

Multiliteracy Lesson Plan

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SUBJECT/Grade: <u>Grade 10 Academic English</u>	Suggested Time: <u>75 Minute Period</u>
Course Type/Code: <u>ENG2D</u>	Lesson Title: <u>The Power of Persuasion</u>
Lesson Description: The lesson will show how rhetoric is used in the media to display unhealthy body images. The students will engage in self-reflection questions regarding two commercials. An instructional video on the tools of rhetoric displayed in the media will be shown to facilitate understanding and help with the paragraph assignment. The students will research advertisements in the computer lab and write a paragraph detailing specific aspects of rhetoric.	
Connection to Culminating Activity: Through examining TV commercials and class discussion, the paragraph analysis will allow students to identify biases and in the media as well as explain the strategies used in persuasive techniques.	

<i>Planning Information</i>	
Curriculum Expectations	
Overall Connection to Curriculum:	
<input type="checkbox"/> Oral Communication 1 2 3	<input type="checkbox"/> Reading/Literature 1 2 3 4
<input type="checkbox"/> Writing 1 2 3 4	<input type="checkbox"/> Media Studies 1 2 3 4
Specific Expectations:	
Writing	
2) Using Knowledge Form & Style	
<ul style="list-style-type: none"> • 2.2 Establish a distinctive voice in their writing, modifying language and tone skillfully to suit the form, audience, and purpose for writing • 2.3 Use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear, vivid, and interesting for their intended audience • 2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas • 2.5 explain how their own beliefs, values, and experiences are revealed in their writing 	
Media	
1) Understanding Media Texts	
<ul style="list-style-type: none"> • 1.1 Explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences • 1.2 Interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey • 1.3 Evaluate how effectively information, ideas, issues, and opinions, are communicated in media texts, including increasingly complex texts, and decide whether the texts achieve their intended purpose • 1.4 Explain why the same media text might prompt different responses from different audiences • 1.5 Identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power • 1.6 Explain how a variety of production, marketing, and distribution factors influence the media 	

industry

2) Understanding Media Forms, Conventions, and Techniques

- 2.1 Identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning
- 2.2 Identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience

4) Reflecting on Skills and Strategies

- 4.1 Describe a variety of strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify appropriate steps they can take to improve as media interpreters and producers
- 4.2 Identify a variety of their skills in listening, speaking, reading, and writing and explain how the skills help them interpret and produce media texts

Learning Goals or Enduring Understanding:

- Students will actively participate in questions regarding self-reflection
- Students will learn how to critically analyze forms of media through a social justice lens
- Students will apply Aristotle’s Rhetorical Triad in analyzing persuasive techniques used in different ads and commercials
- Students will reflect on the role of persuasion through a written response paragraph analysis

Essential Questions:

- Do ads and commercials try to persuade an audience’s thinking?
- How are our thoughts of body image affected through the media’s influence?

Prior Knowledge Required:

- There is no prior knowledge required in regards to lesson topic; however students must be familiar in constructing a paragraph response

Materials/Resources Needed:

- Computer Lab
 Projector
 iPad(s)
 Notebooks
 Textbook
 Computer
 Pens/Highlighters
 Rulers
 Extra paper
 Chart Paper
 Handout

Differentiated Instruction Details

Knowledge of Students

- Readiness
 Interests
 Learning Styles
 Intelligences
 Other: _____

 Aural

 Kinesthetic

 Visual

 Read/Write

Need to know:

How to Find out:

Differentiated Instruction Response:

- Learning Materials (content)
 Ways of Learning
 Ways of demonstration
 Learning Environment

Lesson Sequence

The Hook:

- Students will view each question in the PowerPoint presentation and respond with thumbs up

for “yes” or “positive”, or thumbs down for “no” or “negative”

- Students will watch both commercial examples
- Students will view the same questions from before, and respond with thumbs up for “yes” or “positive”, or thumbs down for “no” or “negative”
- Post-activity will consist of discussion, allowing students to analyze the differences in their responses from before and after the video

Developmental Strategies:

- The students will watch the pedagogical tool video “Power of Persuasion” (http://youtu.be/u_O42E9N9EQ)
- The students will receive a rhetoric handout and develop a **words sorts diagram** on the whiteboard using ethos/pathos/logos headers.
- This will be copied down as a board note and used to help with the paragraph assignment as described in the culminating activity portion of the lesson plan.

Culminating Activity:

- For the second-half of class time, students will head down to the computer lab in the library (time has been previously booked to avoid confusion)
- Students will then be instructed to visit the website <http://www.genderads.com>
- From here, students must choose one ad from any of the site’s categories. The ad chosen must get instructor approval
- Students will print out the ad they have chosen
- In response to the ad that they have chosen, students are asked to write a 2 paragraph analysis on the persuasive techniques used in the ad. The questions are as follows:
 - Explain the ways the ad you chose is effective in persuading its audience using Aristotle’s Rhetorical Triad (ethos, pathos, and logos). Aside from body image and gender issues, what other issues does the media influence our views and feelings on?

Assessment/Evaluation:

Quiz Test Paragraph Analysis Presentation (Informal / Formal)
 Essay Multi-literacy (ex. PowerPoint, Video, CD, Photography, Poster)

How to be assigned:

Individual Pairs Groups Teams

Reflection of Overall Activity:

Next Steps:

- Any Clarification for students? Need to re-teach anything? How will this be linked to the next lesson?