

Lesson Plan Title: Persuasion through Advertisements: Making Schools Better Places

Grade: 10

Time: 18 - 45 min periods

Teacher: Christine Huang

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Theme Concept

Persuasion is a reoccurring theme throughout history, and it continues to exist in today's 21st century. From speeches to written forms to visuals, persuasive techniques have been used to sell an idea or product to consumers. Recognizing the persuasive technique used is crucial to determining the validity of the seller's claims and to making careful decisions that will negatively or positively alter and shape people's lives. Particularly in schools, peer pressure can be addressed positively by honing students' skills to recognize which concepts and objects being "sold" to them are beneficial and which are harmful to students' lives.

Non-Art Discipline Concept

The use of words individually and together has a big impact on persuasion. Just as powerful as visuals, words can greatly influence its audience. Speeches and essays are only a few that are heavily dependent on words. Similar to the size of text seen visually, the way a word is spoken determines the speaker's view on the topic. Emphasis, softly, angrily, joyfully are several adjectives that can describe the speaker's tone. Thus, not only are visuals crucial when it comes to persuasion, verbal techniques play a major role as well.

Concepts in Art Disciplines

Art Production (Art Making):

- **Element/Principle of Design:** Balance: The arrangement of figures, text, color and pattern are important in art because they provoke viewers to either feel comfortable or uncomfortable with the artwork they are looking at.
- **Technique/Process:** Design Programs, specifically Adobe Photoshop, Illustrator and InDesign: Design programs are crucial in the world of graphic design, especially since many people run on digital files in today's century. Knowing the basics of these programs is required to creating simple and also, complicated artworks.

Aesthetics

- What is an advertisement?
- To what extent are advertisements necessary in the world?
- When is an advertisement considered a success?
- In what ways are advertisements considered art or not?
- To what extent can art affect change in society?
- What makes an advertisement persuasive?

Art Criticism: “Look, Mom-no cavities” April 1958, 10” x 13.5” by Norman Rockwell

- **Description**
 1. What do you see in this artwork?
 2. What does the text say?

- **Formal Analysis**
 1. How is the image and text arranged?
 2. How is colored used?
 3. How is text used?

- **Interpretation**
 1. Who do you think the audience is?
 2. Which persuasive technique is being used in this artwork?

- **Judgment**
 1. How does this artwork make you feel?
 2. What does it remind you of?
 3. Is this artwork successful?

Art History

- Advertisement before computers
- Printing Press
- Books
- Digital advertisements

Learning Objectives

Art Disciplines:

- Students will incorporate a persuasive technique visually in an advertisement format by creating a new poster for an existing company.
- Students will use basic functions of design programs, such as Adobe Photoshop, Illustrator and InDesign, by creating digital works.
- Students will consider design techniques into their advertisements by explaining in their journals what techniques they used.
- Students will explain the different types of persuasive techniques by providing examples of how the techniques are used.

Adaptations/Modifications for Students with Disabilities

Change the amount of time allowed for completing art activities. Encourage students to take breaks during art activities. Change mode of instruction. Adapt level of skill needed to complete art activities. Change the materials or adapt them to the needs of the student. Simplify the art making activities. Modify how special needs students can respond. Adapt the extent to which the student engages in art activities; adapt to students’ strengths and interests. Change the

goals of the art activities, but use the same materials. Provide visuals to further explain verbal and written instruction.

Non-Art Discipline:

- Students will use various persuasive techniques by using verbal communication with the visitors at the trade fair.
- Students will defend the persuasive technique they chose to depict in their modified posters by providing reasons that support their claim.

Adaptations/Modifications for Students with Disabilities

Encourage students (particularly with ADHD) to find their own comfortable places within the classroom to make their artworks. Provide extra time. Remind students of behavioral expectations. Provide special needs students with clear and unobstructed view of demonstration.

Democratic Skills:

1. Students will use attentive and respectful listening skills when members of class/small groups are expressing ideas and feelings.
2. Students will reflect on their own thinking processes and behavior
3. Students will respectfully ask others about things they say if they didn't understand what was said or if they want someone to say more.
4. Students will help each other and collaborate ideas during the stimulation activity.
5. Students will authentically and meaningfully communicate others in the classroom while honoring one's own unique self and needs.
6. Students will listen to and respect the opinions of others even if they don't agree with them.

Democratic Skills Learning Modifications:

Give frequent positive feedback, particularly when special needs students are listening to others and being listened to by others. Allow students to complete art-learning tasks away from others when needed. Assign special needs students to routine classroom tasks, as well as tasks of responsibility for group learning needs, e.g. table leader who needs to distribute materials, conduct pre quiz reviews etc.

Sequence of Classroom Activities

1. Days 1 and 2: Introduction to different types of persuasive techniques. Have students go to the website: <http://historymatters.gmu.edu/mse/ads/intro.html> for homework.
2. Stimulation Activity
3. Students are going to choose a poster advertisement to study.
4. Project A: Sketch another ad for the same product that the chosen ad is selling, but incorporating a different persuasive technique.
5. Days 3-5: Introduction to basic design programs (Adobe Photoshop and Illustrator)

6. Project B: Students will need to either revise the original advertisement, improve the advertisement they made in Project A or create another poster.
7. Day 6: Formative Assessment on Projects A and B.
8. Days 7-15: Students will form groups of 5 and work on Project C.
9. Project C: Students need to work with 4 other students to create a company that focuses on selling products that relate to improving literacy in schools.
10. Days 16 and 17: Tradeshow preparation days.
11. Day 17 night: Tradeshow
12. Day 18: Summative Assessment on lesson (Summative Selected Responsive Evidence & Summative Assessment Constructed Response Evidence). For homework is the Self-Evaluation (Performance Assessment Evidence)
13. Day 19: Conclusion to the lesson. Discussion on the lesson and tradeshow.

Materials & Equipment

- Computers
- Printers
- Poster size paper
- Sketchbooks
- Pencils/Colored Pencils/Markers
- Camera

Resources

- <http://www.guerrillagirls.com/posters/SameSexMarriageandVoterIDMinnesota.shtml>
- <http://www.saylor.org/site/wp-content/uploads/2014/01/K12ELA7-7.2.2-PersuasiveTechniquesHandout-BY-SA1.pdf>
- http://www.classzone.com/cz/books/ml_lit_gr12/resources/pdfs/media_analysis/HS_1_5_Ad_Techniques2.pdf
- http://www.readwritethink.org/files/resources/lesson_images/lesson1166/PersuasiveTechniques.pdf
- <http://www.guerrillagirls.com/posters/nakedthroughtheages.shtml>
- <http://www.google.com/imgres?imgurl=http%3A%2F%2Fwww.rare-posters.com%2Fp634.jpg&imgrefurl=http%3A%2F%2Fwww.rare-posters.com%2Frockwell.html&h=500&w=387&tbnid=pCYCMo4qGfgwxM%3A&zoom=1&q=rockwell%20norman%20advertisements&docid=EENQbMc8IPIS4M&ei=USFwU4OVIJOVyASrloHoBQ&tbnid=isch&client=safari&ved=0CFYQMygCMAI&iact=rc&uact=3&dur=474&page=1&start=0&ndsp=24>
- <http://www.google.com/imgres?imgurl=http%3A%2F%2Fllnw.wbez.org%2Fblog%2Finstrument-image%2F2012-February%2F2012-02-29%2Fguerrilla-poster.jpg&imgrefurl=http%3A%2F%2Fwww.wbez.org%2Fblog%2Falison-cuddy%2F2012-02-29%2Fguerrilla-girls-ask-does-art-museum-represent-you-96839&h=283&w=720&tbnid=f6K6KQ32QsGLvM%3A&zoom=1&q=guerrilla%20girls&docid=NCIT17M8j2xarM&ei=ZiJwU-jMMIGYyASEqoHABg&tbnid=isch&client=safari&ved=0CHIQMygIMAg&iact=rc&uact=3&dur=948&page=1&start=0&ndsp=11>

- <http://historymatters.gmu.edu/mse/ads/amadv.html>

List of Art Works

- “Look, Mom-no cavities” April 1958, 10” x 13.5” by Norman Rockwell
- “Do women have to be naked to get into the Met. Museum?” by Guerrilla Girls

Supporting Materials

- Vocabulary lists
- Formative Assessment
- Summative – Constructed Response Assessment
- Summative – Selected Response Assessment
- Summative – Performance Assessment
- Self-Evaluation (same as the Student Self-Assessment Sheet)

Narrative of Classroom Procedures

Introduction/Discussion/Questions

What kinds of advertisements do you see around in your lives? How do they get your attention? Do you “buy” into most of the advertisements or do you ignore them? Why or why not? How do advertisements lure people? What kinds of techniques do they use?

We’re going to start a lesson about advertisements and talk about the various persuasive techniques that exist. These techniques are also used in writings and speeches. Can anyone name any type of writing or speeches that would be considered as persuasive? That’s right, we have persuasive essays and persuasive speeches. Some persuasive speech topics include motivation, debates, and human rights. In this lesson, however, we’re going to use visual means with some text to create persuasive advertisements. In the first part of the lesson you will be asked to use a persuasive technique and revise an existing advertisement. The second half includes group work where each group will need to create a company and advertisements that sell the company’s products, which will need to relate to improving literacy in schools. You will be asked to think about the importance of literacy and how it can be promoted in and outside of schools. At the very end we will have a tradeshow where you will get to experience one way companies “sell” their products. You will also learn basic design techniques to create your advertisements.

Stimulation Activity

Students will work in groups to act out a scene that has a persuasive technique incorporated into the storyline. Other students in the class will need to identify the technique used and explain whether or not the technique was used in a positive or negative way.

I Want You To...

- Think about how text can help or hinder the effectiveness of advertisements. Is text necessary in an advertisement?
- Think about whether or not advertisements are considered as art.

- Think about what makes an advertisement successful? When is an advertisement unsuccessful?

More Questions, Statements, Positive Verbal Reinforcements, Suggestions and Clarifications of Tasks

- In Project A, if you choose an advertisement that sells a product or idea that has been scientifically proven to be harmful to people and/or animals, think about what other persuasive techniques the company of that particular advertisement would use to sell its product or idea.
- In Project B, if you use an advertisement that sells a product or idea that has been scientifically proven to be harmful to people and/or animals, think about how you would alter the advertisement to promote the dangers of the product or idea.

Concluding the Lesson (Discussion, Questions, Sharing of Productions, Recapping)

Good work everyone on the tradeshow yesterday! Now that we have gone over the persuasive techniques and learned basic design techniques, let us talk about your experiences throughout the lesson. What are some things that you learned in this lesson that have changed the way you view life?

Lesson Extensions/Connections

- Think of ways you can advertise the events and activities that occur in our school.
- Think of ways you can advertise the events and activities that occur in your neighborhood and community.

NJCCS:

- **One Visual Arts Standard and Indicator:**
1.4: Aesthetic Responses & Critique Methodologies: All Students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art. **B: Critique Methodologies. 12:** The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown. **CPI# 1.4.12.B.2:** Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
- **One English Language Arts Standard and Indicator:**
 The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.
Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding

grades. Grades 11-12: Vocabulary Acquisition and Use. 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

Teacher's Evaluation

Lesson Plan:

1. Are the activities in the lesson age-appropriate?
2. Are the activities in the lesson appropriate for all learners including students with disabilities and English Language Learners?
3. Are there any parts of the lesson that require too much time/too many features that don't allow enough time for adequate understanding?
4. Did all parts of the lesson engage and maintain students' interest?
5. Does the lesson conceptually link art with another subject in an integrated way that is both implicit and explicit?
6. Are the learning activities presented in the best sequence for maximizing student understanding and participation?

Teaching of Lesson:

1. Did I allow enough wait-time?
2. Did I make eye contact with students?
3. Was I excited about the lesson?
4. Did I ask enough open-ended questions?
5. Did I allow students to ask open-ended questions?
6. Did I speak clearly and loudly enough for students to hear me?
7. Did I hold students accountable and check for acquisition of knowledge?
8. Did I build on students' prior understanding/knowledge
9. What is one aspect I can improve for the next time I teach this lesson?

Student Outcomes:

1. Were students able to design their own poster using a persuasive technique?
2. Were students able to complete all the requirements for the group project by presenting them during trade show?
3. Were students able to work collaboratively and respectfully during art making, aesthetics, criticism and conclusion?
4. Were students able to organize their ideas and sketches by keeping an online journal?
5. Were students able to verbalize form and aesthetically pleasing forms?
6. Did students take into consideration different points of view while making their projects?

Outcomes for students with learning disabilities:

1. Did students feel successful?
2. Did students accept and build upon positive feedback?
3. Were students engaged and giving optimal effort during activities?

Learners' Characteristics

Students, ages 14-17, are considered to be in the Adolescent Art stage in Lowenfeld's artistic development. Those at this stage are interested in the "self" and expressing oneself through visuals. Students may also be more concerned about the artmaking process than the final product.

Students with Learning Disabilities Characteristics

ADD and ADHD: Students with ADD and/or ADHD may be inattentive, hyperactive and/or impulsive. Students might exhibit the following: fails to pay close attention to details, makes careless mistakes, can't sustain focused attention, doesn't appear to be listening, has difficulty organizing tasks, activities, materials, doesn't like activities that require sustained focus, easily distracted by extraneous environmental activity, often forgets routine activities, fidgets, moves hands and feet, moves round in seat, can't stay still, gets out of seat often, runs in classroom, hall climbs, has difficulty engaging in quiet activities, even quiet leisure activities, talks excessively, blurts out answers to questions, sometimes even before questions are completed, has difficulty waiting, taking turns, interrupts teacher and others frequently.

Autism: Students with Autism have a lifelong developmental disability that affects their verbal communication, nonverbal communication, and social interactions. Students might exhibit the following: repetitive activities and movements, resistance to changes in environment and daily routine, unusual responses to sensory experiences, poor play skills, frequent conflicts with others, lack of empathy and inability to see perspective of others, inability to tolerate overly stimulating environments, lights, sounds, and movements.

Behavioral, Emotional and Social: Students with Behavioral challenges can be aggressive and anti-social. Behavioral challenges may stem from a wide range of issues,-- gangs, drug use, homelessness, familial abuse, medication, and health problems. Students with Emotional challenges can feel sad, depressed and have low self-esteem. Students with Social challenges have difficulty interacting with others, making and keeping friends and dealing with everyday demands of social activities. Students with Behavioral, Emotional and Social learning disabilities might exhibit the following: inability to learn that can't be directly linked to health, sensory environmental or cognitive intelligence, inability to establish and maintain good interpersonal relationships with peers and teachers, voicing of inappropriate feelings or exhibiting inappropriate behaviors under normal classroom conditions, almost constant unhappiness or moody or depression-like behavior, passive- aggressive behavior, responds with trepidation and fear to ordinary classroom activities.

Down Syndrome: Students with Down syndrome usually learn and progress slower than most other children. However, not all areas of development are equally affected. Students with Down syndrome are strong in Social development, learning with visual supports, and reading words. Socially they develop roughly at the same time as babies without Down syndrome. In adult life they continue to acquire good social skills and appropriate social behavior. Students with Down syndrome learn better when they can see things illustrated. This spans across and includes the acquisition of language, motor skills and literacy. When information is presented with the support of pictures, gestures or objects, students with retain better. Many students with Down syndrome develop reading abilities in advance of what might be expected for their cognitive and language levels. Reading is a particular benefit, given their specific speech and language delays. Challenges include slow motor development, poor oral motor control which impacts language skills, delays in spoken language and use of expressive language, delay in mastering sentence structures and grammar, and difficulty in developing clear speech production, number skills (2 years behind reading skills), Verbal short-term memory, the ability to hold and process verbal information, and processing spoken language.

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Graphic Design Vocabulary List

Typography: the arrangement of type

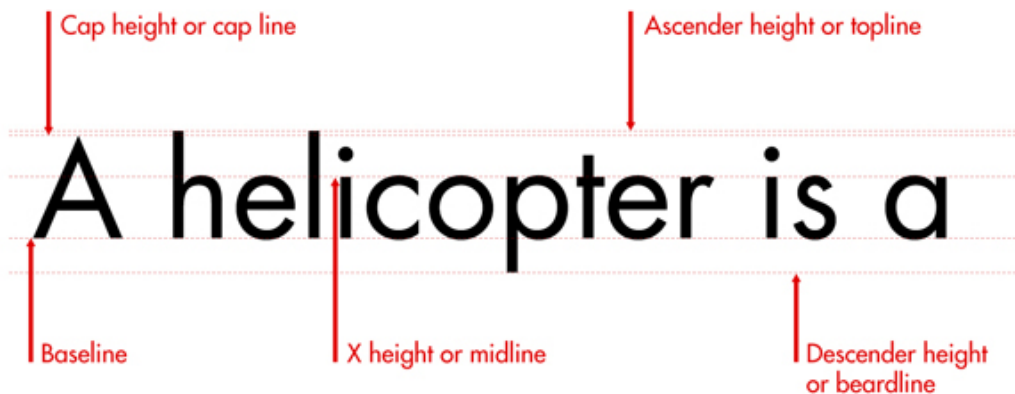
Baseline: the line where the text sits on

Cap height (or cap line): the line at the top of the capital letters

Ascender height (or topline): the line that shows where the top of letters such as *k* and *h* touch.

X-height (or midline): the line that shows the height of lowercase letters (Excluding ascenders and descenders). It is typically measured using the height of the letter *x*.

Descender height (or beardline): the line that measures letters that go below the baseline, such as *p* and *y*.



Leading: the amount of space between lines of text.

Tracking: the amount of space between groups of characters.

Kerning: the amount of space between two characters.

Ligature: when two serif characters join together, such as *fl*, where the top of the *f* connects with the letter *l*.

From <http://designinstruct.com/tools-basics/the-basics-of-typography/>