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UNIT 6: THE CULTURE OF CELEBRITY

Unit Overview

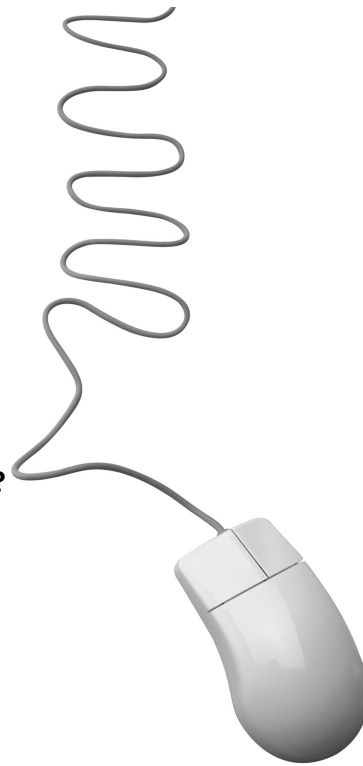
This unit explores the complex relationship that we have with celebrities, including athletes, musicians, actors, politicians, and all those who have achieved fame. Students get an opportunity to discuss how celebrities may shape our expectations of ourselves and the world around us. They examine the history of fame by looking at the intertwined values of entertainment, marketing, and celebrity.

Students turn a class member into a celebrity using language and photography and create a two-page magazine spread about this individual.

This unit provides exceptional opportunities to discuss concepts in Character Education, including **perseverance, loyalty, respect, courage, and self-discipline.**

The “essential questions” of this unit are:

- **Why do people enjoy paying attention to celebrities?**
- **What are the similarities and differences between a celebrity and a hero?**
- **What is the role of economics in shaping our celebrities?**
- **What aspects of your own life are worth celebrating?**
- **In what ways could you become a hero to others?**



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UNIT 6: THE CULTURE OF CELEBRITY

Explore how media celebrities shape our expectations of ourselves and the world around us.

CLASSROOM ACTIVITIES

6.1 The Culture of Celebrity

Identify differences and similarities between heroes and celebrities.

6.2 Images and Meaning

Explore how photographic images reinforce celebrity identities.

6.3 The Non-Celebrity Celebrity

Explore the motivations of people who desire to appear on a TV talk show.

6.4 The Prince of Humbug

Learn about P. T. Barnum's approach to attracting audiences with human curiosities.

6.5 Interview a Celebrity

Interview a partner to transform them into a celebrity.

6.6 Constructing Celebrity Photos

Take a photo of your partner to enhance his or her celebrity status.

6.7 Thumbnail Template

Use specific design strategies in creating a celebrity magazine spread.

PRODUCTION ACTIVITY

Create a Celebrity Magazine Spread

Create a two-page magazine spread about your partner as a celebrity. Write the feature article and lay out the two-page spread.



UNIT 6: THE CULTURE OF CELEBRITY

CONNECTIONS TO MARYLAND STATE CONTENT STANDARDS

The *Assignment: Media Literacy* curriculum has been designed to align with Maryland State Content Standards. Many of the activities and lessons are modeled upon the structure and format used in the MSPAP tests for language arts and social studies.

For each unit, the standards are listed for each subject area. The numbers at the end of each line refer to specific instructional goals identified in the Maryland Content Standards.

Use the chart below to identify the specific instructional objectives developed in each unit of the program.

HIGH SCHOOL LANGUAGE ARTS

1.12.1	Concepts of Print and Structural Features of Text (all)
1.12.5	Comprehension and Interpretation of Informational Text (all)
2.12.2	Comprehension, Interpretations, and Analysis of Text (all)
2.12.4	Evaluation of Literary Works
3.12.1	Organization and Focus (all)
3.12.3	Personal Narrative Writing (all)
3.12.7	Persuasive Writing (all)
4.12.1	Acquisition and Application of New Vocabulary (all)
4.12.2	Comprehension and Application of Standard English Language Conventions
6.12.1	Organization and Delivery Strategies (all)

HIGH SCHOOL SOCIAL STUDIES

7.12.1	Evaluate the ways in which the public agenda is shaped and set, including the influence of political parties, interest groups, lobbyists, the media, and public opinion.
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HIGH SCHOOL THEATRE

Outcome III	Creative Expression and Production: Expectation A, Indicator 6; Expectation B, Indicator 4, 5.
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HIGH SCHOOL HEALTH

Outcome # 1	Students will demonstrate an understanding of health promotion and disease prevention concepts. (# 6.7, 1.4, 3.1, 6.2, 7.3)
Outcome # 2	Students will demonstrate the ability to access, analyze, and evaluate health information. (#3.2)
Outcome # 4	Students will demonstrate the ability to use communication skills to enhance personal, family, and community health. (#1.5, 5.3, 3.5)



TEACHER NOTES

UNIT 6 | ACTIVITY 6.1 | HEROES AND CELEBRITIES

Students explore the similarities and differences between heroes and celebrities. Using concepts from Character Education, students further explore their complex relationship with those heroes and celebrities.

Background

Students are deeply conflicted about the values of celebrities in media culture as they contrast with the values of the culture as a whole. Joseph Campbell has said, “A celebrity serves only his/her self, while a hero redeems society.”

Getting Started

Start by using the video to introduce the activity. After viewing, ask students to call out the name of all the people they recognized. Then pass out copies of Activity Sheet 6.1 and ask students to work individually or as partners to make decisions. Is the individual listed a hero, a celebrity, both, or neither?

In the blank spaces provided, encourage students to write in the names of people who might be celebrities, heroes, or both.

When you review the decisions students have made, it’s important to be sensitive to the individual differences that will exist among students. Ask students to provide a reason for the answers but show respect for all varieties of answers.

Questions:

- Why are heroes less familiar to us than celebrities?
- How do celebrities move into the “hero” category?

Invisible Heroes

Many students will not recognize one name on the list: Dave Saunders. Dave Saunders was the teacher at Columbine High School in Littleton, Colorado, who died helping protect students from danger during the massacre in April 1999.

Character Education

Ask students if any of the following Character Education concepts would be appropriate in defining one or more of the people on the list:

- Loyalty
- Perseverance
- Responsibility
- Caring
- Courage

Review the meanings associated with these concepts and invite students to provide evidence to support their reasoning.

Extensions

Discuss this quote from Leo Braudy, author of *The Frenzy of Renown*:

“Fame is made up of four elements: a person and an accomplishment, their immediate publicity, and what posterity has thought about them ever since. The difficulty in writing about the great figures of the past is that in every age they have been re-interpreted to demonstrate the new relevance of their greatness . . . The ability to re-interpret them fills them with constantly renewed meaning, even though that meaning might be very different from what they meant a hundred or a thousand years before. Such people are vehicles of cultural memory and cohesion.”

Who are some famous people whose fame has been continually re-interpreted?

Name _____ Class _____ Date _____

UNIT 6 | ACTIVITY 6.1

HEROES AND CELEBRITIES

***Instructions:** Check the category that best fits the individuals on the list below. Make no mark if you think the individual is neither a hero nor a celebrity. Add additional names in the blank spaces provided.*

HERO
 A person admired for bravery, great deeds, or admirable qualities; a person admired for a particular contribution to a field; a person with extraordinary qualities or characteristics.

CELEBRITY
 A person who is well known or much talked about; someone who is famous.

NAME	HERO	CELEBRITY
Will Smith		
John F. Kennedy, Jr.		
Tupac Shakur		
Sting		
LL Cool J		
Dave Saunders		
Walter Payton		
Selena		
Christopher Reeves		
Michael Jordan		
Albert Einstein		



TEACHER NOTES

UNIT 6 | ACTIVITY 6.2 | IMAGES AND MEANING

Students examine how celebrities are represented visually. They reflect on the types of meanings that are communicated through facial expressions, hair and body, clothing, jewelry, and posture.

Getting Started

To complete this activity in class, you might want to ask students to bring in copies of their favorite fan magazines, including publications like *People* magazine and *Entertainment Weekly*. Otherwise, you might assign this activity as homework, since students will have greater access to celebrity images at home than at school.

Begin by asking students to explain the difference between celebrity and fandom. They are, in fact, two different construction techniques.

To create **celebrity**, a press agent for the artist, actor, or athlete creates a public image that will appeal to a target audience or audiences. A specific “look” is constructed, and the celebrity is encouraged to engage in specific behaviors that help create and maintain the appropriate image.

Fandom, however, is created by the audience itself. It happens as fans interpret and assimilate the celebrity’s behavior and characteristics. This may be limited to buying the celebrity’s music or seeing his or her films. It may also include imitating behavior or clothing styles, wearing T-shirts, visiting fan sites and chat rooms on the Internet, or purchasing products a celebrity endorses. The point to make here is that celebrity cannot exist without fandom.

Next, ask students to identify celebrities not associated with the entertainment industry, such as politicians or professors or ordinary people who somehow find themselves in the spotlight. Who are these people? How do their celebrity spotlights and fan groups differ, if at all? The activity chart will help students explore the answer to that question.

Reviewing the Assignment

Pass out copies of Activity Sheet 6.2 and make sure students understand the concepts on the left-hand side of the list. One way to do this is to ask students to provide synonyms for each of these concepts. For example:

- | | |
|--|---------------------------------|
| <input type="radio"/> success | wealth, status |
| <input type="radio"/> consumption | displaying expensive items |
| <input type="radio"/> physical appeal | attractive, sexy |
| <input type="radio"/> love, marriage, family | responsible, committed |
| <input type="radio"/> ordinariness | simple, down to earth |
| <input type="radio"/> extraordinariness | amazing performances, different |

For each of the types of celebrities on the list, ask students to select a celebrity and a photographic image of that celebrity. Choose the image from print or online resources and paste on the page. Then check the characteristics the image represents.

In the box labeled “construction,” ask students to explain briefly how the image succeeds in communicating the characteristics. Here students should analyze the composition elements in the photograph that constructed the “message.” This includes lighting, camera angles, selection of setting, clothing, and visual props, body postures, and facial expressions.

Sharing the Completed Work

You might want to post students’ completed activity sheets. Students will enjoy seeing how different students analyzed the characteristics of celebrities they chose.

Name _____ Class _____ Date _____

UNIT 6 | ACTIVITY 6.2

IMAGES AND MEANING

Instructions: The chart below explores not who a celebrity is but what a celebrity means. For each type, select a celebrity and a photographic image of the celebrity. Choose the image from print or online resources and paste on this page. Then check the characteristics the image represents. In the box labeled “construction,” explain briefly how the image succeeds in communicating the characteristics.

CELEBRITY	PHOTO IMAGE	CHARACTERISTIC	CONSTRUCTION
Musician		<input type="radio"/> success <input type="radio"/> consumption <input type="radio"/> physical appeal <input type="radio"/> love, marriage, family <input type="radio"/> ordinariness <input type="radio"/> extraordinariness	
Actor		<input type="radio"/> success <input type="radio"/> consumption <input type="radio"/> physical appeal <input type="radio"/> love, marriage, family <input type="radio"/> ordinariness <input type="radio"/> extraordinariness	
Athlete		<input type="radio"/> success <input type="radio"/> consumption <input type="radio"/> physical appeal <input type="radio"/> love, marriage, family <input type="radio"/> ordinariness <input type="radio"/> extraordinariness	
Politician		<input type="radio"/> success <input type="radio"/> consumption <input type="radio"/> physical appeal <input type="radio"/> love, marriage, family <input type="radio"/> ordinariness <input type="radio"/> extraordinariness	



TEACHER NOTES

UNIT 6 | ACTIVITY 6.3 | THE NON-CELEBRITY CELEBRITY

*This reading is designed to be paired with the following one, 6.4, *The Prince of Humbug*, on the life of P. T. Barnum. Together, these readings explore the use of ordinary people as “freaks” for audiences enthralled by their unusual physical characteristics or life experiences.*

Getting Started

If you let them, students will talk for hours about *The Jerry Springer Show*. It’s best to jump right in by passing out copies of Activity Sheet 6.3 and asking students to read. Alternatively, you might read the short passage aloud.

The questions are designed to promote large-group discussion. Alternatively, you may ask students to write their responses as an in-class activity or for homework.

Questions and Answers:

- 1. Why are the non-famous guests invited to appear?** To share their “extraordinary” stories with the audience, thus providing entertainment.
- 2. How would a talk show like *The Jerry Springer Show* differ if the invited guest knew beforehand the specific situation or questions he or she would face or if an audience were not present at the taping?** Ambushing triggers surprise and/or shock and adds spontaneity to a show that otherwise would simply be “talking heads.” The live audience is an essential element, also, in that it provides unrehearsed reactions that are in themselves entertaining. The people on stage are constantly interacting with the audience and vice-versa.
- 3. Why do guests appear since they are not paid?** Again, money is not usually a factor as most guests on *The Jerry Springer Show* are not paid for their appearances. The chance to appear on television is the draw, the chance—if only for a few minutes—to become a celebrity.

Connection to Barnum

Use the next activity to invite students to explore relationships between Springer and 19th century showman P. T. Barnum.

UNIT 6 | ACTIVITY 6.3**THE NON-CELEBRITY CELEBRITY**

“The idea of having somebody on stage telling their side of the story and having the other person behind the stage . . . so that you can see the reaction as the other person is like, dissing them . . . does so much for the energy of the show.” So says TV talk show host Ricki Lake.

Lake is describing a television talk-show technique called “ambushing.” Her show is not the only one that springs surprises on unsuspecting guests. Producers for *The Jerry Springer Show* admit that they do not always reveal why they want a particular guest on the show. Instead, the show provides a list of twenty-five “secrets” that may be the subject of the on-air confrontation. “If [the guest] marks “no” to any one of them,” says executive producer Richard Dominick, “even if it’s not their secret, then we don’t use them as a guest.”

Ricki Lake, Jerry Springer, and other talk-show hosts like them specialize in making ordinary people celebrities, if only for an hour on afternoon television. Guests are usually not paid but the show picks up travel expenses, including airfare and hotel.

Questions:

1. Guests on *The Jerry Springer Show* are not famous personalities nor are they paid for their appearance on television. Why are they invited to appear?
2. How would a talk show like *The Jerry Springer Show* differ if the invited guest knew beforehand the specific situation or questions he or she would face or if an audience were not present at the taping?
3. In a *Time* magazine interview, Springer admitted his show is “silly” and “outrageous,” but authentic. These are real people, not actors. “You gotta really desperately want to be on the show to get on,” he said. “You got to call; you have to go through interviews.” If guests know they may be ridiculed, embarrassed, even punched—why are so many people “desperate” to appear on the show?



TEACHER NOTES

UNIT 6 | ACTIVITY 6.4 | THE PRINCE OF HUMBUG

This unit introduces students to the history of P. T. Barnum’s American Museum in the 19th century, and invites them to reflect on the powerful and conflicting emotions that drive people’s interests in watching the lives of “freaks.”

Background

At first glance, your students may not see a connection between television talk shows of the 20th century and P. T. Barnum’s “freak” curiosities of the 19th century. One common denominator, however, is entertainment. TV talk shows are commercial ventures. The producers screen and select their non-celebrities with one purpose in mind: to create an entertaining if not outrageous program to attract viewers, which in turn generates advertising sales.

In the 19th century, long before television was a reality, P. T. Barnum was also in the business of promoting his unusual side shows as popular entertainment. His commercial venture was so successful that he described his American Museum (where the human curiosities were displayed) as “the ladder by which I rose to fortune.”

Play the Video Segment

Play the video segment that accompanies this activity. Then pass out copies of Activity Sheet 6.4. After reading, answer the questions below in a large-group discussion. Alternatively, you could ask students to write responses on a separate paper or complete responses as a homework activity.

Making the Springer-Barnum Connection

Invite students to re-read the passage by replacing the name “Barnum” with “Springer.” What do they notice?

UNIT 6 | ACTIVITY 6.4**THE PRINCE OF HUMBUG**

Instructions: After reading, answer the questions below.

A humbug is a type of hoax. A master humbug will entertain as well as deceive the audience, and almost always pocket some coins for the effort. Before radio and television and motion pictures, humbugs were public amusements, and their advertisements were pure media manipulations. Because of the amazing collection of living curiosities he acquired and his equally amazing ability to use the media to his advantage, P. T. Barnum was known throughout the world as the “Prince of Humbug.”

Barnum displayed his human curiosities in the American Museum in New York City. Chang and Eng were conjoined twins born in Siam. Madame Josephine Cloffulia was a bearded lady. JoJo the Dog-Faced Boy was born in Russia with a rare condition in which hair grew over most of his face and body.

While these living curiosities were real, the stories Barnum concocted about them to drum up public interest were hoaxes. He wrote fake letters as publicity plants. He was so successful that within two years he had cleared all debts and was making a sizable profit.

“Illusion is a public need,” Barnum said. People want to be entertained and they don’t care if the show is a hoax. As long as the public is willing to pay admission, Barnum would be the sucker for not giving them what they wanted.

1. What are the similarities and differences between the human curiosities displayed by P. T. Barnum and the people we see on *The Jerry Springer Show*?

2. List the types of different feelings that people might have experienced when they visited the American Museum in New York City to see Barnum’s human curiosities.

DISCUSS: How are these feelings similar to and different from the experience of watching *The Jerry Springer Show*?



TEACHER NOTES

UNIT 6 | ACTIVITY 6.5 | ANALYZING PHOTOS

This activity invites students to see their classmates as people who have the potential to be celebrities, and to work together to actively construct a celebrity identity for a classmate. In doing so, students have the opportunity to think about their own values, priorities, and potentials.

Background

This activity prepares students for the Production Activity in this unit, creating a two-page celebrity magazine spread. You might want to introduce that assignment before doing this activity, so students see how the activities build to a complete project. You can find the notes for that activity at the end of this section.

Getting Started

Ask your students if they have ever thought about what it would be like if they were celebrities. Then introduce the activity by pointing out that, with a little imagination and creativity, every single person in the room could become a celebrity.

Selecting Partners

You might randomly choose partners (pick names out of a hat) or let them select partners themselves for this activity. This activity might benefit students more if they chose random partners rather than pairing up with a friend who may already be familiar with the person's characteristics.

Using the Interview Questionnaire

Pass out copies of Activity Sheet 6.5 for each student. Using their creativity and imagination, students should interview each other as if they were celebrities and complete the worksheet. Ask students to invent three to five additional questions and write the answers to these questions in the blank spaces provided.

Sharing the Interview Results

Ask students to share their results with the class. Have students read these answers aloud in an interview-style format (one student reads questions, one reads answers). This can be used to get feedback from other students. You may find that the question that generates the most problematic responses is the one that asks them, "Your fans are still talking about the time you . . ." Take time to discuss students' responses.

Issues to Discuss

After the experience is completed, you should allow time for some meta-analysis of the experience, since students may have some conflicted experiences about the process of turning a peer into a celebrity.

- How do other celebrities influence your own thinking about yourself as a celebrity?
- What kind of adjectives did you select to explain why your fans love you? Are these similar to or different from adjectives that your friends would use to describe you?
- Is outrageous behavior necessary to keep fans talking? Why or why not?
- If you wanted to create a new generation of celebrities with values emphasizing responsibility, respect, loyalty, and compassion, what kinds of behavior would be appropriate?

Name _____ Class _____ Date _____

UNIT 6 | ACTIVITY 6.5

INTERVIEW A CELEBRITY

Celebrity's Name: _____

1. Why are you so busy now? _____

2. What's your latest look? _____

3. Name the other celebrities you are friends with and explain what you like about them.

Name: _____

What you like: _____

Name: _____

What you like: _____

Name: _____

What you like: _____

4. Your fans love you because you're _____

_____, and _____

5. Since you've become famous, what new present have you bought yourself recently?

6. Your fans still talk about the time you _____

7. Some people say that, in the future, you have the potential to become a hero. What kinds of experiences, attitudes, or behaviors would transform you from a celebrity into a hero?
Life experiences:

Attitudes and Behaviors: _____

Instructions: Write three more questions and answers in the space below.

8. _____
-
-
-
-

9. _____
-
-
-
-

10. _____
-
-
-
-



TEACHER NOTES

UNIT 6 | ACTIVITY 6.6 | CONSTRUCTING CELEBRITY PHOTOS

Students create photos of their “celebrity” classmates to build their understanding of the construction processes used when composing an image.

Background

This activity prepares students for the Production Activity in this unit, creating a two-page celebrity magazine spread. You might want to introduce that assignment before doing this activity, so students see how the activities build to a complete project. You can find the notes for that activity at the end of the unit.

Getting Started

Ask students to bring in a camera from home. Or you can use inexpensive single-use cameras for this assignment. Some teachers will want to use digital cameras or Polaroid cameras to get images immediately.

Pass out copies of Activity Sheet 6.6 and ask students to review the instructions. Students should already be in pairs, using their partner from “Interview a Celebrity.” Students will have a lot of fun with this activity. Provide a limited deadline so that students complete their photos under time pressure, but be sensitive to the fact that they will take this far more seriously than adults can imagine.

Providing Feedback and Support

You'll try to point out those images that seem especially well planned, where students seem to be actively thinking about the subject's look in the photograph's composition.

Be sure to have students write a memo (using memo format) to the re-touching artist who will manipulate the photo. You may want to review the correct format for a memorandum. Encourage students to spell out exactly what they want in their memos by using rich descriptive language.

This activity helps students understand how even photos that seem "real" are always manipulated to enhance a celebrity's appearance.

Post the photos and the memos so that students can admire each other's work.

You may have students in your class who have used photo digitizing software to re-touch family photos. Ask such a student to demonstrate this software so other students can see how different types of photographic manipulation can be done with a computer and a lot of practice at home!

Name _____ Class _____ Date _____

UNIT 6 | ACTIVITY 6.6

CONSTRUCTING CELEBRITY PHOTOS

Instructions: Take a celebrity photo to enhance your partner's celebrity status. Before snapping the shutter, however, plan the subject's look and the photograph's composition or arrangement of elements listed below.

Subject's Look:

- body posture
- facial expression
- clothing
- eye gaze
- hairstyle

Photograph's Composition:

- location
- lighting
- camera angle
- colors
- visual props

Other Elements

List here:

After you see the finished photo, write a short memo to the re-touching artist describing exactly what changes the photo will need to prepare it for publication. The artist's name is Jan Czenoski from Digital Imaging Technologies, Inc.



TEACHER NOTES

UNIT 6 | ACTIVITY 6.7 | THUMBNAIL TEMPLATE

This activity involves students in the process of designing a magazine spread. In using the elements of text, images, and graphics, students see how they can enhance the attractiveness and readability of a media message through effective design.

Background

This activity prepares students for the Production Activity in this unit, creating a two-page celebrity magazine spread. You might want to introduce that assignment before doing this activity, so students see how the activities build to a complete project. You can find the notes for that activity at the end of the unit.

Getting Started

Pass out copies of Activity Sheet 6.7 and ask students to read it silently. Read aloud the “Instructions” and invite students to ask questions about the activity.

You might want to model what a thumbnail looks like after reading the activity sheet. A **thumbnail** is a sketched-out plan that shows how pages in a magazine, newspaper, or book will look upon publication.

Hold up a magazine that features one story on two pages. Students see these kinds of magazine layouts all the time without thinking much about the fact that someone carefully designed each one. You might want to talk about how color can be used to attract a reader’s attention by bringing in different two-page spreads from *People* magazine or other sources.

If you sketch one or two thumbnails on the blackboard, students will get the idea of how they think about text, graphics, and images as shapes to manipulate on the page.

Monitoring Student Work

Make sure students use all three elements:

- text (the story or article profiling your partner)
- art (illustrations, photographs, or spot/click art relating to the text and your partner)
- graphics (headlines, subheads, captions)

You might want to require that all photos have a caption, for example, or make other requirements that ensure a high-quality finished product.

Evaluation

You might want to post the activity sheet thumbnails and ask students to vote for the one of the pair that they like best. This will provide good feedback to students as they prepare their finished layout in the Production Activity.

UNIT 6 | ACTIVITY 6.7

THUMBNAIL TEMPLATE

Instructions: Create a thumbnail for your two-page celebrity spread. Use the first thumbnail to plan the layout of your written and visual elements. Use the second thumbnail to rearrange the same elements in a different way.

What's a Thumbnail Sketch? A thumbnail is a sketch of how a page or pages in a magazine, newspaper, or book will look upon publication. Thumbnails allow the designer of the publication to plan each page, specifically where to place text and where to place art and graphics. Often the designer will change layout in the thumbnail stage a number of times, shifting the elements or enlarging a photograph or altering a headline until both the designer and the editor are satisfied with the overall look.

Thumbnails often begin as very rough drawings but eventually become more detailed and more exact as the designer pulls all the elements together. Thumbnails are part of the process of constructing media. Even though the reader will never see these earlier versions of the published magazine, newspaper, or book, thumbnails contribute greatly to the design process.

Each thumbnail sketch has the following elements:

- text (the story or article profiling your partner)
- art (illustrations, photographs, or spot/click art relating to the text and your partner)
- graphics (headlines, subheads, captions)

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Version 1

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Version 2



TEACHER NOTES



UNIT 6

CREATE A CELEBRITY MAGAZINE SPREAD

Create a two-page magazine spread about your partner as a celebrity. Write the feature article and lay out the two-page spread.

This Production Activity pulls together the activities of the unit into a finished product. Students write a feature article (of no more than 250 words), create photos and illustrations, and write headlines and captions. They combine all the elements into an effective design that attracts reader interest and communicates about their classroom partner, the celebrity.

This activity is ideal for paired partners, and will involve a range of skills, including writing, design, art, teamwork, problem-solving, acting, and more!

Review the Checklist

Pass out the Production Activity worksheet and review the steps in the process needed to complete the activity. Encourage students to check off the steps by using the circles on the left margin.

Establishing Deadlines and Monitoring Student Work

You might want to set firm deadlines for the completion of various components on the activity checklist.

Evaluation

You might want students to evaluate each other's work using this evaluation sheet or you might want to use this as an evaluation tool yourself. Perhaps you'll display the magazine pages on a bulletin board or compile them into a "book." They will certainly be treasured by students as a keepsake!

Publishing Student Work on www.AssignmentMediaLit.com

See the Resources section on page 183 to learn how you or your students can send a copy of the completed magazine spreads to be published on the *Assignment: Media Literacy* website.

ASSIGNMENT



UNIT 6

CREATE A CELEBRITY MAGAZINE SPREAD

(**ASSIGNMENT:** Create a two-page magazine spread about your partner as a celebrity. Write the feature article and lay out the two-page spread.

CHECKLIST TO COMPLETE THIS ACTIVITY:

Interview and photograph your subject.

- Conduct an interview to learn background information about your subject's life, including school activities, community activities, interests in music, books, television, movies, etc.
- Conduct a second interview to solicit specific information and/or anecdotes focusing on a single theme or event pertinent to the subject's life.
- Write an article about your subject in a 250-word article that includes at least one direct quote.
- Take at least one photograph of your subject, carefully designing the photo.
- Review text and photo, with your subject, for accuracy.

Plan the text, art, and graphics using thumbnails.

- Experiment with text layout to select the appropriate font and text format.
- Write headlines and sub-headlines, including captions for photos.
- Prepare two thumbnails with different layouts. Get feedback from a target audience and select the best design.

Create and display your completed two-page spread.

- Assemble the text, photos, and graphics and paste to a layout board or create using computer publishing software.
- Share your completed project with classmates and get feedback.
- Send your completed project to the www.AssignmentMediaLit.com website to publish it.

EVALUATION



UNIT 6

CREATE A CELEBRITY MAGAZINE SPREAD

Student Name: _____

The interview is interesting and well written.

4	The subject is depicted as a plausible celebrity. The interview is interesting and well written. The interview is 250 words long, with at least one quote from the subject.
3	The subject is depicted as a celebrity but the interview is not well written or not 250 words long or does not include a quote from the subject.
2	The subject is not depicted as a celebrity. The interview is not well-written or not 250 words long and the article does not include a quote from the subject.
1	Interview and photograph do not satisfy major criteria for the assignment.

The photograph is attractive and communicates the subject's personality.

4	The photograph is attractive and communicates the subject's personality. The photo shows evidence of attention to elements of composition.
3	The photograph is attractive but does not effectively communicate the subject's personality. The photo shows some evidence of attention to elements of composition.
2	The photograph is not attractive and does not effectively communicate the subject's personality. The photo shows little evidence of attention to elements of composition.
1	Photograph does not communicate the subject's personality or seems haphazardly composed.

Text, art, and graphics communicate a consistent overall message.

4	The overall design makes effective use of the space, is eye-catching, easy-to-read, and not cluttered.
3	The overall design makes effective use of the space, but is not eye-catching or is not easy-to-read or is cluttered.
2	The overall design does not make effective use of the space. The design is not eye-catching or is not easy-to-read or is cluttered.
1	The overall design is sloppy and/or disorganized.

Comments:

Grade: