

Unit: Persuasion Across Time and Space:  
Analyzing and Producing Complex Texts  
Lesson: Advertising in the Contemporary World:  
An Introduction to Persuasive Texts

## Handout #1: Extended Anticipatory Guide

Work with your partner to decide whether you agree or disagree with the statements below. Use the language on Handout #2: *Dyad Share* to guide your discussion.

Statement	Opinion Before Lesson		Findings After Lesson		Evidence
	Agree	Disagree	Agree	Disagree	
1. The purpose of advertisements is to persuade you to buy something.					
2. Changing one word in an advertising slogan can change the meaning of the ad.					
3. Persuasive texts—essays, speeches, or advertisements—always follow the same format.					
4. Modern writers of persuasive texts, including advertisements, use techniques that were used more than two thousand years ago.					
5. The most effective persuasive texts use complex words and sentences.					

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Lesson

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## Handout #2: Dyad Share

Work with your partner using the following language to discuss and determine whether you agree or disagree with the statements in the Extended Anticipatory Guide:

S1: Ok, I will begin by reading statement 1. "... "Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that ...

S2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that ... Now I will read statement 2. "... "Based on what I know I would say this statement is true/not true, so I will agree/disagree.

Frame II

S1: Ok, I will begin by reading statement 1. "... "Based on what I know, I would say I agree/disagree with this statement. One reason for my opinion is that...

S2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that ... Now I will read statement 2. "... "Based on what I know about...I would say agree/disagree.

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## Handout #3: Video Response: *Can You Live with Dirty Water?*

Use the questions on this handout to guide your responses to the video advertisement *Can You Live with Dirty Water?*

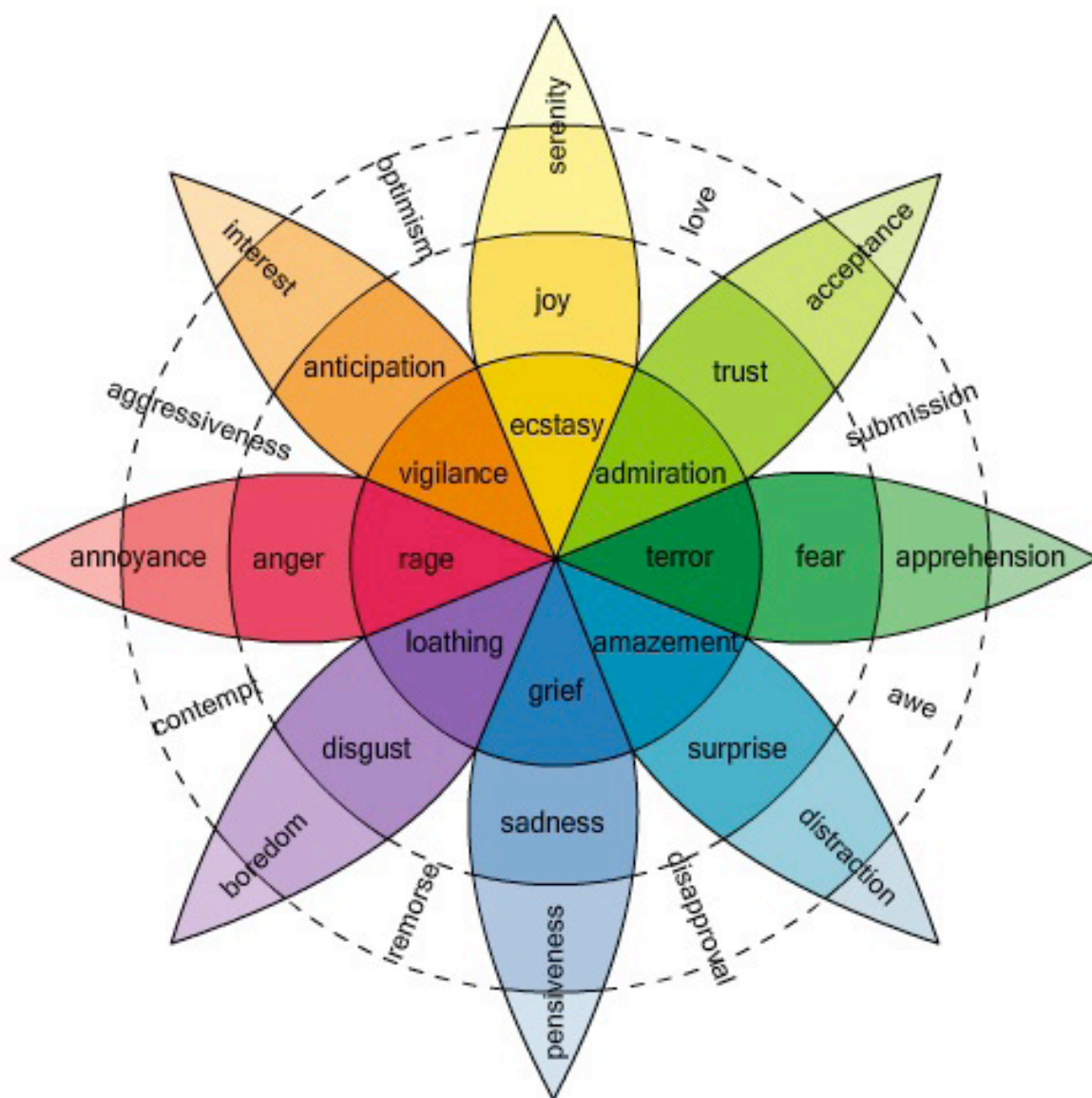
Focus: First Viewing What are the positive and negative emotions the advertisement aims to provoke?	Positive	Negative
What is the problem that needs a solution?		
Focus: Second Viewing Is there a "call to action" in this advertisement?		
What might the advertiser want responders to think and do after watching?		
Focus: Viewing with Sound How is the central idea developing? How does sound contribute to this development?		

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## Handout #4: Plutchik's Wheel of Emotions

Locate the three emotions you had after watching the video *Evolution* by placing an "x" in the corresponding areas of the color wheel.



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## Handout #5: Narrative Construction Rubric

Performance Indicators	Outstanding	Passing	Needs Revision
Content	Narrative communicates understanding of the video's message and the unfolding of the message in images.	Narrative communicates understanding of ideas and events expressed in the video.	Narrative communicates partial or no understanding of the ideas and events expressed in the video.
Collaboration with Peers	During planning of the narrative, each student is actively involved and contributes ideas.  All group members encourage peers' participation and work to incorporate their ideas into the narrative for the video.	During planning, each group member pays attention and contributes.  All group members respond to each other's ideas.	During planning, one or more group members fails to pay attention or contribute.  One or more group members does not collaborate with peers, either by dominating the group or by refusing to acknowledge the ideas of others.

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## Handout #6: Soft and Hard Sells

One student in your group reads the first slogan aloud. Your group discusses the slogan and decides whether the advertiser is giving the product a “soft sell” or a “hard sell,” and identifies the words that made you decide on your choice. A second student reads the second advertisement and the process continues until all advertisements and slogans have been analyzed.

Advertisement	Slogan	Is the advertiser giving the product a soft or hard sell?	What Words Made You Decide?
 A billboard advertisement for Dove. The left side of the billboard has the text "All we're asking for is half your face." and the Dove logo. The right side shows a close-up of a woman's smiling face.	All we're asking for is half your face		
 An advertisement for Turning Winds. It features two identical panels. Each panel has the text "Is Your Teen In Trouble?" at the top, a photo of four teenagers, and "Click Here Now, We Can Help!" at the bottom. Below the photo is a small text "click here for more info".	Is Your Teen in Trouble?  Click Here Now, We Can Help!		
 An advertisement with a red background. On the left, it says "DON'T WASTE THE PARK" in white. On the right, there is a yellow trash can with a hand dropping a piece of trash into it. The trash can has the text "DO THE RIGHT THING" on it.	Don't Waste The Park  Do The Right Thing		

Advertisement	Slogan	Is the advertiser giving the product a soft or hard sell?	What Words Made You Decide?
	<p>You Will Never Look At Food the Same Way</p>		
	<p>Let yourself indulge. We would like to offer you a complimentary facial.</p>		

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## Handout #7: Modality in Advertising

Your group will be given a product to sell. Your job is to sell it in three different ways, with three different slogans. One slogan needs to communicate a hard sell of your product, another a medium sell and a third a soft sell. For each type of slogan choose words that communicate your attitude and opinions about your product from the corresponding list. You may use visuals if that will help you. Your group will present the three slogan (in any order) to the class, and other groups will decide, based on your language, what type of sell you are making.

Type of Sell	Type of Modality	Modality: Words that Communicate Attitude and Opinions	Slogan
Hard Sell	High	<i>Must, ought to, has to, definitely, certainly, always, never</i>	
Medium Sell	Medium	<i>Will, should, can, need to, I think, probably, apparently, often, usually</i>	
Soft Sell	Low	<i>May, might, could, would, possibly, perhaps, seems, appears, maybe, sometimes</i>	



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## Handout #8: Adverstising Analysis

Analyze your advertisement using the questions on the handout. Be prepared to share your analysis with others.

1. Why did you choose this advertisement? What makes it effective or persuasive or ineffective and unpersuasive?	
2. What is the message of the advertisement?	
3. What type of sell is the advertiser making? What language alerts you to this type of sell?	
4. What might the advertiser want the responder to think, feel or do?	
5. After analyzing this advertisement, has your opinion of it changed? Explain why or why not.	

Place your ad here or attach it to this handout.

# Understanding Language

Language, Literacy, and Learning  
in the Content Areas

*Understanding Language aims to enrich academic content and language development for English Learners (ELs) by making explicit the language and literacy required to meet Common Core State Standards (CCSS) and Next Generation Science Standards <http://ell.stanford.edu> .*

