Lesson Plan Code: E.11.2.4

Subject: English

Grade Level/Course: 11th

Title: The Art of Advertising

Alignments:
PA Standards: 1.4.11.C, 1.5.11.A

Vocabulary (Tier III):
Advertising
Persuasive writing
Pathos
Logos
Ethos
Demographic

Objectives:
Students will be able to demonstrate an understanding of three persuasive techniques (pathos, logos, and ethos) and other advertising strategies.
Students will be able to analyze advertisements according to their employment of these techniques.
Students will be able to demonstrate an understanding of the concept of demographics and specific audience.
Students will be able to synthesize their knowledge into advertisements of their own creation.

Essential Question:
In what ways do companies get consumers to buy their products? What advertising techniques are used when deciding how to make an advertisement? Are these techniques the same in the 19th century and now?

Duration: Varied (approximately 15 class periods - 45 minutes)

Materials:
- Video of television program, including commercials
- Primary Source Set: Advertising the Beginning
- TV with VCR/DVD player
- Advertisements from magazines and primary sources
- Persuasive Techniques in Advertising online video
- Internet - connected computer with speakers and projector
- Handouts:
  - Persuasive Techniques in Advertising Online Video
  - Demographics: Who Are You?
  - Targeted Commercials
  - Commercial Dig
  - Commercial Dig Reflection Questions
  - Analyzing Ads
  - Planning Your Advertisement
  - Commercial Assessment

Suggested Instructional Strategies: (WHERE TO)

W: Students will know where they will be heading by looking on the board and seeing the days objectives. The objectives are always posted daily along with the homework so that the students know what is coming. They will also be given handouts along the way to help guide through this unit.

H: Students will be introduced to the lesson by engaging in a brief discussion about their experiences with and the effects of advertising. Some questions would be: Where do you encounter advertising?, Which specific advertisements “stick in your head”?, What makes these advertisements memorable?, Do you think advertisements have an effect on your personal interests?

E: Students will be watching and analyzing different parts of advertising. They will have to do a long term assignment where they watch a certain television show and connect the commercials with what they are watching, linking it by demographic group. This will engage students in learning by doing something that they can control choosing and enjoy.

R: Students will be reflecting on everything they have learned in the unit so far by completing the Analyzing Ads handout. This will allow students to practice their recognition of pathos, logos, and ethos in three different modes of advertising, preparing them for their final project of creating their own advertising commercial.

E: Students work in groups to create their own advertising commercial on a made-up product of their choosing. They will then present their commercial to the class discussing all techniques they have used in their production.

T: Use the following strategies and activities to meet the individual needs of your students during the lesson and throughout the year. Post warm-up questions on the board that focus on the content objective for the day. Students should speak and write in complete sentences. Handouts and projects will be adapted to the individual needs of each student.
O: In this lesson, there is many times when the lesson shifts from teacher-centered learning to student-centered learning. The students will be able to smoothly go back and forth from one another with the help of the handouts. Also, there will be many discussions of the advertisements as the lesson continues.

**Instructional Procedure:**
I have broken this lesson down into different sessions by what was being discussed and learned in each one. One session may take more than one class period and will vary between classes.

**Session One:**
1. Introduce the lesson by engaging students in a brief discussion about their experiences with and the effects of advertising. You may want to ask students:
   - Where do you encounter advertising? (They will most likely mention television, billboards, radio, Websites, school hallways, and so on.)
   - Which specific advertisements “stick in your head”?  
   - What makes these advertisements memorable? (They might mention music, catchy slogans, celebrity appearance, the appeal of the product itself, and so forth).
   - Do you think advertisements have an effect on your personal interests?

2. You will likely find that students have little trouble naming ads with which they are familiar, but most will claim that they have little effect on their habits, interests, or behaviors.

3. Explain to students that advertisers very carefully construct their ads to make them memorable and appealing to consumers, and that the ways in which they try to convince them to buy products are similar to the ways they have been taught to write persuasively, using certain techniques and aiming toward a particular audience.

4. Distribute the *Persuasive Techniques in Advertising* handout and introduce the concepts of pathos, logos, and ethos, defined at the top of the handout. Students should understand that these rhetorical strategies are similar to those used in a persuasive writing assignment, and they will use these strategies when creating their own commercial by the end of this unit. Encourage students to make connections to examples of each of the terms they have used in persuasive writing of their own.

5. After explaining the concepts of pathos, logos, and ethos, have students practice identifying the three techniques by placing a P, L, or E in the blank next to the examples at the bottom of this handout. Have students share their responses with a partner and check for understanding by conducting a brief discussion of the examples.

6. Although most of these examples were designed to have one clear answer, be sure to emphasize to the students that pathos, logos, and ethos are not always separate entities and may often overlap with one another. For example, “Nine out of ten dentists choose Crest,” suggests that the dentists are credible experts (ethos) and also includes a statistic (logos).

7. This would be a good time to look at some of the advertising primary sources located in the Primary Source Set. The students will then be able to discuss the strategies used then and now. Do they use the same advertising techniques? Where the advertisements persuasive?
8. Deepen students’ understanding of the concepts of pathos, logos, and ethos with visual examples by sharing with them the Persuasive Techniques in Advertising online video. You may want to pause and have students explain how the television, print, and online advertisements utilize the three rhetorical strategies. The narration in the commercial further explains their use in the each advertisement.

9. Briefly discuss the “Other Advertising Strategies” section of Persuasive Techniques in Advertising handout. This would be a good time to show some of your primary sources found from loc.gov. These primary sources will also have the students connect how the advertisements have compared and differed throughout out the turn of the century.

10. Close the session by explaining to students that in future sessions, they will be examining existing advertisements with their new analytical skill and applying it to creating ads of their own.

11. Encourage students to begin looking at advertisements they encounter in terms of these three techniques.

---

Session Two

1. Begin with a brief review of the concepts of pathos, logos, and ethos from the previous session. Ask students to demonstrate their growing understanding by providing examples of each of the techniques from advertisements they have recently seen.

2. Now introduce the term demographics to students: the characteristics that make up a human population such as gender, age, and race. Have students discover which demographic group(s) they fit into by completing the Demographics: Who are you? handout. When creating their group commercials in a later session, students will need to consider the demographics for their product. Explain to students that this is how advertisers think of consumers: not as individuals, but as members of groups that tend to believe, behave, or purchase in certain patterns. Even when an advertisement is appealing to the idea of individuality (such as Burger King's "Have It Your Way" promotion), advertisers are appealing to the demographic group of "people who like to be thought of as individuals," not to any single consumer.

3. Continue the discussion of demographics by distributing the Targeted Commercials handout, which will further explore the concept of demographics. Ask students to begin applying their understanding of demographics and targeted advertising by showing the first part of a television program of your choice. Since the purpose of this activity is to show how advertisers cater to a show's intended audience, you may want to make sure you are presenting a show with commercials that very obviously target a specific demographic.

4. Before watching, share with students a brief description of the show they are about to see, including race/gender/class of the main characters, genre of the program, and the time/date/channel on which the program aired. Have students use these factors (and any other prior knowledge they may have of the show) to determine the probable demographics.

5. While students watch the commercial break(s), have them take brief notes to remind them of the products being advertised.

6. Have students complete the "After the program" response question at the bottom of the Targeted Commercials. Then discuss the degrees to which the advertisements match the demographics of the likely intended audience of the television program.
7. This would be an appropriate time to talk about clear evidence that programming and advertising are marketed to specific groups. Lifetime: Television for Women, Spike! TV, Logo, and Black Entertainment Television all exist not only to give viewers programming they might like, but also to allow advertisers to target their audiences more specifically.

8. Distribute the Commercial Dig activity, explaining to students that this is a long-term assignment that requires them to keep track of eight commercials viewed during one television program and to explain briefly the purpose of each advertised product. Remind students that the commercials they record on this chart should all come from the same show, as the completed chart will be used to re-emphasize the concepts of demographics and targeted advertising. Inform them that this assignment should be completed by Session Four and ask if there are questions before closing the session.

Session Three:
1. Remind students what they have learned so far in this lesson: techniques advertisers use to persuade consumers to buy their products and the concept of “targeting” certain audience demographics to make the process of persuasion more efficient and focused.
2. Explain to students that they will have the opportunity to apply this knowledge by looking at some real ads for real products. Share that the goal of this activity will be to examine how advertisers skillfully use multiple strategies to persuade their audiences.
3. Distribute the Analyzing Ads handout and discuss the expectations and format for response. Students will analyze six advertisements: two print ads (using loc.gov), two television commercial ads, and two Internet advertisements.
4. This activity will allow students to practice their recognition of pathos, logos, and ethos in three different modes of advertising, preparing them for the creation of their own commercials.

Session Four:
1. At an appropriate time in student engagement in the continuation of the analysis activity from the previous session, distribute the Commercial Assessment rubric and explain that you will use it to evaluate the commercials they will produce in an upcoming session. Ask students, in small groups, to review one of the teacher or student selected commercials and apply the rubric to the commercial. Students should determine whether the commercial effectively utilizes pathos, logos, and/or ethos, and not their score on the rubric. Students should also indicate the effectiveness of any of the “other strategies” on the second page of the rubric.
2. When students are ready, check for understanding by several volunteers present one of the advertisements they analyzed, briefly discussing the effective use of persuasive techniques.
3. Remind students that they will need to have their completed Commercial Dig activity ready for discussion in the next session.

Session Five:
1. Ask students to get out their completed Commercial Dig activity sheets. Give students the opportunity to solidify their understand of the concept of demographics by working through the analysis tasks in the...
Commercial Dig Reflection Questions. Have students use their completed charts to answer the reflection questions. Students should talk through their responses with a partner before producing a written response.

Session Six:
1. Students will use this session to begin to synthesize all they have learned about advertising and begin creating a commercial for a fictional product. First ask students to form small groups and decide on a product to advertise.
2. Next, students should determine the target audience for their product, remembering previous lessons on demographics.
3. Have students use the Planning Your Advertisement sheet to plan for an advertisement that will target the previously determined demographic, and demonstrate pathos, logos, ethos, and three of the “other strategies”. This may also be an appropriate time to review the expectations set forth in the Commercial Assessment rubric.

Session Seven:
1. Give students time to meet in their groups and plan the presentation of their ads.
2. Have each group present, allowing time for discussion with the class about the effective use of persuasive techniques in each advertisement.

Formative Assessments:
All handouts will be graded for completion and will be checked for understanding as we go throughout the unit. Also the rubric for the Commercial Assessment will be attached.
## COMMERCIAL ASSESSMENT

<table>
<thead>
<tr>
<th></th>
<th>12</th>
<th>8</th>
<th>4</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathos</strong></td>
<td>The advertisement uses clear emotional appeals to sell the product. Emotional appeals are effectively persuasive within the context of the commercial.</td>
<td>The advertisement attempts to evoke emotion in its intended audience. Emotional appeals may not directly contribute to the overall persuasive effect.</td>
<td>The advertisement makes the reference to emotion without appropriate context. Persuasive effect is minimal.</td>
<td>The advertisement does not attempt to use any emotional appeal to persuade the audience.</td>
</tr>
<tr>
<td><strong>Logos</strong></td>
<td>The advertisement uses clear logical appeals to sell the product. Logic is used to convey details about the product’s purpose and function.</td>
<td>The advertisement attempts to refer to logical functions of the product. Logic may be somewhat unclear.</td>
<td>The advertisement uses facts or statistics that do not contribute to the persuasive effectiveness of the advertisement.</td>
<td>No logical appeal is used.</td>
</tr>
<tr>
<td><strong>Ethos</strong></td>
<td>The advertisement clearly establishes the credibility of the “company” through the appropriate use of expert testimonial or celebrity endorsement.</td>
<td>The advertisement attempts to establish credibility with moderate results.</td>
<td>A celebrity or credible expert may be mentioned, but does not contribute to the effectiveness of the advertisement.</td>
<td>No credibility is established in this advertisement.</td>
</tr>
<tr>
<td><strong>Other Strategies</strong></td>
<td>The advertisement clearly and effectively demonstrates the use of a mix of strategies to sell the product.</td>
<td>Other strategies are clearly utilized in the advertisement.</td>
<td>The advertisement attempts to use other strategies with little or no effect on its overall persuasiveness.</td>
<td>The advertisement makes no attempt to utilize other strategies.</td>
</tr>
</tbody>
</table>
**PRIMARY SOURCE BIBLIOGRAPHIC ORGANIZER**

**Teacher’s Name:** Casey Petrozza

<table>
<thead>
<tr>
<th>Thumbnail Image of Primary Source</th>
<th>Collection Title/Primary Source Title with MLA Citation and Permanent URL/Digital ID</th>
<th>Annotation – How are you planning to use this primary source instructionally?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Times Square, advertising signs, New York, NY. c1850-1920 12 Jan 2000. American Memory. Lib. of Congress. 18 May 2012." /></td>
<td>Times Square, advertising signs, New York, NY. c1850-1920 12 Jan 2000. American Memory. Lib. of Congress. 18 May 2012. <a href="http://hdl.loc.gov/loc.award/mhsalad.020076">http://hdl.loc.gov/loc.award/mhsalad.020076</a></td>
<td>I plan on using this primary source instructionally because it shows the early advertising of Coca-Cola. There are many different ways and layouts that Coca-Cola has used over the years and this would be a good place to start for the students to understand what advertising does and how it works.</td>
</tr>
<tr>
<td><img src="image2" alt="“Advertising Cleveland.” Cleveland Journal 4 Feb 1905. Ohio Historical Center Archives. 2011. American Memory. Lib of Congress 18 May 2012." /></td>
<td>“Advertising Cleveland.” Cleveland Journal 4 Feb 1905. Ohio Historical Center Archives. 2011. American Memory. Lib of Congress 18 May 2012. <a href="http://dbs.ohiohistory.org/africanam/page.cfm?ID=3674">http://dbs.ohiohistory.org/africanam/page.cfm?ID=3674</a></td>
<td>I plan on using this primary source instructionally because it will show the students how different parts of the U.S. did advertising differently. This explains different things using an article on Cleveland and how it is nice to go there. This will show the students that not only was advertising commercial but also that it had to deal with getting visitors to a certain place.</td>
</tr>
<tr>
<td><img src="image3" alt="Smith Band. Smithy Rag. 1941. Sound Recording. Fort Valley State College Folk Festival. 22 Jan 2001. American Memory. Lib of Congress 18 May 2012." /></td>
<td>Smith Band. Smithy Rag. 1941. Sound Recording. Fort Valley State College Folk Festival. 22 Jan 2001. American Memory. Lib of Congress 18 May 2012. <a href="http://memory.loc.gov/afc/afcftv/51/5165a1.mp3">http://memory.loc.gov/afc/afcftv/51/5165a1.mp3</a></td>
<td>I plan on using this primary source when I am teaching about ragtime and vaudeville. This is the type of music that began advertising and was before the culture had completely changed. This is a sample clip of a ragtime style band.</td>
</tr>
<tr>
<td><img src="image4" alt="Luna Park, circle swing, Coney Island, N.Y. 1905. Detroit Publishing Company Photograph Collection. American Memory. Lib of Congress. 18 May 2012." /></td>
<td>Luna Park, circle swing, Coney Island, N.Y. 1905. Detroit Publishing Company Photograph Collection. American Memory. Lib of Congress. 18 May 2012. <a href="http://memory.loc.gov/service/pnp/det/4a10000/4a17000/4a17500/4a17584v.jpg">http://memory.loc.gov/service/pnp/det/4a10000/4a17000/4a17500/4a17584v.jpg</a></td>
<td>I plan on using this primary source instructionally through showing the students how Coney Island was the first amusement park in the U.S. In present times, there is an amusement park not that far away and they are taken for granted that they were not only around. Also advertising had to make this place become popular or people wouldn’t have come to see what Coney Island even was.</td>
</tr>
<tr>
<td>Advertisements of Boston Printing. 1860. An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera. American Memory. Lib of Congress. 18 May 2012. <a href="http://memory.loc.gov/rbc/rbpe/rbppe066/06603900/004dr.jpg">http://memory.loc.gov/rbc/rbpe/rbppe066/06603900/004dr.jpg</a></td>
<td>I plan on using this primary source instructionally by showing the students how different layouts and formats were in early advertising. They will then have to compare and contrast these advertising tactics with ones from today. The students will then make their own advertising for a familiar product by using the elements of design.</td>
<td></td>
</tr>
</tbody>
</table>