

Public Relations
Unit 4: The Publics, Part 2
Grade Level : 11-12
Timeframe: 10-15 days

Unit Overview: It is indisputable that the practice of public relations is broadly represented throughout government—not only at the presidential level but at each government branch, in all government agencies, on the state and local levels, and also in lobbying the government to maintain or change legislation. All of these functions are part of the multiple levels of public relations communication in and around government. In turn, public relations principles and concepts are continually being used and applied across diverse communities and non-profit entities by race, gender, age, religion, and/or sexual preference. This dynamic is not only national but international as well. Securing positive publicity through the media still lies in the heart of public relations practice whether they work in private industry, the government, other community organizations, or international consumer relations.

Enduring Understandings/ Essential Questions

- Government’s growth has stimulated the need for increased public relations support and counsel.
 - On state and local levels, public relations expertise has become a valuable commodity.
 - In profit-making and non-profit organizations alike, the need to communicate with various layers of government is imperative.
 - The increasing cultural diversity of society in the 21st century has spawned a wave of “political correctness”.
 - Positive community relations must begin with a clear understanding of community concerns, an open door for community leaders, an open and honest flow of information from the organization, and an ongoing sense of continuous involvement and interaction with community publics.
 - The public relations profession, responsible as it is for managing the communications of an organization, must take the lead in dealing with diversity.
 - The efforts of public relations professionals, assigned to maintaining, sustaining, and enhancing a company’s standing with its customers is a core communications challenge in the 21st century.
- Why is the public relations function regarded as something of a stepchild in government? What are the objectives of government relations officers? What are the primary functions of lobbyists? What is meant by the term multi-cultural diversity? What is meant by the term media advocacy? What are the primary responsibilities of a non-profit public relations professional? Why is dealing with consumers so important for public relations? What constitutes a quality international consumer-oriented company?

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term over terms over the course of a text.

RI.1-12.7 Integrate and evaluate multiple sources of information presented in different media or forms (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.1 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, writing, rewriting or trying a new approach.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

21st Century Skills Standard and Progress Indicators:
 Critical Thinking and Problem Solving
 Creativity and Innovation
 Collaboration, Teamwork, and Leadership
 Cross-Cultural Understanding and Interpersonal Communication
 Accountability, Productivity, and Ethics

Unit 4 Academic Vocabulary
 Gaffe, Gillette Amendment, Voice of America, press secretary, lobbyist, publicity springboard, political action committee, e-lobbying, multicultural diversity, corporate social responsibility, nonprofit public relations, e-commerce, worldwide consumer class

Application in Classroom
Reading-Students read subject-matter appropriate, informational texts at grade level and use post it notes or another agreed upon annotation strategy to jot ideas/responses/findings in classroom notebook to complete close reading for meaning.
Writing- Throughout the unit, students will have multiple opportunities to read and write across a variety of forms for various purposes.
Speaking and Listening-Students follow agreed-upon rules for discussions and carry out assigned roles.
Technology—Students utilize technology to research course subject matter, process and publish their writing as well as to create multimedia presentations.

Instructional Plan					Reflection
Pre-assessment Informational Reading MC (Readings culled from Textual Material)					
Unit Learning Objectives	Instructional Practice	Student Strategies	Formative Assessment	Resources and Activities	Reflection

<p>SWBAT:</p> <p>Discuss the prevalence of government at all levels of daily life and the impact that public relations plays in communicating the platforms and programs of legislators.</p> <p>Review the unusual distinction that the practice of “public relations” has played in government history.</p> <p>Discuss the use of public relations by the President and in government departments, agencies, and at the state and local levels.</p> <p>Examine the role, responsibilities, and tactics of those who “lobby” the government to influence legislation.</p>	<p>Business Writing Fundamentals</p> <p>Differentiation/Modifications as necessary</p> <p>Gradual Release</p>	<p>Active Listening</p> <p>Discussion</p> <p>Consolidating Thought: Summarizing, Synthesizing, Inferring, Discussion Web</p> <p>Interest-Based Options/Student Process/Product Choice</p> <p>Close reading of text: Annotation</p> <p>Academic Vocabulary acquisition</p>	<p>Misconception Checks</p> <p>Index Card Summaries and Questions</p> <p>Visual Representation</p> <p>Written Responses Using Individual White Boards</p> <p>Exit Slips</p> <p>Additional selected strategies as determined by student readiness</p> <p>Strategies for Student Reflection http://www.uvm.edu/~dewey/reflection_manual/starting.html</p> <p>Last Word and Discussion Starters (p.268)</p>	<p>Anchor Text: Seitel’s <i>The Practice of Public Relations</i> 12th edition (Unit 4 covers text pages 249-310).</p> <p>Text provides structured support to Instructional Model with defined text features which reinforce key concepts and learning objectives of the course.</p> <p>PR Ethics Mini-Case: reformed emphasis on ethics. “<i>Drowning Out the Drone Attacks</i>” p.258; “<i>Playing “Chicken” with Gay Marriage</i>” p.285; “<i>Kenneth Cole’s Egyptian “Twagedy”</i>” p.299</p> <p>Case Study: current and relevant topics in the industry. “<i>Anthony Weiner texts His Anthony</i>” p.269; “<i>The Silence of the Lions</i>” p.290; “<i>“Linsanity”</i>” p.307</p> <p>Student Laptop access</p>	<p>Teacher Questions for Self-Reflection</p> <p>(See Unit 1)</p> <p>http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection</p>
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<p>Discuss the importance of dealing with “communities”, both geographic and ethnic.</p> <p>Review the tradition of corporate social responsibility that has uniquely characterized U.S. institutions.</p> <p>Discuss the multicultural publics that populate society, including Hispanics, blacks, Asians, and groups beyond nationalities, such as seniors and gays.</p> <p>Examine the role of public relations in orchestrating the activities of nonprofit organizations.</p> <p>Examine the important public of “consumers” both in the United States and around the world.</p>	<p>Do Now</p> <p>Anticipatory Set</p> <p>Direct Instruction</p> <p>Modeling</p> <p>Guided/Independent Practice</p> <p>Homework</p>	<p>Cooperative Learning-Small Groups</p> <p>Questions and Material Check</p> <p>Think Pair Share</p> <p>Oral Questioning</p> <p>Fishbowl</p>	<p>Last Word and Discussion Starters (p.288)</p> <p>Last Word and Discussion Starters (p.306)</p>	<p>Pick of Literature “<i>All the Presidents’ Spokesmen</i>” p. 268; “<i>Rules for Radicals:A Practical Primer for Realistic Radicals</i>” p.289; “<i>Business as Usual</i>” p.306</p>	
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<p>Explain the nuances of consumer relations; dealing persuasively with customers and prospects to build an agreeable consumer experience.</p> <p>Discuss the growth of the “consumer movement” in America and around the world.</p> <p>Explore the building of worldwide brands through positive public relations activities, conducted on a consistent basis throughout geographic markets.</p>	<p>Build Textual Accuity— Exposure to Course Specific Informational Texts. Texts to be determined by Unit 4 enduring understandings and essential questions; including but limited to:</p> <ul style="list-style-type: none"> •Advertisements •Agendas• Autobiographies •Biographies• Company profiles • Correspondence • Essays /speeches • Feature articles • Government documents • Histories • Interviews •Journal articles • Legal Documents/ contracts • Magazine articles/ news articles • Memoirs • Editorial pieces • Political cartoons • Product specifications • Science investigations • Training manuals 	<p>Webbing/Clustering/Mapping</p> <p>Close Reading: Text Chunking</p> <p>Margin Notes</p> <p>Consolidated Thought: Summarizing-Synthesizing- Inferring-Discussion Clues</p>		<p>Technology Integration</p> <ul style="list-style-type: none"> • YouTube: www.youtube.com • TeacherTube: www.teachertube.com • Google Docs/Drive: https://drive.google.com/ • Facebook: www.facebook.com • Pinterest: http://pinterest.com/ • Edmodo: www.edmodo.com/ • Blogs: www.blogger.com/ • Cicero: http://cicerohistory.com/ • Student Surveys: www.polleverywhere.com or www.socrative.com. • Word Clouds: www.wordle.net or www.tagul.com. • Class Website: www.weebly.com • Online Q & A: www.quizlet.com, www.studyboost.com, or www.studyblue.com • Podcasts: A multimedia digital file made available on the Internet for downloading to a portable media player, computer, etc. • PowerPoint 	

Summative Written Assessments					
Unit 4 Reading Informational Text, Argument					
Summative Performance Assessment					
Unit 4 Oral Presentation, Multimedia Presentation					