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| **Authentic Instruction Continuum** |
| **1. Higher-Order Thinking**  lower-order thinking only  higher-order thinking is central  Description/Evidence: Students are bombarded by advertisements, but very rarely do they stop to make meaning of the advertisement. Discovering an advertiser’s purpose is not something that is simple factual recall and recitation. It involves making generalizations of the significance of colors, layout, and words. It also requires students to transform meaning and synthesize the visual aspects of the advertisement into understanding its meaning/position/purpose.  **2. Depth of Knowledge**  knowledge is shallow  knowledge is deep  Description/Evidence: Students tend to know that an advertisement is intended to get an audience to buy a product or become involved or aware. However, understanding how an advertiser achieves this success and reaches the target audience is much more significant. Students must understand the connectedness of meaning to the small propaganda features like colors and layout. Then, they must be able to apply these in their own advertisement.  **3. Connectedness to the World Beyond the Classroom**  no connection  connected  Description/Evidence: Advertisements bombard us in television, music, the internet, billboards, radio, and elsewhere. Students can make personal connections with the impact certain ads have had on their purchasing choices. Then, as students begin to explore the advertiser’s choices in the ad, they can begin to make choices in their own ad vertisement.  **4. Substantive Conversation**  no substantive conversation  high-level substantive conversation  Description/Evidence: First, in our “We Do,” students will discuss various advertisements they’ve seen and then learn how to analyze advertisements. In this whole class discussion, students will raise questions, share their personal experiences, and add their personal views. Next, as students participate in small groups in the “You Do,” students will share insights and build coherently on each other’s experiences.  **5. Social Support for Student Achievement**  negative social support  positive social support  Description/Evidence: Visual analysis allows students who may not be strong readers to find areas of strength. What one student sees as conveying message, others will not see. As a result, in our “We Do” discussion, all viewpoints will be validated and shared. The analysis of visual media is definitely a high expectation, but students will find success in not only the modeling done in whole-class discussion but in a safer small-group setting. |