

## Can we judge a magazine by its cover?

**School name:** Ogilvie High School

**School context:**

Our project is for grade 8 students (all girls). In grade 8 at Ogilvie French is an optional subject, with approximately 30% of students choosing the subject. This year only a few students will be involved in both the English and the French parts of the project, as all English classes do not follow the same course. Our plan is that next year all grade 8 students will do a magazine unit in English, and then all French students will follow this up by doing a similar study in French.

This year all three Grade 8 French classes will study the French magazine, but only those students taught by Seraya Hamley will have already done the detailed work in English. We plan to link with this work by giving those few students leading roles in group work and discussion.

We realize that the situation this year is less than ideal, but we believe that this is an exciting and very worthwhile project for the future.

**Who will be involved:**

Seraya Hamley – in charge of Junior English and teaching one grade 8 English class

Jackie Chapman and Susan Clarke – French teachers

**What is the project? (Title):**

Can we judge a magazine by its cover?

**Timing:** When and for how long?

In English – early term 2, probably weeks 3 - 6.

In French – part-way through this period, probably week 4 or 5.

In both English and French specific skills of language and grammar will also be addressed within these lessons.

**Milestones:** *Identify several key points for teacher and student reflection during the learning sequence. Use this reflection to revisit your planning and adjust as necessary. How will the reflection take place? How will you capture student and teacher voice?*

Frequent discussion both whole-class and in groups, will take place before each new step. The steps are clear in the ‘Performances for Understanding’ section. Generally the discussion will address “What have we discovered so far?” The familiar nature of the text should ensure that students will be eager to express their opinions. A point of reflection for the teacher may be: “How critically did students analyse the cover?” and perhaps: “How can I encourage more critical thinking?”

In French, some students will find it extremely difficult to extract meaning from the text. The teacher will be prepared to give considerable help to those students so that the task remains a rewarding one for all. Some students may wish to use a dictionary and this is a good time to learn correct usage. Nevertheless the teacher needs to discourage over-use of this strategy, concentrating instead on inferring meaning from the text itself.

**Title:** Can We Judge a Magazine by its Cover?

**Description:**

In this learning sequence students will examine and understand the issues attitudes and values presented in magazines and whether this might be cross cultural. Students will examine the front cover of particular magazines discussing ideas of target audience, gender stereotypes and the influential power of magazines. Students will have the opportunity to create their own magazine cover, along with a feature article and advertisement. In French, students will also develop their reading skills, particularly that of inferring meaning from context.

**Guiding Questions:**

- Who reads magazines and why?
- What can the cover tell us about the values represented in a magazine?
- What can magazines tell us about what Australian and French girls value?

**Focus Essentials:**

**Communicating** - Being literate

Understands, uses and critically evaluates non-verbal, spoken, visual and print communication practices of the world in which they live.

At standard 4: Understands how to construct and deconstruct communications designed for particular effects.

**Personal Futures** - Building and maintaining identity and relationships:

Understands the ways in which heredity, culture, community and personal choice shape identity and relationships, and is able to build and maintain resilient, productive relationships.

At standard 4: Understands that identity is constructed, and evaluates key ways in which experiences, groups, and cultures contribute to identity.

**Supporting Essential/s:**

**Thinking** – Inquiry and Reflection

**Understanding goals:**

1. What is the importance of target audience in the design and creation of magazine covers?
2. What is the potential power and influence of magazines around the world?
3. What persuasive techniques are used on magazine covers and within magazines themselves?
4. What are the values represented in particular feature magazine articles?

**Skill-building goals:**

Students will be able to:

1. analyse and deconstruct visual images, applying critical literacy skills
2. use persuasive language techniques in the production of new texts
3. infer meaning from context by applying some critical literacy strategies
4. learn and correctly use vocabulary around magazine genre
5. independently use a bilingual dictionary

**ENGLISH**

<b>Introductory performances</b>		
<b>UGs</b>	<b>Performances of understanding</b>	<b>Assessing</b>
<p><b>UG1</b> <b>UG3</b></p> <p><b>SB1</b></p> <p><b>UG1</b> <b>UG2</b> <b>UG3</b> <b>UG4</b></p> <p><b>SB1</b></p>	<p><b>Analysis of the front cover of a well known magazine</b></p> <p>Give students, working in groups, photocopies of the front cover of well known young people's magazines. Have students note and label all the features that they can recognise on the cover, and anything else of interest. Students will hopefully notice things such as:</p> <ul style="list-style-type: none"> <li>▪ bold, catchy headings.</li> <li>▪ persuasive language</li> <li>▪ price and date</li> <li>▪ photographs and other images ...</li> </ul> <p>As a class, discuss the possible common features of magazine covers and what they can tell us about what is inside the magazine.</p> <p>Direct students to begin a reflective learning journal / scrapbook to record and expand on their ideas around their investigation (inquiry) into magazines. Explain that their learning journals will be used as part of their assessment.</p> <p>Ask students to focus on questions such as:</p> <ul style="list-style-type: none"> <li>▪ What are the common features of young people's magazine covers?</li> <li>▪ What does the cover lead readers to expect to find inside the magazines?</li> <li>▪ Why have the designers constructed the cover in the way they have?</li> <li>▪ What does the cover design say about the target audience and what they value?</li> <li>▪ Do you buy magazines?               <ul style="list-style-type: none"> <li>○ Why? Why not?</li> <li>○ What interests you?</li> <li>○ In what ways does the cover design attract your attention?</li> <li>○ What do you like about them?</li> <li>○ How do you think they could be made more appealing for you?</li> </ul> </li> </ul>	<p><b>Assessment as Learning:</b></p> <p>Ask students to self-assess their journal / scrapbook entries to assess their ability to:</p> <ul style="list-style-type: none"> <li>▪ identify common features of magazine covers</li> <li>▪ infer the contents of magazines from the cover</li> <li>▪ identify the likely target audience</li> <li>▪ explain how designers create covers with particular purposes</li> <li>▪ reflect on their own experiences as magazine consumers.</li> </ul> <p><b>Assessment for Learning:</b></p> <p>Provide feedback to students about their self-assessment of their learning using the criteria identified above. You may like to note students' prior knowledge and how this will assist in developing deeper understandings.</p> <p><b>Assessment of Learning:</b></p> <p>Assess students' ability to</p> <p>Work together on a task as a member of a group to achieve a collective goal</p> <p>Respond to the deconstruction of the key features of a magazine cover.</p>

<b>Guided performances</b>	
<b>Performances of understanding</b>	<b>Assessing</b>
<p><b>SB1</b></p> <p><b>Captions</b></p> <p>In groups students will be given a number of captions from a variety of magazines (each group will have the captions from one magazine).</p> <p>The titles of these magazines will be placed on the board and after discussing captions students will predict which magazine they came from.</p> <p>This is a useful activity to lead on to a discussion on the use of persuasive language in the captions and also how we recognise a target audience.</p> <p><b>Target Audience</b></p> <p>Students will begin an inquiry into the target audience of popular magazines and begin to look at how the target audience may be influenced by the front cover of a magazine.</p> <p>Students will begin to categorise features of a target audience such as</p> <ul style="list-style-type: none"> <li>Interests</li> <li>Gender</li> <li>Age</li> <li>Occupation</li> <li>Income</li> <li>Etc</li> </ul> <p>Give students the handout "Why study Magazines?"</p> <p>As a class read through the information and discuss.</p> <p>Ask students to answer the questions in their books thinking carefully about target audience.</p> <p>Which magazines they and their family and friends may read and why?</p> <p>Ask students to examine the language used for a particular target audience and how this may affect what is presented on the front cover of a magazine.</p> <p>Which magazines do they read? Which target audience will they belong to?</p>	<p><b>Assessment as learning</b></p> <p>Ask students to reflect on the predictions that they make.</p> <p>How do we know what magazines these captions are from?</p> <p>Are there similarities in these magazines?</p> <p><b>Assessment for Learning</b></p> <p>Provide feedback on the student's ability to recognise a Target audience.</p> <p>Assess student's ability to infer meaning about target audience from the data provided.</p> <p>Assess student's ability to discuss their responses to questions and justify reasons for their answers.</p> <p><b>Assessment as Learning</b></p> <p>Ask students to self-assess their journal / scrapbook entries to assess their ability to:</p> <ul style="list-style-type: none"> <li>▪ Identity language features of particular target audiences</li> <li>▪ infer the contents of magazines from the target audience</li> <li>▪ identify the likely target audience</li> <li>▪ reflect on their own experiences of being a 'target audience'.</li> </ul>

Guided performances		
	Performances of understanding	Assessing
<b>SB1</b>	<p><b>Contents page or Web page?</b></p> <p>Give the students a copy of the contents page of a well known magazine and a copy of the home page of the same magazine. (If computers are available an alternative may be to have a live version of the webpage available as well.) (see resources provided)</p> <p>Ask students in pairs to examine both the contents page and the web page and consider their purpose. What are they each designed to do? Are they effective in doing this? ...</p>	

Guided performances		
	Performances of understanding	Assessing
<b>UG3</b> <b>SB1</b> <b>SB3</b>	<p><b>Feature Article</b></p> <p>Divide students into groups of 4 or 5. Give each group a copy of a particular feature article from a magazine (see resources)</p> <p>Ask groups to identify the key features of their magazine article focusing on structure rather than content. What are the ways the article is presented?</p> <p>Students should be able to recognise key features such as: Bold headings Lots of colour Photographs and pictures Quotes from sources Graphics Statistics and factual information Informal or formal writing? (depending on target audience?)</p> <p>Ask students to present the key features of their magazine article to the class. After each group has presented ask students to</p>	<p><b>Assessment for Learning</b></p> <p>Provide feedback on the student's ability to recognise the key features of a feature magazine article Assess student's ability to infer meaning about target audience from the information in the article. Assess student's ability to discuss their responses to recognise and decipher information and present this in a clear and logical way to their peers. Assess students' ability to recognise key similarities in the various feature articles provided and understand how and why particular structures and features are used.</p>

<b>UG4</b>	<p>discuss any similarities and differences between the structures of these feature articles. Brainstorm these on the board and as a class come up with an agreed list of key important things that a feature article should include in order to appeal and reach the intended target audience.</p> <p><i>Include a focus question around unpacking the values in the feature articles, in order to look at UG4.</i></p>	<p><b>Assessment of Learning:</b> Assess students' ability to</p> <p>Work together on a task as a member of a group to achieve a collective goal</p> <p>Recognise the structures and features common to all feature magazine articles.</p>
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<b>Guided performances</b>		
<b>Performances of understanding</b>		<b>Assessing</b>
	<p><b>Advertisements</b></p> <p><i>TBA?</i></p>	

<b>Culminating performance</b>		
<b>Performances of understanding</b>		<b>Assessing</b>
<p><b>UG1</b> <b>UG3</b></p> <p><b>SB2</b></p>	<p><b>Culminating Performance – English</b></p> <p><b>My Magazine!</b> Students will design and create the cover of the first issue of their own magazine and present this to the rest of the class. Their cover must show an understanding of the common features on a magazine cover and an awareness of purpose and target audience.</p> <p>Students will also include an advertisement and feature article relating to the cover that they design and create.</p>	<p><i>Assessment here could perhaps ask students to reflect on the four understanding goals and explain their understandings in terms of what they have done for this task.</i></p> <p><i>Eg who was their target audience and how did they 'target' that audience? What values were they trying to get across in their feature articles? What persuasive techniques did they use?</i></p>

## FRENCH

Introductory performances		
UGs / SBs	Performances of understanding	Assessing
<p><b>SB1</b> <b>SB3</b></p>	<p><b>French</b> <b>Front Cover</b> Give students copies of <i>Lolie</i> magazine. As a class, discuss its similarities to various Australian magazines and its probable target audience. Girls who are working on the project in English will be particularly invited to contribute. Discuss successful strategies for assisting comprehension, such as:</p> <ul style="list-style-type: none"> <li>• recognising words that are similar in English and French</li> <li>• inferring meaning from pictures</li> </ul> <p>Ask students, working in groups, to predict the content of the magazine from each caption on the cover. Discuss students' responses as a class.</p>	<p><b>Assessment for Learning</b> Provide feedback to students' responses, reassuring them that the activity, though challenging, is worthwhile and fun.</p>
<p><b>SB3</b> <b>SB4</b></p>	<p><b>What's Inside?</b> In their groups, students can now look inside the magazine to find more clues about the content. Ask them to:</p> <ul style="list-style-type: none"> <li>• look at the contents page</li> <li>• list the headings of the different sections</li> <li>• for each heading identify its probable subject matter. Look inside the magazine for further clues.</li> <li>• Identify those features which they consider to be similar to or different from magazines that they have read.</li> </ul> <p>Ask each group to report back on some of their findings and record these on the board.</p>	<p><b>Assessment of Learning</b> Assess students' willingness to take <b>risks in predicting meaning</b></p> <p><b>Assessment as Learning</b> Ask each group to self-assess their ability to infer meaning from context and to identify the strategies they used.</p> <p><b>Assessment for Learning</b> Provide feedback on students' responses. Reinforce extra strategies such as recognising the format of some magazine pages as an aid to decoding meaning.</p>

Guided performances		
UGs / SBs	Performances of understanding	Assessing
<p><b>SB3</b> <b>SB4</b></p> <p><b>SB5</b></p> <p><b>SB3</b> <b>SB4</b> <b>SB5</b></p>	<p><b>Feature Article</b> Ask students to look at the article: “15 trucs pour pêcher un mec”. With teacher support students will examine the title, the layout and the illustrations to determine the content and purpose of the article.</p> <p>Focus on the first <i>truc</i>. Read and infer meaning from the text. During this activity model the use of a bilingual dictionary, with students looking up words step by step with you. Students will learn to use the bilingual dictionary; they will, however, be urged to use it as little as possible, relying instead on the strategies they are developing to infer meaning.</p> <p>Form students into groups and ask them to focus on each <i>truc</i>, trying to work out what each one means. Remind them of the strategies discussed previously.</p> <p>Ask each group to report back on one or two <i>trucs</i>, recording results on the board.</p>	<p><b>Assessment as learning</b> Students continue to search for words in the dictionary until they feel confident and competent at this skill.</p> <p><b>Assessment for Learning</b> Assess and comment on:</p> <ul style="list-style-type: none"> <li>• students’ willingness to take risks</li> <li>• their ability to use the dictionary successfully</li> </ul> <p><b>Assessment for Learning</b> While students are working, move among groups. Provide feedback on their use of dictionaries and the strategies they are using to extract meaning. Encourage them to move forward rather than spend too long on individual expressions.</p> <p><b>Assessment of Learning</b> Assess students’ ability to work effectively as a member of a group</p> <p><b>Assessment as Learning</b> Ask groups to self-assess their success in understanding the meaning of the article. Provide a rubric based on the LOTE Proficiency Outcomes.</p>

Guided Performances		
UGs / SBs	Performances of understanding	Assessing
UG4	<p>Ask students to form their groups again and to list in English, in their own words, the “fifteen ways to catch a guy”.</p> <p>As a whole class, discuss what students have already learnt in their English class about the values embedded in a text.</p>	<p><b>Assessment <i>for</i> Learning</b> Assess students’ understanding of the concept of “embedded values” before proceeding to the next step.</p>
UG2 UG4	<p>In their groups, students will address the following questions about the feature article:</p> <ul style="list-style-type: none"> <li>• What feminine characteristics are seen as appealing and valued?</li> <li>• Which ones are seen as neither attractive nor valued?</li> <li>• How might these lists of characteristics affect different readers?</li> <li>• What power does this article have to influence thinking and behaviour?</li> </ul> <p>As a class, discuss students’ responses to these questions.</p>	<p><b>Assessment <i>of</i> Learning</b> Assess students’ ability to work effectively as a member of a group</p> <p><b>Assessment <i>of</i> Learning</b> Assess students’ ability to understand</p> <ul style="list-style-type: none"> <li>• the potential power and influence of magazines around the world</li> <li>• how values and judgments can be embedded in a text</li> </ul>

Culminating Performances		
UGs / SBs	Performances of understanding	Assessing
<p><b>UG2</b> <b>UG4</b></p> <p>UG4 UG5</p>	<p>Working in groups, students will produce a poster of a <i>superfille</i>, showing and labelling in French as many as possible of the characteristics that they have identified in the article <i>15 trucs pour pêcher un mec</i>. The poster may be drawn or take some other form such as a cartoon or collage.</p> <p>Students will also, in their groups, discuss and respond in writing to the following questions:</p> <ul style="list-style-type: none"> <li>• If there were no words in these magazines, could you tell which one was from France and which one was from Australia? How?</li> <li>• Can you describe an 'average' French girl from the way they are portrayed in the magazine? Eg say what they like doing etc. Is that different from the picture you would get of an Australian girl from an Aussie magazine. Why or why not? How well do you and your friends fit the description?</li> </ul> <p>Students can use graphic organisers such as venn diagrams or mind map, concept map, fishbone etc.</p>	<p><b>Assessment of Learning</b> Assess students' ability to work in a group to achieve a common goal.</p> <p><b>Assessment of Learning</b> Assess students' understanding of the influence of culture on development of personal identity.</p>

Rubric					How well am I reading in French?				
assez bien		bien		très bien		excellent		formidable	
I read information and demonstrate a limited understanding of it in activities.		I read information and demonstrate a good understanding of it in activities.		I read information and demonstrate a clear understanding of it in activities.					
I can read and identify specific information in texts and use some of it in activities.		I can read and identify specific information in texts and use much of it in activities.		I can read and identify specific information in texts and use most of it in activities.					
I show that I understand some key words and phrases in written texts.		I show that I understand many key words and phrases and essential elements in written texts.		I show that I understand all key words and phrases and essential elements, and both the main and peripheral ideas in written texts.					
I am occasionally able to infer the meaning of some unfamiliar words in written texts.		I am usually able to infer the meaning of some unfamiliar words in written texts.		I am often able to infer the meaning of many unfamiliar words in written texts.					