Unit 2: The Art of Persuasion through Visual Media

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **3-5 Weeks**
Status: **Published**

Brief Summary of Unit

Students critically analyze media to which they are continuously exposed, including video and images, to identify persuasive strategies. Students will focus in particular on the visual presentation techniques that enhance the persuasiveness of the text and will gather and present their own examples of effective advertisements. Following this period of immersion and analysis, students will determine a set of criteria and create their own commercials using rhetorical and video editing techniques to promote an idea, product, or concept of their choosing.

Interdisciplinary Connections and Career Readiness: This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

LA.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 or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator

	and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.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.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6	Assess how point of view or purpose shapes the content and style of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Essential Questions

- How can media and advertising manipulate consumers?
- How can tools of persuasion be used to achieve a goal or purpose?
- What factors most strongly influence our decision-making?
- What makes people believe in an idea?

Essential Understandings

- A range of factors influence people's beliefs, including experiences, environment, among others.
- Advertisers design media according to intended audience.
- Each medium uses a different set of techniques to achieve its purpose.
- Media and advertising use a variety of techniques to persuade viewers.
- People can be persuaded by appeals to emotion, logic, and credibility.

Students Will Know

- Artistotle's rhetorical triangle.
- Tools and methods for creating video using video editing software (including iMovie, Windows Movie Maker).
- Visual and textual methods of representing various rhetorical strategies.

Students Will Be Skilled At

- Analysis of teacher and student sourced advertisements and mentor texts.
- Applying knowledge of rhetorical strategies in self-created advertisements.
- Creating and editing short videos using video editing software.
- Designing advertisements based on audience.
- Evaluating rhetorical strategies in both print, image-based, and video advertisements.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis

- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- Advanced Placement tests (grades 11-12)
- NJGPA (grade 11)
- PSAT (grades 10-11)
- SAT (grades 11-12)
- Final Exam
- IXL

- Create a packet of sources that each use a different rhetorical technique
- Create a video advertisement that incorporates the planned strategies and technique about a topic of student choice
- Create personalized rubrics that includes key strategies and techniques for persuasion
- Critically analyze an advertisement to determine the strategies it is using to accomplish its goal and persuade its audience
- Write peer-evaluation and self-reflection following project presentations

Learning Plan

Instructional time will be dedicated to whole class text instruction, collaborative learning, and independent and personalized learning. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading

will be appropriate for grade 9-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during this class targets not only comprehension, but also analysis. Students may read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Students will be taught how to speak and listen in addition to being assessed on these skills.

- Compare advertisements that use different media to accomplish similar purposes, and analyze variations in strategy and technique according to form
- Analyze a set of teacher-sourced advertisements to determine advertiser's intended audience, goal, and main rhetorical strategy.
- Create a list of techniques used by advertisers in video forms
- Create a short video using digital video editing software, such as iMovie or Windows Movie Maker to familiarize students with the tools
- Create a video advertisement on topic of student choice that uses carefully chosen rhetorical techniques and strategies to appeal to an intended audience
- Develop a personalized rubric that includes a set of techniques the student will use in creating their own advertisement
- Evaluate and analyze peer projects and provide meaningful feedback
- Find and create a packet of student-sourced advertisements for each of the major rhetorical strategies
- Identify common techniques used for persuasion, with a focus on Aristotle's rhetorical triangle and appeals: pathos (emotion), ethos (ethics), and logos (logic).
- Understand the responsible use of digital media through assessing the quality of online resources; analyze usability, bias, applicability, authenticity, and authorship; inform internet protocol and exercise safety practices for savvy surfing.
- Use MAPS strategy to analyze advertisements: Mode, Media, Audience, Purpose, Situation (See

teacher resources, Troy Hick's Digital Writing)

- Use the SOAPStone (Speaker, Occasion, Audience, Purpose, Subject, Tone) AP method of analyzing advertisements.
- Use the Toulmin approach to analyzing argument by examining the first triad: claim (of value, fact, or policy), substantive evidence (qualitative and quantitative), and warrant (underlying assumption based on fallacies).
- Write self-reflections to reflect thoughtfully on process, successes, and struggles in planning, production, and achievement of goals

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

- STUDENT MATERIALS
- TEACHER MATERIALS

Suggested Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment

- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan

- Clarifying key terms and definitions at the beginning of the unit to create a shared vocabulary for analysis and evaluation of real-world advertisements.
- Fostering collaborative learning through the use peer evaluation and feedback.
- Guiding students in goal-setting and executive function by setting timelines for completion of various stages, including design, writing, commenting, and reflecting.
- Optimizing individual choice in terms of the choice of product and audience in the development of persuasive advertisements.
- Promoting autonomy, engagement, and ownership by creating personalized rubrics.
- Providing low-stakes opportunities to learn new technology tools before applying knowledge in an assessment context.
- Providing opportunities for self-regulation by including reflective self-evaluation.
- Using multi-modal forms of representation of ideas, including text, video and images.