because they drink Vitamin Water?

Possible Answer: Answers will vary. Encourage students to discuss the ways that advertisers use feelings to persuade consumers to buy.



Internet video
BEWARE!!! The Vitamin Water Deception, 1:27



Is this an advertisement or a public service message? What are the message makers trying to get you to do?

Answer: It's a public service message saying that Vitamin Water is mostly water and sugar.

What images does the video maker show to say that Vitamin Water is loaded with sugar?

Possible Answers: label ingredients "fructose" and "sugar"
"sugar" spelled out in sugar on black background
a pile of sugar next to a water glass
a teaspoon overflowing with sugar
a scale with sugar cubes stacked high

What does the video maker do to get your attention right away?

Possible Answer: Really fast shopping cart moving around supermarket followed by quick shots of lots of foods with soundtrack of percussion at ever-increasing volume

What questions do you have about this video?

Possible Answer: Answers will vary. Encourage students to discuss the messages and purposes of video makers.

6. Lead a brainstorm of ideas for a service or a product that would encourage water consumption that is healthy for one's body, one's budget and the earth. Encourage students to think broadly about this question. Some opening questions include:
- What would help kids remember to drink water in ways that are healthy for their body?
 - What are the ways to drink water that cost the least?
 - How can our water consumption solution help protect and conserve the earth's resources?

Look for multiple ideas and solutions so that you can use a process of collective decision-making to help consider and select the best design solution.

7. Decide what type of decision-making process you will use with your students to make the decision about which service or product to choose for body/budget/earth friendly water consumption. Encourage students to listen carefully to one another and to see if decisions can be made that take into account the ideas of everyone. Remind students that everyone in class deserves to have their ideas respected.

You might consider the following alternatives to a majority vote process.

Four finger sounding process – for idea take a sounding of the class asking students to put up one to four fingers to register their support for that water body:

4 fingers – I agree with this choice

3 fingers – I like the idea but it's not my top choice

2 fingers – I don't think we should pick this one but I won't stand in the way if others do

1 finger – I'd like us to make a different choice

Voting by sticker – Write each suggestion on a single large paper along with the reasons students have given to choose this product or service. Give students colored stickers to place on the sheets of their top two favorite choices. Use the highest number of stickers to reduce the selection set to a manageable number of choices.

At the end of this step you should have made a collective decision about the best product or service to help people drink water in a way that's good for all.

8. Ask if anyone can explain what a public service announcement or PSA is. Entertain a variety of guesses. Define a public service announcement as: "A message in the interest of everybody that is read on television or radio so that many people will hear it."

Explain that you will now play an example of a 30 second audio public service announcement that appeared on the radio. Tell students to listen to understand four things about the message:

1. Why was the PSA made?
2. Who is the target audience or who are the producers trying to reach?
3. What were the different parts to the message?
4. Who made the PSA?

Write “Why? Target Audience? Parts of a PSA? Who made it?” on the board to remind students of the questions.

9. Tell students that you will now play the audio PSA twice. Tell them that you will pause after playing it once for students to discuss the four questions amongst themselves. After playing the PSA for a second time lead a media decoding using the *Media Message Questions & Answers* that follow. Ask students for evidence from the PSA to support their answer.



Audio PSA
Hygiene – H1N1 Flu, :30

Why was the PSA made?	Answer: to help people know how to prevent getting the flu Evidence: “There are things you can do to stay safe from the flu.”
Who is the target audience or who are the producers trying to reach?	Answer: kids Evidence: the first words, “Hey kids” and the fact that the speaker sounds young with a high quick voice
What were the different parts to the message?	Possible Answer: greeting, information & closing Evidence: Greeting: “Hey kids, there are things you can do to stay safe from the flu.” Information: Ideas about what to do to prevent flu. Closing: “A message from CDC & HHS”
Who made the PSA?	Answer: The CDC & HHS Evidence: Closing: “A message from CDC & HHS” (CDC is the Center for Disease Control and Prevention which is a part of the HHS, the Department of Health and Human Services.)

10. Pose the problem that needs to be addressed: “We need to encourage water consumption that is healthy for our body, our budget and the earth.” Ask students if they want to write an ad or a PSA and have them explain their choice. (Note: If they write an ad, they need to think of a product that can address the problem while a PSA promotes the message with suggested actions).

Introduce the *Student Handout: Message Rubric* to the students and show them how they will use this rubric to help them write a script for an audio (voice) ad for a product or an audio (voice) public service message to raise awareness. Help the students think of good questions to ask themselves as they create this ad or public service announcement.

- Who is your audience?
- What facts will you include to persuade your audience to make a change?
- What can someone learn from your ad or your PSA?

Have small groups write and share scripts of voice ads or PSAs for a water service or product that promotes a healthy body, budget and earth. You can decide what level of production works best for your class based on time availability, technical capacity and student proficiency. On the simplest end you could have students read their PSA scripts aloud to the class and reflect on what makes a convincing public service message. For a more technically engaging process have students make audio recordings of their PSAs or a video PSA to accompany their script. These can be shared as widely as you like – from within the classroom to the entire school or to a classroom sharing website.

NOTE: See Supplemental Materials section of the *Lesson Plan* for websites on PSA production

WRAP UP:

11. Engage in a summary reflection activity. Ask students:

What have we learned about the ways advertisers try to persuade people to buy their products?

What have we learned about using public service messages as a way to help people to improve their lives and their communities?

12. Brainstorm *Action Steps* students can take at home based on what they have learned. What can you do now that you know about how advertising can be used to persuade people to drink water in different ways and for different purposes?

You might want to list suggestions as a chart.

Ideas might include:

- Keep track of all the different media messages about water that we see over one week and make a poster about what we discovered.
- Communicate with other classes or schools to make a PSA contest to see who can make the most persuasive PSA about water conservation.
- Talk with our friends and family about what we've learned about advertising and water.

FURTHER QUESTIONS

Why do we buy bottled water? Are there certain times and places where we buy bottled water more? What are other alternatives to buying bottled water during such times?

If we do buy water, what can we do with the bottles to help the earth?

Where would you advertise a product? On a T.V. commercial, a bus, a billboard, or a pop-up ad on the internet? Why?

EXTENDED ACTIVITIES

Design challenge: What can you make with used plastic drink bottles from home? Bring bottles into class and get creative! Look up ideas if you'd like or come up with your own contraptions!

Walk around your school to see what drinking water options are provided. Count how many water fountains and how many vending machines you find.

Take a survey of what everyone in your class is drinking for lunch today. Categorize the drinks (ie: soda, juice, milk, water, etc.) and make a pie chart. Count how many of the drinks are in reusable containers and how many are disposable.

Have students work together to make an ABC book on reducing, reusing, and recycling. Share this with parents or publish it for your school library.

Have children create posters, songs, Reader's Theater plays to demonstrate their knowledge of conserving water.

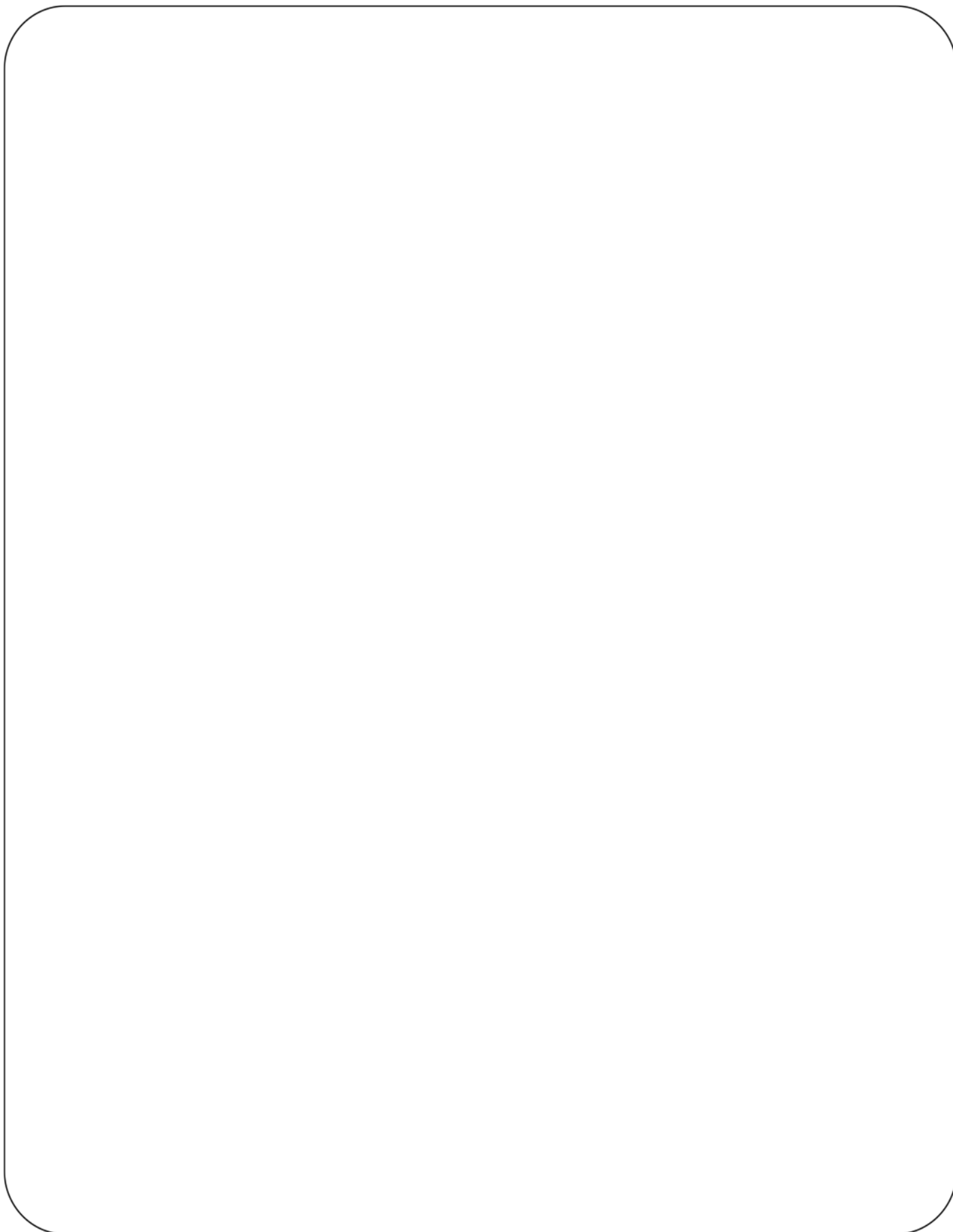
Cut out advertisements to eliminate some of the text. Have the children brainstorm strong words that would persuade someone to buy that item. Why did they pick those words?

Do a taste test between bottled water and tap water. Have the children vote to see which one they like best. Tally and graph the results. Was there a difference? Could the children tell the difference between tap and bottled water?

Have the students play a version of Pictionary with each other. The cards could say various ways to save water. One child would draw a way to conserve water and the other would try to guess what it was: Cards could say:

1. No littering so that it will keep our streams, rivers, lakes, and oceans clean.
2. Bring a reusable water bottle to school. This will save 3x as much water as a disposable bottle of water.
3. Fill your glass $\frac{1}{2}$ full. You can always go back for more later.
4. When washing your hands don't let the water run while you soap up.
5. Take a shower instead of a bath.
6. Wear your clothes more than once if they don't smell or aren't dirty.
7. Turn off the water before you brush your teeth.

The students could then generate other ways to save water.



Student Handout – Message Rubric

	1	2	3	Value
Greeting	I did not add a greeting to my message.	I began my message with a greeting.	I began my message with a creative way to hook my audience.	
Importance	I did not include any facts that tell my audience the importance of my message.	I told my audience it was important by including one fact. They might or might not want to make a change.	I told my audience it was important and gave them more than one strong reason why. They will want to make a change.	
Audience	I do not know who my audience is for my message.	I know my audience, but I can't tell you why they are my audience.	I know who my audience is and I can tell you why.	
Closing	I did not include a closing to my message.	I ended my message with a quick closing.	I ended my message in a creative way.	
				Total =

Unit 2:

PLANTS

Lesson 1:

Lesson Plan	89
Teacher Guide.....	91
Student Materials.....	99

Lesson 2:

Lesson Plan	105
Teacher Guide.....	107
Student Materials.....	113

Lesson 3:

Lesson Plan	117
Teacher Guide.....	119
Student Materials.....	129

Lesson 4:

Lesson Plan	147
Teacher Guide.....	149
Student Materials.....	157



LESSON PLAN

Heroes for Plant Protection

! NOTE: Prior to using this lesson, it is strongly recommended that you read *the How to Use These Materials* section for this lesson. See *Preparation and Materials* below.

Grade Level: Lower Elementary

Lesson Objectives:

- Students will understand that planting trees can help address the problems of deforestation.
- Students will compare versions of a similar story told in book and video form.
- Students will describe how human activities affect a natural and human environment.
- Students will create and solve math word problems from information in a book.
- Students will compose a social media message about being a plant steward.



Standards		Activities
Common Core ELA	CCSS.ELA-LITERACY.W.2.8	Steps 7, 9
	CCSS.ELA-LITERACY.RL.2.7	Steps 4-6
	CCSS.ELA-LITERACY.RL.2.9	Steps 4-7
Next Generation Science	ETS1.B	Steps 2-7
C3 Framework Social Studies	D2.Geo.5.K-2	Steps 4-5
	D2.Civ.14.K-2	Steps 4-5, 8-9
Common Core Math	CCSS.MATH.CONTENT.2.OA.A.1	Math worksheet 1, 3, 4
	CCSS.MATH.CONTENT.2.NBT.B.7	Math worksheet 2
	CCSS.MATH.CONTENT.2.MD.D.10	Math worksheet 5

Vocabulary: social media, hero, Wangari Maathai, Kenya, biology, seedling, rural area, topsoil, malnutrition, deforesting, forester, diploma

Media Type(s): children's book, documentary video, social media

Preparation and Materials:

*All materials can be downloaded from the PLS website (<http://www.projectlooksharp.org>) and are electronically linked below. URL details can be found in the *How to Use Materials* section.

Preparation:

- Download and review the *How to Use Materials* section associated with this kit.

Materials for the Lesson:

- Seven-page *Teacher's Guide: Heroes for Plant Protection*
- Four-page *Student Worksheet – Math: Students Help Wangari Maathai Plant a Forest*
- One-page *Student Worksheet – A Social Media Message about Plant Protection Heroes*
- Fifteen-slide PowerPoint slideshow
- One video clip
(Access online or via Unit 2 Lesson 1 digital media folder)

Additional Support:

- From the website, view [Media Decoding Examples](#) demonstrating classroom media analysis.

- Download the [Key Questions for Analysis](#) for supporting questions.
- [The Teacher's Guide to Media Literacy](#) and the [Do-It-Yourself](#) online guide are both available from the homepage.

Time: Class discussion steps 2-6: 90 minutes; Math word problem design and review step 7: 45 minutes; Social media messaging steps 8-9: 45 minutes; Wrap up steps #10-11: 30 minutes

Lesson Procedures

- Ask, "What problems might come from cutting down all the trees in one place?" & "What are some things people can do to protect their tree and plant communities?"
- Present the *Lesson Introduction* to the class focused on how the actions of one person, a hero for plant protection, can help restore life to a deforested area.
- Lead a decoding of an excerpt from the children's book, *Planting the Trees of Kenya: The Story of Wangari Maathai* focusing on messages about deforestation and creating solutions.

NOTE: See How to Use These Materials for support in leading a constructivist media decoding lesson.

- View an excerpt from the video, *Wangari Maathai: Planting Trees Is Planting Hope* and lead a decoding of messages focusing on the similarities and differences between the video and the book.
- Have students complete the *Student Worksheet: Math: Students help Wangari Maathai plant a forest* in which they create and solve math word problems from information in the children's book, *Planting the Trees of Kenya: The Story of Wangari Maathai*.
- Brainstorm messages about what it means to be a hero for plant protection and what kinds of social media one might use to communicate those messages.
- Have students complete the *Student Worksheet: Making a social media message about plant protection heroes* in which they compose a social media message about being a plant protection hero.
- Lead a summary discussion on how people can be heroes for their plant communities and on using social media as a way to connect with others around the things we care about.
- Brainstorm action steps students can take to become and to support heroes for plant protection where they live.

Supplemental Materials:

Children's Books

The Tree of Life by Rochelle Strauss and illustrated by Margot Thompson.

The Great Kapok Tree by Lynne Cherry

Dear Children of the Earth by Schim Schimmel

The Lorax by Dr. Seuss

The Tree Lady: The True Story of How One Tree-Loving Woman Changed a City Forever by H. Joseph Hopkins

Web Sites Related to Social Media and Young Children

Common Sense Media - Safe Chat Rooms and Social Sites for Kids

American Academy of Child and Adolescent Psychiatry - Children and Social Networking

TEACHER GUIDE

Heroes for Plant Protection

1. Organize and make copies for the class activities.

CLASS DISCUSSION

2. Begin by asking questions to see what students already know about the topic.
 - What kinds of plants grow where we live?
 - What do you know about the plants where we live?
 - What kinds of plants are you most familiar with?
 - What living things rely on plants to survive?
 - What problems might come from cutting down all the trees in one place?
 - What can people do to help protect the trees and other plants in our communities?
3. Introduce the lesson.

Lesson Introduction

In this lesson we're going to study deforestation or cutting down forests in the African country of Kenya. We'll study how one hero for tree protection, Wangari Maathai, worked hard with the help of many others to replant trees where they had all been cut down. We'll see a video about Wangari and read parts of a book about her to learn how different media documents can tell the same story in different ways. Finally you'll write a social media message to a friend or family member about what it means to be a plant protection hero.

4. Tell the students that you will now read portions of a children's book, *Planting the Trees of Kenya*, about Wangari Maathai and the forests of her home country. Tell students to look for messages about what happens when forests are cut down. Students should also look for messages about what people can do to protect all the living beings that depend on the forest for life.

Project the Power Point slides and read along. Lead a full class document decoding using the *Media Messages Questions & Answers* that follow.

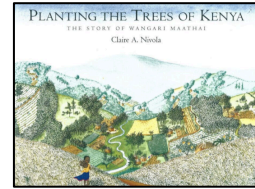
NOTE: You may want to read the entire book as it will include text details and illustrations not covered in the excerpted sections. *Planting the Trees of Kenya* by Claire A Nivola, Farrar, Straus and Giroux, 2008.

Media Sample Questions and Answers



Book excerpt

Planting the Trees of Kenya
13 pages, 2008



What problems came from cutting down all the trees in one place?

Possible Answers: The stream and the animals in it disappeared. The land became like a desert and people had to walk great distances for firewood. People suffered from hunger since the milk animals produced less.

Evidence: Images – large crop fields with few trees
brown patches of bare earth with nothing growing
more brown and less green colors on the land

Words – “stream dried up,” “no trace of frogs, tadpoles”
“much of the land was as bare as a desert”
“our goats and cows...make little milk. Our children are hungry”

What solutions did Wangari Maathai and others come up with to help solve the problems of deforestation?

Possible Answers: Plant trees to restore the forest.

Evidence: Images – raised bed gardens for planting seedlings
people carrying seedlings for planting
people planting trees on the hillside

Words – “Why not plant trees?”
“tree by tree, person by person, thirty million trees have been planted in Kenya”

How did Wangari share her solution ideas with others?

Possible Answers: She gathered women together to discuss the problem. She showed women how to do things by doing them herself. She brought seedlings to schools and taught children how to plant.

Evidence: Images – Wangari speaking in front of village women
Wangari picking seed pods from tree
Wangari handing seedling to student at school

Words – “Think of what we ourselves are doing,” she urged the women. She showed them how to collect tree seeds. She taught them to prepare the soil. She showed them how to wet the soil. Most of all she taught them to tend the growing seedlings. Wangari gave seedlings to the schools and taught the children.

5. Explain that you will now view a short part of a film called *Wangari Maathai: Planting Trees Is Planting Hope* about the reforestation of Kenya. You'll be asking again about the impacts of tree cutting and of people replanting trees. Encourage students to think as well about the differences between seeing a story in a video and hearing a story as it is read from a book.

Show the video excerpt and lead a full class document decoding using the *Media Message Questions & Answers* that follow. You might want to begin with a general question such as “What do you notice about this video?” or “What questions do you have about this video?” “What did it make you think of?”

Encourage a wide-range of creative responses. Give students a few minutes to talk with a partner before beginning the full class brainstorm or a quick share around the circle. When probing for messages, *Possible Answers* are provided to model application of key knowledge through evidence-based analysis. Accept all answers where students give evidence to justify their conclusion.



Video Clip
Wangari Maathai: Planting Trees Is Planting Hope
3:00 min clip, 2011



What problems came from cutting down all the trees in one place?

Possible Answers: Firewood and drinking water became scarce, topsoil washed away and children became sick from malnutrition.

Evidence: Images – women carrying wood where there are no trees
water being brought up from a deep well
a stream running brown with topsoil
a child with distended belly

Words – they do not have firewood, they were losing a lot of their topsoil, their children were suffering from diseases associated with malnutrition, they do not have enough water.

What are the women doing to bring joy and hope to their community?

Possible Answers: They plant and tend trees. They explain what they are doing to others. They ask foresters for help.

Evidence: Images – women planting and watering trees in the shade
Wangari with women speaking to men in helmets
young girl cultivating seedling with her mother
women carrying seedlings for planting

Words – The tree becomes a symbol of hope that they can do something for themselves. As you grow up and go with your mother to the land and as you cultivate and remove the weeds there is a feeling of contentment, a feeling that you are one with the land, a child of the soil.

According to the video why is planting trees good for people?

Possible Answers: Trees give people beauty, shade, hope and life.

Evidence: Images – opening shot of large shade tree, Women and children smiling as they plant trees

Words – The tree is living. It is beautiful. It gives shade. It brings back life. The tree for these people becomes a symbol of hope.

6. Ask students, “What are some of the differences between seeing this story in the video and hearing the story as I read it from the slides from the book?”

Some possible differences

- the video includes more information about why trees bring hope to people
- the book included information about how Wangari shared her ideas with her community
- the video included moving images and music
- our class was quieter during the video
- some of the words in the video were harder to understand
- the pictures in the book pages were harder to see
- it was easier to interrupt the slide story
- the book used easier words

Ask students, “How would reading the book yourself be different from hearing the story as I read it from the slides?”

Some possible differences include:

- If I read it myself I could stay longer or shorter on a page if I wanted to
- If I read it myself I might have a harder time understanding some of the words and the story
- When you read it I was part of a group

Ask students, “How do these different ways of receiving a story – watching a video, listening to a story, reading by yourself - change the way you understand or enjoy the story?”

MATH WORD PROBLEMS

7. Explain that you’ll now work on a math worksheet that includes word problems about students learning about tree planting from one of the pages in the book we just read (page 4 of the worksheet). Pass out the *Student Worksheet: Students help Wangari Maathai plant a forest*. After students have completed their worksheets review their work using the *Media Sample Questions & Answers* that follow.

NOTE: These math word problems are meant to be a guide depending on what units you have taught in math. They should be adapted to fit the levels of your students. Specific Common Core ELA & Math, Next Generation Science and C3 Social Studies standards are addressed in all student worksheets in this collection.

Student Worksheet Answers – Students Help Wangari Maathai Plant a Forest

- | | |
|--|--|
| 1. Each girl in the classroom has 3 buttons on her uniform. The teachers and boys do not have any buttons on their uniforms. How many buttons are there in this picture? | Answer: 42 (14 girls x 3 buttons) |
| 2. The school children planted 248 seedlings in the morning and 571 in the afternoon. How many more seedlings did they plant in the afternoon than in the morning? | Answer: 323 |
| 3. The answer is 12 seedlings. What is the word problem? | Answers will vary. |
| 4. Make up a word problem of your own using information from the pictures from the page. Solve the problem. | Answers will vary. |

5. In this image there are boys and girls sitting at tables. Fill-out the chart using tallies to see who sits next to each other.

Answer:
 Boy & boy: 1
 Girl & girl: 1
 Boy & girl: 5
 2 boys & 1 girl: 1
 2 girls & 1 boy: 1

a. Did more boys sit next to girls or boys?

Answer: girls

b. What is the difference in the number of boys who sat next to girls than sat next to boys?

Answer: 4 (7 boys sat by girls - 3 boys sat by boys)

c. How many girls sat next to girls?

Answer: 4

d. How many children are sitting at tables?

Answer: 21

e. How many children are standing?

Answer: 8

f. How many children are there all together?

Answer: 29

g. How many more or less is this than the number of children in your class?

Answer: Answers will vary.

h. If all of the children in the picture planted 2 seedlings each, how many seedlings would they plant?

Answer: 58 (2 x 29)

SOCIAL MEDIA MESSAGING

NOTE: Familiarize yourself with social media options appropriate for your students' age group. See the *Lesson Plan: Supplemental Materials* for suggestions.

8. Ask:
- What does it mean to be a hero?
 - What does it mean to be a hero for plant protection?
 - Do you know any such heroes?
 - What is social media?
(Internet or computer tools to share information among people)
 - What are some examples of social media?
(twitter, chat rooms, Facebook, blogs, YouTube, Pinterest, text messaging)

9. Distribute the *Student Worksheet: A Social Media Message about Plant Protection Heroes*
 After students have completed their worksheets review their work. Ask if they have any questions or ideas about sending social media messages about people who want to protect the environment.

This is an opportunity to help students to think about online safety while participating in social media conversations. Some important questions to ask are:

- "What is a stranger?"
- "What kinds of things should we not tell a stranger?"
- "What kinds of things are OK to tell a stranger?"
- "Are there strangers online?"

You may extend the activity by having students explore student-friendly social network sites such as Kimingo, Club Penguin, PlayKids Talk, Kidzblog and Kidblog. Lead a discussion about the qualities of social media (e.g. allows you to share ideas and to see the ideas of others). Consider having students send their messages through a safe social media platform.

WRAP UP:

10. Engage in a summary reflection activity. Ask students:

What have we learned about the ways people are working to protect plants?
What have we learned about using social media as a way to connect with others around the things we care about?

11. Brainstorm *Action Steps* students can take at home based on what they have learned. What can you do now that you know about how heroes work to keep our plant communities alive and healthy? You might want to list suggestions as a chart.

Ideas might include:

- Find out more about heroes for plant protection in the area where we live.
- Ask our teacher or parents to help us share our social media posts with others who are interested in keeping our plant communities safe and healthy.
- Organize a “Heroes for the Earth and all of us” display for your school.
- Write a play where students take the parts of people and animals that have been protected by heroes for plants protection.

FURTHER QUESTIONS

Why is it important to have heroes for our Earth?

What would happen if we always relied on others to solve problems? What if everyone did this? What would our world be like?

What problem do you see in our school/community that needs solving? Is there anything we can do about that? (Maybe there is a local issue that your students can work on like composting, recycling, reusing, reducing waste).

Why is it important for a hero's story to be told? Why should we learn about Wangari Maathai's work, even though she's not from our community?

Why is it important to help little plant communities like vegetable or herb gardens as well as bigger plant communities like forests and wetlands?

EXTENDED ACTIVITIES

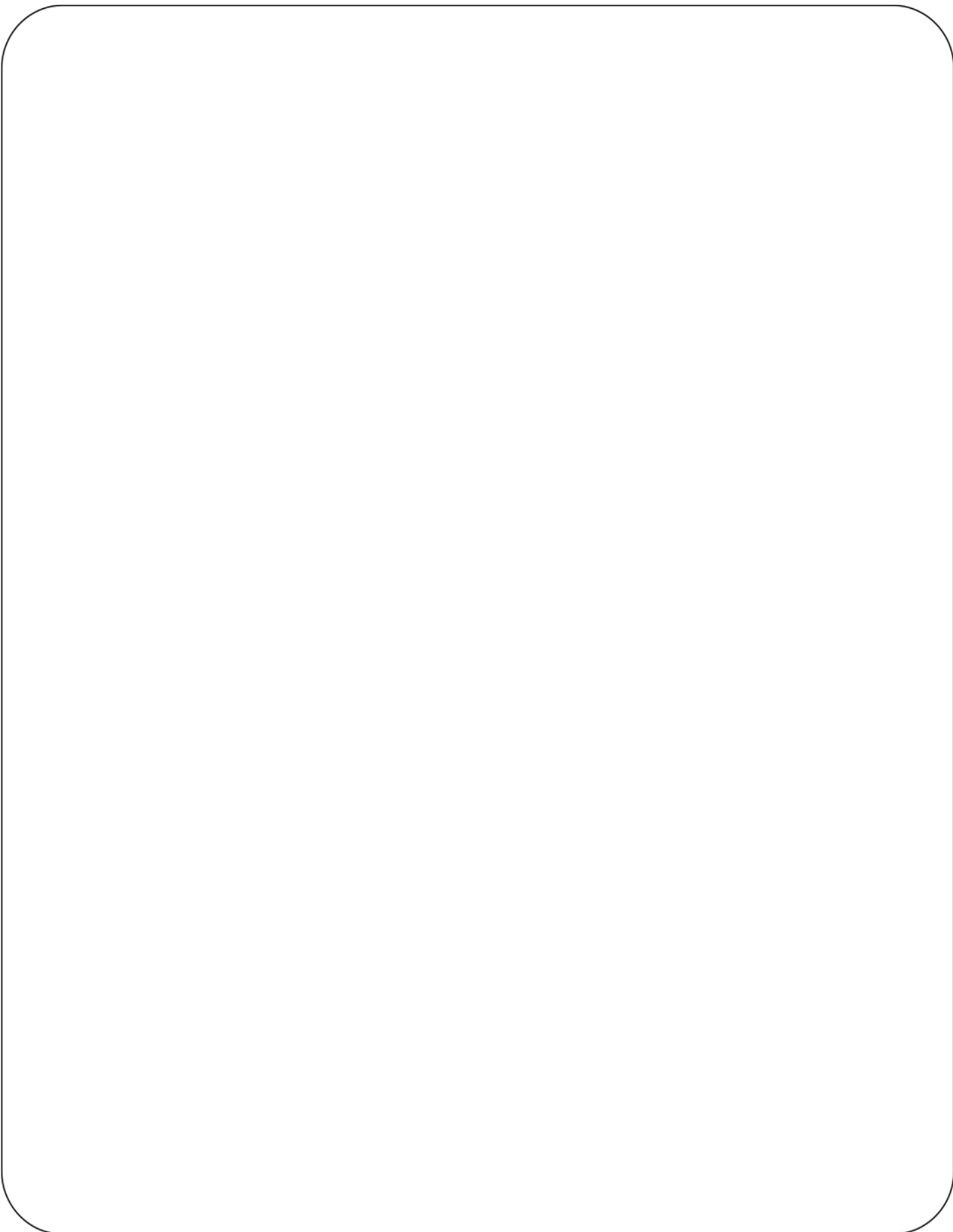
Design and create your own fictional sustainability hero. The hero could be drawn on a poster, made out of clay, or even designed as an avatar. Write words to describe your superpower.

NOTE: There are some online computer avatar program generators that your students could use to design their superhero.

Write a fictional narrative of their superhero making a difference in a community.

Compose and share a social media message with the book author or the film director to let them know about your ideas about plant protection heroes.

Explore the actions of another environmental hero at home using the Internet and an adult's help. Share what you came across with the class. Was the hero on social media? If so, which platforms? How often did they post about the work they were doing?



NAME _____

DATE _____

Student Worksheet: Students Help Wangari Maathai Plant a Forest

USE INFORMATION FROM PAGE FOUR TO SOLVE THESE PROBLEMS

1. Each girl in the classroom has 3 buttons on her uniform. The teachers and boys do not have any buttons on their uniforms. How many buttons are there in this picture?
Draw an array, a picture or write an equation to show your work.

2. The school children planted 248 seedlings in the morning and 571 in the afternoon. How many more seedlings did they plant in the afternoon than in the morning?
Draw a picture or write an equation to show your work.

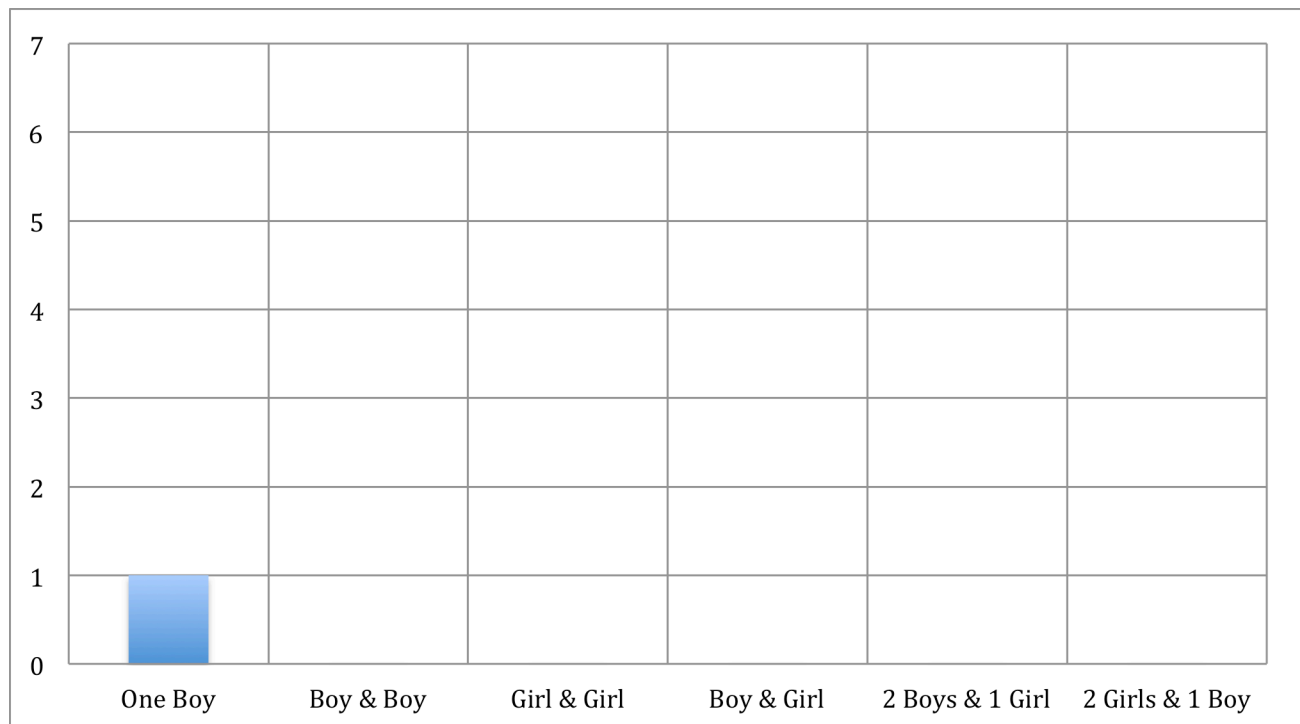
3. The answer is 12 seedlings. Make up a word problem that has this answer. (Remember to make sure you have a story problem and a question for the person to answer).

4. Make up a word problem of your own using information from the pictures from the page. Solve the problem.

5. In the image on the last page there are boys and girls sitting at tables. Fill-out the chart using tallies to see who sits next to each other. Answer the questions below.

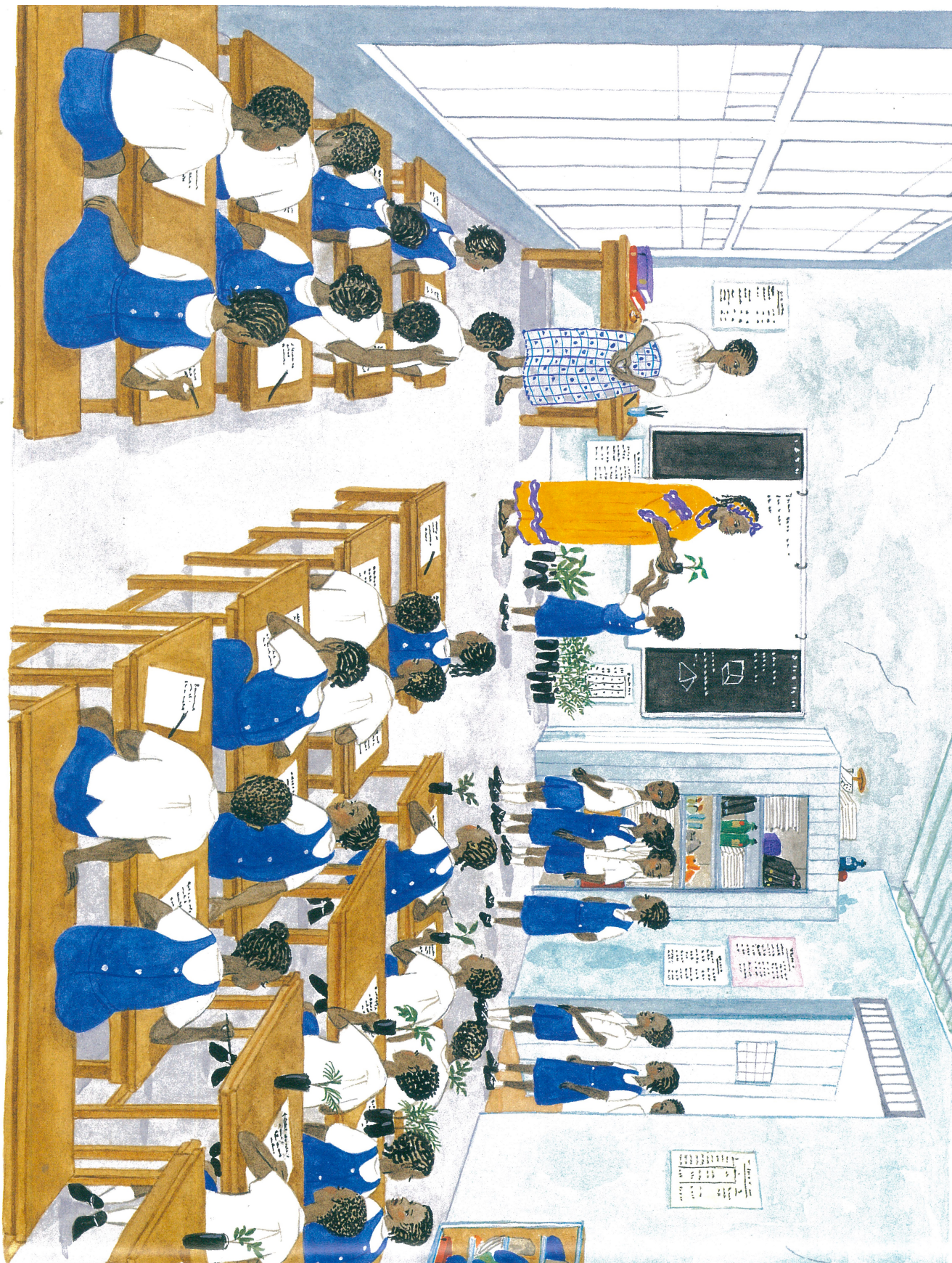
Boys & girls seating	Tallies
One boy	1 (EXAMPLE)
Boy next to boy	
Girl next to girl	
Boy next to girl	
2 boys & a girl	
2 girls & a boy	

Take this information and make a bar graph.



- a. Did more boys sit next to girls or boys? _____
- b. What is the difference in the number of boys who sat next to girls than sat next to boys?
- c. How many girls sat next to girls? _____
- d. How many children are sitting at tables? _____
- e. How many children are standing? _____
- f. How many children are there all together? _____
- g. How many more or less is this than the number of children in your class? _____
- h. If all of the children in the picture planted 2 seedlings each, how many seedlings would they plant? (show your work).

From Planting the Trees of Kenya: The Story of Wangari Maathai by Claire A Nivola



NAME _____

DATE _____

Student Worksheet – A Social Media Message about Plant Protection Heroes

1. There are social media sites that you could use to send a message that are student friendly. Some examples are Kimingo, Club Penguin, PlayKids Talk and Kidblog. Have you ever used social media? If so, which sites have you used?

2. The law says that you must get permission from a teacher or a parent to use these social media channels. Who would you ask for permission to send a message on social media?

3. Which group of people would you want to inform about plant protection & why:

A) friends B) family C) other teachers/students d) government officials, e) business leaders.

4. Write a message about plant protection for social media. What do you want your audience to know about why it's important to be a hero for plant protection?

5. Is sharing about plant heroes on social media important to you? Why or why not?



LESSON PLAN

I Want to Protect These Plants

! NOTE: Prior to using this lesson, it is strongly recommended that you read *the How to Use These Materials* section for this lesson. See *Preparation and Materials* below.

Grade Level: Lower Elementary

Lesson Objectives:

- Students will understand that plants need water and sunlight to grow and pollinators to spread seeds.
- Students will reflect on purposes and techniques of media messages.
- Students will understand cyber-safety when searching online sources.
- Students will participate in shared online research.
- Students will use digital tools or other materials to produce and publish a postcard.

S

Standards		Activities
Common Core ELA	CCSS.ELA-LITERACY.W.2.6	Steps 6-13
	CCSS.ELA-LITERACY.W.2.7	Steps 6-13
	CCSS.ELA-LITERACY.SL.2.1.B	Steps 2, 5-8, 10, 12, 14, 15
	CCSS.ELA-LITERACY.SL.2.1.C	Steps 2, 5-8, 10, 12, 14, 15
Next Generation Science	LS2.A	Step 3
C3 Framework Social Studies	D1.5.K-2	Steps 6-9
	D3.1.K-2	Steps 8, 9

Vocabulary:

pollinate, online research, cyber safety, media form, image

Media Type(s): postcards

Preparation and Materials:

*All materials can be downloaded from the PLS website (<http://www.projectlooksharp.org>) and are electronically linked below. URL details can be found in the *How to Use Materials* section.

Preparation:

- Download and review the *How to Use Materials* section associated with this kit.

Materials for the Lesson:

- Six-page *Teacher's Guide: I Want to Protect These Plants*
- One-page *Student Handout: Rubric*
- One-page *Student Worksheet – Choosing My Postcard Images*
- Six- slide PowerPoint slideshow
(Access online or via Unit 2 Lesson 3 digital media folder)

Additional Support:

- From the website, view [Media Decoding Examples](#) demonstrating classroom media analysis.
- Download the [Key Questions for Analysis](#) for supporting questions.
- [The Teacher's Guide to Media Literacy](#) and the [Do-It-Yourself](#) online guide are both available from the homepage.

Time: Class discussion steps #2-5: 45 minutes; Online research steps #6-9: 75 minutes; Postcard production & wrap up steps #10-15: 90 minutes

Lesson Procedures

- Ask questions to see what students already know about plants and what they need to grow and spread.
- Present the *Lesson Introduction* to the class focused on identifying what kinds of plants I might want to protect.
- Lead a media document decoding of four postcards portraying plant needs for water, sunlight and pollinators asking about message and purpose.

NOTE: See *How to Use These Materials* for support in leading a constructivist media decoding.

- Discuss cyber-safety when searching for sources online.
- Guide students in individual searches for images of plants that they want to protect.
- Review student research as a class reflecting on how they will use images and text to communicate their intended message as they design their postcard.
- Have students create a postcard and written message and send it to a chosen recipient.
- Lead a summary discussion on how we use media to communicate messages about what we want to protect.
- Brainstorm action steps students can take to protect the types of plants they love.

Supplemental Materials:

Books on plants

From Seed to Plant by Gail Gibbons

The Reason for a Flower by Ruth Heller

Web pages on cyber safety

teacherfirst.com - Internet Safety and Digital Citizenship Resources

commonsensemedia.org - Digital Citizenship Scope & Sequence

wiredsafety.org – Child Protection

Web pages on postcard production

phlpost.gov.ph – What is a postcard?

readwritethink.org – Postcard creator

i2symbol.com – Make postcard

picklebums.com – Draw your own postcard

TEACHER GUIDE

I Want to Protect These Plants

1. Organize and make copies for the class activities.

CLASS DISCUSSION

2. Begin by asking questions to see what students already know about the topic:
 - “What are some different kinds of plants? Can you give some examples?”
 - “What kinds of plants live near our community?”
 - “What do plants need to live?”
 - “How do plants help people be healthy and happy?”
 - “What does it mean to protect something you love?”
 - “Might we want to protect plants? Why?”

NOTE: See “Supplemental Materials” in the *Lesson Plan* for books on plants.

3. Introduce the lesson.

Lesson Introduction

In this lesson we’re going to think about particular kinds of plants that we want to protect since we rely on plants for our own health and happiness. We’ll look for Internet images of our chosen plants that we can use to make our own postcards. Who knows what a postcard is? We’ll think about how postcards communicate messages to special people for special purposes. We can write a message to someone we care about on the back of our postcard and tell why this type of plant is special to us. Then we’ll mail our postcards and wait to hear from our special person about our special plant family.

4. Explain that you will now look at some postcards to try to tell what messages the postcard is making and why was it made. Project PowerPoint slides, Media Documents 1-4 and lead a full class document decoding using the *Media Message Brainstorm Questions & Answers* that follow. You might want to begin with a general question such as “What do you notice about this image?” or “What questions do you have about this media example?” Encourage wide-range and creative responses. Give students a few minutes to talk with a partner before beginning the full class brainstorm or a quick share around the circle. When probing for messages, *Possible Answers* are provided to model application of key knowledge through evidence-based analysis. Accept all answers where students give evidence to justify their conclusion.

Media Sample Questions and Answers



Media Document 1 *Palms Along the River Bank*



What types of plants do you see in this postcard?

Answer: palm trees and grass

What are the messages in this postcard about what plants need to grow? Where do you see the clues about the message in the image?

Possible Answer: Plants need water and sunlight to grow.

Evidence:

- water is in the image of the river and clouds
- sunlight is in the orange sky and reflection on water
- text - "Palms Along the River Bank"

Why did they make it?

Possible Answer: to encourage visitors to come to Daytona

Evidence: The pretty image welcomes the viewer to come to this place identified in the text above as Daytona, Florida.



Media Document 2 *Thank You My Busy Bee*



What types of plants do you see in this postcard?

Answer: flowers

What are the messages in this postcard about bees and plants? Where do you see the clues about the message in the image?

Answer: Bees and plants help one another.

Evidence:

- the words, "thank you my busy bee" suggest that the bee helps the flower
- the flower gives the bee nectar and pollen to eat
- the bee will carry the flower's pollen to help spread the flower's seeds

Why did they make the postcard?

Answer: to use as a "thank you" note

Evidence: The words, "thank you my busy bee" suggests that the card can be used to thank the receiver.



Media Document 3 *Beautiful Florida*



What types of plants do you see in this postcard?

Answer: orange trees in an orange grove

What are the messages in this postcard about what plants need to grow? Where do you see the clues about the message in the image?

Answer: Plants need sunshine to grow.

Evidence:

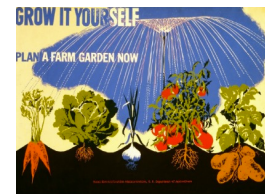
- sunlight lights the hills in the distance
- text - "Taste the sunshine"

What do they mean when they say, "Taste the sunshine?"

Answer: Oranges need sunshine to grow so when we eat an orange we are "tasting the sunshine" that has become part of the orange.



Media Document 4 *Grow it yourself*



What types of plants do you see in this postcard?

Answer: vegetables: carrots, lettuce, onion, tomato, potato

What are the messages in this postcard about what plants need to grow? Where do you see the clues about the message in the image?

Answer: Plants need soil, a water supply and sunlight.

What colors does the artist use to show each of these requirements?

Answer:

- soil is black beneath the roots
- water is blue and white around the sprinkler
- sunlight is white in the shadowing on the plant leaves and the lettering in "self" and "a farm garden now"

5. Lead students in a brainstorm of some of the types of plants they might want to protect and why. They will each pick a kind of plant that they want to protect for the next part of the activity where they will make a postcard of their chosen plant.

ONLINE RESEARCH:

6. This lesson and future lessons will use Internet engine searches. This is a good time to remind the students of their role in being a good digital citizen. Tell students that they will now search the Internet for images of a type of plant like the one they want to protect. Lead a brainstorm asking, "How will you stay safe online during your Internet search?"
 - not clicking on advertisements,
 - not clicking on pop-ups, staying on Google images
 - letting an adult know when something doesn't look right
7. Tell student to turn and talk to your neighbor and remind each other of what you share and what you do not share on the Internet? (Listen to answers. After a minute or so recap what you heard).

NOTE: See "Supplemental Materials" in the *Lesson Plan* for links to useful websites on cyber safety.

8. Introduce the *Student Handout: Rubric & the Student Worksheet – Choosing My Postcard Images* to the students and show them how they will be using these to choose their image. Help the students think of good questions to ask themselves as they search for images to use in their postcard:
 1. What does your image show?
 2. Why might you choose this image?
 3. Who do you think the audience was for this image?
 4. What can you learn from this image about plants?
9. Have students work alone, in pairs or small groups to search the Internet for images of the kinds of plants that they might use for their postcard picture. They could also use magazines to find their pictures. Decide in advance how to have students save or copy the image for later use with their postcard. Encourage students to select two or more images so that they can make final choices among a handful of images. These images will be the ones they note on the *Student Worksheet – Choosing My Postcard Images*.

POSTCARD PRODUCTION:

10. After students have selected a number of possible images for their postcard ask students to brainstorm questions that will help them to decide which image and words will be best for their postcard. Some possible questions:
 1. Does this image look like the kind of plant I want to protect?
 2. What message will others get about my chosen plant from this picture?
 3. Is this an interesting picture to me? Why or why not?
 4. Will I add words to the image to make my message clearer?
 5. Who will I send my postcard to and what might they think about this picture?
11. Lead students in a process to make postcards with an image and words of their choice.
 - Index cards work well for postcards. Students can print, cut, and glue their image on.
 - Construction paper or oak tag cut to size (4x6) works well. Markers, colored pencils, crayons, magazine pictures all work well for student-designed postcards.

NOTE: See "Supplemental Materials" in the *Lesson Plan* for links to useful websites on postcard production.

- 12.** After students have completed their postcards have each student share their work, explaining why they picked this postcard. You may want to have the students get up and take a museum walk. Explain to them that they will be walking around to look at each other's images. You could also do a pair share and have students pair up with another person and answer the questions found below.
1. What does my image show?
 2. Why did I choose this image?
 3. Why did I choose to add words or not add words to my picture?
 4. Who will my audience be?
 5. What can I or someone else learn from this image about plants?
- 13.** Brainstorm who they might want to send this postcard to. Have students make a vertical line dividing the backside of their postcard in two. Help students to use the right side of the card to write the name and address of the person/people they want to send their postcard to. Help them write a short message on the left side. Use the questions below to help them create their message.
1. Why did I choose this person or these people to write to?
 2. Why is this plant important to me?
 3. Why might my audience especially appreciate my choice of words?

Don't forget to add a postcard stamp.

WRAP UP:

- 14.** Engage in a summary reflection activity. Ask students:
- What have we learned about how plants, animals and people depend on each other for life?
 - What have we learned about using postcards as a way to share our thoughts and feelings?
- 15.** Brainstorm *Action Steps* students can take at home based on what they have learned. What can you do now that you know about how important plants are to us? You might want to chart student suggestions.
- Ideas might include:
- Find out more about the people and animals that depend on our plants for life.
 - Send a class letter to someone who might help to protect our chosen plants.
 - Make a poster with all of the postcards and display it so the whole school can see the plants the class wants to protect.

FURTHER QUESTIONS

How can plants grow in places where sunlight has a hard time reaching such as in the ocean or in the deep woods?

Can some plants grow either in fresh water or in salt water?

What things do gardeners or foresters do to help plants grow strong?

What different kinds of animals act as pollinators for plants?

What are the most common kinds of trees in the world? How about the most common flowers, fruits or vegetables?

EXTENDED ACTIVITIES

Imagine you are designing your own neighborhood that will have plant communities as part of it. What types of plant communities will you choose? Why did you choose these plant communities? Will your neighborhood be rural, urban, or suburban? What will your neighborhood use these plants for? Draw a birds-eye view map of your neighborhood and be sure to include your plant communities.

Imagine you are a music composer and write a song or a rap to teach others how or why to protect plant communities.

Imagine there is someone who didn't know that protecting plants was important. Explain to them in a persuasive writing why they should care.

Student Handout - Rubric

	1	2	3	Value
Image	I chose an image, but I don't know why.	I chose an image and I can tell you why.	I chose an image and I can tell why I chose it for my audience	
Text on Front	I didn't put any text on the front of my postcard.	I put text on the front of the postcard. I can tell you why.	I put text on the front and I can tell you why I choose those words for my audience	
Text on Back	I didn't put any text on the back of my postcard.	I shared why that kind of plant is important to me.	I shared why that kind of plant is important to me and I can tell you why I chose those words for my audience.	
				Total:___/9 points

NAME _____

DATE _____

Student Worksheet – Choosing My Postcard Images

Task: Draw or write a description of your images in the top boxes. In the lines below write what message each image suggests about your kind of plant.

IMAGE #1

MESSAGE: _____

IMAGE #2

MESSAGE: _____

LESSON PLAN



Let Us Tell You About the Plants Where We Live

! NOTE: Prior to using this lesson, it is strongly recommended that you read the *How to Use These Materials* section for this lesson. See *Preparation and Materials* below.

Grade Level: Lower Elementary

Lesson Objectives:

- Students will describe the different kinds of plants in their community.
- Students will compare messages about human impacts on plants in children's book covers.
- Students will reflect on natural and human impacts on plants in their communities.
- Students will follow a collective process for democratic decision-making to plan a video.
- Students will create and share a short video on efforts to protect plants where they live.

S	Standards		Activities
	Common Core ELA	CCSS.ELA-LITERACY.W.2.6	Steps 11-15
		CCSS.ELA-LITERACY.SL.2.1	Steps 2, 4, 5, 9, 10, 12, 15-17
		CCSS.ELA-LITERACY.SL.2.5	Steps 11-15
	Next Generation Science	ETS!.B	Steps 5-17
	C3 Framework Social Studies	D2.Geo.6.K-2	Steps 2, 5, 9, 12
		D4.8.K-2	Step 10

Vocabulary:

plant protection, impact, threat, forest, crop, garden, habitat, lumber, urban sprawl, drought, climate change, video production, live action, edit, script, producer, target audience

Media Type(s): book covers, student-produced video, online video

Preparation and Materials:

*All materials can be downloaded from the PLS website (<http://www.projectlooksharp.org>) and are electronically linked below. URL details can be found in the *How to Use Materials* section.

Preparation:

- Download and review the *How to Use Materials* section associated with this kit.

Materials for the Lesson:

- Eight-page *Teacher's Guide: Let Us Tell You About the Plants Where We Live*
- Three-page *Student Handout – Video Planning: Example*
- Three-page *Student Worksheet – Video Planning: 1) Intro*
- Three-page *Student Worksheet – Video Planning: 2) Impact*
- Three-page *Student Worksheet – Video Planning: 3) Action*
- One-page *Student Handout – Student Editing Tips*
- One-page *Student Handout – Student Filming Tips*
- One-page *Teacher Handout – Filming & Editing Tips*
- Five-slide PowerPoint slideshow
- Three video clips
(Access online or via Unit 2 Lesson 3 digital media folder)

Additional Support:

- From the website, view [Media Decoding Examples](#) demonstrating classroom media analysis.
- Download the [Key Questions for Analysis](#) for supporting questions.
- [The Teacher's Guide to Media Literacy](#) and the [Do-It-Yourself](#) online guide are both available from the homepage.

Time: Class discussion steps #2-5: 90 minutes; Video planning steps #6-11: 90 minutes; Video production steps #12-14: 120 minutes; Wrap up steps # 15 – 17: 45 min.

Lesson Procedures

- Ask: “What are the challenges that the plants in our communities face?” and “What can people do to help protect our plant communities?”
- Present the *Lesson Introduction* to the class focused on making a video to tell a target audience about our purpose of plant community protection.
- Lead a decoding of paired media documents focused on different messages about human impacts on plants.
NOTE: See *How to Use These Materials* for support in leading a constructivist media decoding lesson.
- Brainstorm some current impacts to our plant communities.
- Lead a decoding of three short videos probing for target audience, purpose and techniques used to make student-produced videos.
- Use listening, consensus building & voting to decide on the plant communities for a video production about our local plant communities and plant community protection.
- Create a short and simple video production based on impacts to our region’s plant communities and action ideas to protect them.
- Share the video with other classrooms and learn about their plant communities.
- Lead a summary discussion on different solutions to plant community protection.
- Brainstorm action steps students can take to communicate with others about protecting the plant communities where they live.

Supplemental Materials:

Websites

Powerful Voices for Kids

The How To Process Video; Unlitter Us PSA; BP Oil Spill Media Literacy Activities

Media Education Lab

Ready, Set, Create: Multimedia Authorship 101

The Media Spot

Video Production: Tutorials and Production Advice; PS 204 5th grade cultural video project reflections; Dial Storytelling Bedrock: Storyboarding Resources

Edutopia

Free Online Multimedia Production Resources for Elementary

Common Sense

Teaching with Video

TEACHER GUIDE

Let Us Tell You About the Plants Where We Live

1. Organize and make copies for the class activities.

CLASS DISCUSSION

2. Begin by asking questions to see what students already know about the topic. If you've recently taught Plants unit, L2, "I Want to Protect These Plants," you can skip the first questions:
 - "What are some different kinds of plants? Can you give some examples?"
 - "What kinds of plants live near our community?"
 - "What do you know about the plants where we live? How do you know that?"

Define a plant community: a collection of plant types in a particular area such as an oak forest, a grassland or a vegetable garden. Ask: "What living things rely on plants in our area?" This is an opportunity to discuss plants and biodiversity, the fact that many different kinds of living things in any area (animals and people) rely on plants for life.

Ask: "What things do people do that can impact the plants where we live in bad ways or good ways?" This is an opportunity to discuss the ways that developing and using technology has impacts on the plant world. Examples might include cutting down forests, filling in wetlands, spraying poisonous chemicals and spreading cities as negative impacts and research studies, education and parkland conservation as positive impacts. Students might also mention the negative impacts on plants from climate change such as droughts, floods and extreme weather events. Consider also positive efforts to control greenhouse gas emissions by using renewable energy sources and conserving energy by driving less and turning off the TV and video games when you leave the room.

Ask: "What are the challenges that the plants in our communities face?" and "What can people do to help protect our plant communities?" Focus on plant impacts and solutions specific to your area or region. You might represent this visually by using a T-chart or other graphic organizing tool.

3. Introduce the lesson.

Lesson Introduction

In this lesson we're going to make a video to tell our target audience (students in other places) about our purpose (why we want to protect the plants where we live). In the video we'll tell what things people do that hurts our plant communities and also what things people can do to help protect our plant communities. When we're finished making our video we'll share it with others classes and ask them to tell us about the plant communities that they want to protect.

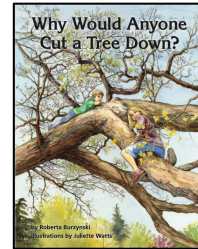
4. Explain that you will now look at the covers of some children's books to see what messages the cover artist and designers make about human impacts on plants. Project PowerPoint slides, Media Documents 1-3 and lead a full class document decoding using the *Media Sample Questions & Answers* that follow. You might want to begin with a general question such as "What do you notice about this image?" or "What questions do you have about this media example?" Encourage wide-ranging and creative responses. Give students a few minutes to talk with a partner before beginning the full class brainstorm or a quick share around the circle. When probing for messages,

Possible Answers are provided to model application of key knowledge through evidence-based analysis. Accept all answers where students give evidence to justify their conclusion.

Media Sample Questions and Answers



Media Documents 1 & 2 *From Tree to Tree House* *Why Would Anyone Cut a Tree Down?*



What do these book covers tell you about how cutting trees impacts people?

Possible Answer: Book #1 suggests that people build tree houses and have fun on flume rides when trees are cut down.

Evidence: the title says that tree houses and “magic flume rides” come “from tree(s),”
the picture shows kids with smiles and raised hands on the flume ride

Possible Answer: Book #2 suggests that people like living trees more than dead ones.

Evidence: the title “Why would anyone cut a tree down?”
Image of kids enjoying climbing on a blooming tree

How are the messages different?

Possible Answers: Kids enjoy playing on dead trees (#1) & living trees (#2), a cartoon-type illustration (#1) and a realistic painting



Media Documents 3 & 4 *How to Grow Food in a Drought* *The Worst Hard Time*



What do these book covers tell you about how droughts impact crops?

Possible Answer: Book #3 suggests you can grow gardens in a drought.

Evidence: the title, “How to grow food in a drought”
She is watering her garden under the big word “Drought”

Possible Answer: Book #4 suggests that drought kills crops.

Evidence: the title says “the worst hard time”
the picture of the farmer in a farm field with dust, not crops

How are the messages different?

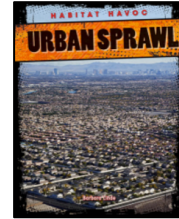
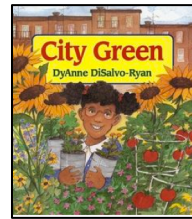
Possible Answers: Drought affected land in #3 is a garden where the drought affected earth in #4 seems to be the site of a disaster.

Why might the people who made these covers have chosen to tell such different stories about drought?

Possible Answers: Perhaps the producers of #3 wanted to make drought good for growing in order that teachers or kids would buy and read the book. Maybe the producers of #4 wanted to make drought scary since some people like to read about scary events like disasters and they wanted to show that droughts are a serious problem.



Media Documents 5 & 6 *City Green* *Urban Sprawl*



What do these book covers tell you about how building cities impacts plants?

Possible Answer: Book #5 suggests that plants grow well in the city.

Evidence: "City Green," - plants & cities go together
girl in the city surrounded by plants

Possible Answer: Book #6 suggests that plants are not part of a city.

Evidence: the picture of lots of houses and little green
"Habitat havoc: Urban sprawl" means that cities destroy animal and plant habitats

How are the messages different?

Possible Answers: Book #5 shows that growing plants in the city is colorful and fun while #6 shows a city spread out without any trees or other plants.

5. Lead a brainstorm about challenges to plant communities in your own region: "We've just seen some examples of impacts to plant communities as a result of natural and human actions. What are some impacts to our own plant communities?" Make sure to include human impacts to plant communities such as clearing land for people's use and pollution from chemicals as well as impacts from climate change such as extreme rainfall events leading to flooding and mudslides or extended drought leading to crop loss.

VIDEO PLANNING

6. Explain that you will now begin to think about techniques or the ways that videos are made as you consider making a video of your own to share with others about the plants where you live. Ask students if they remember the lesson introduction ideas, "Who is the target audience for our video?" (Students in other places) Ask students, "What is the purpose of our video?" (To tell why we want to protect the plant communities that we depend on.)



Tell students that to learn more about making videos together you will now show them a video about butterflies that was made by a kindergarten class. Project video #1: *A Monarch Butterfly*, 3:05 min. The purpose of this step is to introduce students to the idea that video makers use

certain techniques to tell their story. You might want to show the video twice and have students call out whenever they notice a technique that the video makers used to tell the story.

Some techniques used in making this video include:

- Shots of students talking
- Close up photos from a book or the Internet
- Close up photos taken by students
- Student voices over pictures
- Background music
- Student drawings



Tell students that you will next show them a video about how the class made their film. As you show the video they should once again call out whenever they notice a technique that they hadn't mentioned before. Add these techniques to your list: Project video #2: *Learning and Creating with iPads in Kindergarten*, 2:16 min.

Video-making techniques mentioned or shown in this video include:

- Drawing and saving pictures on tablets
- Taking photos and videos with tablets
- Shots of students talking about what they know
- Editing their footage on the tablet
- Adding voices on top of video footage



7. Tell students that you will now view a final video – *Running to Save the Wolves* - made by a sixth-grader named Peyton. Ask students to try to decide who is Peyton's target audience and what is his purpose in making the film. Project *Running to Save the Wolves*, 1:00 min.

Possible target audiences for *Running to Save the Wolves*: other kids, people who love wolves
Purpose: to get people to give money to save wolves, to let people know about wolves

8. Tell students that you will now make some decisions together about the video that your class will make to tell students in other schools about the plants near where you live. The video will be short like the ones you just saw – no more than 3 minutes long. Explain that your video will tell your target audience - other students - about your purpose – why you want to protect your plant communities. Your video should tell about three things having to do with the plants living near you:

1. Why are these plants important to us and to the living things that depend on them for life?
2. What impacts threaten to harm the health of plant communities that we depend on?
3. What are some things people can do to help protect our plant communities?

9. Help students make three lists that will define the content of your video:

1. *What plants or plant communities might we want to tell other about in our video?*

Be wide ranging in your definition of types of plant or plant communities. These might include a special old tree, a forest, grassland or marsh, a flower garden, farm or fruit orchard among others. You should name a particular plant or plant community for video focus (e.g. the old maple tree in the playground, the botanical garden, Riverside Park or Oakdale Farm).

2. *What are some impacts to our plant communities that we've discussed?*

Potential harm might include clearing land, pollution, drought and floods.

3. *What are some things people can do to help protect our plant communities?*

Potential actions include study, protecting land, planting and communicating with others.

- 10.** Decide what type of decision-making process you will use with your students to make the decision about which specific plants or plant communities to identify in your film. Encourage students to listen carefully to one another and to see if decisions can be made that take into account the ideas of everyone. Remind students that all plant communities deserve protection just like everyone in class deserves to have their ideas respected.

You might consider the following alternatives to a majority vote process.

Four finger sounding process – for each plant or plant community named take a sounding of the class asking students to put up one to four fingers to register their support for that plant type:

4 fingers – I agree with this choice

3 fingers – I like the idea but it's not my top choice

2 fingers – I don't think we should pick this one but I won't stand in the way if others do

1 finger – I'd like us to make a different choice

Voting by sticker – Write each "candidate" plant community on a single large paper along with the reasons students have given to choose this plant community. Give students colored stickers to place on the sheets of their top two favorite choices. Use the highest number of stickers to reduce the selection set to a manageable number of choices.

At the end of this step you should have made a collective decision about what plants you will focus on in your video.

- 11.** Explain to the class that you will make your video together by breaking into smaller groups. This is a process used when many people work together to make a large quilt. Each student group will focus on creating one piece of the video, but in the end the pieces will come together to make a whole. Divide the class up into small groups of 2-3 students then explain some students will be making the beginning of the video, some students will be making the middle, and some students will be making the end. Each group should begin by reminding one another of the target audience and the purpose of the video you are all making together.

VIDEO PRODUCTION

- 12.** Use the *Student Handout – Video Planning Example* to show students how to think about script and visuals. Once students are in their groups, pass out the three video planning *Student Worksheets- Video Planning: 1) Intro, 2) Impacts, and 3) Action*. Make sure each group only gets one of these worksheets. Make sure all three sections are addressed across class groups if you decide to make more than one video or focus on more than one plant community. For larger groups you might suggest that teams break into roles: image research, writing, speaking on camera, filming, editing.



NOTE: This purpose of the worksheet is merely for students to stay focused on the task at hand. Worksheets are not meant to be writing exercises. With this in mind you may elect to have students fill them out, have adults fill them out or merely to use them as a basis for small group discussion.

NOTE: You may decide to expand beyond the limitations outlined in the worksheets to allow for longer videos, including remote shots (e.g. from home or community) or different script prompts, depending upon experience and capacity of the students and teacher. In doubt, keep the videos short and simple (formatted).

13. Touch base with each group as they work on and complete their video planning and review their worksheet before allowing them to go on to filming. Make sure that students remember the overall target audience and purpose as they work on their parts.

If their planning is complete, use the *Teacher Handout – Filming & Editing Tips* to review main production points with students. Give them approximately 20 minutes to record their narrated script, which should be less than one minute. During this time they are also encouraged to start finding photos or recording short video clips that align with their planning worksheets. As students work, walk around and provide technical support where needed. Narrations can be recorded on the camera or right through a video-editing program.

NOTE: If you have questions about image copyright and fair use refer to “The Code of Best Practices in Fair Use for Media Literacy Education” (a free, external resource).

14. Decide whether students will be involved with the editing process or whether you or someone else will do this step. If students are editing help students import video footage they record and photos they collect into a video-editing software program. Allow each group to edit their three shots together and then, after class, combine student sections into one video. Make sure to export the final video(s) and save!

NOTE: The *Student Handout – Filming Tips* and *Student Handout – Editing Tips* can be used to support student filming and editing. Video editing programs have become very user friendly. Many upper elementary students may already have experience with video editing and can help their peers (and you). The editing software *Tutorial* or *Help* will explain how to import video images or video from the Internet and how to sync the narration with the images. You may need help in importing video from different devices into the editing computer but this too has become much easier. Make sure students save their final work correctly.

WRAP UP:

15. Come together and hold a class screening where students can show their video(s). Discuss how they might share their video with other schools. Some suggestions for sharing videos with other students and classrooms:
- Sign-up for Classroom Skype and connect with other classrooms to share your videos;
 - Access SeeSaw, an online electronic journal where you can share student videos with their families;
 - Use YouTube or SchoolTube, a K-12 specific video sharing platform moderated by educators as a controlled environment in which teachers and students can post their work;
 - Upload the video to Google Drive and then share to any designated audience either via a direct link or with an embed code;

- Post the video to a class blog or a class website where people can view and leave comments or
- Share your videos in the lobby of your school or at an all school- event.

16. Engage in a summary reflection activity. Ask students:

What have we learned about the ways people are working to protect plants?

What have we learned about using videos as a way to connect with others around the things we care about?

17. Brainstorm *Action Steps* students can take at home based on what they have learned. What can you do now that you know about how important our plant communities are to us? You might want to list suggestions as a chart.

Ideas might include:

- Find out more about the impacts to the plants that people and animals depend on for life in the area where we live.
- Share our video with a legislator, environmental group or business leader who needs to know about plant protection in our community.
- Start an online “Save Our Plant Communities” video sharing festival.
- Host a red carpet roll out of your video, publicizing its premiere to selected target audiences.

FURTHER QUESTIONS

Besides books and videos, what other forms of media could inform us about plants?

Why is it important to tell others about our plant communities?

How can we share the video(s) we created? Who do we want to see our video(s) and why?

Who wrote the books we looked at? Why is it important to know about the author of a book?

EXTENDED ACTIVITIES

In this lesson we looked at book covers and different ways they informed us about impacts to plant communities. Drawing on threats to your local plant communities, create your own book covers to inform others about these issues. What picture would you show? What would the title of the book be?

We looked at two books for each of the following impacts to plants: tree cutting, drought, and spreading cities. To continue to learn about these topics, let's add to our collection by bringing in books from home or the library. What do these other book titles say about these topics? Are there books on other plant topics we should look at?

To find out more information about the plant communities near us, let's conduct an Internet search together. What search engine and key words should we use? What do we pay attention to when deciding to visit a website? How do we navigate a website to find the information we need?

While books and videos and websites can give us a lot of information about plants and impacts on plant communities some people devote their jobs to these topics. Who could we invite to our class to speak to us about local plant communities? What questions would we ask them? What would we share with them about our classroom work on the topic?

Imagine we are news reporters wanting to learn more about a local plant community and show the challenges it faces and the actions we're taking to help it. Let's take a field trip! What should we bring with us? What will we want to find out and document?

Filming Tips

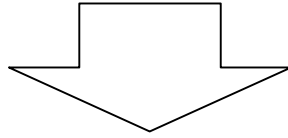
- ✓ Know what you are going to film before you press record
- ✓ Look to see if any stray objects are in the frame before recording
- ✓ Listen for extra noises that may interfere with your video
- ✓ Use a tripod or sturdy surface if you want a steady shot
- ✓ Say “quiet on set” or “ready, set, action!” to make sure everyone is ready for recording
- ✓ Start to record 5 seconds before and after the shot you want to ultimately use in order to give yourself ample room for editing later.
- ✓ Avoid fast zooming or drastic camera movement
- ✓ When on camera speak loud and clear
- ✓ After a take watch and listen to each shot to make sure the visuals and audio are what you want.

Editing Tips

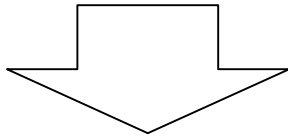
- ✓ Import all video clips and photos into editing program at once if possible
- ✓ SAVE your editing project often!
- ✓ Before editing in timeline, eliminate clips that you will not use
- ✓ Arrange clips in timeline in the order you want before fine tune cutting
- ✓ Once your visuals are in place, you can record your audio narration right in the video-editing program so it fits perfectly with all your pieces!
- ✓ Add transitions, effects and additional audio after video clips are in place
- ✓ Add an opening title and closing credits

Student Filming Tips

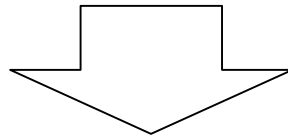
Do you know what you are filming?



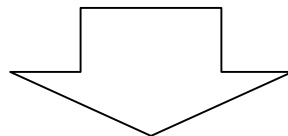
Make sure it is quiet!



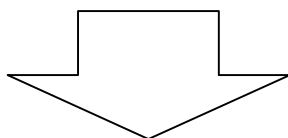
Okay, time to start filming.



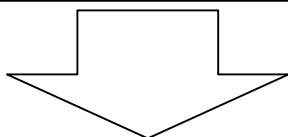
Speak loud and clear.



Remember not to have any quick movements.



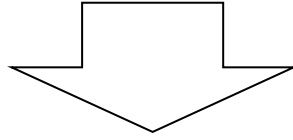
Or zoom in too fast!



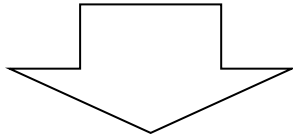
Press stop when you are done.

Student Editing Tips

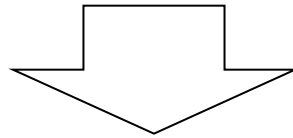
Import or open all your video clips.



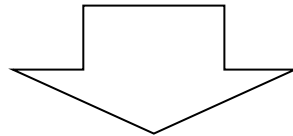
Decide which clips you don't want and delete them.



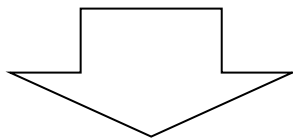
Save the ones you want.



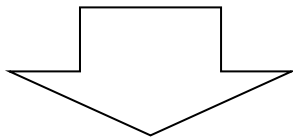
Put them in the order you want.



Add any special effects you want.



Save Often!



Add a title and closing credits.

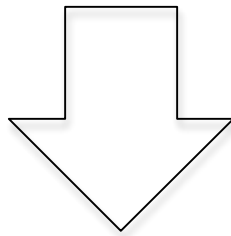
NAME _____

DATE _____

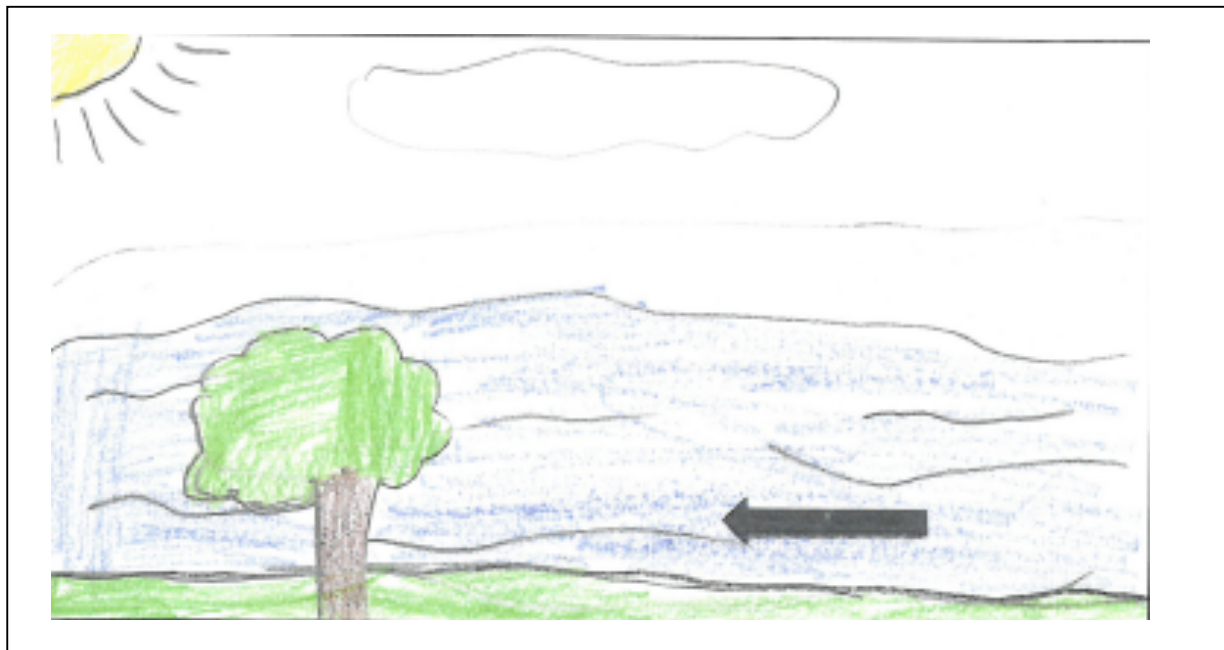
Student Handout - Video Planning: Example

Task: You are in charge of beginning the video by introducing the plant community your class has decided to focus on. Write three sentences about this plant community. These sentences will be your script, or what you say on camera. In the boxes, draw what you will show to support what you are saying (ex: yourself talking, a picture, a map, or a drawing)

1. We live near the big cottonwood trees along the lake
(name plant community)



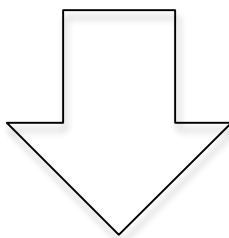
How would you show this sentence?



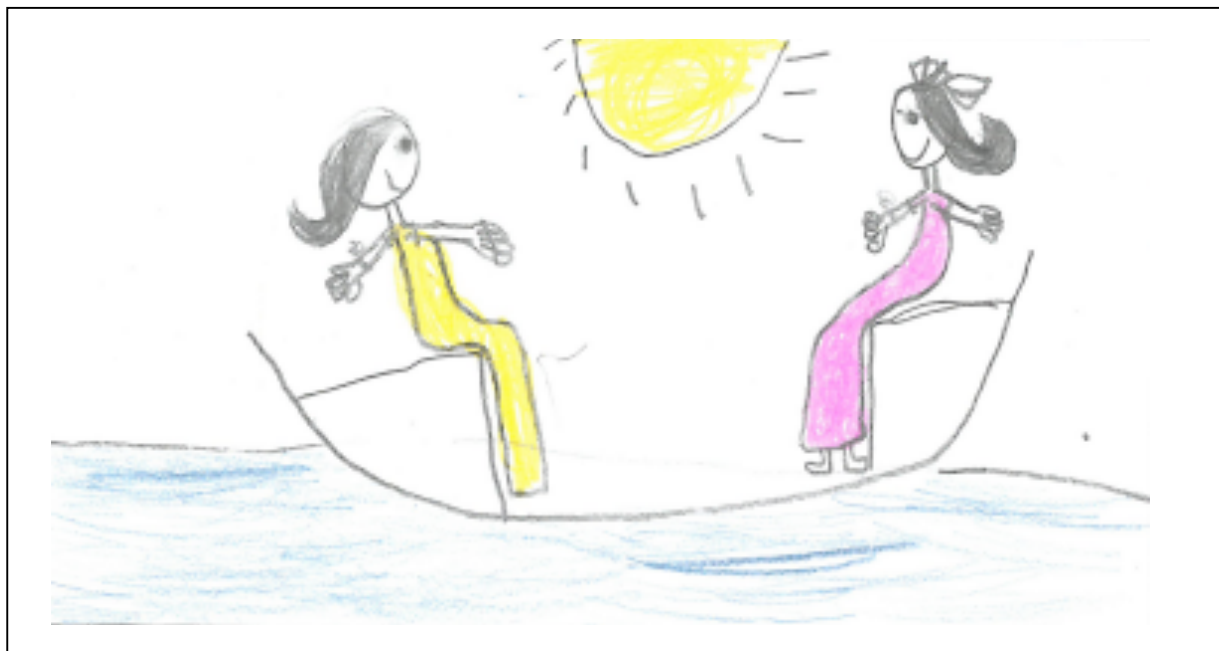
2. The cottonwood trees are important to us
(*plant community*)

because...

We spend a lot of time near them in the summer with friends doing fun things like canoeing.

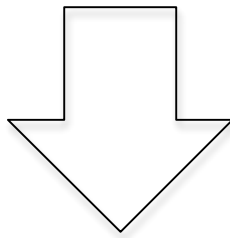


How would you show this sentence?



3. A fun fact about the cottonwood tree communities is:
(plant tree communities)

that they live all along the Finger Lakes.



How would you show this sentence?



NAME _____

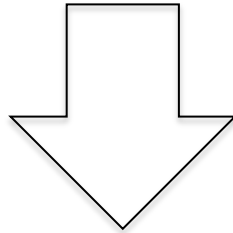
DATE _____

Student Worksheet- Video Planning: 1) Introduction

Task:

1. Begin the video by introducing your plant community.
2. Write three sentences about this plant community. This is what you will say on camera.

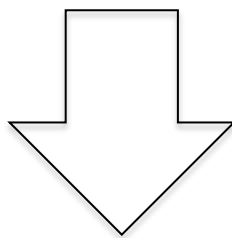
1. We live near _____
(name a plant community)



In the box below plan how you will show this in your video.

Will you talk? Will you show a picture? Will you show a map or a drawing of your plant community?

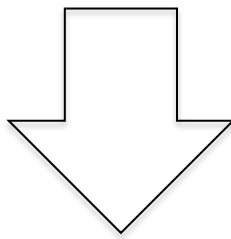
2. The _____ are important to us because ...
(*plant community*)



In the box below plan how you will show this in your video.

Will you talk? Will you show a picture? Will you show a map or a drawing of your plant community?

3. A fun fact about _____ is:
(plant community)



In the box below plan how you will show this in your video.

Will you talk? Will you have a picture? Will you show a map or a drawing of your plant community?

NAME _____

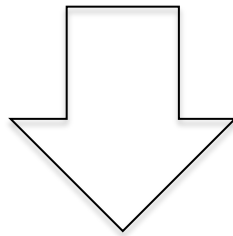
DATE _____

Student Worksheet- Video Planning: 2) Impact

Task: You are in charge of explaining different things that might negatively impact the plant community your class has decided to focus on. Write three threats to this plant community. What you write will be your script, or what you say on camera. In the boxes, draw what you will show to support what you are saying (ex: yourself talking, a picture, a map, or a drawing)

1. Some potential threats to _____ include...
(plant community)

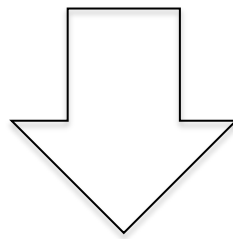
(List first threat here...)



How would you show this threat?

2.

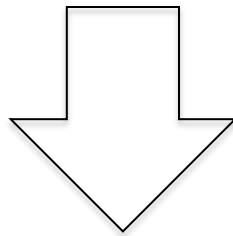
(List second threat here...)



How would you show this threat?

3. And...

(List third threat here...)



How would you show this threat?

NAME _____

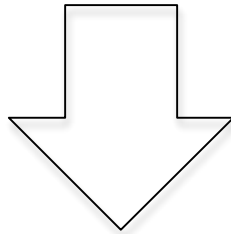
DATE _____

Student Worksheet- Video Planning: 3) Action

Task: You are in charge of suggesting ways people can help the plant community your class has decided to focus on. Write three action steps people can take to help this plant community. What you write will be your script, or what you say on camera. In the boxes, draw what you will show to support what you are saying (ex: yourself talking, a picture, a map, or a drawing)

1. In order to help _____ we could...
(plant community)

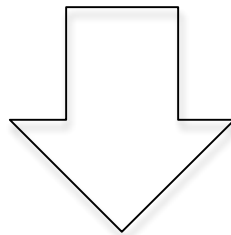
(List first way to help here...)



How would you show this action of support?

2. or we could...

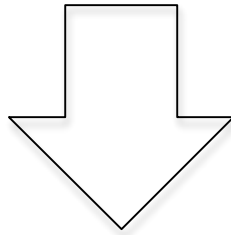
(List second way to help here...)



How would you show this action of support?

3. A third way to help could be...

(List third way to help here...)



How would you show this action of support?

LESSON PLAN



Audio



Video



PowerPoint

Advertisers' power of persuasion – Fruits & Vegetables

! NOTE: Prior to using this lesson, it is strongly recommended that you read *the How to Use These Materials* section for this lesson. See *Preparation and Materials* below.

Grade Level: Lower Elementary

Lesson Objectives:

- Students will explain how advertising images are used to get consumers to buy products.
- Students will identify the benefits and costs of personal decisions about eating fruits and vegetables.
- Students will create a script for an audio ad or public service announcement to encourage people to include plants in their diet.

S

Standards		Activities
Common Core ELA	CCSS.ELA-LITERACY.RI.2.7	Steps 4 - 6
	CCSS.ELA-LITERACY.SL.2.2	Steps 4, 5, 6, 8
C3 Framework Social Studies	D1.1.K-2	Steps 2, 3, 4, 9, 10
	D2.Eco.2.K-2	Steps 4-10
	D4.3.K-2	Steps 7-10

Vocabulary:

vegetables, advertiser, persuasion, product, public service announcement, consumer, producer, marketing

Media Type(s): print advertisement, video advertisement, audio public service announcement

Preparation and Materials:

*All materials can be downloaded from the PLS website (<http://www.projectlooksharp.org>) and are electronically linked below. URL details can be found in the *How to Use Materials* section.

Preparation:

- Download and review the *How to Use Materials* section associated with this kit.

Materials for the Lesson:

- Eight-page *Teacher's Guide: Advertisers' power of persuasion*
 - One-page *Student Handout: Rubric*
 - Seven-slide PowerPoint slideshow
 - Four Video clips
 - One Audio clip
- (Access online or via Unit 2 Lesson 4 digital media folder)

Additional Support:

- From the website, view [Media Decoding Examples](#) demonstrating classroom media analysis.
- Download the [Key Questions for Analysis](#) for supporting questions.
- [The Teacher's Guide to Media Literacy](#) and the [Do-It-Yourself](#) online guide are both available from the homepage.

Time: Class discussion and media analysis steps 1-6: 90 minutes; Ad or public service announcement message production steps 7-9: 90 minutes; Wrap up steps 10-11: 30 minutes

Lesson Procedures

- Ask, “Which foods do you need to eat every day for your body to stay healthy?” & “What are advertisers? What are some ways that advertisers use to persuade people to buy products?”
- Present the *Lesson Introduction* to the class focused on how advertisers use tricks to get people to buy products and how public service announcements can encourage actions to promote good personal consumer decisions.
- Lead a media document decoding analyzing a short video clip, *In Defense of Food*, for messages about including plants in a daily diet.
- Lead a decoding comparing print advertisements and public service messages about carrot-related food products asking about target audience, message and purpose.

NOTE: See “How to Use These Materials” for support in leading a constructivist media decoding lesson.

- Lead a decoding analyzing food packaging, commercials and public service messages about eating fruits and vegetables to help students identify the benefits and costs of personal consumer decisions about their diet.
- Decode an audio public service announcement having students consider target audience and persuasive language.
- Have small groups identify target audience and write scripts for ads or public service announcements promoting healthy eating habits.
- Lead a summary discussion on how knowing about advertising techniques can help us understand the ways in which companies try to make us buy things we may not need and the ways we can use public service announcements to help people improve their lives and their communities.
- Brainstorm action steps students can take to promote healthy eating choices.

Supplemental Materials:

Books on nutrition

Good Enough to Eat: A Kid's Guide to Food and Nutrition by Lizzy Rockwell

What's on My Plate? Choosing from the Five Food Groups by Jennifer Boothroyd

Healthy Eating (Let's Read and Talk About...) by Honor Head

Web pages on PSA production

Powerfulvoicesforkids.com – The power of the PSA

Scholastic.com – Plan your PSA

TEACHER GUIDE

Advertisers' Power of Persuasion - Fruits & Vegetables

1. Organize and make copies for the class activities.

CLASS DISCUSSION

2. Begin by asking questions to see what students already know about the topic.
 - Which foods do you need to eat every day for your body to stay healthy?
 - How do you get the plants – the vegetables and fruits – that you need to eat every day?
 - Where do your vegetables come from?
 - What are advertisers?
 - Who are consumers?
 - What is persuasion?
 - What are some ways that advertisers use to persuade people to buy products?
 - What is a public service announcement and how is it different from an advertisement
3. Introduce the lesson.

Lesson Introduction

In this lesson we'll first become detectives who study how advertisers use tricks to get people to buy certain products and not others. We'll look at print ads and TV commercials to see if we can spot the advertisers' selling tricks. We'll then become researchers, learning about how public service announcements can encourage people to make good decisions about how to live. Finally we'll become media makers and make our own public service announcements for a special target audience – children – and for a particular purpose - to persuade kids to think carefully about making plants part of their daily healthy diet."

4. Explain that you will now show a short video clip from the film, "In Defense of Food" in which food writer Michael Pollan talks about the ways to choose and eat food that will keep us healthy. Afterwards use the *Media Sample Questions and Answers* below to lead a quick discussion about the importance of including plant-based foods in our daily diet.

Media Sample Questions and Answers



Documentary Film *In Defense of Food*, 2:09

In Michael Pollan's seven words about healthy eating what kinds of foods does he recommend we mostly eat?

Answer: "Mostly plants" which means fruits and vegetables

According to Michael Pollan where can you find the healthiest food in the supermarket?

Answer: in the produce section with fruits and vegetables



What does he mean when he says “The quieter the food likely the healthier the food?”

Possible answer: Food without packages and labels like fresh vegetables and fruit is healthier for you than packaged food.

How did they film the fruits and vegetables in the produce section to make them look appealing?

Possible answer: They filmed close ups to bring out the colors and from overhead to make the asparagus bunches look interesting.

5. Tell students that food packages are a kind of advertising designed to encourage people to pick up and buy that packaged product. Explain that you will now view some packages of food products that are connected with carrots. Tell students to think about how the words and pictures on the packages were chosen to persuade readers to buy these products and to think in a particular way about the product.

Project the slides and lead a full class document decoding using the *Media Sample Questions & Answers* that follow. You might want to begin with a general question such as “What do you notice about this image?” or “What questions do you have about this media message?” What did it make you think of? “

Encourage a wide-range of creative responses. Give students a few minutes to talk with a partner before beginning the full class brainstorm or a quick share around the circle. When probing for messages, *Possible Answers* are provided to model application of key knowledge through evidence-based analysis. Accept all answers where students give evidence to justify their conclusion.

Media Sample Questions and Answers



Media Document 1 *Baby carrots*



What food is this?

Answer: It's a package of baby carrots.

What did the advertisers do to make people want to buy this food product?

Possible Answers:

- “Eat ‘em like junk food” is meant to tempt kids who like to eat junk food
- the bright red rabbit with sunglasses is meant to grab kids who want to seem cool
- the lightning shaped letter “Y” and the “explosive” shaped window are meant to “wow” the buyer, grabbing their attention



Media Document 2 *Betty Crocker Super Moist Carrot Cake Mix*



What food is this?

Answer: It's a cake mix for carrot cake.

What did the advertisers do to make people want to buy this food product?

Possible Answers:

- "Super moist" makes it seem like it will melt in your mouth
- the red spoon above and the cake piece on the spoon at lower right seem to offer the shopper a taste
- "Earn cash for your school" suggests that buying this product can somehow help the buyer's local school



Media Document 3 *Reece's Pieces Peanut Butter Carrot Candy*



What food is this?

Answer: It's chocolate candy.

What did the advertisers do to make people want to buy this food product?

Possible Answers:

- they packaged the candies in plastic shaped like carrots to encourage kids to pretend they were eating carrots instead of candy
- they colored the box and the candy orange to make it seem like carrot colors
- they wrote "pieces" and "carrots" in colorful lower case letters so young kids read and say, "Look, I want carrot pieces"



Media Document 4 *Raaw Carrot Lemonade*



What food is this?

Answer: It's a drink made from carrots & lemons.

What did the advertisers do to make people want to buy this food product?

Possible Answers:

- they used bright colored pictures of lemons and carrots to attract the buyer's eye
- the words "100% natural" atop the yellow label and "100% Pure Fruit and Vegetable Juices" at the bottom assure the shopper that this drink is healthy
- the word "RAAW" makes it sound a little wild for buyers who want an exciting drink



Media Document 5 Package collage



Ask students which food products they might grab off the shelf and why. Ask which foods might be the best choices for their health and why. Have a conversation about how advertising is made to get people to buy products that might or might not be good for one's health. Seed questions include:

- Why might an advertiser want people to buy foods like candy & cake that contain lots of sugar?
- Why might an advertiser for a healthy food like baby carrots or carrot lemonade want their product to seem cool or wild?
- Do you think it's fair for advertisers to use tricks to get kids to buy foods that may not be good for them? Why or why not?

6. Tell the students that you will now show them some video advertisements and public service messages about eating vegetables. Tell students that advertisements are designed to get people to buy products and public service announcements are designed to encourage people to make good decisions about how to live. Encourage students to consider the target audience – who it's made for? – and the purpose – why it was made – for each media example. Lead a full class document decoding using the *Media Sample Questions & Answers* that follow.



TV commercial *Bolthouse Farms, 2:23*



Is this an advertisement or a public service message? What are the message makers trying to get you to do?

Answer: It's an advertisement. They want you to buy and eat their products from Bolthouse Farms.

What did they say or show to make people think that Bolthouse Farms have good products to buy?

Evidence:

- help the small farmers who grow food for us
- "people get healthier" as farmer offers carrots
- help change the world by getting people to eat vegetables instead of junk food

Is it true that eating carrots can make the world a better place?

Possible Answers: Answers will vary. This is an opportunity to talk about the power of advertising persuasion and the power of good nutrition choices.



Internet video
Ozark Kids Food Stars, 1:17



Is this an advertisement or a public service message? How do you know?

Answer: It's public service announcement. They don't say product names and they don't show food packaging. This suggests that no food products are being sold.

What are the message makers trying to get you to do?

Possible Answers: They want you to eat more plants – fruits and vegetables.

Who is the target audience for this message? Why do you think that?

Possible Answers: Kids are the target audience.

Evidence:

- the three speakers are all kids
- "if you have a loose tooth" applies to young kids
- they make silly jokes – "This is a cucumber. Just kidding"



TV PSA
Superfriends Health, :30



Is this an advertisement or a public service message? What are the message makers trying to get you to do? Who is the target audience?

Answer: It's a public service message encouraging kids to eat fruits and vegetables.

What do the PSA makers do to encourage kids to eat vegetables?

Possible Answers: They have Batman and Robin say how good fruits are for snacks – "Better than junk food, Robin."

Which PSA is better at persuading kids to eat healthy snacks – this one or the one we just saw with the three kids eating apples, bananas and carrots? Why?

Possible Answers: Answers will vary. Use this as an opportunity to talk about what makes a persuasive public service announcement.

7. Explain that you will now play an example of a 30 second audio public service announcement that appeared on the radio. Tell students to listen to understand four things about the message:
1. Why was the PSA made?
 2. Who is the target audience or who are the producers trying to reach?
 3. What were the different parts to the message?
 4. Who made the PSA?

Write “Why? Target Audience? Parts of a PSA? Who made it?” on the board to remind students of the questions.

8. Tell students that you will now play the audio PSA twice. Tell them that you will pause after playing it once for students to discuss the four questions amongst themselves. After playing the PSA for a second time lead a media decoding using the *Media Message Questions & Answers* that follow. Ask students for evidence from the PSA to support their answer.

Media Sample Questions and Answers



Audio PSA

Hygiene – H1N1 Flu, :30

Why was the PSA made? **Answer:** to help people know how to prevent getting the flu

Evidence: “There are things you can do to stay safe from the flu.”

Who is the target audience or who are the producers trying to reach?

Answer: kids

Evidence: the first words, “Hey kids” and the fact that the speaker sounds young with a high quick voice

What were the different parts to the message?

Possible Answer: greeting, information & closing

Evidence:

Greeting: “Hey kids, there are things you can do to stay safe from the flu”

Information: Ideas about what to do to prevent flu

Closing: “A message from CDC & HHS”

Who made the PSA?

Answer: The CDC & HHS

Evidence: Closing: “A message from CDC & HHS” (CDC is the Center for Disease Control and Prevention which is a part of the HHS, the Department of Health and Human Services.)

9. Pose the problem that needs to be addressed: "We need to encourage kids to think carefully about making plants part of their daily healthy diet." Ask students if they want to write the script for a radio ad or for a radio public service announcement and have them explain their choice. (Note: If they write an ad script, they need to think of a fruit or vegetable that they will advertise as part of a healthy diet while a PSA promotes the message of eating plants with suggested actions).

Introduce the *Student Handout: Message Rubric* to the students and show them how they will use this rubric to help them write a script for an audio (voice) ad for a product or an audio (voice) public service message to raise awareness. Help the students think of good questions to ask themselves as they create this ad or public service announcement.

- Who is your target audience?
- What facts will you include to persuade your audience to make a change?
- What can someone learn from your ad or your PSA?

Have small groups write and share scripts of voice ads or PSAs that promotes making plants part of their daily healthy diet. You can decide what level of production works best for your class based on time availability, technical capacity and student proficiency. On the simplest end you could have students read their PSA scripts aloud to the class and reflect on what makes a convincing public service message. For a more technically engaging process have students make audio recordings of their PSAs or a video PSA to accompany their script. These can be shared as widely as you like – from within the classroom to the entire school or to a classroom sharing website.

NOTE: See Supplemental Materials section of the *Lesson Plan* for websites on PSA production

WRAP UP:

10. Engage in a summary reflection activity. Ask students:
- What have we learned about the ways advertisers try to persuade people to buy their products?
 - What have we learned about using public service messages as a way to help people to improve the way they choose a healthy diet?
11. Brainstorm *Action Steps* students can take at home based on what they have learned. What can you do now that you know about how advertising and public service announcements can help people to make healthy food choices?

You might want to list suggestions as a chart.

Ideas might include:

- Keep track of all the different media messages about plants as food that we see over one week and make a poster about what we discovered.
- Communicate with other classes or schools to make a PSA contest to see who can make the most persuasive PSA about healthy eating.
- Talk with our friends and family about what we've learned about advertising and food.

FURTHER QUESTIONS

Why do people eat things that aren't healthy?

Why do businesses sell food that might not be healthy for us?

Should there be government laws to protect us from unhealthy food?

What are your favorite plant foods? Why? Where are your favorite plants grown?

Where would you place an advertisement or public service announcement about eating fruits and vegetables? On a T.V. commercial, a bus, a billboard, or a pop-up ad on the internet? Why?

EXTENDED ACTIVITIES

Take a survey of what everyone in your class is eating for lunch today. Categorize the foods (ie: vegetables, fruits, meat, bread, milk, etc.) and make a pie chart.

Have students work together to make an ABC book on eating food from plants. Share this with parents or publish it for your school library.

Have children create songs or a Reader's Theater play to demonstrate their knowledge of good nutrition.

Have children research and make posters of fruits and vegetables of why they are nutritious. Ask a local grocery store if they would be willing to display these posters in their produce department.

Cut out advertisements to eliminate some of the text. Have the children brainstorm strong words that would persuade someone to buy that item. Why did they pick those words?

Have students write a persuasive or opinion piece to an audience of their choice of why healthy food is important.

Student Handout – Message Rubric

	1	2	3	Value
Greeting	I did not add a greeting to my message.	I began my message with a greeting.	I began my message with a creative way to hook my audience.	
Importance	I did not include any facts that tell my audience the importance of my message.	I told my audience it was important by including one fact. They might or might not want to make a change.	I told my audience it was important and gave them more than one strong reason why. They will want to make a change.	
Audience	I do not know who my audience is for my message.	I know my audience, but I can't tell you why they are my audience.	I know who my audience is and I can tell you why.	
Closing	I did not include a closing to my message.	I ended my message with a quick closing.	I ended my message in a creative way.	
				Total =

Unit 3:

ANIMALS

Lesson 1:	
Lesson Plan	161
Teacher Guide.....	163
Student Materials.....	171
Lesson 2:	
Lesson Plan	177
Teacher Guide.....	179
Student Materials.....	185
Lesson 3:	
Lesson Plan	189
Teacher Guide.....	191
Student Materials.....	201
Lesson 4:	
Lesson Plan	219
Teacher Guide.....	221
Student Materials.....	229



LESSON PLAN

Heroes for Animal Protection

! NOTE: Prior to using this lesson, it is strongly recommended that you read *the How to Use These Materials* section for this lesson. See *Preparation and Materials* below.

Grade Level: Lower Elementary

Lesson Objectives:

- Students will understand that people and animals have interdependent relationships.
- Students will compare versions of a similar story told in book and video form.
- Students will describe how human activities affect a natural and human environment.
- Students will create and solve math word problems from information in a book.
- Students will compose a social media message about being a hero for animal protection.

S

Standards		Activities
Common Core ELA	CCSS.ELA-LITERACY.W.2.8	Steps 7, 9
	CCSS.ELA-LITERACY.RL.2.7	Steps 4-6
	CCSS.ELA-LITERACY.RL.2.9	Steps 4-7
Next Generation Science	LS2.A	Steps 2-7
C3 Framework Social Studies	D2.Geo.5.K-2	Steps 4-5
	D2.Civ.14.K-2	Steps 4-5, 8-9
Common Core Math	CCSS.MATH.CONTENT.2.OA.C.4	Math worksheet 1,
	CCSS.MATH.CONTENT.2.OA.A.1	Math worksheet 3, 5, 6
	CCSS.MATH.CONTENT.2.MD.B.5	Math worksheet 2
	CCSS.MATH.CONTENT.2.NBT.B.5	Math worksheet 4
	CCSS.MATH.CONTENT.2.MD.D.9	Math worksheet 4

Vocabulary: social media, hero, Rachel Carson, pesticide, DDT, chemical pollution, *Silent Spring*, poison, balance of nature

Media Type(s): children's book, documentary video, social media

Preparation and Materials:

*All materials can be downloaded from the PLS website (<http://www.projectlooksharp.org>) and are electronically linked below. URL details can be found in the *How to Use Materials* section.

Preparation:

- Download and review the *How to Use Materials* section associated with this kit.

Materials for the Lesson:

- Seven-page *Teacher's Guide: Heroes for Animal Protection*
- Three-page *Student Worksheet – Math: Spraying pesticide in the neighborhood*
- One-page *Student Worksheet – A Social Media Message about Animal Protection Heroes*
- Nine-slide PowerPoint slideshow
- One video clip (Access online or via Unit 3 Lesson 1 digital media folder)

Additional Support:

- From the website, view [Media Decoding Examples](#) demonstrating classroom media analysis.
- Download the [Key Questions for Analysis](#) for supporting questions.
- [The Teacher's Guide to Media Literacy](#) and the [Do-It-Yourself](#) online guide are both available from the homepage.

Time: Class discussion steps #2-6: 90 minutes; Math word problem design and review step #7: 45 minutes; Social media messaging steps #8-9: 45 minutes; Wrap up steps #10-11: 30 minutes

Lesson Procedures

- Ask, “Why might people use poisons to kill insects?” “What problems might come from using poisons to kill insects?” & “What are some things people can do to protect their animal and human communities from poisonous chemicals?”
- Present the *Lesson Introduction* to the class focused on how the actions of one person, a hero for animal and human protection, can help save songbirds and people.
- Lead a decoding of an excerpt from the children’s book, *Who Was Rachel Carson?* focusing on messages about the dangers of pesticides and creating safe solutions. **NOTE:** See How to Use These Materials for support in leading a constructivist media decoding lesson.
- View an excerpt from the video, *DDT, Rachel Carson, Silent Spring* and lead a decoding of messages focusing on the similarities and differences between this video and the one told in the book.
- Have students complete the *Student Worksheet: Math: Spraying pesticide in the neighborhood* in which they create and solve math word problems from information in the children’s book, *Rachel Carson and her book that changed the world*.
- Brainstorm messages about what it means to be a hero for animal protection and what kinds of social media one might use to communicate those messages.
- Have students complete the *Student Worksheet: Making a social media message about animal protection heroes* in which they compose a social media message about being an animal protection hero.
- Lead a summary discussion on how people can be heroes for their animal communities and on using social media as a way to connect with others around the things we care about.
- Brainstorm action steps students can take to become and to support heroes for animal protection where they live.

Supplemental Materials:

Children’s Books

Manfish: A Story of Jacques Cousteau by Jennifer Berne

Giving Thanks: A Native American Good Morning Message by Chief Jake Swamp

Dear Children of the Earth, by Schim Schimmel

Web Sites Related to Social Media and Young Children

Common Sense Media - Safe Chat Rooms and Social Sites for Kids

American Academy of Child and Adolescent Psychiatry - Children and Social Networking

TEACHER GUIDE

Heroes for Animal Protection

1. Organize and make copies for the class activities.

CLASS DISCUSSION

2. Begin by asking questions to see what students already know about the topic.
 - What kinds of animals live where we live?
 - What kinds of animals are you most familiar with?
 - How do people and animals rely on one another to survive?
 - Why might people use poisons to kill insects?
 - What problems might come from using poisons to kill insects?
 - What are some things people can do to protect their animal and human communities from poisonous chemicals?
3. Introduce the lesson.

Lesson Introduction

In this lesson we're going to study about poisonous chemical pesticides that were made to kill insects but that also killed songbirds and other animals. We'll study how one hero for animal and people protection, Rachel Carson, worked hard to let people know about the harmful effects of using chemical pesticides such as DDT. We'll see a video about Rachel Carson and read parts of a book about her to learn how different media documents can tell the same story in different ways. Finally you'll write a social media message to a friend or family member about what it means to be a hero for animal protection.

4. Tell the students that you will now read portions of a children's book, *Who Was Rachel Carson?* Tell students to look for messages about how people and animals depend on one another to live. Students should also look for messages about what people can do to protect all the living beings from dangerous pollution like poisonous chemicals.

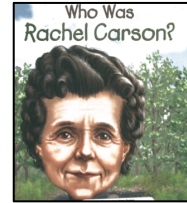
Project the Power Point slides and read along. Lead a full class document decoding using the *Media Sample Questions & Answers* that follow.

NOTE: You may want to read the entire book *Who Was Rachel Carson?* by Sarah Fabiny, published by Grosset & Dunlap, 2014, as it includes text details and illustrations not covered in the excerpted sections.

Media Sample Questions and Answers



Book excerpt
Who Was Rachel Carson?
9 pages, 2014



Why did people make pesticides?

Possible Answers: Pesticides were made to kill insects that ate food crops.

Evidence: Images – men spraying plants with long nozzle sprayer

Words – “Farmers and big corporations claimed they needed pesticides to kill insects and animals that damaged plants and crops.”

“The US government (said) they had to wage war on the pests that were a threat to food crops.”

What did Rachel Carson discover about how pesticides affect animals and people?

Possible Answers: Pesticides killed birds and could make people sick.

Evidence: Images – dead bird lying on its back

Words – “Birds had died because of pesticide spraying.”

“Pesticides threatened birds, insects, fish and other animals. If pesticides made animals sick surely they would make people sick, as well.”

What did Rachel Carson do to keep animals and people safe from dangerous pesticides?

Possible Answers: She learned about the effects of pesticides. She spoke to people about what she learned. She wrote about what she had discovered about the harmful effects of pesticide use.

Evidence: Images – Rachel studying pages on a bulletin board
Rachel speaking in front of microphones.

Words – “Rachel decided to spend more time learning about pesticides and their effect on nature. Rachel spoke to lots of people. Even the president of the United States...had read Rachel’s work.”

5. Explain that you will now view an Internet video, *DDT, Rachel Carson, Silent Spring* about her work on the dangers of pesticides. You’ll be asking again about the impacts of pesticides and how Rachel helped protect people and animals. Encourage students to think as well about the differences between seeing a story in a video and hearing a story as it is read from a book.

Show the video excerpt and lead a full class document decoding using the *Media Message Questions & Answers* that follow. You might want to begin with a general question such as “What do you notice about this video?” or “What questions do you have about this video?” “What did it make you think of?”

Encourage a wide-range of creative responses. Give students a few minutes to talk with a partner before beginning the full class brainstorm or a quick share around the circle. When probing for messages, *Possible Answers* are provided to model application of key knowledge through evidence-based analysis. Accept all answers where students give evidence to justify their conclusion.



Internet Video
DDT, Rachel Carson, Silent Spring
7:40 min clip, 2013

DDT
 Rachel Carson
 Silent Spring

Why did people make pesticides?

Possible Answers: They made them to kill mosquitoes and other insects.

Evidence: Images – men spraying fields with sprayers and from planes
 insect larvae sinking in liquid solution

Words – “DDT...saved millions of humans but killed billions of insects. The most effective weapon...against insects.”

What did Rachel Carson discover about how pesticides affect animals and people?

Possible Answers: Pesticides kill many living things beyond insects.

Evidence: Images – newspaper headline: “Insecticides devastating wildlife”
 fallen bird flapping its wings and lying on its back
 dying fish washing up on shore

Words – “Chemicals have the power to kill every insect, the good and the bad and to still the song of birds and the leaping of fish. A barrage of poisons on the earth...making it unfit for all life.”

What did Rachel Carson do to keep animals and people safe from dangerous pesticides?

Possible Answers: She studied, wrote and spoke out about what she learned that could cause a springtime silent of birdsong.

Evidence: Images – Rachel Carson looking into microscope
 cover of Rachel Carson’s book, *Silent Spring*
 TV program title, *The Silent Spring of Rachel Carson*
 Rachel Carson speaking on television documentary

Words – “I realized I must write the book. With sheer determination Carson participated in an hour-long CBS news documentary on pesticides.”

6. Ask students, “What are some of the differences between seeing this story in the video and hearing the story as I read it from the slides from the book?”

Some possible differences

- the video includes more information about the arguments opposing Rachel Carson’s work
- the book included information about how Rachel loved nature and the sea
- the video included moving images and music

- our class was quieter during the video
- some of the words in the video were harder to understand
- the pictures in the book pages were harder to see
- it was easier to interrupt the slide story
- the book used easier words

Ask students, “How would reading the book yourself be different from hearing the story as I read it from the slides?”

Some possible differences include:

- If I read it myself I could stay longer or shorter on a page if I wanted to
- If I read it myself I might have a harder time understanding some of the words and the story
- When you read it I was part of a group

Ask students, “How do these different ways of receiving a story – watching a video, listening to a story, reading by yourself - change the way you understand or enjoy the story?”

MATH WORD PROBLEMS

7. Explain that you’ll now work on a math worksheet that includes word problems about DDT spraying in a neighborhood from one of the pages in another book, *Rachel Carson and her book that changed the world*. After students have completed their worksheets review their work using the *Media Sample Questions & Answers* that follow.

NOTE: These math word problems are meant to be a guide depending on what units you have taught in math. They should be adapted to fit the levels of your students. Specific Common Core ELA & Math, Next Generation Science and C3 Social Studies standards are addressed in all student worksheets in this collection. *Alignment Chart* in the front matter of this kit.

Student Worksheet Answers – Spraying Pesticide in the Neighborhood

1. There are four people who live in each house on this street. How many people will be affected by the DDT being sprayed? Draw an array to show your thinking.

Answer: 16 (4 people x 4 houses)

2. The length of a bird’s head is 2 cm. long. The length of its body is 9 cm. long. What is the total length of the bird? What is the total length of two birds?

Answer: 11 cm & 22 cm

3. If the DDT truck can spray 30 gallons of DDT a minute. How many gallons of DDT can the truck spray in 3 minutes? Show your thinking.

Answer: 90 gallons (30 gallons/minute x 3 minutes)

- 4.
- | | |
|---|------------------------------------|
| a. How many gallons were sprayed altogether on Main St. and Oak St.? | Answer: 70 (29 + 41) |
| b. How many gallons were sprayed on Second St, Lake Road, and Pine Tree Lane? | Answer: 152 (76 + 24 + 52) |
| c. Which two streets had a total of 70 gallons of DDT sprayed? | Answer: Main St & Oak St |
| d. Which two streets had a total of 100 gallons of DDT sprayed? | Answer: Second St & Lake Rd |
5. The answer is 25 songbirds. What is the word problem? **Answers will vary**
6. Make up a word problem of your own using information from the picture from the page. **Answers will vary**

SOCIAL MEDIA MESSAGING

NOTE: Familiarize yourself with social media options appropriate for your students' age group. See the *Lesson Plan: Supplemental Materials* for suggestions.

8. Ask:
- What does it mean to be a hero?
 - What does it mean to be a hero for animal protection?
 - Do you know any such heroes?
 - What is social media?
(Internet or computer tools to share information among people)
 - What are some examples of social media?
(twitter, chat rooms, Facebook, blogs, YouTube, Pinterest, text messaging)
9. Distribute the *Student Worksheet: A Social Media Message about Animal Protection Heroes*
After students have completed their worksheets review their work. Ask if they have any questions or ideas about sending social media messages about people who want to protect the environment.

This is an opportunity to help students to think about online safety while participating in social media conversations. Some important questions to ask are:

- "What is a stranger?"
- "What kinds of things should we not tell a stranger?"
- "What kinds of things are OK to tell a stranger?"
- "Are there strangers online?"

You may extend the activity by having students explore student-friendly social network sites such as Kimingo, Club Penguin, PlayKids Talk, Kidzblog and Kidblog. Lead a discussion about the qualities of social media (e.g. allows you to share ideas and to see the ideas of others). Consider having students send their messages through a safe social media platform.

WRAP UP:

- 10.** Engage in a summary reflection activity. Ask students:
What have we learned about the ways Rachel Carson worked to protect people and animals?
What have we learned about using social media as a way to connect with others around the things we care about?
- 11.** Brainstorm *Action Steps* students can take at home based on what they have learned. What can you do now that you know about how heroes work to keep our human and animal communities alive and healthy? You might want to list suggestions as a chart.

Ideas might include:

- Find out more about heroes for animal protection in the area where we live.
- Ask our teacher or parents to help us share our social media posts with others who are interested in keeping our animal communities safe and healthy.
- Organize a “Heroes for the Earth and all of us” display for your school.
- Write a play where students take the parts of people and animals that have been protected by heroes for animal protection.

FURTHER QUESTIONS

Why is it important to have heroes for our Earth?

What would happen if we always relied on others to solve problems? What if everyone did this? What would our world be like?

What problem do you see in our school/community that needs solving? Is there anything we can do about that? (Maybe there is a local issue that your students can work on like composting, recycling, reusing, reducing waste).

Why is it important for a hero's story to be told? Why should we learn about Rachel Carson's work, even though she's not from our community?

Why is it important to help small animals like songbirds as well as bigger animals like polar bears and tigers?

EXTENDED ACTIVITIES

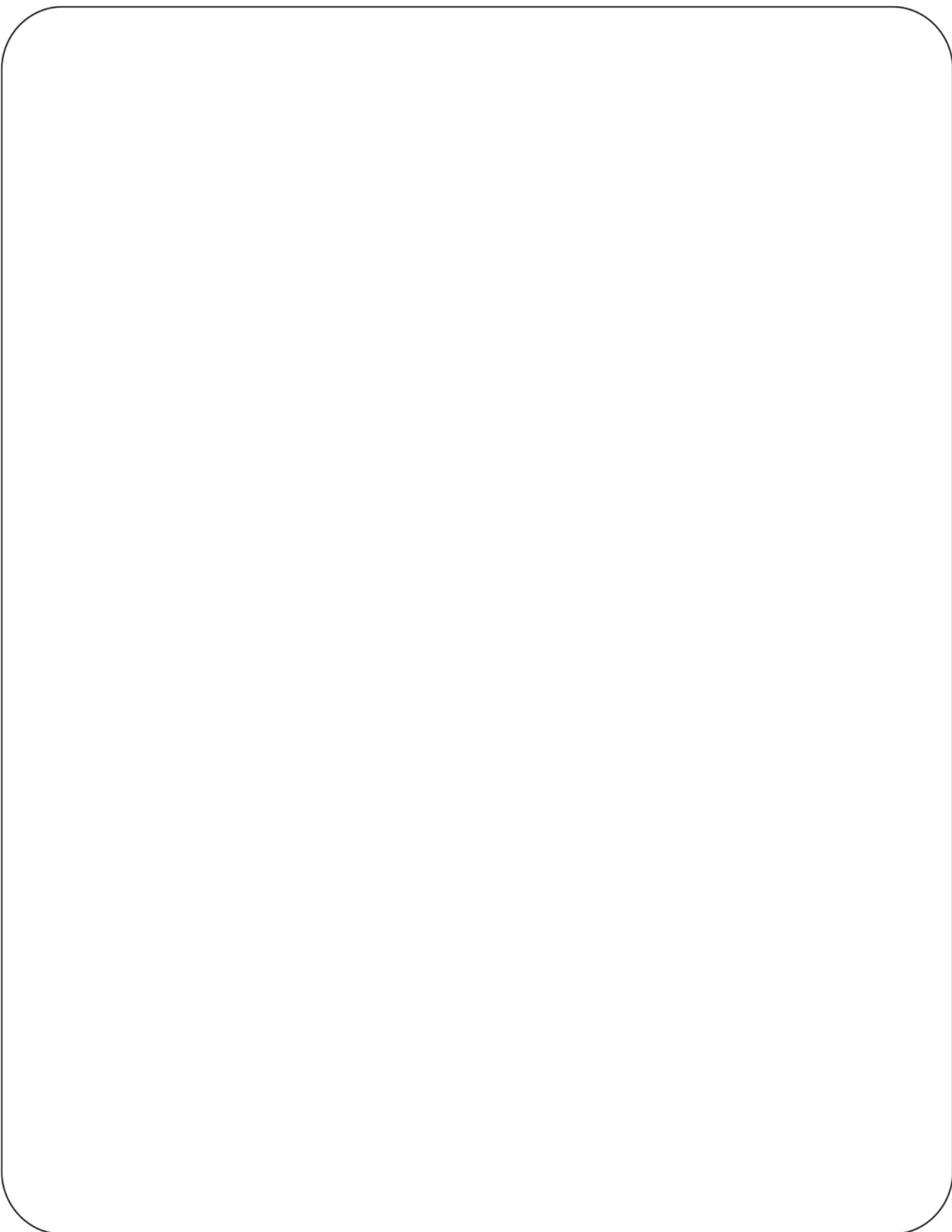
Design and create your own fictional sustainability hero. The hero could be drawn on a poster, made out of clay, or even designed as an avatar. Write words to describe your superpower.

NOTE: There are some online computer avatar program generators that your students could use to design their superhero.

Write a fictional narrative of their superhero making a difference in a community.

Compose and share a social media message with the book authors or the video maker to let them know about your ideas about animal protection heroes.

Explore the actions of another environmental hero at home using the Internet and an adult's help. Share what you came across with the class. Was the hero on social media? If so, which platforms? How often did they post about the work they were doing?



NAME _____

DATE _____

Student Worksheet: Spraying Pesticide in the Neighborhood

1. There are four people who live in each house on this street. How many people will be affected by the DDT being sprayed? Draw an array to show your thinking.

2. The length of a bird's head is 2 cm. long. The length of its body is 9 cm. long. What is the total length of the bird? What is the total length of two birds?

3. If the DDT truck can spray 30 gallons of DDT a minute. How many gallons of DDT can the truck spray in 3 minutes? Show your thinking.

4. The table shows the amount of DDT sprayed in one neighborhood.

Streets in the Neighborhood	Gallons of DDT Sprayed
Main St.	29
Lee Lane	38
Oak St.	41
Second St.	76
Pine Tree Lane	52
Lake Road	24

a. How many gallons were sprayed altogether on Main St. and Oak St.?

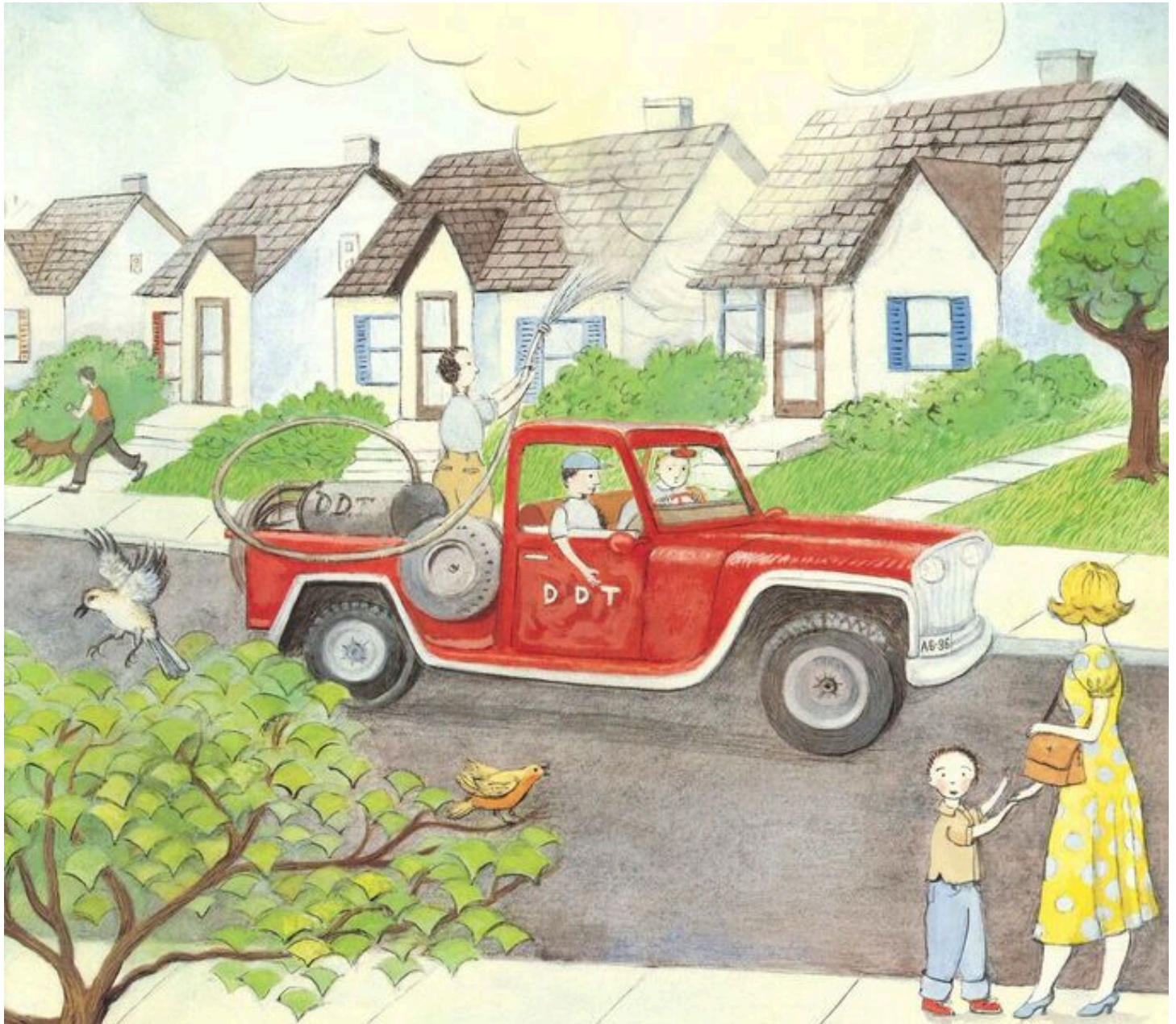
b. How many gallons were sprayed on Second St, Lake Road, and Pine Tree Lane?

c. Which two streets had a total of 70 gallons of DDT sprayed?

d. Which two streets had a total of 100 gallons of DDT sprayed?

5. The answer is 25 songbirds. What is the word problem? (Remember to make sure you have a story problem and a question for the person to answer).

6. Make up a word problem of your own using information from the picture from the page. Solve the problem.



From *Rachel Carson and Her Book that Changed the World* by Laurie Lawlor

NAME _____

DATE _____

Student Worksheet – A Social Media Message about Animal Protection Heroes

1. There are social media sites that you could use to send a message that are student friendly. Some examples are Kimingo, Club Penguin, PlayKids Talk and Kidblog. Have you ever used social media? If so, which sites have you used?

2. The law says that you must get permission from a teacher or a parent to use these social media channels. Who would you ask for permission to send a message on social media?

3. Which group of people would you want to inform about animal protection & why:
A) friends B) family C) other teachers/students d) government officials, e) business leaders.

4. Write a message about animal protection for social media. What do you want your audience to know about why it's important to be a hero for animal protection?

5. Is sharing about animal heroes on social media important to you? Why or why not?



LESSON PLAN

I Want to Protect These Animals

! NOTE: Prior to using this lesson, it is strongly recommended that you read *the How to Use These Materials* section for this lesson. See *Preparation and Materials* below.

Grade Level: Lower Elementary

Lesson Objectives:

- Students will understand that there are different kinds of animals living in any area.
- Students will reflect on purposes and techniques of media messages.
- Students will understand cyber-safety when searching online sources.
- Students will participate in shared online research.
- Students will use digital tools or other materials to produce and publish a postcard.

S

Standards		Activities
Common Core ELA	CCSS.ELA-LITERACY.W.2.6	Steps 6-13
	CCSS.ELA-LITERACY.W.2.7	Steps 6-13
	CCSS.ELA-LITERACY.SL.2.1.B	Steps 2, 5-8, 10, 12, 14, 15
	CCSS.ELA-LITERACY.SL.2.1.C	Steps 2, 5-8, 10, 12, 14, 15
Next Generation Science	LS4.D	Step 3
C3 Framework Social Studies	D1.5.K-2	Steps 6-9
	D3.1.K-2	Steps 8, 9

Vocabulary:

poultry, Seminole Indian, endangered species, online research, cyber safety, media form, image

Media Type(s): postcards

Preparation and Materials:

*All materials can be downloaded from the PLS website (<http://www.projectlooksharp.org>) and are electronically linked below. URL details can be found in the *How to Use Materials* section.

Preparation:

- Download and review the *How to Use Materials* section associated with this kit.

Materials for the Lesson:

- Six page *Teacher's Guide: I Want to Protect These Animals*
- One page *Student Handout: Rubric*
- One page *Student Worksheet – Choosing my postcard images*
- Six slide PowerPoint slideshow
(Access online or via Unit 3 Lesson 2 digital media folder)

Additional Support:

- From the website, view [Media Decoding Examples](#) demonstrating classroom media analysis.
- Download the [Key Questions for Analysis](#) for supporting questions.
- [The Teacher's Guide to Media Literacy](#) and the [Do-It-Yourself](#) online guide are both available from the homepage.

Time: Class discussion steps 2-5: 45 minutes; Online research steps 6-9: 75 minutes; Postcard production & wrap up steps 10-15: 90 minutes

Lesson Procedures

- Ask questions to see what students already know about animals and where they live.
- Present the *Lesson Introduction* to the class focused on identifying what kinds of animals I might want to protect.
- Lead a media document decoding of four postcards portraying different classes of animals asking about message and purpose.

NOTE: See *How to Use These Materials* for support in leading a constructivist media decoding.

- Discuss cyber-safety when searching for sources online.
- Guide students in individual searches for images of animals that they want to protect.
- Review student research as a class reflecting on how they will use images and text to communicate their intended message as they design their postcard.
- Have students create a postcard and written message and send it to a chosen recipient.
- Lead a summary discussion on how we use media to communicate messages about what we want to protect.
- Brainstorm action steps students can take to protect the types of animals they love.

Supplemental Materials:

Books on animals:

Tree of Life: The Incredible Biodiversity of Life on Earth by Rochelle Strauss

The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry

Web pages on cyber safety:

teacherfirst.com - Internet Safety and Digital Citizenship Resources

commonsensemedia.org - Digital Citizenship Scope & Sequence

wiredsafety.org – Child Protection

Web pages on postcard production:

phlpost.gov.ph – What is a postcard?

readwritethink.org – Postcard creator

i2symbol.com – Make postcard

picklebums.com – Draw your own postcard

TEACHER GUIDE

I Want to Protect These Animals

1. Organize and make copies for the class activities.

CLASS DISCUSSION

2. Begin by asking questions to see what students already know about the topic:

- “What are some different kinds of animals? Can you give some examples?”
- “What kinds of animals live near our community?”
- “In what kind of places do animals live?”
- “How do animals help people be healthy and happy?”
- “What does it mean to protect something you love?”
- “Might we want to protect animals? Why?”

NOTE: See “Supplemental Materials” in the *Lesson Plan* for books on animals.

3. Introduce the lesson.

Lesson Introduction

In this lesson we’re going to think about particular kinds of animals that we want to protect since we rely on animals for so many things. We’ll look for Internet images of our chosen animals that we can use to make our own postcards. Who knows what a postcard is? We’ll think about how postcards communicate messages to special people for special purposes. We can write a message to someone we care about on the back of our postcard and tell why this type of animal is special to us. Then we’ll mail our postcards and wait to hear from our special person about our special animal.

4. Explain that you will now look at some postcards to try to tell what messages the postcard is making and why was it made. Project PowerPoint slides, Media Documents 1-4 and lead a full class document decoding using the *Media Sample Questions & Answers* that follow. You might want to begin with a general question such as “What do you notice about this image?” or “What questions do you have about this media example?” Encourage wide-range and creative responses. Give students a few minutes to talk with a partner before beginning the full class brainstorm or a quick share around the circle. When probing for messages, *Possible Answers* are provided to model application of key knowledge through evidence-based analysis. Accept all answers where students give evidence to justify their conclusion.

Media Sample Questions and Answers



Media Document 1 *Greetings from the seaside*



What type of animal do you see in this postcard?
What class of animal does it belong to - fish, bird, reptile, mammal or amphibian?

Answer: dog, mammal

What are the messages in this postcard about how people use and need animals? Where do you see the clues about the message in the image?

Possible Answers: People need animals for companionship and protection.

Evidence:

- companionship is shown by the closeness of the dog to the young woman and by her smile
- protection is shown by the dog's alert posture with ears raised, ready for anything

Why did they make the postcard?

Possible Answer: to say "hi" to a distant friend

Evidence: "Greetings from the seaside"



Media Document 2 *A Load of Fancy Poultry*



What type of animal do you see in this postcard?
What class of animal does it belong to?

Answer: chicken, bird

What are the messages in this postcard about how people use and need animals? Where do you see the clues about the message in the image?

Answer: People need chickens for food.

Evidence:

- the word "poultry" refers to chickens as livestock or a food source
- the chickens on the wagon are going to market to be sold as food

Are chickens as big as a man?

Answer: Chickens aren't so big. They made this as a joke, to make people laugh. NOTE: Call attention to the makers' ability to manipulate photo images before the computer age more than a century ago.

Why did they make the chickens appear so big?

Possible Answer: Answers will vary. Chickens, like dogs, live in many different land environments around the world. The first wild chickens were a type of jungle fowl in Asia.



Media Document 3 *Alligator wrestling by Seminole Indian*



What type of animal do you see in this postcard?
What class of animal does it belong to?

Answer: alligator, reptile

What are the messages in this postcard about how people use and need animals? Where do you see the clues about the message in the image?

Answer: People use alligators for entertainment.

Evidence:

- “alligator wrestling” is a tourist attraction
- the man is holding the alligator's jaws in a performance for spectators

Why did they do to make the picture interesting?

Possible Answers:

- the artist “hand tinted” the image, adding bright colors to the alligator's mouth and the man's clothes
- they added drama to the scene by having the man hold open the alligator's jaws

In what kind of places do alligators live?

Answer: Alligators live in water habitats in the southeastern part of the United States. This postcard is from Florida. Alligators are part of the crocodile family which is distributed widely across tropical areas in the Americas, Africa, Australia and Asia.



Media Document 4 *Save the frogs!*



What type of animal do you see in this postcard?
What class of animal does it belong to?

Answer: tree frog, amphibian

What are the messages in this postcard about how frogs need people?
Where do you see the clues about the message in the image?

Answer: Frogs need people to help save them.

Evidence:

- “save the frogs!” and “savethefrogs.com”
- the frog appears to be barely holding on to the branch and needs help to stay put

Where do frogs live and why might frogs need saving?

Possible Answers: Frogs live in or near water on all continents except Antarctica. Threats to frogs include habitat destruction, climate change, invasive species, disease, cars and over harvesting for pet and food businesses.

5. Lead students in a brainstorm of some of the types of animals they might want to protect and why. They will each pick a kind of animal that they want to protect for the next part of the activity where they will make a postcard of their chosen animal.

ONLINE RESEARCH:

6. This lesson and future lessons will use Internet engine searches. This is a good time to remind the students of their role in being a good digital citizen. Tell students that they will now search the Internet for images of a type of animal like the one they want to protect. Lead a brainstorm asking, "How will you stay safe online during your Internet search?"
 - not clicking on advertisements,
 - not clicking on pop-ups, staying on Google images
 - letting an adult know when something doesn't look right
7. Tell students to turn and talk to your neighbor and remind each other of what you share and what you do not share on the Internet? Listen to answers. After a minute or so recap what you heard.

NOTE: See "Supplemental Materials" in the *Lesson Plan* for links to useful websites on cyber safety.

8. Introduce the *Student Handout: Rubric* & the *Student Worksheet – Choosing My Postcard Images* to the students and show them how they will be using these to choose their image. Help the students think of good questions to ask themselves as they search for images to use in their postcard:
 1. What does your image show?
 2. Why might you choose this image?
 3. Who do you think the audience was for this image?
 4. What can you learn from this image about animals?
9. Have students work alone, in pairs or small groups to search the Internet for images of the kinds of animals that they might use for their postcard picture. They could also use magazines to find their pictures. Decide in advance how to have students save or copy the image for later use with their postcard. Encourage students to select two or more images so that they can make final choices among a handful of images. These images will be the ones they note on the *Student Worksheet – Choosing My Postcard Images*.

POSTCARD PRODUCTION:

10. After students have selected a number of possible images for their postcard ask students to brainstorm questions that will help them to decide which image and words will be best for their postcard. Some possible questions:
 1. Does this image look like the kind of animal I want to protect?
 2. What message will others get about my chosen animal from this picture?
 3. Is this an interesting picture to me? Why or why not?
 4. Will I add words to the image to make my message clearer?

5. Who will I send my postcard to and what might they think about this picture?

- 11.** Lead students in a process to make postcards with an image and words of their choice.
- Index cards work well for postcards. Students can print, cut, and glue their image on.
 - Construction paper or oak tag cut to size (4x6) works well. Markers, colored pencils, crayons, magazine pictures all work well for student-designed postcards.

NOTE: See “Supplemental Materials” in the *Lesson Plan* for links to useful websites on postcard production.

- 12.** After students have completed their postcards have each student share their work, explaining why they picked this postcard. You may want to have the students get up and take a museum walk. Explain to them that they will be walking around to look at each other’s images. You could also do a pair share and have students pair up with another person and answer the questions found below.

1. What does my image show?
2. Why did I choose this image?
3. Why did I choose to add words or not add words to my picture?
4. Who will my audience be?
5. What can I or someone else learn from this image about animals?

- 13.** Brainstorm who they might want to send this postcard to. Have students make a vertical line dividing the backside of their postcard in two. Help students to use the right side of the card to write the name and address of the person/people they want to send their postcard to. Help them write a short message on the left side. Use the questions below to help them create their message.

1. Why did I choose this person or these people to write to?
2. Why is this animal important to me?
3. Why might my audience especially appreciate my choice of words?

Don’t forget to add a postcard stamp.

WRAP UP:

- 14.** Engage in a summary reflection activity. Ask students:
What have we learned about how animals and people depend on each other for life?
What have we learned about using postcards as a way to share our thoughts and feelings?
- 15.** Brainstorm *Action Steps* students can take at home based on what they have learned. What can you do now that you know about how important animals are to us? You might want to chart student suggestions.
Ideas might include:
- Find out more about the ways that people and animals help one another to live.
 - Send a class letter to someone who might help to protect our chosen animals.
 - Make a poster with all of the postcards and display it so the whole school can see the animals the class wants to protect.

FURTHER QUESTIONS

Why do people still send postcards when they could just send messages on the Internet?

Why does it cost less to send a postcard than it does to send a letter?

To be interdependent means to rely on one another. How are plants, animals and people interdependent?

What are the most common animals where you live in each of these classes - fish, bird, reptile, mammal and amphibian?

EXTENDED ACTIVITIES

Imagine you are designing your own neighborhood that will have animal communities as part of it. What types of animal communities will you choose? Why did you choose these animal communities? Will your neighborhood be rural, urban, or suburban? How will your neighborhood be interdependent with these animals? Draw a birds-eye view map of your neighborhood and be sure to include your animal communities.

Imagine you are a music composer and write a song or a rap to teach others how or why to protect animals.

Imagine there is someone who didn't know that protecting animals was important. Explain to them in a persuasive writing why they should care.

Student Handout - Rubric

	1	2	3	Value
Image	I chose an image, but I don't know why.	I chose an image and I can tell you why.	I chose an image and I can tell why I chose it for my audience	
Text on Front	I didn't put any text on the front of my postcard.	I put text on the front of the postcard. I can tell you why.	I put text on the front and I can tell you why I choose those words for my audience	
Text on Back	I didn't put any text on the back of my postcard.	I shared why that kind of animal is important to me.	I shared why that kind of animal is important to me and I can tell you why I chose those words for my audience.	
				Total:____/9 points

NAME _____

DATE _____

Student Worksheet – Choosing My Postcard Images

Task: Draw or write a description of your images in the top boxes. In the lines below write what message each image suggests about your kind of animal.

IMAGE #1

MESSAGE: _____

IMAGE #2

MESSAGE: _____

–

LESSON PLAN



Let Us Tell You About the Animals Where We Live

! NOTE: Prior to using this lesson, it is strongly recommended that you read the *How to Use These Materials* section for this lesson. See *Preparation and Materials* below.

Grade Level: Lower Elementary

Lesson Objectives:

- Students will describe the different kinds of animals in their community.
- Students will compare messages about human impacts on animals in media documents.
- Students will reflect on natural and human impacts on animals in their communities.
- Students will follow a collective process for democratic decision-making to plan a video.
- Students will create and share a short video on efforts to protect animals where they live.

S Standards		Activities
Common Core ELA	CCSS.ELA-LITERACY.W.2.6	Steps 11-15
	CCSS.ELA-LITERACY.SL.2.1	Steps 2, 4, 5, 9, 10, 12, 15-17
	CCSS.ELA-LITERACY.SL.2.5	Steps 11-15
Next Generation Science	ETS1.B	Steps 5-17
C3 Framework Social Studies	D2.Geo.6.K-2	Steps 2, 5, 9, 12
	D4.8.K-2	Step 10

Vocabulary:

animal protection, impact, threat, endangered species, habitat, invasive species, rainforest, drought, climate change, video production, live action, edit, script, producer, target audience

Media Type(s): book covers, advertisement, Facebook image, student-produced video, online video

Preparation and Materials:

*All materials can be downloaded from the PLS website (<http://www.projectlooksharp.org>) and are electronically linked below. URL details can be found in the *How to Use Materials* section.

Preparation:

- Download and review the *How to Use Materials* section associated with this kit.

Materials for the Lesson:

- Eight-page *Teacher's Guide: Let Us Tell You About the Animals Where We Live*
 - Three-page *Student Handout – Video Planning: Example*
 - Three-page *Student Worksheet – Video Planning: 1) Intro*
 - Three-page *Student Worksheet – Video Planning: 2) Impact*
 - Three-page *Student Worksheet – Video Planning: 3) Action*
 - One-page *Student Handout – Student Editing Tips*
 - One-page *Student Handout – Student Filming Tips*
 - One-page *Teacher Handout – Filming & Editing Tips*
 - Five-slide PowerPoint slideshow
 - Three video clips
- (Access online or via Unit 3 Lesson 3 digital media folder)

Additional Support:

- From the website, view [Media Decoding Examples](#) demonstrating classroom media analysis.

- Download the [Key Questions for Analysis](#) for supporting questions.
- [The Teacher's Guide to Media Literacy](#) and the [Do-It-Yourself](#) online guide are both available from the homepage.

Time: Class discussion steps #2-5: 90 minutes; Video planning steps #6-11: 90 minutes; Video production steps #12-14: 120 minutes; Wrap up steps # 15 – 17: 45 min.

Lesson Procedures

- Ask: “What are the challenges that the animals in our communities face?” and “What can people do to help protect our animal communities?”
- Present the *Lesson Introduction* to the class focused on making a video to tell a target audience about our purpose of animal community protection.
- Lead a decoding of media documents focused on different messages about human impacts on animals.
- Brainstorm some current impacts to our animal communities.
- Lead a decoding of three short videos probing for target audience, purpose and techniques used to make student-produced videos. **NOTE:** See *How to Use These Materials* for support in leading a constructivist media decoding lesson.
- Use listening, consensus building & voting to decide on the animal communities for a video production about our local animal communities and animal community protection.
- Create a short and simple video production based on impacts to our region’s animal communities and action ideas to protect them.
- Share the video with other classrooms and learn about their animal communities.
- Lead a summary discussion on different solutions to animal community protection.
- Brainstorm action steps students can take to communicate with others about protecting the

Supplemental Materials:

Websites:

Powerful Voices for Kids

The How To Process Video
Unlitter Us PSA
BP Oil Spill Media Literacy Activities

Media Education Lab

Ready, Set, Create: Multimedia Authorship 101

The Media Spot

Video Production: Tutorials and Production Advice
PS 204 5th grade cultural video project reflections
Dial Storytelling Bedrock: Storyboarding Resources

Edutopia

Free Online Multimedia Production Resources for Elementary Level

Common Sense

Teaching with Video

TEACHER GUIDE

Let Us Tell You About the Animals Where We Live

1. Organize and make copies for the class activities.

CLASS DISCUSSION

2. Begin by asking questions to see what students already know about the topic. If you've recently taught Animals unit, L2, "I Want to Protect These Animals," you can skip the first questions:
 - "What are some different kinds of animals? Can you give some examples?"
 - "What kinds of animals live in or near where we live?"
 - "What do you know about the animals where we live? How do you know that?"

Define an animal community: An animal community is a combination of groups of animals that live together in the same place. For example, pigeons and squirrels are two groups of animals making up an animal community in some cities. Ask: "What animal communities live in our area?" This is an opportunity to discuss animals and biodiversity, the fact that many different kinds of living things in any area (plants, animals and people) depend on one another for life.

Ask: "What things do people do that can impact the animals where we live in bad ways or good ways?" This is an opportunity to discuss the ways that developing and using technology has impacts on the animal world. Examples might include destroying animal habitats, spraying poisonous chemicals and abandoning pets as negative impacts and research studies, education and wildlife conservation as positive impacts. Students might also mention the negative impacts on animals from climate change such as droughts, floods and extreme weather events. Consider also positive efforts to control greenhouse gas emissions by using renewable energy sources and conserving energy by driving less and turning off the TV and video games when you leave the room.

Ask: "What are the challenges that the animals in our communities face?" and "What can people do to help protect our animal communities?" Focus on plant impacts and solutions specific to your area or region. You might represent this visually by using a T-chart or other graphic organizing tool.

3. Introduce the lesson.

Lesson Introduction

In this lesson we're going to make a video to tell our target audience (students in other places) about our purpose (why we want to protect the animals where we live). In the video we'll tell what things people do that hurts our animal communities and also what things people can do to help protect our animal communities. When we're finished making our video we'll share it with others classes and ask them to tell us about the animal communities that they want to protect.

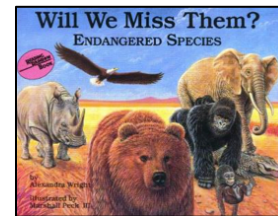
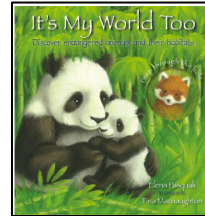
4. Explain that you will now look at some images to see what messages the artists and designers make about human impacts on animals. Project PowerPoint slides, Media Documents 1-3 and lead a full class document decoding using the *Media Message Brainstorm Questions & Answers* that follow. You might want to begin with a general question such as "What do you notice about this image?" or "What questions do you have about this media example?" Encourage wide-ranging and creative

responses. Give students a few minutes to talk with a partner before beginning the full class brainstorm or a quick share around the circle. When probing for messages, *Possible Answers* are provided to model application of key knowledge through evidence-based analysis. Accept all answers where students give evidence to justify their conclusion.

Media Sample Questions and Answers



Media Documents 1 & 2 *It's My World Too* *Will We Miss Them?*



What do these book covers tell you about why people should care about endangered animal species?

Possible Answer: Book #1 suggests that animals have rights to live at peace in the world like people.

Evidence: “too” in the title says that animals deserve to share the world, the mother and child panda give comfort like a human mother and child

Possible Answer: Book #2 suggests that people will be lonely when animal species disappear.

Evidence: the title “Will we miss them?”
 Animals face the reader as if to ask, “Will you help me live?”

How are the messages different?

Possible Answers: One asks to think from the animals point of view and the other asks to think how we will feel when animals become extinct.



Media Document 3 *I AM NOT...*



What does this advertisement tell you about why some animal species are endangered?

Possible Answer: Animals are hunted for people to make money by selling their parts.

Evidence: Rhinoceros horns are sold for medicine. Elephant tusks are sold for ivory jewelry. Tiger skins are sold as carpets.

What do the makers of the ad do to make it interesting?

Possible Answer: They show beautiful portraits of much loved animals. They use the word “I” as if animals could speak their feelings. They invite the reader to think, “What if someone sold someone I love to make medicine or trinkets or rugs?”



Media Document 4 *Where the Wild Things Aren't*



What does this Facebook image tell you about why some animal species are endangered?

Possible Answer: People destroy animal habitats.

Evidence: the wild things hold their head and raise their arms looking at the stacks of wood from their wild home
the title says wild things aren't in the woods anymore

Why did the people of the Rainforest Action Network (ran.org) make this message?

Possible Answers: to get people to stop cutting down trees to make children's books

Evidence: "turning rainforests into children's books"

5. Lead a brainstorm about challenges to animal communities in your own region: "We've just seen some examples of impacts to animal communities as a result of human actions. What are some impacts to our own animal communities?" Make sure to include human impacts to animal communities such as people abandoning pets, destroying animal habitats, polluting animal communities and introducing invasive species as well as impacts from climate change such as extreme rainfall events leading to flooding and mudslides or extended drought leading to animals loss of shelter, food or life.

VIDEO PLANNING

6. Explain that you will now begin to think about techniques or the ways that videos are made as you consider making a video of your own to share with others about the animals where you live. Ask students if they remember the lesson introduction ideas, "Who is the target audience for our video?" (Students in other places) Ask students, "What is the purpose of our video?" (To tell why we want to protect the animal communities that we care about.)



Tell students that to learn more about making videos together you will now show them a video about butterflies that was made by a kindergarten class. Project video #1: *A Monarch Butterfly*, 3:05 min. The purpose of this step is to introduce students to the idea that video makers use certain techniques to tell their story. You might want to show the video twice and have students call out whenever they notice a technique that the video makers used to tell the story.

Some techniques used in making this video include:

- Shots of students talking
- Close up photos from a book or the Internet
- Close up photos taken by students
- Student voices over pictures
- Background music
- Student drawings



Tell students that you will next show them a video about how the class made their film. As you show the video they should once again call out whenever they notice a technique that they hadn't mentioned before. Add these techniques to your list: Project video #2: *Learning and Creating with iPads in Kindergarten*, 2:16 min.

Video-making techniques mentioned or shown in this video include:

- Drawing and saving pictures on tablets
- Taking photos and videos with tablets
- Shots of students talking about what they know
- Editing their footage on the tablet
- Adding voices on top of video footage

7. Tell students that you will now view a final video – *Running to Save the Wolves* - made by a sixth-grader named Peyton. Ask students to try to decide who is Peyton's target audience and what is his purpose in making the film. Project *Running to Save the Wolves*, 1:00 min.



Possible target audiences for *Running to Save the Wolves*: other kids, people who love wolves
Purpose: to get people to give money to save wolves, to let people know about wolves

8. Tell students that you will now make some decisions together about the video that your class will make to tell students in other schools about the animals near where you live. The video will be short like the ones you just saw – no more than 3 minutes long. Explain that your video will tell your target audience - other students - about your purpose – why you want to protect your animal communities. Your video should tell about three things having to do with the animals living near you:

1. Why are these animals important to us and to the living things that depend on them for life?
2. What impacts threaten to harm the health of animal communities that we depend on?
3. What are some things people can do to help protect our animal communities?

9. Help students make three lists that will define the content of your video:

1. *What animal communities might we want to tell other about in our video?*

Be wide ranging in your definition of types of animal communities. These might include abandoned pets and local wildlife including birds, fish, reptiles, insects, amphibians. You should name a particular animal community for video focus (e.g. the feral cats in the park, the songbirds by the bird feeder, the fish and frogs in that polluted creek).

2. *What are some impacts to our animal communities that we've discussed?*

Potential harm might include clearing land, abandoned pets, pollution, drought and floods.

3. *What are some things people can do to help protect our animal communities?*

Potential actions include study, protecting habitats and communicating with others.

10. Decide what type of decision-making process you will use with your students to make the decision about which animal communities to identify in your film. Encourage students to listen carefully to one another and to see if decisions can be made that take into account the ideas of everyone. Remind students that all animal communities deserve protection just like everyone in class deserves to have their ideas respected.

You might consider the following alternatives to a majority vote process.

Four finger sounding process – for each animal community named take a sounding of the class asking students to put up one to four fingers to register their support for that animal type:

4 fingers – I agree with this choice

3 fingers – I like the idea but it's not my top choice

2 fingers – I don't think we should pick this one but I won't stand in the way if others do

1 finger – I'd like us to make a different choice

Voting by sticker – Write each “candidate” animal community on a single large paper along with the reasons students have given to choose this animal community. Give students colored stickers to place on the sheets of their top two favorite choices. Use the highest number of stickers to reduce the selection set to a manageable number of choices.

At the end of this step you should have made a collective decision about what animal communities you will focus on in your video.

11. Explain to the class that you will make your video together by breaking into smaller groups. This is a process used when many people work together to make a large quilt. Each student group will focus on creating one piece of the video, but in the end the pieces will come together to make a whole. Divide the class up into small groups of 2-3 students then explain some students will be making the beginning of the video, some students will be making the middle, and some students will be making the end. Each group should begin by reminding one another of the target audience and the purpose of the video you are all making together.



VIDEO PRODUCTION

12. Use the *Student Handout – Video Planning Example* to show students how to think about script and visuals. Once students are in their groups, pass out the three video planning *Student Worksheets- Video Planning: 1) Intro, 2) Impacts, and 3) Action*. Make sure each group only gets one of these worksheets. Make sure all three sections are addressed across class groups if you decide to make more than one video or focus on more than one animal community. For larger groups you might suggest that teams break into roles: image research, writing, speaking on camera, filming, editing.

NOTE: This purpose of the worksheet is merely for students to stay focused on the task at hand. Worksheets are not meant to be writing exercises. With this in mind you may elect to have students fill them out, have adults fill them out or merely to use them as a basis for small group discussion.

NOTE: You may decide to expand beyond the limitations outlined in the worksheets to allow for longer videos, including remote shots (e.g from home or community) or different script prompts, depending on the experience and capacity of the students and teacher. If in doubt, keep the videos short and simple (formatted).

13. Touch base with each group as they work on and complete their video planning and review their worksheet before allowing them to go on to filming. Make sure that students remember the overall target audience and purpose as they work on their parts.

If their planning is complete, use the *Teacher Handout – Filming & Editing Tips* to review main production points with students. Give them approximately 20 minutes to record their narrated script, which should be less than one minute. During this time they are also encouraged to start finding photos or recording short video clips that align with their planning worksheets. As students work, walk around and provide technical support where needed. Narrations can be recorded on the camera or right through a video-editing program.

NOTE: If you have questions about image copyright and fair use refer to “The Code of Best Practices in Fair Use for Media Literacy Education” (a free, external resource).

- 14.** Decide whether students will be involved with the editing process or whether you or someone else will do this step. If students are editing help students import video footage they record and photos they collect into a video-editing software program. Allow each group to edit their three shots together and then, after class, combine student sections into one video. Make sure to export the final video(s) and save!

NOTE: The *Student Handout – Filming Tips* and *Student Handout – Editing Tips* can be used to support student filming and editing. Video editing programs have become very user friendly. Many upper elementary students may already have experience with video editing and can help their peers (and you). The editing software *Tutorial* or *Help* will explain how to import video images or video from the Internet and how to sync the narration with the images. You may need help in importing video from different devices into the editing computer but this too has become much easier. Make sure students save their final work correctly.

WRAP UP:

- 15.** Come together and hold a class screening where students can show their video(s). Discuss how they might share their video with other schools. Some suggestions for sharing videos with other students and classrooms:
- Sign-up for Classroom Skype and connect with other classrooms to share your videos;
 - Access SeeSaw, an online electronic journal where you can share student videos with their families;
 - Use YouTube or SchoolTube, a K-12 specific video sharing platform moderated by educators as a controlled environment in which teachers and students can post their work;
 - Upload the video to Google Drive and then share to any designated audience either via a direct link or with an embedded code;
 - Post the video to a class blog or a class website where people can view and leave comments,
 - Share your videos in the lobby of your school or at an all school- event.
- 16.** Engage in a summary reflection activity. Ask students:
What have we learned about the ways people are working to protect animals?
What have we learned about using videos as a way to connect with others around the things we care about?
- 17.** Brainstorm *Action Steps* students can take at home based on what they have learned. What can you do now that you know about how important our animal communities are to us? You might want to list suggestions as a chart.
Ideas might include:
- Find out more about the impacts to the animals that people care about in the area where we live.
 - Share our video with a legislator, environmental group or business leader who needs to know about animal protection in our community.
 - Start an online “Save Our Animal Communities” video sharing festival.
 - Host a red carpet roll out of your video, publicizing its premiere to selected target audiences.

FURTHER QUESTIONS

Besides books and videos, what other forms of media could inform us about animals?

Why is it important to tell others about our animal communities?

How can we share the video(s) we created? Who do we want to see our video(s) and why?

EXTENDED ACTIVITIES

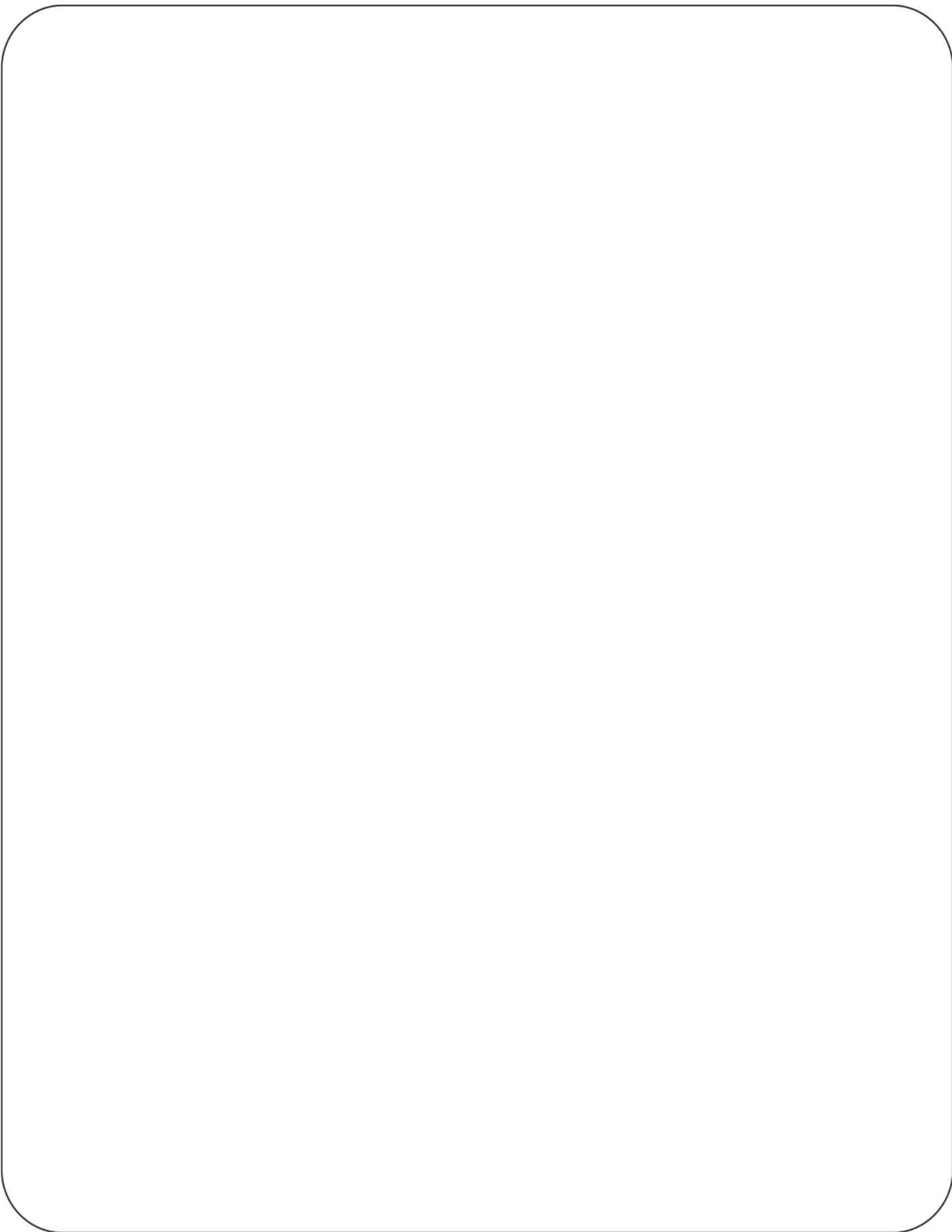
In this lesson we looked at book covers, advertisements and Facebook posts. We talked about the different ways they informed us about impacts to animal communities. Drawing on threats to your local animal communities, create your own book covers, and or social media posts to inform others about these issues. What picture would you show? What would the text be?

We looked at images for the following impacts to animals: destroying habitat and hunting to make money from animal parts. To continue to learn about these and other topics related to threatened animal communities, let's add to our collection by bringing in books from home or the library. What do these other book titles say about these topics?

To find out more information about the animal communities near us, let's conduct an Internet search together. What search engine and key words should we use? What do we pay attention to when deciding to visit a website? How do we navigate a website to find the information we need?

While books and videos and websites can give us a lot of information about animals and impacts on animal communities some people devote their jobs to these topics. Who could we invite to our class to speak to us about local animal communities? What questions would we ask them? What would we share with them about our classroom work on the topic?

Imagine we are news reporters wanting to learn more about a local animal community and show the challenges it faces and the actions we're taking to help it. Let's take a field trip! What should we bring with us? What will we want to find out and document?



Filming Tips

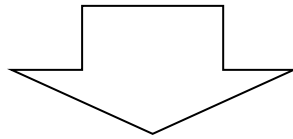
- ✓ Know what you are going to film before you press record
- ✓ Look to see if any stray objects are in the frame before recording
- ✓ Listen for extra noises that may interfere with your video
- ✓ Use a tripod or sturdy surface if you want a steady shot
- ✓ Say “quiet on set” or “ready, set, action!” to make sure everyone is ready for recording
- ✓ Start to record 5 seconds before and after the shot you want to ultimately use in order to give yourself ample room for editing later
- ✓ Avoid fast zooming or drastic camera movement
- ✓ When on camera speak loud and clear
- ✓ After a take watch and listen to each shot to make sure the visuals and audio are what you want

Editing Tips

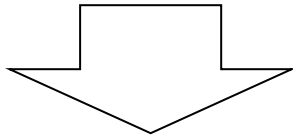
- ✓ Import all video clips and photos into editing program at once if possible
- ✓ SAVE your editing project often!
- ✓ Before editing in timeline, eliminate clips that you will not use
- ✓ Arrange clips in timeline in the order you want before fine tune cutting
- ✓ Once your visuals are in place, you can record your audio narration right in the video-editing program so it fits perfectly with all your pieces!
- ✓ Add transitions, effects and additional audio after video clips are in place
- ✓ Add an opening title and closing credits

Student Filming Tips

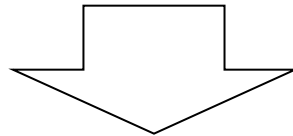
Do you know what you are filming?



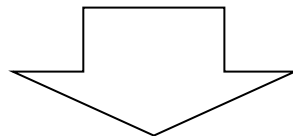
Make sure it is quiet!



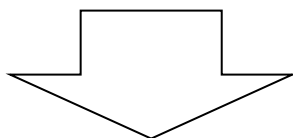
Okay, time to start filming



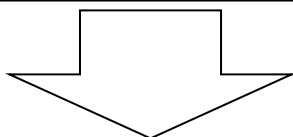
Speak loud and clear



Remember not to have any quick movements



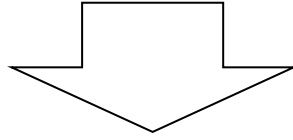
Or zoom in too fast!



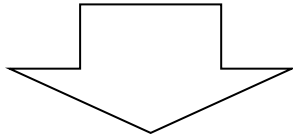
Press stop when you are done

Student Editing Tips

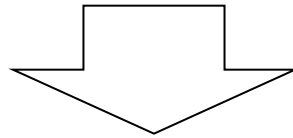
Import or open all your video clips



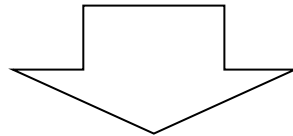
Decide which clips you don't want and delete them



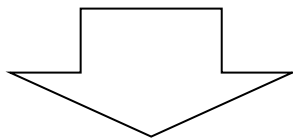
Save the ones you want



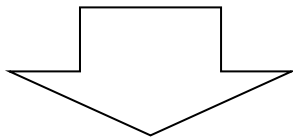
Put them in the order you want



Add any special effects you want



Save Often!



Add a title and closing credits

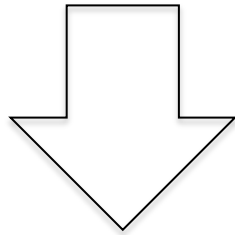
NAME _____

DATE _____

Student Handout - Video Planning: Example

Task: You are in charge of beginning the video by introducing the animal community your class has decided to focus on. Write three sentences about this animal community. These sentences will be your script, or what you say on camera. In the boxes, draw what you will show to support what you are saying (ex: yourself talking, a picture, a map, or a drawing)

1. We live where songbirds live
(name animal community)

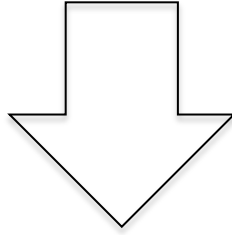


How would you show this sentence?



2. The songbirds are important to us because...
(*animal community*)

We like to watch them and write when we saw them.

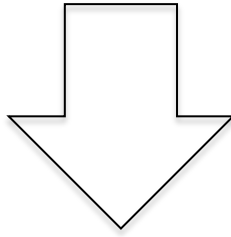


How would you show this sentence?



3. A fun fact about songbirds is:
(*animal community*)

different kinds live everywhere in our country.



How would you show this sentence?



NAME _____

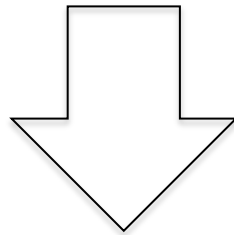
DATE _____

Student Worksheet- Video Planning: 1) Introduction

Task:

1. Begin the video by introducing your animal community.
2. Write three sentences about this animal community. This is what you will say on camera.

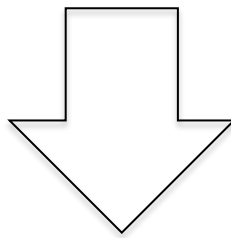
1. We live near _____
(name an animal community)



In the box below plan how you will show this in your video.

Will you talk? Will you show a picture? Will you show a map or a drawing of your animal community?

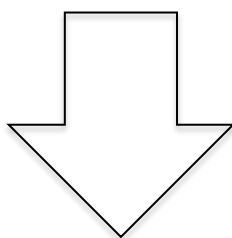
2. The _____ are important to us because ...
(animal community)



In the box below plan how you will show this in your video.

Will you talk? Will you show a picture? Will you show a map or a drawing of your animal community?

3. A fun fact about _____ is:
(animal community)



In the box below plan how you will show this in your video.

Will you talk? Will you have a picture? Will you show a map or a drawing of your animal community?

NAME _____

DATE _____

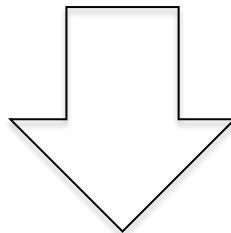
Student Worksheet- Video Planning: 2) Impact

Task: You are in charge of explaining different things that might negatively impact the animal community your class has decided to focus on. Write three threats to this animal community. What you write will be your script, or what you say on camera. In the boxes, draw what you will show to support what you are saying (ex: yourself talking, a picture, a map, or a drawing)

1. Some potential threats to

_____ include...
(animal community)

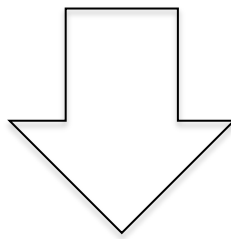
(List first threat here...)



How would you show this threat?

2.

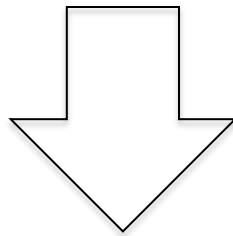
(List second threat here...)



How would you show this threat?

3. And...

(List third threat here...)



How would you show this threat?

NAME _____

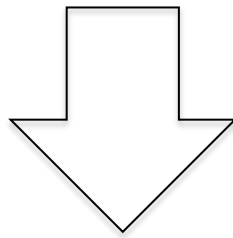
DATE _____

Student Worksheet- Video Planning: 3) Action

Task: You are in charge of suggesting ways people can help the animal community your class has decided to focus on. Write three action steps people can take to help this animal community. What you write will be your script, or what you say on camera. In the boxes, draw what you will show to support what you are saying (ex: yourself talking, a picture, a map, or a drawing)

1. In order to help _____ we could...
(animal community)

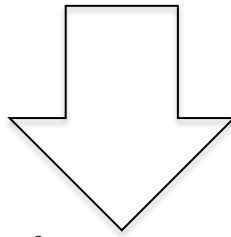
(List first way to help here...)



How would you show this action of support?

2. or we could...

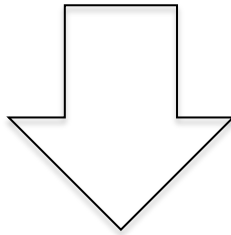
(List second way to help here...)



How would you show this action of support?

3. A third way to help could be...

(List third way to help here...)



How would you show this action of support?



Audio



Video



PowerPoint

LESSON PLAN

Advertisers' Power of Persuasion - Animals

! NOTE: Prior to using this lesson, it is strongly recommended that you read the *How to Use These Materials* section for this lesson. See *Preparation and Materials* below.

Grade Level: Lower Elementary

Lesson Objectives:

- Students will explain how advertising is used to get consumers to buy products.
- Students will identify the benefits and costs of personal decisions about helping animals.
- Students will create a script for an audio ad or public service announcement to encourage

S

Standards		Activities
Common Core ELA	CCSS.ELA-LITERACY.RI.2.7	Steps 4 - 6
	CCSS.ELA-LITERACY.SL.2.2	Steps 4, 5, 6, 8
C3 Framework Social Studies	D1.1.K-2	Steps 2, 3, 4, 9, 10
	D2.Eco.2.K-2	Steps 4-10
	D4.3.K-2	Steps 7-10

Vocabulary:

animal cruelty, animal welfare, endangered species, poaching, ivory, advertising, persuasion, public service announcement, consumer, producer

Media Type(s): print & video advertisements, print, video & audio public service announcements

Preparation and Materials:

*All materials can be downloaded from the PLS website (<http://www.projectlooksharp.org>) and are electronically linked below. URL details can be found in the *How to Use Materials* section.

Preparation:

- Download and review the *How to Use Materials* section associated with this kit.

Materials for the Lesson:

- Eight-page *Teacher's Guide: Advertisers' power of persuasion*
 - One-page *Student Handout: Rubric*
 - Seven- slide PowerPoint slideshow
 - Three Video clips
 - One Audio clip
- (Access online or via Unit 1 Lesson 4 digital media folder)

Additional Support:

- From the website, view [Media Decoding Examples](#) demonstrating classroom media analysis.
- Download the [Key Questions for Analysis](#) for supporting questions.
- [The Teacher's Guide to Media Literacy](#) and the [Do-It-Yourself](#) online guide are both available from the homepage.

Time: Class discussion and media analysis steps #1-6: 90 minutes; Ad or public service announcement message production steps #7-9: 90 minutes ; Wrap up steps #10-11: 30 minutes

Lesson Procedures

- Ask, “Why do people want to protect and care for animals?” & “What are advertisers? What are some ways that advertisers use to persuade people to buy products?”
- Present the *Lesson Introduction* to the class focused on how advertisers use tricks to get people to buy products and how public service announcements can encourage actions to promote good personal consumer decisions.
- Lead a decoding comparing print advertisements and public service messages about dogs asking about target audience, message and purpose.

NOTE: See *How to Use These Materials* for support in leading a constructivist media decoding lesson

- Lead a decoding analyzing pet store commercials and public service messages about protecting endangered species to help students identify the benefits and costs of personal consumer decisions about helping animals.
- Decode an audio public service announcement having students consider target audience and persuasive language.
- Have small groups identify target audience and write scripts for ads or public service announcements promoting actions to protect animals.
- Lead a summary discussion on how knowing about advertising techniques can help us understand the ways in which companies try to make us buy things we may not need and the ways we can use public service announcements to help people improve their lives and their communities.

Supplemental Materials:

Books on endangered species:

Almost Gone: The World's Rarest Animals by Steve Jenkins

Through Endangered Eyes: A Poetic Journey into the Wild by Rachel Allen Dillon

Will We Miss Them? Endangered Species by Alexandra Wright

Web pages on PSA production:

Powerfulvoicesforkids.com – The power of the PSA

Scholastic.com – Plan your PSA

TEACHER GUIDE

Advertisers' Power of Persuasion - Animals

1. Organize and make copies for the class activities.

CLASS DISCUSSION

2. Begin by asking questions to see what students already know about the topic.
 - What animals are important to you? Why?
 - Why do people want to protect and care for animals?
 - What are endangered species?
 - What are advertisers?
 - Who are consumers?
 - What is persuasion?
 - What are some ways that advertisers use to persuade people to buy products?
 - What is a public service announcement and how is it different from an advertisement?
3. Introduce the lesson.

Lesson Introduction

In this lesson we'll first become detectives who study how advertisers use tricks to get people to buy certain products and not others. We'll look at print ads and TV commercials to see if we can spot the advertisers' selling tricks. We'll become researchers, learning about how public service announcements can encourage people to make good decisions about how to live. Finally we'll become media makers and make our own public service announcements for a special target audience – children – and for a particular purpose - to persuade kids to think carefully about how they can help protect and care for animals.

4. Tell students that you will now show them four media messages. Some of these are advertisements selling products and some are public service announcements encouraging good decisions. Tell them that you'll be asking about the purpose of each message and about the ways people made the messages to try to persuade consumers to act in a certain way.

Project slides 1-4 and lead a full class document decoding using the *Media Sample Questions & Answers* that follow. You might want to begin with a general question such as "What do you notice about this image?" or "What questions do you have about this media message?" What did it make you think of? "

Encourage a wide-range of creative responses. Give students a few minutes to talk with a partner before beginning the full class brainstorm or a quick share around the circle. When probing for messages, *Possible Answers* are provided to model application of key knowledge through evidence-based analysis. Accept all answers where students give evidence to justify their conclusion.

Media Sample Questions and Answers



Media Document 1 *I need a pitcher*



Is this an advertisement or a public service message? What are the message makers trying to get you to do?

Answer: It's an advertisement. They want you to buy products from Petco.

What did they say or show to make people think that they should buy things at Petco?

Possible Answers:

- the word Petco is shown 3 times in bright red letters
- the dog has a Petco towel in her mouth suggesting that the man should grab the towel and go to Petco
- the logo at bottom right says "Where the pets go" suggesting that pet owners should go there too



Media Document 2 *Animal Cruelty, Help us out*



Is this an advertisement or a public service message? What are the message makers trying to get you to do?

Answer: It's a public service announcement. They want people to stop animal cruelty. They want people to contribute to their animal welfare group.

What do the PSA makers do to encourage people to stop being cruel to animals?

Possible Answers:

- in a dirty alley they show a dog with sad eyes and an open mouth that makes it look like it might be asking for help
- "Animal cruelty, help us cut it out"
- the scissors and cut lines around the dog suggests you can cut or take him out of there
- the logo of the sponsor organization – Limerick Animal Welfare – tells who to support to "help us cut it out"



Media Document 3 *Only a punk would hurt a cat or dog*



Is this an advertisement or a public service message? **Answer:** It's a public service announcement. They want people to treat pets with kindness.

What are the message makers trying to get you to do?

What do the PSA makers do to encourage people to be kind to animals?

- Possible Answers:**
- they say "only a punk would hurt a cat or dog" encouraging people to be kind, not "punks"
 - they show a professional baseball player holding a dog gently to make people want to act like him



Media Document 4 Petsmart



Is this an advertisement or a public service message?

Answer: It's an advertisement. They want you to buy products from Pet Smart.

What are the message makers trying to get you to do?

What did they say or show to make people think that they should shop at Petsmart?

- Possible Answers:**
- they show a cute puppy in soft colors coming from a black & white background to urge people to brighten their lives by getting puppy at Petsmart
 - "Your best friends home away from home" suggests that your puppy would feel at home at Petsmart



Media Document 5 Image collection



5. Project slide #5. Ask students which ads or public service announcements made them want to do something and why. Have a conversation about how advertising is made to get people to buy products and how public service announcements are made to get people to think and act in particular ways. Seed questions:

- How are the advertisements for Petco and Pet Smart different from the public service announcements? How are they the same?
- What do makers of these media messages do to reach different target audiences?

6. Tell the students that you will now show them some video advertisements and public service messages about caring for animals. Tell students that advertisements are designed to get people to buy products and public service announcements are designed to encourage people to make good decisions about how to live. Encourage students to consider the target audience – who it’s made for? – and the purpose – why it was made – for each media example. Lead a full class document decoding using the *Media Message Brainstorm Questions & Answers* that follow.



TV commercial
Animart Pet Stores, :30



Is this an advertisement or a public service message? What are the message makers trying to get you to do?

Answer: It’s an advertisement. They want you to buy products from Animart Pet Stores.

Who is the target audience they are trying to persuade with this ad? How do you know that?

Answer: They are targeting kids.

Evidence:

- opening shot of a kids’ birthday party
- song with childlike lyrics “Creepy crawlies”
- shots of kids cuddling animals

What did they say or show to make people think that Animart stores have good products to buy?

Possible Answers: Answers will vary. This is an opportunity to talk about the power of advertising persuasion to target specific audiences, in this case children.



Wildlife Conservation Society PSA
World Elephant Day, 1:00



Is this an advertisement or a public service message? How do you know?

Answer: It’s public service announcement. They don’t say product names and they don’t urge you to buy anything.

What are the message makers trying to get you to do?

Possible Answers: They want you to help save elephants buy “going grey” on World Elephant Day and to find out more by visiting their website.

Evidence:

- people are shown holding up signs saying: “# Go Grey for World Elephant Day”
- “Make a pledge to save these gentle giants at 96elephants.org”

Why might they have named their campaign 96 elephants?

Answer: They want to call attention to the statistics of elephants killed by poachers. The speaker says that “on average 96 elephants a day are killed for their ivory.”

Does this public service announcement persuade you to do something to help elephants? If so, what can you do?

Possible Answer: Answers will vary. Use this as an opportunity to discuss what makes a PSA persuasive and what actions someone can take to help animals that live far away.



Sierra Club PSA
Endangered Species, :30



Is this an advertisement or a public service message? What are the message makers trying to get you to do?

Answer: It's a public service message encouraging people to care about endangered species.

What are some of the things that threaten endangered species according to this PSA?

Answers:

- Cutting forests
- Polluting streams
- Destroying animals' homes

Which PSA does a better job persuading you to care about endangered species?

Answer: Answers will vary.

7. Explain that you will now play an example of a 30 second audio public service announcement that appeared on the radio. Tell students to listen to understand four things about the message:
1. Why was the PSA made?
 2. Who is the target audience or who are the producers trying to reach?
 3. What were the different parts to the message?
 4. Who made the PSA?

Write “Why? Target Audience? Parts of a PSA? Who made it?” on the board to remind students of the questions.

8. Tell students that you will now play the audio PSA twice. Tell them that you will pause after playing it once for students to discuss the four questions amongst themselves. After playing the PSA for a second time lead a media decoding using the *Media Message Questions & Answers* that follow. Ask students for evidence from the PSA to support their answer.

Media Messages Questions and Answers



Audio PSA
Hygiene – H1N1 Flu, :30

Why was the PSA made?

Answer: to help people know how to prevent getting the flu

Who is the target audience or who are the producers trying to reach?

Evidence: "There are things you can do to stay safe from the flu."

Answer: kids

Evidence: the first words, "Hey kids" and the fact that the speaker sounds young with a high quick voice

What were the different parts to the message?

Possible Answer: greeting, information & closing

Evidence: Greeting: "Hey kids, there are things you can do to stay safe from the flu"

Information: Ideas about what to do to prevent flu

Closing: "A message from CDC & HHS"

Who made the PSA?

Answer: The CDC & HHS

Evidence: Closing: "A message from CDC & HHS"(CDC is the Center for Disease Control and Prevention which is a part of the HHS, the Department of Health and Human Services.)

9. Pose the problem that needs to be addressed: "We need to encourage kids to think carefully about how to help protect and care for animals." Ask students if they want to write the script for a radio ad or for a radio public service announcement and have them explain their choice. (Note: If they write an ad, they need to think of an animal that they will advertise that kids might purchase while a PSA promotes the message of protecting animals with suggested actions).

Introduce the *Student Handout: Message Rubric* to the students and show them how they will use this rubric to help them write a script for an audio (voice) ad for a product or an audio (voice) public service message to raise awareness. Help the students think of good questions to ask themselves as they create this ad or public service announcement.

- Who is your target audience?
- What facts will you include to persuade your audience to make a change?
- What can someone learn from your ad or your PSA?

Have small groups write and share scripts of voice ads or PSAs that promotes caring for and protecting animals. You can decide what level of production works best for your class based on time availability, technical capacity and student proficiency. On the simplest end you could have students read their PSA scripts aloud to the class and reflect on what makes a convincing public service message. For a more technically engaging process have students make audio recordings of their PSAs or a video PSA to accompany their script. These can be shared as widely as you like – from within the classroom to the entire school or to a classroom sharing website.

NOTE: See Supplemental Materials section of the *Lesson Plan* for websites on PSA production

WRAP UP:

10. Engage in a summary reflection activity. Ask students:

What have we learned about the ways advertisers try to persuade people to buy their products?

What have we learned about using public service messages as a way to help people to help care for and protect animals?

11. Brainstorm *Action Steps* students can take at home based on what they have learned. What can you do now that you know about how advertising and public service announcements can help people to help animals?

You might want to list suggestions as a chart.

Ideas might include:

- Keep track of all the different media messages about animals that we see over one week and make a poster about what we discovered.
- Communicate with other classes or schools to make a PSA contest to see who can make the most persuasive PSA about animal protection.
- Talk with our friends and family about what we've learned about advertising and animals.

FURTHER QUESTIONS

What are some things people do that might hurt animals on purpose?

What are some things people do that might hurt animals without meaning to?

Should there be government laws to protect animals from being hurt by people?

What are your favorite animals? Why? Where do your favorite animals live?

Where would you place an advertisement or public service announcement about protecting animals? On a T.V. commercial, a bus, a billboard, or a pop-up ad on the Internet? Why?

EXTENDED ACTIVITIES

Take a survey of what pets your classmates care for. Categorize the kinds of animals (ie: fish, reptiles, birds, mammals etc.) and make a pie chart.

Have students work together to make an ABC book on protecting animals. Share this with parents or publish it for your school library.

Have children create songs or a Reader's Theater play to demonstrate their knowledge of good pet care.

Have children research and make posters of wild animals that need protection. Ask your local nature center or zoo if they would be willing to display these posters.

Cut out advertisements to eliminate some of the text. Have the children brainstorm strong words that would persuade someone to buy that item. Why did they pick those words?

Have students write a persuasive or opinion piece to an audience of their choice of why caring about animals is important.

Student Handout – Message Rubric

	1	2	3	Value
Greeting	I did not add a greeting to my message.	I began my message with a greeting.	I began my message with a creative way to hook my audience.	
Importance	I did not include any facts that tell my audience the importance of my message.	I told my audience it was important by including one fact. They might or might not want to make a change.	I told my audience it was important and gave them more than one strong reason why. They will want to make a change.	
Audience	I do not know who my audience is for my message.	I know my audience, but I can't tell you why they are my audience.	I know who my audience is and I can tell you why.	
Closing	I did not include a closing to my message.	I ended my message with a quick closing.	I ended my message in a creative way.	
				Total =

Works Cited

- Alligator Wrestling by Seminole Indian*. Postcard. *Postcard Roundup*. Web. .
- Aloha*. Postcard. *Deltiologydeity*. Web. .
- "Anti-Bottled Water Campaign Poster." Web log post. <https://sumnersemeniuk.wordpress.com>, 23 Mar. 2011.
- "Attention Holiday Shoppers: Harper Collins Is Grinding up Rainforests to Make Its Kids Books." Weblog post. Rainforest Action Network, 12 Dec. 2012. Web.
- Beautiful Florida: Taste the Sunshine*. Postcard. Pinterest: Vintage Florida, Web. .
- Berger, Melvin. *Oil Spill!* Harper Collins, 1994.
- Betty Crocker Super Moist Carrot Cake Mix, Packaging
- BEWARE!!! The Vitamin Water Deception - Coca-Cola's Non-Healthy Beverage*. *Simplicity1st*. 13 Sept. 2013. Web.
- Brown, Don. *Drowned City: Hurricane Katrina and New Orleans*. HMH, 2015.
- Burzynski, Roberta. *Why Would Anyone Cut A Tree Down?* U.S. Forest Service Northeastern Area State and Private Forestry, 2013.
- Central Park Winter - The Skating Pond*. Postcard. Metropolitan Museum of Art, Web. .
- Cherry, Lynne. *A River Ran Wild: An Environmental History by Lynne Cherry*. Houghton Mifflin Harcourt, 2002.
- Commercial*. Animart Pet Stores, 27 Mar. 2014. Web.
- DDT, Rachel Carson, Silent Spring*. NV at CEPImperial, 18 Apr. 2013. Web. .
- DiSalvo-Ryan, DyAnne. *City Green*. Harper Collins, 1994.
- Dunn, Jeffrey. "The CEO of Bolthouse Farms on Making Carrots Cool." *Harvard Business Review*, Oct. 2015. Web.

Egan, Timothy. *The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl*. Mariner, 2006.

Endangered Species Public Service Announcement. Sierra Club Canada, 20 May 2013. Web.

Fabiny, Sarah. *Who Was Rachel Carson?* Penguin Young Readers Group, 2014.

Faust, Daniel. *Sinister Sludge: Oil Spills and the Environment*. Rosen, 2009.

Fishing on Humber River. Postcard. <https://backtothepark.files.wordpress.com>. Web.

Fradin, Judith Bloom. *Droughts: Witness to Disaster*. National Geographic, 2008.

From Tree To Tree House. Lumber Dealers Foundation, 2011.

Greetings from the Seaside. Postcard. *The Vintage Moth*. Web. .

Grosshauser, Peter. *Discovering Drought*. Project WET International Foundation,

Grow It Yourself: Plan a Farm Garden Now. Postcard. Zazzle, Web. .

"Health PSA." *Superfriends*. 1977. Television.

Juiced by a Bunch of Carrot Farmers. Bolthouse Farms, 22 Oct. 2013. Web.

Karwoski, Gail Langer. *When Hurricane Katrina Hit Home*. History, 2013.

Lara. "Fiji Fights Back Greenwashing Claim — Dismissal of Fiji Green Seal Case Affirmed."

Web log post. *BrandGeek*. 30 May 2011. Web.

Lawlar, Laurie. *Rachel Carson and Her Book That Changed the World*. Holiday House, 2014.

Learning and Creating with iPads in Kindergarten. Park Tudor School, Web. .

Let Life Flow. Nestle Pure Life Bottled Water, Web. TV commercial

Limerick Animal Welfare Public Service Announcement.

<https://action4sighthounds.wordpress.com>. Web.

Linde, Barbara. *Urban Sprawl: Habitat Havoc*. Gareth Stevens, 2014.

A Load of Fancy Poultry. Postcard. Canadian Postcard Company, Web. .

Marion Stoddart: The Work of 1000. Dir. Susan Edwards and Dorie Clark. Documentary Educational Resources, 2010. DVD.

Meet Us at the Lake. Postcard. *Our Little Baby: DIY Wedding Invitations*. Web. .

Metamorphosis. Doug Stotts. Park Tudor School, Web. .

My Winning Video for Take Back the Tap! Crazy Talk, 14 Apr. 2008. Web. YouTube

Newman, Andrew. "Avoiding Violent Images for an Anti-Poaching Campaign." *New York Times* 19 Feb. 2013

Nivola, Claire. *Planting the Trees of Kenya*. Macmillan, 2008.

Ozark Kids Food Stars Fruit and Vegetable Commercial. OzarkKidsTV, 5 Nov. 2013. Web.

Palms Along the River Bank. Postcard. Florida Center for Instructional Technology. ClipPix, Web. .

Pasquali, Elena. *It's My World Too*. Lion Hudson, 2010.

Petco Advertisement. *Rachelhuber.com*. Web. 9 Feb. 2016.

Planting Hope: Wangari Maathai and the Green Belt Movement. Dir. Alan Dater and Lisa Merton. Marlboro Productions, 2009. 4 Nov. 2011. Web. .

Pollan, Michael. *In Defense of Food*. PBS. Dec. 2015. Television.

PSA for Kids – Hygiene. Centers for Disease Control and Prevention. 4 Jan. 2010. Radio.

Raaw Carrot Lemonade. Web. Packaging

Reece's Pieces Peanut Butter Carrot Candy. Web. Packaging

Rosen, Jill. "Baltimore Athletes 'show Their Soft Side' to Stop Animal Cruelty." *Baltimore Sun*. 25 Sept. 2011. Web.

Running to Save the Wolves. Dir. Peyton Saltmarsh. 9 Apr. 2015. Web.

Save the Frogs. Postcard. *Savethefrogs.com*. Web. .

Seleshanko, Kristina. "Drought Gardening - How to Grow Food in a Drought." Web log post.

Http://proverbsthirtyonewoman.blogspot.com. 10 Feb. 2014. Web.

Thank You My Busy Bee. Postcard. Zazzle, Web. .

"Vitamin Water: More Sugar than a Slice of Chocolate Cake." Web log post. *Healthy Eating*

Community. 28 Apr. 2010. Web.

#vitaminwater Play a Game. *Vitaminwater*. 9 Dec. 2014. Web.

"Why Would "Vitamin Water" Be Healthy?" Web log post. *Off the Reservation*. 14 Jan. 2013.

Web.

World Elephant Day Public Service Announcement. Wildlife Conservation Society, 12 Aug.

2014. Web.

"Your Best Friends" Petsmart Advertisement. *Behance.net*. Web.