

Analyzing Media Strategies

Students analyze the impact of media in shaping public opinion. They then develop, support and communicate their position on the use of bottled water by using specific examples from videos along with their analysis of the impact of media.

Instructional Support

A number of possible tasks are provided in this suggested activity. It is not intended that you work through all of the tasks, but rather select those tasks and resources that will best meet the learning needs of your students. The focus should be on ensuring that students have the background and support to be successful with the skills that are the focuses for assessment (analyze the impact of media, state and support a position, and communicate information).

Setting the Context for Learning

- Ask students to think about an advertisement that they find appealing. Use a think-pair-share activity to engage students in considering why they find the advertisement appealing.
- Invite students to contribute their ideas to a brainstormed list. Group similar ideas together to look for patterns.
- Compare the brainstormed list to generally accepted media techniques such as the following:
 - bandwagon appeal (everyone is doing it)
 - overgeneralization (an overstatement that attributes a characteristic of an event or item to a wider body of events or items)
 - testimonials (statements of endorsement from experts or celebrities)
 - concern for the public good (associating the product with honourable motives)
 - emotional appeal (positive or negative, music, humour)
- More information on advertising techniques can be obtained through an Internet search. The following are a few examples of potential sources:
 - [Persuasive Techniques in Advertising](#)
 - [The Merchants of Cool](#)
 - [The Persuaders](#)

Analyze the Impact of Media

- Ask students to re-examine the videos on bottled water ([The Story of Bottled Water](#) and [The Real Story of Bottled Water](#)), directing their attention specifically to the techniques used to persuade the viewer to accept the claims.
- Ask students to think specifically about elements of the videos that engaged their emotions. For example,
 - I liked the music because ...
 - The spokesperson interested me in the topic because ...
 - The use of specifically chosen information to support a point of view made sense to me or made me angry because ...
- Encourage students to think about the *consequences* of having their emotions engaged in this issue through media; e.g.,

How did media strategies influence your position about bottled water?

- Prompt students to take their analysis of the impact of media beyond their personal experience; e.g.,

How can media strategies appeal to an audience in an effort to persuade them to a particular position about bottled water?

State and Support a Position

- To encourage students to make an informed choice on the position, encourage them to organize their ideas and evidence on the economic and environmental effects of bottled water from the media sources that they have examined. Students may wish to use a T-chart to record the pros and cons of the issue.
- To aid students in articulating their ideas for supporting their position, ask them to participate in a [U-shaped discussion](#). Encourage students to add to their organizer during the discussion.
- Students identify and confirm their own position in response to the issue of whether or not their school should add a bottled water vending machine. Remind students that they have practised the skill of stating and supporting a position in the previous [Summative Assessment Task: A Day in Your Life](#) . Encourage students to use the feedback they received from that task and apply it to their learning for this task.
- Model for students the process of stating a position and selecting credible support for that position. Some students may benefit from a structured example:

I <do (or do not)> support the addition of a bottled water vending machine at our school because _____.

- Brainstorm with students or remind them of the qualities that make up strong evidence to support a position. Students may suggest that strong evidence is:
 - focused on the topic
 - supportive of the stated position
 - convincing
 - accurate
 - specific.

Communicate Information

- By this point, students will likely have determined the format they wish to use for their final product. Invite students who have chosen the same presentation format to work together to brainstorm a list of the technical presentation qualities that would be necessary in order to have the desired impact on the audience. For example, a speech would require attention to volume, pacing, gestures and voice inflections; a poster would require attention to the balance between graphics and text and would need to be readable; and so forth.
- Invite students to select what they believe to be the most important qualities for their selected format; usually 3 to 5 would be sufficient. These qualities can be placed in the left-hand column of the [Communicate Information \(Poster\): Peer Coaching Tool](#) . Students can then use this peer coaching tool to review their work in progress.

- Students can consider these qualities as they complete the summative assessment task. Remind students that although the rubric looks holistically at the effectiveness of the communication to inform and engage the audience, and the technical presentation qualities on the brainstormed list are not graded discretely, as students focus their attention toward these details, the quality of their communication will likely improve.
- Sample feedback prompts for the Formative Assessment Opportunity: Communicate Information (see the **Formative Assessment** section) focus on a poster format. Adapt these prompts as required for various formats.

Formative Assessment

Throughout this suggested activity, you will support students in achieving the following skills that are the focuses for assessment:

- [analyze the impact of media](#)
- [state and support a position](#)
- [communicate information](#)

The following formative assessment opportunities are provided to help students unpack and develop the focus skills for assessment. Feedback prompts are also provided to help students enhance their demonstration of the focus skills for this activity. Formative assessment support is not intended to generate a grade or score.

Formative Assessment: Assessment for Learning Opportunities

Analyze the Impact of Media

Involve students in a *peer review* to provide and receive feedback on the perceptiveness of their analysis of the impact of media strategies. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.

Feedback Prompts:

- Did I describe the media strategies used in the videos to influence the audience?
- Did I explain how the media strategies influenced my thinking?

These feedback prompts have been incorporated into the [Analyze the Impact of Media: Peer Coaching Tool](#) , which can be copied or adapted for student use. Samples of tools created for a similar skill within a different formative assessment context may be found in the [Social Studies 10-4 Formative Assessment Summary](#) .

State and Support a Position

Involve students in a *peer review* to provide and receive feedback on the persuasiveness of the support for their position regarding the bottled water issue. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.

Feedback Prompts:

- Have I stated a position, rather than simply restating previous information?
- Are the reasons supporting my position convincing?
- Have I provided specific examples from the videos?
- Do my examples support my reasons and my position?
- Have I considered the impact of the media on my position?

These feedback prompts have been incorporated into the [State and Support a Position: Peer Coaching Tool](#) , which can be copied or adapted for student use. Samples of tools created for a similar skill within a different formative assessment context may be found in the [Social Studies 10-4 Formative Assessment Summary](#) .

Communicate Information

Involve students in a *peer review* to provide and receive feedback on the effectiveness of their communication. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.

Feedback Prompts (for a poster):

In my poster, do I ...

- balance text with visuals?
- use images that convey the key points of the message?
- use a font style and size that make it easy for the viewer to read?

These feedback prompts have been incorporated into the [Communicate Information \(Poster\): Peer Coaching Tool](#) , which can be copied or adapted for student use. Samples of tools created for a similar skill within a different formative assessment context may be found in the [Social Studies 10-4 Formative Assessment Summary](#) .

Linking to the Summative Assessment Task

- As students analyze the impact of media, state and support a position, and communicate information through the suggested activity Analyzing Media Strategies, they will have completed the [Summative Assessment Task – Competing Interests: Water Privatization under the Microscope](#) .
- Students should consult the assessment task and the [assessment task rubric](#)  to ensure that they have provided the information required.
- Encourage students to use the feedback received during the formative assessment opportunities to make enhancements to their work in progress.
- If necessary, continue to use the feedback prompts from the formative assessment opportunities to coach students toward completion of a quality product.
- If student performance does not yet fall within the three levels described in the summative assessment task rubric, work with the student to formulate a plan to address the student's learning needs.

Suggested Supporting Resources

Textbook References

Student Basic Resource—Oxford University Press, *Living in a Globalizing World*:

- Pages 184, 190, 203, 210 and 218 (terms associated with economic globalization)
- Pages 183–185 World Bank, IMF, and Heavily Indebted Poor Countries
- Pages 186–194 Free Trade and Contemporary Economic Globalization
- Page 218 The Link between Privatization and Globalization; Voices Questions 1 and 2
- Pages 234–235 Skill Path: Assess a Position

Teaching Resource—Oxford University Press, *Living in a Globalizing World*:

- RM 0.3 Analyzing & Discussing Issues
- RM 0.11 Critical Assessment: Plus-and-Minus Chart
- RM 0.12 Forming an Opinion Organizer
- RM 9.2 Interpreting Political Cartoons
- RM 11.1 Economic Globalization Crossword Puzzle
- RM 14.3 Resource Development Note Taking Chart
- AM 1 Demonstrating Understanding Rubric
- AM 2 Generating & Organizing Ideas Rubric
- AM 3 Considering Multiple Perspectives Rating Scale
- AM 4 Considering Multiple Perspectives & Viewpoints Rubric
- AM 10 Group Work Peer Assessment Checklist
- AM 15 Discussing Issues Rating Scale

Teaching Resource—McGraw-Hill Ryerson, *Exploring Globalization*:

- Reproducible 1.1.3 Your Challenge 1—Checklist for Success

Web Resources

Web Links for Online Sources:

Note: The vocabulary found in some of these links may be challenging for students. You may wish to use certain sites for your own reference only.

- Library of Congress resource: [Cartoon Analysis Guide](#) 
- BBC News website—article: [Bottled Water Has Become Liquid Gold](#)
- SFGate, San Francisco Chronicle website—blog: [Sneaky Bottled Water Advertising](#)
- [Dasani website](#)
- [Evian website](#)
- [Aquafina website](#)
- The Council of Canadians Acting for Social Justice website—section: [Water](#)
- Scribd website—materials: [Horseshoe Debate](#) (and rubric)
- Debatepedia website—section: [Debate: Water Privatization](#)
- Macleans.ca—article: [Is the Privatization of Water the Right Thing to Do? Public Water Systems Promote Waste and Deprive the Poor](#)
- Global Policy Forum website—article: [Water Privatization](#)

- Rabble.ca website—article: [Coalition Challenges Alberta Water Markets](#)
- Indigenous Peoples Issues and Resources—article: [Government of Canada Introduces Legislation to Improve Drinking Water Quality in First Nation Communities](#)
- Canadian Parks and Wilderness Society (CPAWS) website—section: [Read More about Water](#)
- Read-Write-Think website—section: [Persuasive Techniques in Advertising](#)
- PBS Frontline website—sections: [The Merchants of Cool](#) and [The Persuaders](#)

Knowledge and Employability Studio (Social Studies):

- Social Studies Background and Tools:
 - [Issue Analysis](#) 
 - [Tool: Analyzing an Issue](#) 
 - [Tool: Choosing Sides on an Issue](#) 
 - [Tool: My Position on an Issue](#) 
 - [Tool: Developing Your Argument](#) 
 - [Tool: Responding to the Other Side](#) 
- [Assessment Checklist: 10-4.3 Globalization and the Economy](#) 
- [Self-assessment Checklist: 10-4.3 Globalization and the Economy](#) 

Videos:

- LearnAlberta.ca:
 - [What's the Economy For, Anyway?](#)
- YouTube.com website:
 - [Bottled Water – Who Needs It?](#)
 - [The Water Front Documentary](#)
 - [Michael Pritchard: How to Make Filthy Water Drinkable](#)
 - [The Issue of Water Privatization](#)
 - [Paraguay – Law to Stop Water Privatization](#)
 - [The Real Story of Bottled Water](#)
- The Story of Stuff Project website: [The Story of Bottled Water](#)
- PBS website: [POV Borders, Environment: Bottle This!](#)

Distributed Learning/Tools4Teachers Resources:

- LearnAlberta.ca: [Social Studies 10-2 Module 5: Stewardship and Sustainable Prosperity](#)

Critical Challenges:

- LearnAlberta.ca:
 - [Support Material: Placemat Activity](#)
 - [Support Material: U-shaped Discussion](#)
 - [Creating Sustainable Prosperity](#)
 - [Globalization and Free Market Conditions](#)
 - [Transnational Corporations and the Interests of the Country](#)
 - [The Tools of Economic Globalization](#)

Stories and Other Media (e.g., films, stories/literature, nonfiction, graphic novels)

- [The Water Front](#) (Documentary film, 2010, Liz Miller)
- [Life and Debt](#) (Documentary film, 2001, Stephanie Black, Tuff Gong Pictures)
- *Water Wars: Privatization, Pollution and Profit*, by Vandana Shiva (nonfiction [for teachers], South End Press)