

Subject: English I  
 Unit: Persuasion  
 Conceptual Lens: Change  
 Unit Length: 6 weeks  
 Grading Period: 2

Why are some commercials more effective than others? What influences the choices you make everyday? Can others change your mind? If so, what does it take? The world and the people who inhabit it change everyday. Often this change is the result of the conscious influence of others. In this unit, we will explore this use of persuasion to cause a change in behavior as both writer and reader.

<p><b>Key topics/concepts/subconcepts</b>  <i>Writer's Craft:</i> purpose, voice, word choice  <i>Editorials:</i> persuasion  <i>Media:</i> newspaper, advertisements, TV, propaganda, bias</p>
<p><b>Generalizations</b></p> <ol style="list-style-type: none"> <li>1. Persuasion may lead to change</li> <li>2. Persuasion may change form to reach many audiences</li> <li>3. Word choice may provide elements of voice</li> <li>4. Genre may affect change</li> <li>5. Voice and propaganda may affect change</li> </ol>
<p><b>Guiding questions</b></p> <ol style="list-style-type: none"> <li>1. How do you convince someone you are right?</li> <li>2. Why does one argument work with one person but another?</li> <li>3. How does a writer establish voice?</li> <li>4. How do writers choose their genre?</li> <li>5. Why is voice important?</li> <li>6. How does propaganda affect writing?</li> <li>7. Why would a writer use propaganda?</li> <li>8. Why is it important to recognize propaganda, bias, and persuasion?</li> </ol>
<p><b>Critical Content (know)</b></p> <ol style="list-style-type: none"> <li>1. Recognize genres such as nightly news, news- magazines, and documentaries and identify the unique properties of each</li> <li>2. Recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music</li> <li>3. Recognize distinctive and shared characteristics of cultures through reading</li> <li>4. Elements of propaganda</li> </ol>
<p><b>Key Skills (Do)</b></p> <ol style="list-style-type: none"> <li>1. Read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to us in his/her own writing</li> <li>2. Draw inferences such as conclusions, generalizations, and predictions and support them from text</li> <li>3. rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary</li> <li>4. Summarize texts</li> <li>5. Sdentify main ideas and their supporting details</li> <li>6. Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements</li> <li>7. Analyze relationships, ideas, and cultures as represented in various media</li> <li>8. Describe how meanings are communicated through elements of design such as shape, line, color, and texture</li> <li>9. Create, present, test, and revise a project and analyze a response, using data-gathering techniques</li> </ol>

- such as questionnaires, group discussions, and feedback forms
10. Create media products to include a billboard, cereal box, short editorial, and a three-minute documentary or print ad to engage specific audiences
  11. Use a range of techniques to plan and create a media text and reflect critically on the work produced
  12. Use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages
  13. Examine the effect of media on constructing his/her own perception of reality
  14. Compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet
  15. Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols
  16. Deconstruct media to get the main idea of the message's content
  17. Investigate the source of a media presentation or production such as who made it and why it was made
  18. Analyze strategies that writers in different fields use to compose
  19. Represent information in a variety of ways such as graphics, conceptual maps, and learning logs
  20. Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture and eye contact.
  21. Make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays
  22. Use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.
  23. Use appropriate and effective appeals to support points or claims
  24. Make relevant contributions in conversations and discussions
  25. Ask clear questions for a variety of purposes and respond appropriately to the questions of others
  26. Use effective verbal and nonverbal strategies in presenting oral messages
  27. Prepare, organize, and present a variety of informative messages effectively
  28. Use informal, standard, technical language effectively to meet the needs of purpose, audience, occasion, and task
  29. Uses the conventions of oral language effectively
  30. Use audience feedback to evaluate his/her own effectiveness and set goals for future presentations
  31. Evaluate artistic performances of peers, public presenters, and media presentations
  32. Evaluate informative and persuasive presentations of peers, public figures, and media presentations
  33. Formulate and provide effective verbal and nonverbal feedback
  34. Monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding
  35. Use knowledge of language and develop vocabulary to interpret accurately the speaker's message
  36. Focus attention on speaker's message
  37. Organize and convert information into different forms such as charts, graphs, and drawings
  38. Evaluate the credibility of information sources and determine the writer's motives
  39. Recognize and interpret important symbols
  40. Compare reviews of literature, film, and performance with his/her own responses
  41. Respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations
  42. Read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media
  43. Read silently with comprehension for a sustained period of time
  44. Establish a purpose for reading such as to discover, interpret, and enjoy
  45. Expand vocabulary through wide reading, listening, and discussing
  46. Analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques
  47. Determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate

**TEKS/TAKS**

**TEKS/ 3.01A, 4D, 4G, 6A, 6B, 7A, 7F,7G, 7H, 7J, 8A, 8B, 9A, 10A, 10C,**

11F, 12B, 12D, 13C, 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 15E, 16A, 16B, 16C, 16D, 16E, 16F, 17C, 17D, 18A, 18B, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F, 21A, 21B, 21C, 21D, 21E

**Suggested Instructional activities**

1. Oral presentation: commercial, debate, news report
2. View and Analyze TV news for bias
3. Editorial writing
4. Compare/Contrast: news v editorial
5. Create an advertisement
6. Propaganda scrapbook
7. Evaluate peer presentations
8. Read & analyze political cartoons
9. Summarize texts

**Assessments**

Products: advertisement, scrapbook , oral presentations, quiz, culminating performance activity

## CULMINATING ACTIVITY

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**WHAT: Investigate** how persuasion leads to change.

**WHY: In order to understand** that voice and propaganda may affect change in behavior.

**HOW:** You are a advertising agent. For the account you have been given, create an ad campaign to increase sales with the target audience and present it to your peers. The ad campaign must include a slogan, a print ad (poster), and a commercial (oral presentation). The final component is a detailed explanation why your ad campaign would be better than others at reaching the target audience. Remember to provide justification for your claims.

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Student: \_\_\_\_\_

You are a advertising agent. For the account you have been given, create an ad campaign to increase sales with the target audience and present it to your peers. The ad campaign must include a slogan, a print ad (poster), and a commercial (oral presentation). The final component is a detailed oral explanation why your ad campaign would be better than others at reaching the target audience. Remember to provide justification for your claims.

Criteria:

- Knowledge**
- 4 – Explanation presents a strong understanding of concepts and is presented in accurate and relevant language.
  - 3 – Explanation presents a strong understanding of concepts and is presented in fairly accurate language.
  - 2 – Explanation presents a general understanding of concepts and is presented in fairly accurate language.
  - 1 – Explanation does not present an understanding of concepts and/or is not presented accurately.
- Presentation**
- 4 – Presentation is strong and clear showing evidence of rehearsal and preparation demonstrating strong non-verbal communication skills.
  - 3 – Presentation is strong and shows some evidence of preparation. Non-verbal communication skills are evident.
  - 2 – Presentation is some what clear with little or no evidence of preparation. Few non-verbal skills are evident.
  - 1 – Presentation is unclear and shows no evidence of preparation. Non-verbal communication skills are not evident.
- Quality**
- 4 – Ad products are neatly presented and suit strategy and target audience perfectly.
  - 3 – Ad products are neatly presented and suit strategy and target audience very accurately.
  - 2 - Ad products are reasonably neat and suit strategy and target audience somewhat accurately.
  - 1 – Ad products lack neatness and/or do not suit the strategy

**Performance level:**  
**4 – Expert**  
**3 – Proficient**  
**2 – Beginner**  
**1 - Novice**

**Criteria Standard: 3**  
**Total standard: 12**

Total Performance Score:

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Student: \_\_\_\_\_

or target audience.

**Creativity**

- 4 – Ad products and overall strategy are highly original and engaging.
- 3 – Ad products and overall strategy are authentic and somewhat engaging.
- 2 – Ad products and overall strategy are somewhat original.
- 1 – Ad products and overall strategy lack originality.

- 1A. Persuasion may lead to change.
- 1B. Persuasive language may cause a change in individual behavior.
- 1C. Individuals may be motivated to action by the use of persuasion.
- 2A. Persuasion may change form to reach many audiences.
- 2B. Diversity in target audiences requires divergent strategies and applications of persuasion.
- 2C. Persuasion affects society in a myriad of ways.
- 3A. Word choice may provide elements of voice
- 3B. The author's voice may be determined by connotative values of the words employed.
- 3C. The selection and use of individual words adds to the meaning and tone discerned by the reader.
- 4A. Genre may affect change.
- 4B. Different genres impact audiences in different ways which may lead to change
- 4C. The change made may be determined by the genre employed.
- 5A. Voice and propaganda may affect change.
- 5B. The use of propaganda or a given voice may create persuasive language that leads to change.
- 5C. Change is often the result of the use of propaganda or a given voice.