*English Instructional Plan – Becoming a Smart Consumer: Analyzing Media Messages*

**Primary Strand: Communication and Multimodal Literacies**

**Essential Understanding:**

* Understand that media messages are constructed based on varying opinions, values, and viewpoints
* Recognize that media messages express a viewpoint and contain values
* Understand that there is a relationship between the author’s intent, the factual content, and opinion expressed in media messages

**Essential Knowledge, Skills, and Processes:**

* Identify and deconstruct elements of media literacy including authorship, format, audience, content, purpose
* Analyze the author’s intended audience and purpose when evaluating media messages
* Recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome.
* Determine the author’s purpose, factual content, opinion, and/or possible bias as presented in media messages.

**Primary SOL: 9.2, 10.2**  **Analysis and evaluation of media messages**

**Reinforced (Related Standard) SOL: 9.1, 10.1 Preparing and presenting information**

## Materials

* Definitions and examples of the rhetorical techniques.
* Chart paper.
* Examples of essays, commercials, print ads that are persuading the consumer to purchase something or think a certain way.

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Place students in groups. Have them match or sort the persuasive technique to examples of essays, commercials, or print ads provided by the teacher. Discuss how and why each device matches to the example. Prompt students to answer the following questions: Who is the intended audience? What is the purpose of this example?
* After the students can match the persuasive techniques to the media examples and tell what the purpose and audience is, tell students they will locate their own examples by finding one essay, one commercial, and one print ad that represents at least three different devices. They should also determine the purpose of the example and defend why the example is or is not effective.
* In their groups, students will search for the examples. On the chart paper, students should note which persuasive technique their example matches, write a statement explaining their choice, and why the technique is or is not effective.
* As students work, the teacher should monitor groups and give them guidance as needed.
* Students present their findings to the class.

**Assessment**

* The student explanations can be collected and used to assess student understanding.
* At the end of class, students can respond to a Quickwrite about what they learned about persuasive techniques and how they are used to convince consumers of information to buy a certain product or think a certain way.

**Writing Connections:**

* Students are given a product and write a persuasive essay using one of the persuasive techniques, convincing the consumer to purchase the product.

**Extensions and Connections (for all students)**

* Students can bring in examples of the persuasive techniques and add them to a “Persuasive Techniques” wall or bulletin board.

**Strategies for Differentiation**

* Post the persuasive techniques, definitions, and examples on the wall or bulletin board as a reference to students who may need visual reminders.
* Create a class anchor chart of the techniques and definitions.
* Post a technique as a warm-up and have students analyze the technique with a shoulder partner. This can help EL students with language development and acquisition.