Research Questions
1. How do students in one first grade classroom respond to an invitation to:
   - critically reflect on the ways in which diversity is depicted in family-oriented
     magazine advertisements?
   - Critically examine techniques that print advertisements use to sell their
     products/services?
2. What factors impact how these first grade students respond to these invitations?

Theoretical Framework
New Literacy Studies: With a focus on both multimodal reading/writing and critical
literacy, this study embraces the new literacies (NLS) perspective which
recognizes literacy as a social practice that involves positioning and issues of power
(Gee, 1996; Lankshear & Knoble, 2006, Street, 1984).
NLS recognizes the multiplicity of literacies, acknowledging that different texts are
associated with unique social, cultural, and historical norms, and thus, to be a
"literate" producer or consumer of a text requires an understanding of that text’s
norms.
NLS proponents challenge a singular emphasis on the alphabetic sign system,
arguing that linguistic print is just one sign system in a world that is relying more
and more heavily on other modalities to communicate meaning (Coiro, Knobel, Lankshear, &
Leu, 2008; Hull & Shultz, 2002; NCTE, 2008).

What is critical literacy?
A critical literacy curriculum makes diversity and difference visible and helps teach
children to critique their world (Lewison, M., Flint, A. S., & Van Sluyy, K., 2002).

What are multimodal texts?
Multimodal texts present information across a variety of modes including visual
images, color, written language, and other semiotic resources (Kress & Van Leeuwen, 2006).

Howard Zinn (1922 – 2010),
American academic historian, author,
playwright, and social activist

“...we were not born critical of existing society. There was a
moment in our lives (or a month, or a year) when
certain facts appeared before us, started us, and then
casted us to question beliefs that were strongly fixed in
our consciousness – embedded there by years of family
prejudices, orthodox schooling, imbibing of newspapers,
radios, and television. This would seem to lead to a simple
conclusion: that we all have an enormous responsibility
to bring to the attention of others information they do
not have, which has the potential of causing them to
rethink long-held ideas” (Zinn, 2005).

Instructional Unit
The 8-hour unit (two hours per week for four consecutive weeks beginning the week
of April 22) in which students are invited to engage will include instructional activities
that are designed to help the first-grade students answer the following questions:
1. What is an advertisement?
2. What do advertisers do in order to try to persuade their audience to buy their
   product/service?
3. How and why is/isn’t diversity depicted in photographs that accompany
   advertisements?
   - Ethnic diversity
     - Family diversity (i.e., traditional and non-traditional families)
   - How might people of different ethnicities and/or belonging to different kinds of
     families feel about the ways in which they are/are not depicted in family-oriented
     magazines/advertisements?
4. How might advertisers be persuaded to include more diversity in their
   advertisements?

The unit will culminate with the students creating their own advertisements.

Subjects/Context
Subjects:
- 25 grade 1 students (ages 6 and 7)
  - 17 Caucasian students
  - 8 Hispanic students (all English Language Learners)
Context:
- Subjects attend an elementary school (K-6) in an urban Southern Indiana town:
  - 630 students (approx. 90 per grade level)
  - 64% of student body receives free/reduced lunch

Data to Be Collected
DATA COLLECTION BEGINS ON APRIL 22.

The following data will be collected during the four-week instructional unit:
1. All student work related to the project (including advertisements that they create).
2. Field notes taken during instructional activity and instruction engagement in project-related
   work.
3. Audio-taped conversations of one purposefully selected focus group (of 3
   students).
4. 25 fifteen minute audio-taped interviews at mid-unit with individual students, and
5. 25 fifteen minute audio-taped interviews upon completion of the unit.


<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>72.6%</td>
</tr>
<tr>
<td>African-American</td>
<td>4.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>14.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12.2%</td>
</tr>
<tr>
<td>Other</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

Qualitative Data Analysis
Data will be analyzed using the processes and procedures of grounded theory
(Stauss, 1987, Strauss & Corbin, 1998), which involves analyzing data recursively
with data collection. Data analysis involves:
- Open-coding: Data chunking and data naming
- Developing conceptual categories
- Constant comparison method
- Analytic memoing

What is the difference between qualitative and
quantitative research methodologies?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To understand social phenomenon</td>
<td>To test hypotheses, look at cause/effect, and make predictions</td>
</tr>
<tr>
<td>Group Studied</td>
<td>Smaller &amp; not randomly selected</td>
<td>Larger &amp; randomly selected</td>
</tr>
<tr>
<td>Type of Data</td>
<td>Words, images, objects</td>
<td>Numbers, statistics</td>
</tr>
<tr>
<td>Forms of Data</td>
<td>Interviews, observations, field notes, reflections</td>
<td>Precise measurements using validated data-collection instruments</td>
</tr>
<tr>
<td>Results</td>
<td>Particular or specialized findings that are less generalizable</td>
<td>Generalizable findings that can be applied to other populations</td>
</tr>
<tr>
<td>View of Human Behavior</td>
<td>Dynamic, situational, social, &amp; personal</td>
<td>Regular &amp; predictable</td>
</tr>
</tbody>
</table>

Sources Cited:
Lanaguage Arts, 29(5), 382-392.