Grade 4: Module 4: Unit 3: Lesson 9

Writing a Public Service Announcement:

Creating a Supporting Visual for a PSA about the Importance of Voting

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can identify reasons that support my opinion. (W.4.1b) I can provide a list of sources I used to gather information. (W.4.8) I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)

Supporting Learning Targets	Ongoing Assessment
• I can create a visual to support my point in my public service announcement. • I can give kind, helpful, and specific feedback to my critique partner.	• Draft of supporting visual

Agenda	Teaching Notes

1. Opening
  A. Engaging the Writer: Chalk Talk: How Do Visuals Support Texts? (10 minutes)
2. Work Time
  A. Developing Criteria for a Visual (10 minutes)
  B. Crafting a Visual (25 minutes)
  C. Peer Critique: Giving Feedback on a Visual (10 minutes)
3. Closing and Assessment
  A. Setting Revision Goals (5 minutes)
4. Homework
  A. Revise your visual using the critique from your partner in today's lesson. Then, practice your speech in preparation for recording or performing it aloud. Use your partner's critique from Lesson 9 when practicing.
	• Lesson 9 is the fourth of five lessons focused on the creation of the Performance Task: Public Service Announcement about the Importance of Voting. This lesson focuses on creating a visual supporting the main point of students' PSAs.
	
	• This lesson is written for students creating their visuals by hand, but if technology is available, students are encouraged to use software like Microsoft PowerPoint, Kidspiration, or Prezi to create their visual and insert a hyperlink to the audio performance of their PSAs. Throughout the day, build in time for students to record to ensure recordings are completed by Lesson 10.
	
	• The lesson opens with students examining actual public service announcements. This allows students to see real-life examples of PSAs while examining how visuals can support texts. Students then use the exemplars to pull out criteria to include on their own PSAs.
	
	• Students plan and draft their visuals, talking through their ideas with partners prior to writing. They then engage in a silent critique of their visuals. The Critique Protocol anchor chart is referred to again in this lesson; it may be necessary to point out to students that the directions are not applicable in this lesson since the critique is silent and they will be critiquing more than one person's visual.
	
	• In the Closing and Assessment, students set a revision goal to be completed for homework in preparation for their presentations of the PSAs in Lesson 10.
	
	• In advance: Prepare Criteria for a Visual anchor chart and prepare PSA exemplars.
	
	• Review: Chalk Talk protocol (see Appendix; also see supporting materials for contextualized directions specific to this lesson).
	
	• Post: Critique Protocol anchor chart, learning targets.

Lesson Vocabulary	Materials
visual, point, criteria, adapt, sources	• Document camera • PSA exemplars (two copies of each to display, each copy attached to chart paper; see links in supporting materials) • Chalk Talk protocol directions (one to display; see Teaching Note above) • Criteria for a Visual anchor chart (new; co-created with students during Work Time A; see supporting materials) • Creating a Visual graphic organizer (one per student) • Blank paper (one per student) • Critique Protocol anchor chart (from Lesson 7; one to display) • Sticky notes (one per student per visual critiqued)

Opening	Meeting Students' Needs
A. Engaging the Writer: Chalk Talk: How Do Visuals Support Texts? (10 minutes) • Direct students' attention to the **document camera**. Display the **PSA exemplars** and tell students they will be using the Chalk Talk protocol as a way to closely examine them. • Display and review the **Chalk Talk protocol directions** to review Chalk Talk protocol briefly with students: This technique works only if everyone is writing and responding throughout the designated time period. Make it clear that everyone is responsible for writing, reading other people's comments, and responding. There should be no talking, and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed. • Direct students' attention to the first learning target: * "I can create a *visual* to support my *point* in my public service announcement." • Tell students that they will be creating a visual to display during the oral presentation of their PSAs, and will be examining the exemplars to notice how they support the main point of the PSAs they represent. • Tell students to look closely and write their ideas about how the designer of each PSA created a visual that supported the main points of the PSA. • As students are writing, circulate to ensure students are writing their observations. • After 7 minutes, ask students to read a few of their ideas aloud to the class. Listen for things like: "There's a slogan like, 'Only YOU can prevent forest fires,'" or "I noticed a statistic like, '9 out of 10 wildfires are caused by humans.'" • Validate student responses and explain that the visuals help support the main point of the PSAs by including the most important information about the topic and by helping the audience to visualize the point the author is making.	• Whole-class discussions encourage respectful and active listening, as well as social construction of knowledge. • Providing models of expected work supports all students, but especially supports challenged learners.

EXPEDITIONARY LEARNING

GRADE 4: MODULE 4: UNIT 3: LESSON 9
Writing a Public Service Announcement:
Creating a Supporting Visual for a PSA about the Importance of Voting

Work Time	Meeting Students' Needs

A. Developing Criteria for a Visual (10 minutes)
 	
• Refer to the students' observations during the Chalk Talk. Explain that students will be using these exemplars to develop *criteria* for their own visuals. Ask:
 	
   ∗ "What do the exemplars have in common?"
 	
• Jot students' ideas down on the **Criteria for a Visual anchor chart** as they are shared.
 	
• Listen for students to point out the title or slogan about the main point of the PSA, a picture representing the PSA, a fact or quote or statistic supporting the main point, sponsors at the bottom, and a way to learn more about the topic of the PSA.
 	
• Validate student responses and explain that they won't be able to use all of those elements in their PSAs because some of them don't apply, such as the sponsors at the bottom. Ask:
 	
   ∗ "How can we *adapt* that list for our PSAs?"
 	
• Listen for things like: "We can use a fact or quote from our research on our visuals," or "We could list the *sources* we used in our research."
 	
• Guide students to develop the following criteria list for their PSAs: title of PSA, sources used, one picture, and one quote from an informational text used to research. The picture and quote must support the main point of the PSA. List these criteria on the Criteria for a Visual anchor chart.
	• Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.

B. Crafting a Visual (25 minutes) • Explain to students that they will now plan and draft their visual, and then they will have time for peer critique. • Distribute the **Creating a Visual graphic organizer**. Tell students they will be using this graphic organizer to brainstorm and record ideas for their visuals. • Review the graphic organizer with students and answer any clarifying questions. • Tell students that when they are finished planning their visuals, they should use blank paper for drafting. • Invite students to Think-Pair-Share to begin planning their visuals. Allow students a few minutes to think about the criteria they will include on their visuals. Then, prompt students to share their ideas with their partners, and allow them several minutes to do so. Ask students to give a thumbs-up if they have ideas for what to include on their visuals, or a thumbs-down if they do not.	• Graphic organizers and recording forms provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. They also engage students more actively. For students needing additional support, you may want to provide a partially filled-in graphic organizer. • Discussing ideas with peers before writing allows students to process the task orally, helping to support their writing.

Work Time (continued)	Meeting Students' Needs
• Invite students to begin independently planning their visuals. Students should use their Creating a Visual graphic organizer to plan for the next 10 minutes. Circulate and offer support as needed. Be sure to confer with students who gave themselves a thumbs-down in the previous step. Help students focus on getting their ideas down on paper as opposed to worrying about spelling or grammar. • After 10 minutes, refocus whole class. Cold call two students to share one idea for their visuals. • Ask students to give a thumbs-up if they have a clear plan for what they will include on their visuals, and a thumbs-down if they are still unsure. • Distribute a piece of **blank paper** to each student and invite students to begin drafting their visuals. Students should spend the next 10 minutes drafting, referring to their Creating a Visual graphic organizer during this time. Circulate and offer support as needed. Be sure to confer with students who gave themselves a thumbs-down in the previous step. Help students focus on getting their ideas down on paper as opposed to worrying about spelling or grammar.	
C. Peer Critique: Giving Feedback on a Visual (10 minutes) • Tell students that they will now be working with their peers to critique their visuals. • Review the main components of a successful critique by asking: * "What are the norms we have when giving peer critique?" • Listen for details from the **Critique Protocol anchor chart** such as: "Be Kind: Treat others with dignity and respect." Remind students that they used this anchor chart in the previous lesson, as well as in past modules. • Explain that today students will critique each other's visuals silently, recording their comments on sticky notes. Tell them they will focus their feedback using the criteria developed on the Criteria for a Visual anchor chart. • Review criteria: Visuals must include the title of the PSA, the sources, one picture, and one quote/statistic from the texts used to research. The picture and quote must support the main point of the PSA. • Remind students that in order for this feedback to be helpful, they should focus only on these specific areas during the first round of feedback. • Invite students to clear their desks of everything except their visuals. Distribute **sticky notes** and facilitate a rotation so each student's visual is critiqued by more than one student. Depending on your class size, this may mean each student critiques everyone's visual, or you may split your students into smaller groups of 5–10 students each. • Invite students to read through the critique for their visuals. Cold call two students to share one critique they received.	• Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom. • Asking students to provide feedback to their peers based on explicit criteria benefits students in clarifying the meaning of the learning target.

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Closing and Assessment	Meeting Students' Needs
A. Setting Revision Goals (5 minutes) • Explain to students that they will now set a goal for revision of their visuals based on their classmates' critiques. Tell students they will use this goal when revising their visual for homework. • Allow students 5 minutes to write one goal for revision of their visuals. Tell students to write their goals in the appropriate spots on the Creating a Visual graphic organizer. • If necessary, model briefly: "Several people noticed that the statistic I chose did not support my main point that people should vote because it's the best way they can be good citizens. So, my goal is to revise by rereading my research notes and choosing a new statistic that supports that point." • Explain to students that they will make revisions and create a final draft of their visual for homework.	• Developing goals and reflection supports all learners.

Homework	Meeting Students' Needs
• Revise your visual using the critique from your partner in today's lesson. Then, practice your speech in preparation for recording or performing it aloud. Use your partner's critique from Lesson 8 when practicing.	

EXPEDITIONARY LEARNING

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Supporting Materials

Book People Unite (Reading campaign):
https://www.psacentral.org/assetInfo.do?assetTitle=Book%20People%20Unite&assetId=11489

Only You (Wildfire prevention campaign):
https://www.psacentral.org/assetInfo.do?assetTitle=Only%20You&assetId=3398

Sneaker (Child passenger safety campaign):
https://www.psacentral.org/assetInfo.do?assetTitle=Sneaker&assetId=8443

Harper (Pet adoption campaign):
https://www.psacentral.org/assetInfo.do?assetTitle=Harper&assetId=7115

"Book People Unite." Online image. Ad Council. New York. 2013. Web.
https://www.psacentral.org/assetInfo.do?assetTitle=Book%20People%20Unite&assetId=11489

"Only You Can Prevent Wildfires." Online image. Ad Council. New York. 2011. Web.
https://www.psacentral.org/assetInfo.do?assetTitle=Only%20You&assetId=3398

"Sneakers." Online image. Ad Council. New York. 2013. Web. https://www.psacentral.org/assetInfo.do?assetTitle=Sneaker&assetId=8443

The Shelter Pet Project, a public service advertising campaign by the Humane Society of the United States, Maddie's Fund(r) and the Ad Council

A Method for Having a Silent Discussion about an Important Issue

Overview

A Chalk Talk is a simple procedure to promote discussion and awareness of issues and perspectives—silently. A Chalk Talk is also an excellent way to promote awareness of patterns and problems, and to ensure that all voices are heard.

Procedure

1. **Formulate an important, open-ended question** that will provoke comments and responses.

2. **Provide plenty of chart paper and colored pencils, and arrange space for participants to write and respond.** Write the question or topic in the middle of the paper in bold marker.

3. **Explain the Chalk Talk** protocol and answer any questions.

4. **Set-up norms for the Chalk Talk:** This technique works only if everyone is writing and responding throughout the designated time period. Make it clear that everyone is responsible for writing, reading other people's comments, and responding. There should be no talking, and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed.

5. **Allow 10–20 minutes for the Chalk Talk.** As facilitator, it's helpful to walk around and read, and gently point participants to interesting comments. All writing and responding is done in silence.

6. **Search for patterns.** In pairs, participants should read through all the postings and search for patterns and themes (or "notice and wonder"). This part takes about 5 minutes.

7. **Whole-group share:** Pairs should report out patterns and themes, round-robin style, until all perceptions are shared.

8. **Process debrief:** How do you feel about "talking" silently?

What do the exemplars have in common?

_____

_____

_____

_____

_____

My visual will include:

• title of PSA

• sources used

• one picture

• one quote from an informational text used to research

The picture and quote must support the main point of my PSA.

Creating a Visual Graphic Organizer

Topic: The Importance of Voting

Main point of PSA:

_____

Title of PSA:

_____

Sources used:

_____

_____

What is the main point of your partner's PSA?
What evidence did your partner give to support his or her point?

Revision goal:

_____