Graham MacBean

Medicine Hat High School

200 7 St SW, Medicine Hat, AB T1A 4K2

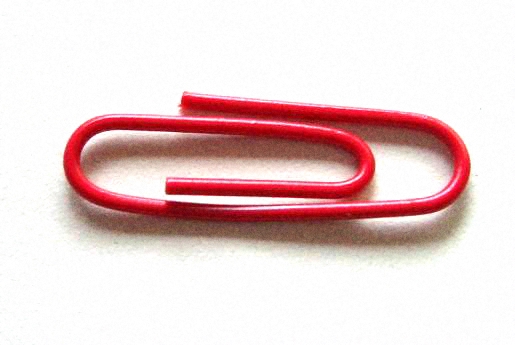
Persusion UNIT

*Exploring Advertising, Business letters, and Promotion*

*through the lens of persuasion.*

**Language Arts 9**

**April 4th – April 22nd**

****

Teacher Associate: Richard Grafton

University Consultant: Dr. John Poulsen

Acting Principal: Sue Withers

|  |  |
| --- | --- |
| **Table of Contents** | |
| Rationale | Page 3 |
| Unit Overview | Page 4 |
| Sample Lessons | Page 6 |
| Assessments | Page 9 |
| Materials | Page 12 |

Rationale and Overview:

The following unit seeks to prepare students with the technical tools of marketing and self-promotion, as well as become conscious consumers of advertising. Over the course of the unit, the student will learn the art of trade as an exercise in persuasion, integral to debate, persuasive writing, and marketing, just to name a few applications. Moreover, they will work on the strands of listening and speaking to have success, and writing when they reflect on their trading experiences.

Next, the students will create advertisements, which hits the often-neglected strands of viewing and representing. It is thought that an exploration of this will not only increase the student’s ability in marketing and broaden their understanding of human motivation, but also inoculate them against the manipulative tendencies of advertisers in an increasingly commodified world.

Finally, students will learn the art of writing a business letter, which has obvious professional applications. However, to increase involvement and to show real world applicability of the project, students will be made to find real scholarships or bursaries to apply for. This will not only give practice addressing a real entity in a professional manner, but also reveal the usefulness of professional writing for their own futures. Moreover, for some students, this may even be rewarded with financial help, further cementing the value of the lessons and preparing them for grant writing in post secondary and professional fields.

Persuasion Unit Overview:

Lesson 1:

**TSW brainstorm types of advertisements and an object to sell in groups.**

Hand trick, manipulation discussion, paperclip intro with story, distribute syllabus, brainstorm ads, products in groups.

CHECKLIST, OBSERVATION.

Lesson 2:

**TSW determine which to use and apply peripheral or central route of persuasion.**

Example of two types, show ads, then apply to slap chop, choose method or combination to use.

CHECKLIST, OBESERVATION.

https://www.youtube.com/watch?v=EC7VLjIw8hY

http://www.theguardian.com/business/video/2014/nov/06/monty-penguin-john-lewis-christmas-advert-video

https://www.youtube.com/watch?v=QFrqTFRy-LU

https://www.youtube.com/watch?v=QN7NZB4f4qM&noredirect=1

https://www.youtube.com/watch?v=wZlyvxfo9w0

Lesson 3:

**TSW identify media influence in advertising, work on own ads.**

Videos from media, discussion, comparison to others, ad tracking, things you don’t need.

CHECKLIST, OBSERVATION

https://www.youtube.com/watch?v=cFdCzN7RYbw

Lesson 4:

**TSW apply principles of reciprocity, personalization, and scarcity to their ads.**

Videos, discussion, group work, ad tracking.

CHECKLIST, OBSERVATION.

https://www.youtube.com/watch?v=cFdCzN7RYbw

Lesson 5:

**TSW work on ads.**

Paperclip check, journal work, videos, discussion, group work.

CHECKLIST, OBSERVATION, JOUNRAL CHECK IN.

https://www.youtube.com/watch?v=cFdCzN7RYbw

Lesson 6:

**TSW apply the principles of scarcity, authority, and consistency to their ads.**

Videos, discussion, group work.

CHECKLIST, OBSERVATION

https://www.youtube.com/watch?v=cFdCzN7RYbw

Lesson 7:

**TSW incorporate liking and consensus, then finish their visual ads and written summary, and write a personal reflection.**

Videos, discussion, group work.

CHECKLIST, OBSERVATION

https://www.youtube.com/watch?v=cFdCzN7RYbw

https://www.youtube.com/watch?v=7\_HnA2bRQ0M

https://www.youtube.com/watch?v=rLRHe837QzI

https://www.youtube.com/watch?v=A74bJS-orlo

Lesson 8:

**TSW show ads and work on reflections.**

Teach template, students apply.

CHECKLIST, OBSERVATION

Lesson 9:

**TSW learn about business letter format, find a scholarship and share with the teacher, and then research requirements.**

Introduce business letter, explain how to find, searching.

CHECKLIST, OBSERVATION

Lesson 10:

**TSW finish rough draft on essays for scholarships.**

Teach writing process, brainstorm, rough, revise, proofread, etc. Working time.

CHECKLIST, OBSERVATION

Lesson 11:

**TSW watch plays. Work on scholarships if time allows. (tone, sounding intellegent)**

Pilot lights.

CHECKLIST, OBSERVATION

Lesson 12:

**TSW watch plays. Work on scholarships if time allows. (contractions, idioms, phrasal verbs)**

Pilot lights.

CHECKLIST, OBSERVATION

Lesson 13:

**TSW watch plays. Work on scholarships if time allows.**

Pilot lights.

CHECKLIST, OBSERVATION

Lesson 14:

**TSW show and tell their final products for bigger and better, create final reflections, and engage in final trading. Finish applications if not done yet.**

Show and tell, final reflection, once shared then final trading and selling. Group editing, assist others if finished, work time.

CHECKLIST, OBSERVATION, JOURNAL FINISHED, BUSINESS LETTER

Sample Lesson Plans:

**Lesson 1:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Title/Focus** | **Introduction and Brainstorming** | **Date** | April 4, 2016 |
| **Subject/Grade Level** | Language Arts 9 | **Time Duration** | 75 minutes 2:20 – 3:35 |
| **Unit** | Advertising and Business letters (Persuasion) | **Teacher** | Mr. MacBean |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | | | |
| **General Learning Outcomes:** | **Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.** | | | | | |
| **Specific Learning Outcomes:** | 2.2. gr 9. – Artistry:Identify features that define particular oral, print and other media texts; discuss differences in style and their effects on content and audience impression  2.3 gr 9. – Form: Explain the relationships between purposes and characteristics of various forms and genres of oral, print and other media texts.  2.3 gr 9. – Experiment: Analyze creative uses of language and visuals in popular culture, such as advertisements, electronic magazines and the Internet; recognize how imagery and figurative language, such as metaphor, create a dominant impression, mood and tone. | | | | | |
| **LEARNING OBJECTIVES PEAK AND SKILLS TO ACHIEVE** | | | | | | |
| **Students will:**   1. **Brainstorm types of advertisements and an object to sell in groups.** | | | | **Students will: Brainstorm types of advertisements and an object to sell in groups.**  **Skills:**   1. Picture of whole assignment. 2. Group cohesion. 3. Time to experiment and think. | | |
| **ASSESSMENTS** | | | | | | |
| **Observations:** | | | * Working in groups well? Engagement? | | | |
| **Key Questions**: | | | * How do we manipulate or persuade people to do or think something? | | | |
| **Products/Performances:** | | | * Brainstormed idea for product. | | | |
| **LEARNING RESOURCES CONSULTED** | | | | | **MATERIALS AND EQUIPMENT** | |
| * Alberta Program of studies | | | | | * **Unit Overviews for class** * **Checklist** | |
| **PROCEDURE** | | | | | | |
| ***Prior to lesson*** | | Greet students, set up area, get papers out. | | | | |
| **Introduction** | | | | | | **Time** |
| ***Attention Grabber*** | | Introduce self, then hand trick. | | | | 2:20 |
| ***Expectations*** | | Only two rules. Respect others and learning environment. | | | | 2:25 |
| ***Advance Organizer/Agenda*** | | QOTD: If you could make people do anything for one day, what would you do with your power? We are going to explore trade, advertisements, and business letters to get what you want. | | | | 2:25 |
| ***Transition to Body*** | | Give out paperclips + sheets of paper. | | | | 2:35 |
| **Body** | | | | | | **Time** |
| ***Learning Activity #1*** | | Explain Bigger and better. Give them a chance to try it in class for five minutes. Discuss what happened. | | | | 2:37 |
| *Teacher Notes:* | | Engagement, understanding. | | | |  |
| ***Learning Activity #2*** | | Advertising: second thing on sheet, don’t worry about business letters for now. Brainstorm types of ads in groups, (scatagories) then list on board. | | | | 2:50 |
| *Teacher Notes:* | | Group cohesion, engagement, good suggestions. | | | |  |
| ***Learning Activity #3*** | | Groups of 2-4, more is easier. Use brainstorm sheet to create advertisement plan. Come up with product and your way to sell it, plus your group by end of class. | | | | 3:05 |
| *Teacher Notes:* | | Groups working well together, interesting ideas. | | | |  |
| **Closure** | | | | | | **Time** |
| ***Feedback From Students:*** | | | How do you feel about your group and idea? (small group) | | |  |
| ***Feedback To Students*** | | | Advice on project. (small group) | | |  |
| ***Transition*** | | | Next class we will look at a number of ads. Don’t forget trading each day. | | | 3:30 |

Notes:

**Lesson 2:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Title/Focus** | **Routes of persuasion** | **Date** | April 5, 2016 |
| **Subject/Grade Level** | Language Arts 9 | **Time Duration** | 75 minutes 2:20 – 3:35 |
| **Unit** | Advertising and Business letters (Persuasion) | **Teacher** | Mr. MacBean |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | | | |
| **General Learning Outcomes:** | **Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.** | | | | | |
| **Specific Learning Outcomes:** | 2.2. gr 9. – Artistry:Identify features that define particular oral, print and other media texts; discuss differences in style and their effects on content and audience impression  2.3 gr 9. – Form: Explain the relationships between purposes and characteristics of various forms and genres of oral, print and other media texts.  2.3 gr 9. – Experiment: Analyze creative uses of language and visuals in popular culture, such as advertisements, electronic magazines and the Internet; recognize how imagery and figurative language, such as metaphor, create a dominant impression, mood and tone. | | | | | |
| **LEARNING OBJECTIVES PEAK AND SKILLS TO ACHIEVE** | | | | | | |
| **Students will:**   1. **Determine which to use and apply peripheral or central route of persuasion.** | | | | **Students will: Determine which to use and apply peripheral or central route of persuasion.**  **Skills:**   1. Picture of whole assignment. 2. Group cohesion. 3. Time to experiment and work. | | |
| **ASSESSMENTS** | | | | | | |
| **Observations:** | | | * Working in groups well? Engagement? | | | |
| **Key Questions**: | | | * How do we manipulate or persuade people to do or think something? | | | |
| **Products/Performances:** | | | * Brainstormed idea for product. | | | |
| **LEARNING RESOURCES CONSULTED** | | | | | **MATERIALS AND EQUIPMENT** | |
| * Alberta Program of studies | | | | | * **Advertising project rubric for class** * **Checklist** * **Videos** | |
| **PROCEDURE** | | | | | | |
| ***Prior to lesson*** | | Greet students, set up area, get papers out, load all videos, laptop cart open. | | | | |
| **Introduction** | | | | | | **Time** |
| ***Attention Grabber*** | | Talk about trades made with bigger and better. | | | | 2:20 |
| ***Advance Organizer/Agenda*** | | QOTD: If you want to change someone’s mind, do you appeal to reason or emotion? | | | | 2:25 |
| **Body** | | | | | | **Time** |
| ***Learning Activity #1*** | | Show persuasion route video, then penguin, and world people ads. Which route do they take? Then show video with different types. Slap chop point out combinations. | | | | 2:30 |
| *Teacher Notes:* | | Engagement, understanding. | | | |  |
| ***Learning Activity #2*** | | Give out sheets. In groups, make google doc and share. Your group needs names, route you are going to choose, and mode of appeal + info from last class. Go! | | | | 3:00 |
| *Teacher Notes:* | | Group cohesion, engagement, good suggestions. | | | |  |
| **Closure** | | | | | | **Time** |
| ***Feedback From Students:*** | | | How do you feel about your group and idea? (small group) | | |  |
| ***Feedback To Students*** | | | Advice on project. (small group) | | |  |
| ***Transition*** | | | Next class we will talk about media’s influence. Don’t forget trading each day. | | | 3:30 |

Assessments:

Assessments for this unit include:

1. Observational checklist for daily projects.
2. A rubric the advertisement, summary, and reflection.
3. A rubric for the ‘bigger and better’ journal.
4. A rubric for the business letter.
5. Attendance.

**Persuasion Unit Overview Name:**

There are three products to be created over the course of this unit.

Share them to grahammacbean@uleth.ca

1. Bigger and Better Journal: Check-in on the 8th and 15th, and due the 22nd.

Requirements: 1 entry each week briefly discussing what trades were made and any concepts of persuasion discussed in class or ones you discovered yourself which you used.

1. Group Advertisement and Individual Reflection: Due April 14th.

Requirements: By yourself or in a group of 2 or 3, you will create a visual advertisement and an accompanying written summary. If you would like to create an alternate advertisement, such as an infomercial, radio commercial, etc. then ask me. Creativity is encouraged! ☺

Afterwards, you will complete a written reflection by yourself.

1. Business letter – Scholarship/Bursary Application: Due April 21st.

Requirements: The requirements for the individual scholarship/bursary you apply for will dictate this assignment, but at minimum all students will write a business letter to the granting group. Sending the letter to hopefully receive funds is highly encouraged, but not required for the assignment.

In addition, individual lessons will call for your participation in small activities to prepare you for these three products.

All of these items are for completion marks toward your final grade for this unit.

**\*NOTE:** If you are absent from class or are missing an item, please see Mr. MacBean to receive the materials and instructions required to complete what you are missing.

**Planning Guide**

***Brainstorm (You may organize your thoughts in a mind map or web chart if you prefer)***

The product I am marketing is called: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The type of advertisement I am creating is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The consumer/s who should buy my product is/are:

The purpose of my product is:

Three features of my product are:

1.

2.

3.

Details that support my features are:

1.

F1

2.

3.

F2

4.

5.

F3

6.

Additional Information (Facts, statistics, causes, deals, irrelevant selling strategies etc.)

**Advertising Project: Due Date:** Thursday, April 14th

**Instructions:**

1. Choose a product that you would like to advertise to consumers!
2. Create a visual advertisement to showcase why consumers should purchase this product.
3. Write a critical summary, in point form.
4. Include a personal reflection section in paragraph form.

Possible types of advertisements you may create, as discussed in class include: Commercial or Infomercial, Magazine ad, Billboard or poster, Newspaper ad, Coupon, Brochure, etc.

**\*Note:** If you have an alternate advertisement idea, please ask teacher for approval. Creativity and thinking outside of the box is encouraged.

**Checklist**

1. ***My Advertisement:***

* Includes product and/or company name
* Includes or implies purpose of product
* Includes a visual image (unless given permission otherwise)

*It may also include:*

* Features of the product
* Additional information or facts that further increase desirability to purchase product

1. ***My summary includes: (Point form)***

* Product name
* Consumer/audience
* Purpose of product
* Description of at least three features of my product
* Additional information or facts that further increase desirability of product
* Medium chosen to market my product:

Central route: (e.g. intellect)

Peripheral route: (e.g. anger, humour, status, etc.)

1. ***My PERSONAL reflection also includes: (Paragraph form)***

* Effectiveness and appropriateness of medium used to market my advertisement
* Other ways I could advertise my product
* Ways I believe advertising and media influences individuals. Support your explanation with examples from class discussion and your personal experiences.

Materials:

* Computers
* Video projection
* Paper
* Advertisement creation materials