

Google Tools for the 21st Century Classroom

Technology-Connected Lesson Plan Template

Please download this form and fill it out on the computer. Print out each lesson plan so you can hand in a hard copy on the last day of class for each of the 3 required lesson plans.

Name:	Alyssa Dranoff	School:	Ramapo High School
Grade/Subject Area Currently Teaching:	AP English Language and Composition Grade 11		

Lesson Title:	Using Ethos, Pathos and Logos in Advertising	
Grade Level & Subject For Lesson:	AP English Language and Composition Grade 11	
Student Profile:	Number of Students: 28	
	Number of Students with Special Needs: 0	
	Area of Specialties: N/A	
Anticipatory Set:	Upon entering the classroom, there will be magazine ads up on the board. Students will be asking to pick the most persuasive ad and explain what made it so persuasive	
<u>Performance Objectives:</u>	<p>After completion of the lesson, students will be able to:</p> <ul style="list-style-type: none"> Analyze media for the art of persuasion Extract information from George Orwell's <i>1984</i> and apply it to media Identify the negative in advertisement Create an advertisement negating negative concepts using Picnik Utilize ethos, pathos, and logos to create an effective advertisement 	

<u>Curricular Connections:</u>	1984/George Orwell Unit Properties of Persuasion	
<u>Assessment:</u>	Ad, Student Reflection and Ad Analysis	
Web 2.0 Integrations:	Picnik, google docs form, smartboard	
Materials:	George Orwell's 1984, magazine ads, project worksheet, google docs collaborative form, smartboard	
Related URLs:	https://docs.google.com/document/d/1zcehrMmD1DmtEqk85iT_2fB2OCaXxbM-eE1tl_gnXKE/edit?hl=en_US http://www.picnik.com	
Procedures:	<ol style="list-style-type: none"> 1. DN: Upon entering the classroom, there will be magazine ads up on the board. Students will be asking to pick the most persuasive ad and explain what made it so persuasive. 2. Whole Group: Review of DN placing students with partners that chose similar ads 3. Small Group: In pairs begin using the google doc provided to evaluate your magazine ad based on the information in the selected passages (from 1984). Make sure that you rename the document for your pair using both of your last names and EPL rewrites as the name of the document. 4. After students have answered all of the questions on the worksheet, they will produce a new advertisement for the same product that attempts to eliminate any negatives that they discovered. This new advertisement will be created through using Picnik. 5. Whole Group: Before students are sent on their own to create their ad, the teacher will relieve ethos, pathos and logos so that they students understand that they want to use as many appeals as possible in the creation of their ad in order to reach a larger population. <i>(In order to introduce these appeals, I have the students study an ad projected on the smartboard and look for what emotions it evokes, is it using logic and statistics to get your attention or is their a pretty spokesperson there to get your</i> 	

	<p><i>attention. "Got Milk?" ads work great for this introduction.)</i></p> <p>6. Small Group: Once students have completed their ads they will be expected to write a rationale for their ad (in google docs) in which they explain how their ad is better than the original ad. The will have to address the appeals utilized and why they have chosen their selected medium in creating the ad.</p> <p>7. Whole Group: Students will present their ads to the class for a whole class discussion.</p>	
Classroom Management:	Technology Management Strategy: small group instruction as support for those needing it.	
	Instructional Groups: as needed	
Other information you want to include:	N/A	