



Students should now write a first draft of the essay, trying to get all their ideas down in logical order. When the first draft is finished, have them print and edit their work, making changes to improve the essay. This would be a great time to have students review one another's work.

Share examples of public service announcements you find on television or online.

Which ones do the students like? Why?

Which ones make the most compelling arguments? Why?

Most public service announcements are between 10 and 60 seconds long. Ask students how much of their essay they can they read in ten seconds. How are they going to need to think differently to make their argument in a PSA? Work as a class to brainstorm nonverbal strategies for making a compelling PSA.

Create

Let students know they will be working on a team with other students exploring their issue to create a 30-second public service announcement. Group the students together and have them begin their work by reading their arguments to the rest of their team members.

Working as a team, ask students to identify the best arguments in each essay and brainstorm how they could share those ideas in a short PSA. Have them list the stories, facts, and ideas they think will be helpful in making an argument in their public service announcement.

Have each team complete a vision for their project to define their argument, identify their audience, refine their goal, and choose an idea to pursue. Each team should then refine their vision and begin developing a storyboard to serve as the map for the PSA design.

Identifiers

Grade Level

5–8

Subject

Language Arts, Science,
Social Studies

Duration

2 weeks

Objective

Students will write persuasively on a conservation issue.

Description

Students will create a public service announcement for a conservation issue they feel strongly about. They will write a persuasive essay and transform this argument into a public service announcement using Frames.

Application

Frames™

Process

Authentic Task

The Earth needs your help! While pollution has decreased in many places, we are still releasing tons of toxins into the air and water every day. Access to clean drinking water is decreasing, and landfills are filling up quickly. One and one-half acres of rainforest are lost every second.

Balancing the demands of a growing population, a high standard of living, and

a healthy environment is a delicate and difficult process. Using their incredible powers of persuasion, and the techniques of persuasive writing, have students craft a public service announcement that educates citizens on environmental issues. They should make their announcement powerful enough to persuade people to change their behavior to lessen a negative impact or increase a positive impact on the environment.

Engage

As a class, brainstorm a list of things worth conserving. You may want to focus on a threatened area, like the rainforest, or look for problems your students can solve in their own communities, like waste reduction or clean water.

Have individual students choose an issue that is important to them and formulate a thesis or debatable statement about the issue. Have them research information about the issue and then review and organize their materials. Since facts are a great way to support a compelling argument, students may want to organize their facts using a fact vs. opinion graphic organizer. Students also need to determine which research information supports their argument and which information contradicts it. Once they have identified arguments against their thesis, have them develop counter arguments they can incorporate into their essays.

Steps for Students

Creating PSAs in Frames™

Students begin building their PSA by gathering the media resources needed. They may want to use a digital camera or Pics4Learning to gather images for their PSAs.

1. Launch Frames.
2. Click the New blank frame button on the toolbar to add more frames.
3. Click the Library button to add clip art, photos, or images you have collected.
4. Click the Tools button to use drawing tools to create your own illustrations.
5. Click the Clone button on the toolbar to duplicate frames. Make changes to the objects on the frames to create animation.
6. Click the Text tool on the Tools panel to add text. Use the handles and Format options to change how the text looks.
7. Click the Record tool on the Tools panel to add narration.
8. Select a frame or group of frames and adjust the Duration slider on the Tools panel to change the timing.
9. Click the Save button on the toolbar to save the file.
10. Click the Project button and choose *Export* to create an animated movie to share.



Teams should begin by gathering the media resources needed for their PSA. Teams may choose to work on each stage of the development process together or assign roles, such as researcher, editor, graphic artist, and director, to divide up the tasks. Have students use the tools in Frames to develop their PSA.

Share

Have teams share their PSAs with the class while talking about the collaborative process it took to create the PSA. You might choose to share the PSAs on your school web site, or present them during morning announcements. You may also be to share the PSAs with your local access television station to help educate the community.

Assessment

The fact vs. opinion organizer, vision, and storyboard will give insight to the direction teams are heading with their project. Assessing these items and observing the collaborative process before students begin working in Frames may help ensure the successful completion of the PSA. You may want to have students keep a project journal or write daily reflections, as it will be impossible to hear every student's comments during the process. The final PSA will help you assess their understanding of the issue as well as their ability to persuade viewers using multimedia.

Resources

Chiras, Daniel D., John P. Reganold, and Oliver S. Owen. *Natural Resource Conservation: Management for a Sustainable Future*
ISBN: 0130333980

Botkin, Daniel B. and Edward A. Keller. *Environmental Science: Earth as a Living Planet*
ISBN: 0471389145

Daily, Gretchen C. *Nature's Services: Societal Dependence on Natural Ecosystems*.
ISBN: 1559634766

Standards

IRA/NCTE Standards for the English Language Arts

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

NSES - National Science Education Standards

CONTENT STANDARD F: As a result of activities in grades 5 - 8 , all students should develop understanding of:

- Personal health
- Populations, resources, and environments
- Natural hazards
- Risks and benefits
- Science and technology in society

Curriculum Standards for Social Studies (NCSS)

III. People, Places, and Environments (middle grades)

- k. propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world.