

Teach Critical Literacy & Media Production

Students will practice rhetorical analysis, explore authorship and credibility of sources, and even produce their own forms of media.



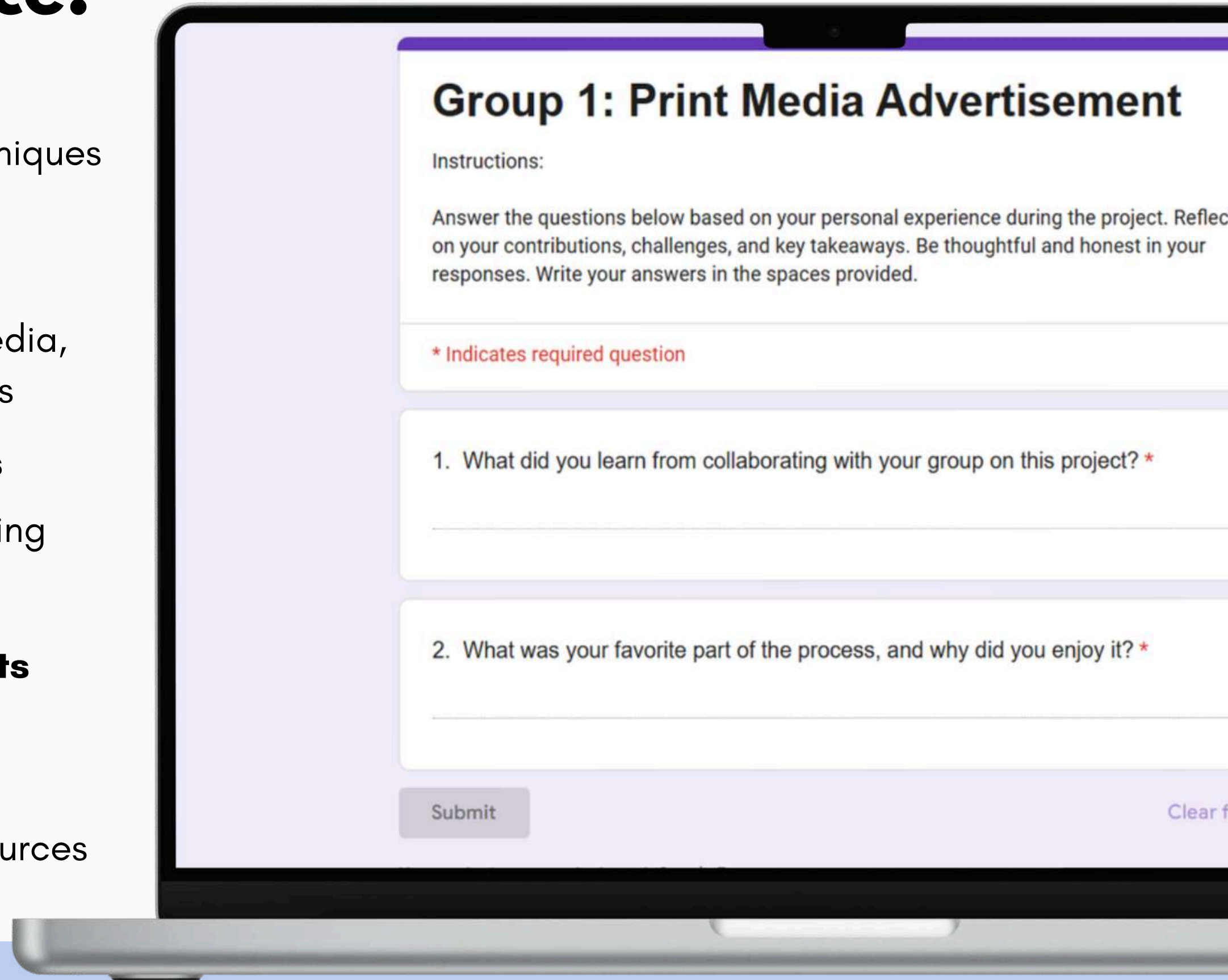
- **Teach students to evaluate advertisements and news media** by analyzing persuasive techniques, rhetorical appeals, and credibility of real-world media texts.
- **Engage learners with interactive activities** such as gallery walks, sorting games, and scavenger hunts that reinforce rhetorical analysis and critical thinking.
- **Guide students through hands-on media production projects** where they design advertisements, analyze target audiences, and present persuasive campaign ideas.

Dive into media production, forms of advertisements, and persuasive techniques!

PURCHASE HERE

Included with this resource:

- ✔ **5 Interactive Slideshow Lessons**
 - Explore types of media and persuasive techniques
- ✔ **Detailed Informational Handbooks**
 - Reference materials to interpret forms of advertisements, persuasive techniques in media, and mnemonic devices for rhetorical analysis
- ✔ **Application Activities, Worksheets, & Games**
 - Includes gallery walks, scavenger hunts, sorting activities, match-up card game, and more!
- ✔ **Engaging Projects and Authentic Assessments**
- ✔ **Answer Keys, Rubrics, and Sample Answers**
- ✔ **Teacher Instructions** for how to use these resources



Group 1: Print Media Advertisement

Instructions:

Answer the questions below based on your personal experience during the project. Reflect on your contributions, challenges, and key takeaways. Be thoughtful and honest in your responses. Write your answers in the spaces provided.

* Indicates required question

1. What did you learn from collaborating with your group on this project? *

2. What was your favorite part of the process, and why did you enjoy it? *

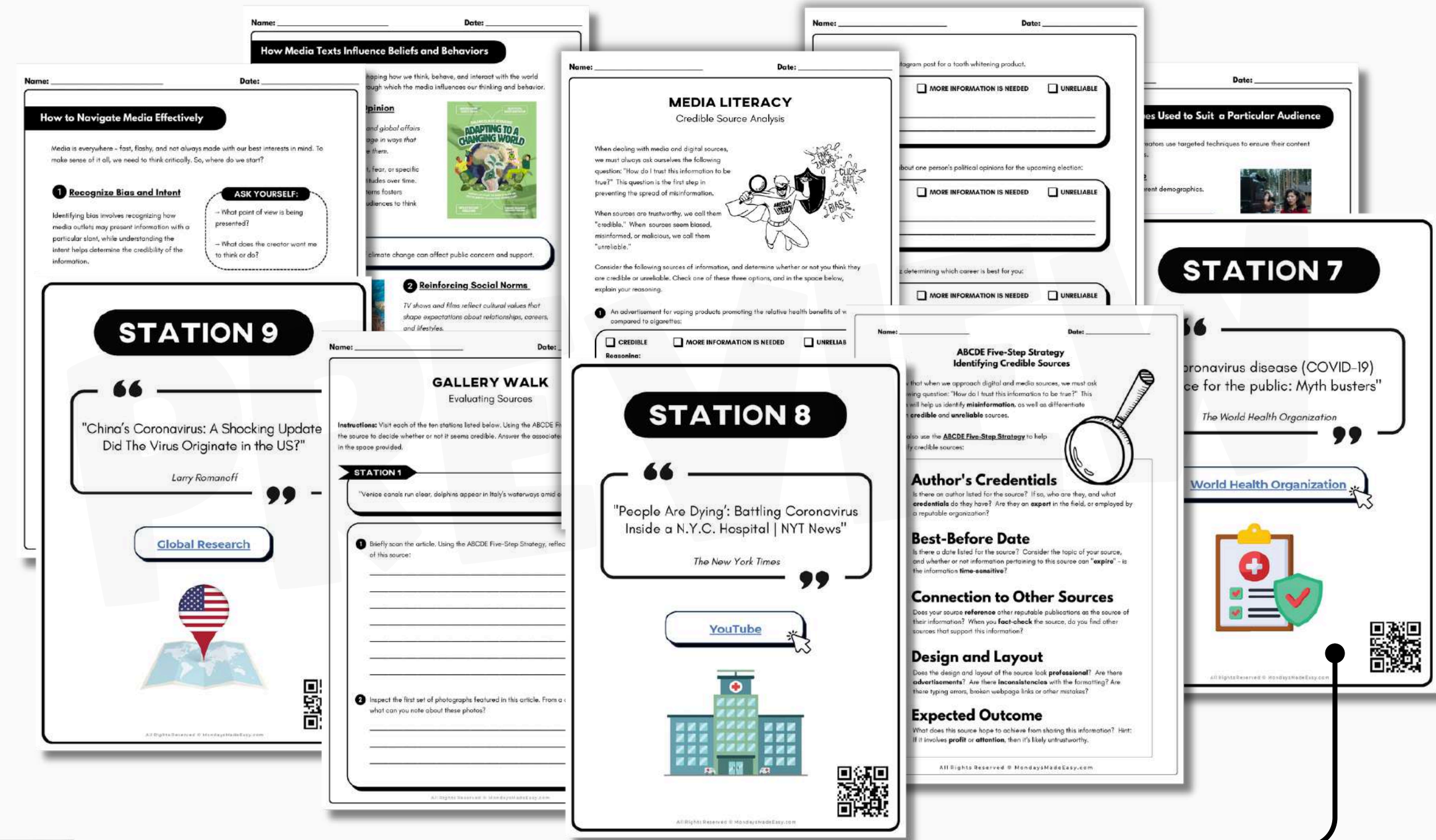
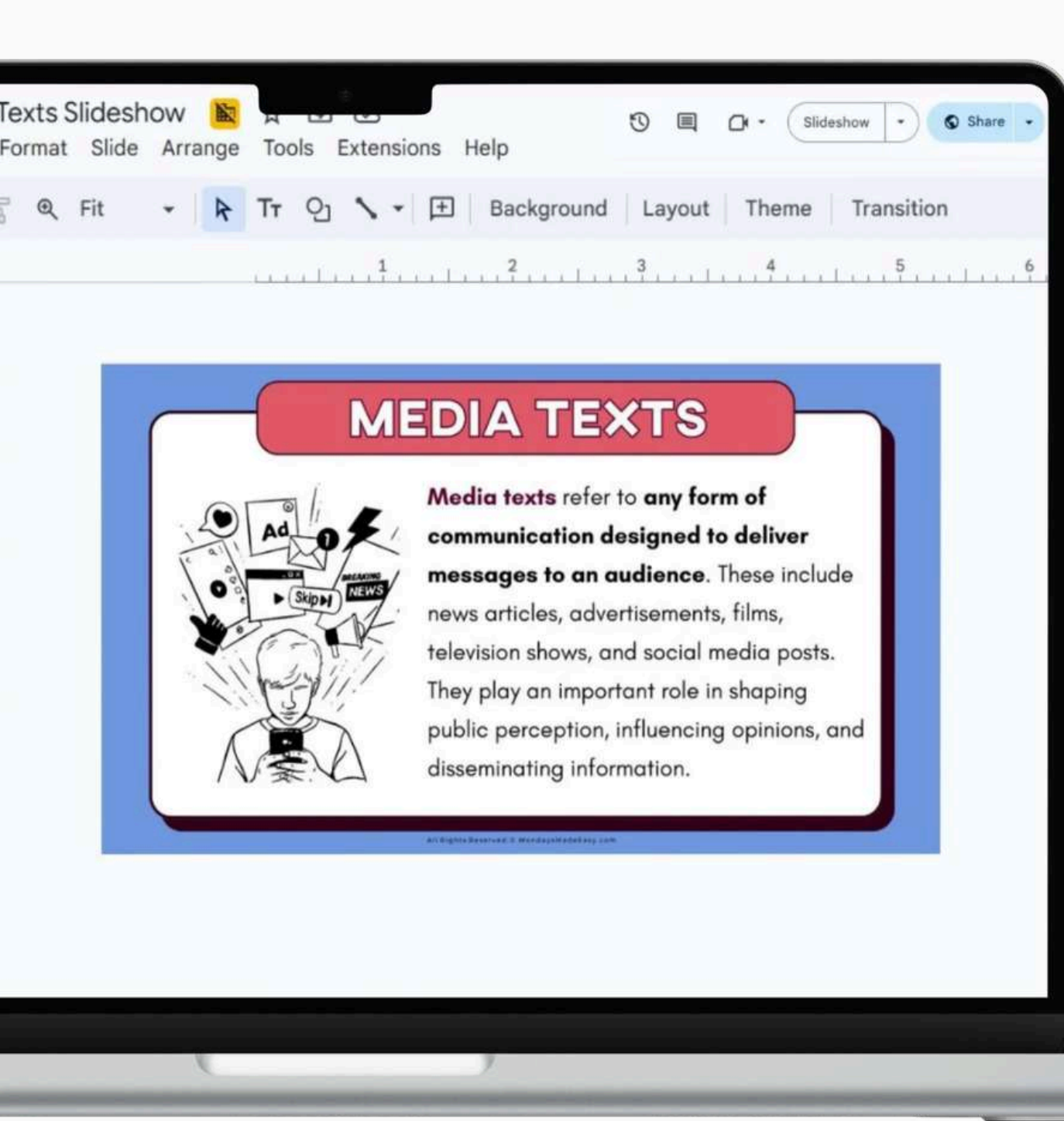
Submit

Clear f

Includes Digital Versions for Google Drive®

Understanding Media Texts Lesson

Students will evaluate media texts, analyze sources, and explore how to identify credible information during this interactive lesson plan



Students will move through a **media literacy gallery walk** to challenge their understanding of 9 different media sources!

Forms of Advertisements Lesson

Students will learn about the five types of ads, explore target audiences, and analyze media messages during this interactive lesson plan

FORMS OF ADVERTISEMENTS
Guided Note

Let's Explore!
We will now examine the main elements of advertisements using the example of Digital Media below, focusing on the conventions this ad uses, its purpose, and its target audience.

Conventions: This digital ad utilizes a promotional offer format, featuring a prominent headline, a brief description of the offer, and a clear call-to-action button.

Purpose: The aim of this ad is to promote Apple Music by offering a free three-month trial to new iPhone users, encouraging them to subscribe to the service.

Main Elements of Advertisements
Advertisements comprise various elements that ensure their effectiveness. These elements serve different purposes: they attract attention, engage the audience, communicate the brand message, and drive action. These diverse components can be categorized into three main elements:

- Conventions:** These refer to the **standard features or norms** typically seen in advertisements, such as slogans, logos, taglines, branding, and visual and textual elements.
- Purpose:** This relates to the **goals** of the advertisement, such as increasing awareness, convincing potential customers, or promoting a product/service.
- Target Audience:** This identifies the **specific group of people** the advertisement aims to reach, based on factors like demographics, interests, and behaviors.

The Ad Investigator
Exploring Advertising Forms

Unleash your inner detective as we dive into the world of advertisements! This activity will sharpen your analytical skills and help you decode the secrets behind captivating ads.

Instructions: Start by reviewing each advertisement closely and then note any key visuals and textual elements that stand out to you. Identify the **form** of advertisement, such as whether it is print media, broadcast media, digital media, outdoor media, or informational media. List the common elements or **conventions** used in the ad, such as images, text, colors, and layout, and how they were used. Determine and explain the main goal or **purpose** of the advertisement, whether it aims to educate, persuade, entertain, or inform the audience. Describe the **target audience**, including their age, location, and any other relevant characteristics if applicable.

Explore **5 Examples** of Advertisements!

Ad Campaign Showdown Assignment

Engage your students in a hands-on media literacy project that challenges them to compare, analyze, and present competing ad campaigns

Ad Campaign Showdown Slideshow ☆ 📁 🗑️
File Edit View Insert Format Slide Arrange Tools Extensions Help

+ 📄 ↶ ↷ 🖨️ 🔍 Fit ▾ 📏 Tr 📐 \ ▾ 📄 Background Layout Theme Transition

1 2 3 4 5 6

ACTIVITY 2: THE SOCIAL MEDIA SMACKDOWN

Where Ads Go Viral

- A campaign doesn't end on TV. It lives on social media. How do brands change their message for platforms like TikTok or Instagram? Your task is to research how your assigned campaigns were marketed online. Use **Worksheet 2** to guide your research.

ACTIVITY 2: THE SOCIAL MEDIA SMACKDOWN

ACTIVITY 2: PRESENTING YOUR VERDICT

Name: _____ Date: _____

PROMPTS	CAMPAIGN A	CAMPAIGN B
Rhetorical Appeal Decide whether the ad relies most on Pathos (emotion), Logos (logic), or Ethos (credibility). Give specific examples from the ad to support your answer.		
Visuals and Music Describe the imagery, colors, camera angles, and music used. Explain how these elements affect the ad's tone and message.		
Effectiveness Based on your analysis, decide which campaign was more effective in delivering its message. Support your answer with evidence.		

Name: _____ Date: _____

Ad Campaign Showdown

Uncovering the secrets behind advertising's greatest rivalries

Worksheet #1: The Ad Campaign Face-Off

Instructions: Watch the TV ads for the two assigned campaigns. After viewing, use the graphic organizer provided below to compare Campaign A and Campaign B side by side. For each prompt listed on the left, write your answers clearly in the corresponding boxes. Be specific, support your responses with examples from the ads, and make sure your explanations are thoughtful and complete.

PROMPTS	CAMPAIGN A	CAMPAIGN B
Central Message Write a one-sentence summary of the main idea.		

Name: _____ Date: _____

Name: _____ Date: _____

The Grand Finale: Presenting Your Verdict

Instructions: Use your completed worksheets to create a short presentation (approximately 5-7 minutes) to share your findings with the class.

Presentation Structure:

- **Introduction** - Briefly introduce the two competing campaigns.
- **Comparative Analysis** - Present your findings from Worksheet 1, explaining the central messages, target audiences, and rhetorical appeals of each ad.
- **Social Media Strategy** - Share your insights from Worksheet 2, showing how each campaign used social media to engage viewers.
- **The Verdict** - End your presentation by giving your final judgment on which campaign was more successful overall, using evidence from both worksheets to support your conclusion.

Rubric for grading:

Criteria	Level 1 (0-4%)	Level 2 (50-64%)	Level 3 (65-79%)	Level 4 (80-100%)
Knowledge and Inquiry	Minimal or unclear comparison; lacks structure or key ideas.	Basic comparison with limited depth; some important points may be unclear.	Clear comparison with some thoughtful points; most key elements are addressed.	Insightful and well-structured comparison of both campaigns; key differences and similarities are clearly explained.
Application	Little to no evidence used; conclusions are unsupported or vague.	Few examples used; connections between evidence and conclusions are weak.	Uses relevant examples to support most points; some connections may be general.	Strong use of specific examples from both worksheets and ads; evidence clearly supports conclusions.
Communication	Disorganized or unclear delivery; visual aids are missing or ineffective.	Uneven delivery or organization; visual aids are present but may not support key points.	Clear delivery and organization; visual aids are used appropriately.	Confident delivery, well-organized flow, effective use of visual aids; engages audience.

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Persuasive Technique Matching Game Cards

These rhetorical device game cards showcase examples from popular culture and mainstream media

PLAIN FOLKS

A persuasive language tactic that presents the speaker as relatable and ordinary.

FALSE DILEMMA

A persuasive language tactic that presents only two options when more exist.

SLIPPERY SLOPE

A persuasive language tactic that claims one small step will lead to disaster.

AD HOMINEM

A persuasive language tactic that attacks the person instead of the argument.

PERSUASIVE LANGUAGE TACTICS



Persuasive Language Tactics refer to strategic techniques used to influence how people think, feel, or act. Persuasive tactics can appeal to **emotions, logic, or credibility**, and often use clever wording, repetition, or exaggeration to make messages more convincing.

Rhetorical Triangle Lesson and Activity

Students will apply the rhetorical triangle to advertisements and analyze how ethos, logos, and pathos impact messaging in commercials

**INCLUDES
ANSWER
KEYS!**

Name: _____ Date: _____

RHETORIC IN ADVERTISING

Analyzing Commercials Using Ethos, Pathos, and Logos Worksheet

3 Which of the three rhetorical appeals (ethos, pathos, or logos) do you think is the most dominant in this commercial? Why?

4 Overall, how effective do you think this commercial is? Explain your reasoning, and think about whether it would actually convince someone you know to purchase the product.

Name: _____ Date: _____

RHETORIC IN ADVERTISING

Analyzing Commercials Using Ethos, Pathos, and Logos Worksheet

This activity will help you understand and apply the concepts of the rhetorical triangle—ethos, pathos, and logos. You'll analyze three popular commercials to deconstruct the persuasive appeals used by the advertisers.

1 Purpose: What is the main goal of the commercial? What is it trying to get you to do or feel?

Name: _____ Date: _____

RHETORIC IN ADVERTISING

Analyzing Commercials Using Ethos, Pathos, and Logos Worksheet

This activity will help you understand and apply the concepts of the rhetorical triangle: ethos, pathos, and logos. You'll analyze three popular commercials to deconstruct the persuasive appeals used by the advertisers.

STEP 1
Watch the Commercials
The YouTube videos for the commercials will be provided by your teacher. As you watch each video, pay close attention to the details. Think about the story, the people, the music, and the overall message.

STEP 2
Fill Out Your Worksheets
Now, use the Worksheets to analyze each commercial. For each ad, you'll complete two Worksheets to answer questions about its persuasive strategies.

STEP 3
Prepare for Discussion
After you've completed your worksheets for all three commercials, take a moment to review your answers. You'll be sharing your thoughts and reflections with the class.

Name: _____ Date: _____

RHETORIC IN ADVERTISING

Analyzing Commercials Using Ethos, Pathos, and Logos Worksheet

5 Rhetorical Triangle: Answer the following questions using the triangle graphic organizer.

How does the commercial's "speaker" (the brand, a spokesperson, a character) establish credibility and trustworthiness?

What emotions are the advertisers trying to evoke in the audience? How do they use elements like music, visuals, or storytelling to create these feelings?

What logical message or argument is being made about the product or service? Is the commercial using facts, statistics, or a clear reason to persuade you?

Break down each appeal with scaffolded questions:

- **Ethos:** How is credibility or trustworthiness established?
- **Pathos:** What emotions are targeted and how?
- **Logos:** What logical argument or evidence supports the ad's message?

SPACECAT Rhetorical Analysis Scavenger Hunt

Students will explore how real-world media texts use rhetorical elements to persuade, inform, or influence audiences!

Name: _____ Date: _____

SPACECAT Scavenger Hunt

Exploring SPACECAT Within Media Texts

Welcome, SPACE explorers! You're about to dig into how Media Texts communicate meaning and connect with their audience.

Part 1: Scavenger Hunt
Take a closer look at the selected Media Texts using the SPACECAT framework. Consider the speaker's role and credibility, the text's clear and implied purposes, the audience's and reactions, the surrounding context, the exigencies that led to its creation, along with the choices, appeals, and tone of the author.

Part 2: Summary
For each Media Text, use your insights from the SPACE Scavenger Hunt to complete the provided skeleton paragraph. The paragraph template guides you in organizing your thoughts about the speaker, purpose, audience, context, exigence, choices, appeals, and tone cohesively. Be thoughtful and specific as you fill in each blank; your responses should reflect your understanding of the text's deeper meaning and relevance.

Let's get started with the scavenger hunt!

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Name: _____ Date: _____

Media Text No. 2

An Excerpt from Anya Schultz's op-ed "The Problem With With Productivity", published as a finalist entry in *The New Student Editorial Contest* (2021)

“
We live in a culture that glorifies being busy. Students brag about all-nighters and skipping meals to finish assignments. Adults wear exhaustion like a badge of honor. But this obsession with productivity is unsustainable. It leads to burnout, anxiety, and a loss of joy in learning and living. We need to stop measuring our worth by how much we accomplish and start valuing rest, reflection, and connection.
”

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Name: _____ Date: _____

Media Text No. 3

A Viral Post from X made by a poet and speaker, @NajwaZel

“
Your mental health matters. It really matters. Not just on paper. Not just in theory. Not just when it's convenient. It matters when you're struggling to get out of bed. It matters when you feel like you're too much or not enough. It matters every single day.
”

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Name: _____ Date: _____

Media Text No. 4

An Excerpt from the official statement made by UK Education Minister Gillian Keegan on February 19, 2024, regarding mobile phone use in schools

“
There is an increasing body of evidence that shows the unnecessary distraction, disruption and diversion caused by mobile phones in schools. Ofcom's report found that by the age of 12, 97% of children own a mobile phone. The National Behaviour Survey (2021-2022) found that 29% of secondary school pupils reported mobile phones being used without permission in most of their lessons.
This is why we are determined that all schools should prohibit the use of mobile phones throughout the school day—not only during lessons but during break and lunchtimes as well. This will create an environment where pupils can focus on learning and socialising, while ensuring that cyberbullying is not tolerated.
”

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Name: _____ Date: _____

Media Text No. 5

An Excerpt from Malala Yousafzai's speech at the United Nations Youth Assembly on Malala Day, July 12, 2013

“
Dear sisters and brothers, we realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realized the importance of pens and books when we saw the guns.
The extremists are afraid of books and pens. The power of education frightens them. They are afraid of what we can do with our voices. They are afraid of what we can do with our pens. That is why they target schools every day—because schools are the source of our strength.
So let us write. Let us speak. Let us be the light. Let us be the voice. Let us be the power.
”

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5 MEDIA TEXTS!

You do not need devices or an internet connection to access these media texts; they are all included within the handouts provided!

Create an Advertisement Group Project

Students will create an advertisement while exploring target audience, persuasive strategies, and real-world media literacy skills

Group 1: Print Media Advertisement

Instructions:

Answer the questions below based on your personal experience during the project. Reflect on your contributions, challenges, and key takeaways. Be thoughtful and honest in your responses. Write your answers in the spaces provided.

* Indicates required question

1. What did you learn from collaborating with your group on this project? *

2. What was your favorite part of the process, and why did you enjoy it? *

Submit

Clear form

The collage includes several worksheets and forms:

- PEER FEEDBACK FORM**: Evaluating Media Advertisements. Includes instructions to exchange projects and provide constructive feedback. Features a "PEER REVIEWER INFORMATION" section with fields for Name, Date, and Group number, and a "Type of Advertisement Reviewed" section with checkboxes for Print, Broadcast, Digital, and Outdoor.
- PRINT MEDIA ADVERTISEMENT Assessment Checklist**: Includes fields for Group Number and Date, and a "MESSAGE AND CONTENT" section with checkboxes for: "Is the main message or slogan clear and engaging?", "Are the product/service features highlighted effectively?", and "Does the advertisement include a strong call-to-action (e.g., 'Buy Now,' 'Sign Up Today')?". It also has a "TARGET AUDIENCE" section.
- GROUP 3: Digital Media Advertisement**: Includes a "GROUP TASK" section with an illustration of a laptop and a smartphone displaying a "BIG SALE" advertisement.
- Group 1: Print Media Advertisement Worksheet #1**: Includes a "1. CONTENT" section with checkboxes for "Very clear", "Mostly clear", and "Needs better". It has a "1. Brainstorming Ideas" section, a "2. Final Topic/Message/Product" section, and a "3. Format" section with checkboxes for Flyer, Magazine Ad, Poster, and Brochure, plus an "Other (specify)" field.
- Group 1: Print Media Advertisement Worksheet #2**: Includes a "2. Know Your Audience" section with a "1. Describe your target audience" section and a "2. Why is this audience relevant?" section.
- GROUP 1: Print Media Advertisement**: Includes a "1. Understand Your Objective" section with a "1. What do you want to achieve with your print advertisement?" section and a "2. Explain why this objective is important." section. It also has a "GROUP TASK" section with an illustration of various print media like a newspaper and a magazine.
- STEP 3: Develop Your Message**: Includes a "GROUP TASK" section with an illustration of a smartphone displaying a "BIG SALE" advertisement.
- STEP 4: Plan Your Visuals**: Includes a "GROUP TASK" section with an illustration of a smartphone displaying a "BIG SALE" advertisement.

Shark Tank Persuasion Project

Guide students through the steps of inventing an absurd product, targeting an audience, and developing a pitch that strategically applies rhetorical techniques

Name: _____ Date: _____

SHARK TANK: RHETORICAL APPEALS EDITION
Group Tasks

1 BRAINSTORMING AND PITCH SELECTION
Use this space to generate ideas before selecting your final pitch

Absurd Product/Cause Idea 1:

Absurd Product/Cause Idea 2:

Absurd Product/Cause Idea 3:

2 UNIQUE ABSURD PRODUCT/CAUSE
Rewrite your chosen unique absurd product/cause clearly in the s

Name: _____ Date: _____

SHARK TANK: RHETORICAL APPEALS EDITION
Group Tasks

II. LOGOS

Statistic	
Study	
Other Logical Supports	
Key Phrase/s (The specific line/s you will say to present your data)	

REQUIREMENT
Include fake credentials, titles, experience, or awards that sound impressive. *Get creative!*

Invent a convincing and sound "statistic" or "study".

a heartstring-tugging story, describe vivid image, or use dramatic language to evoke emotions.

PRINT

Name: _____ Date: _____

SHARK TANK

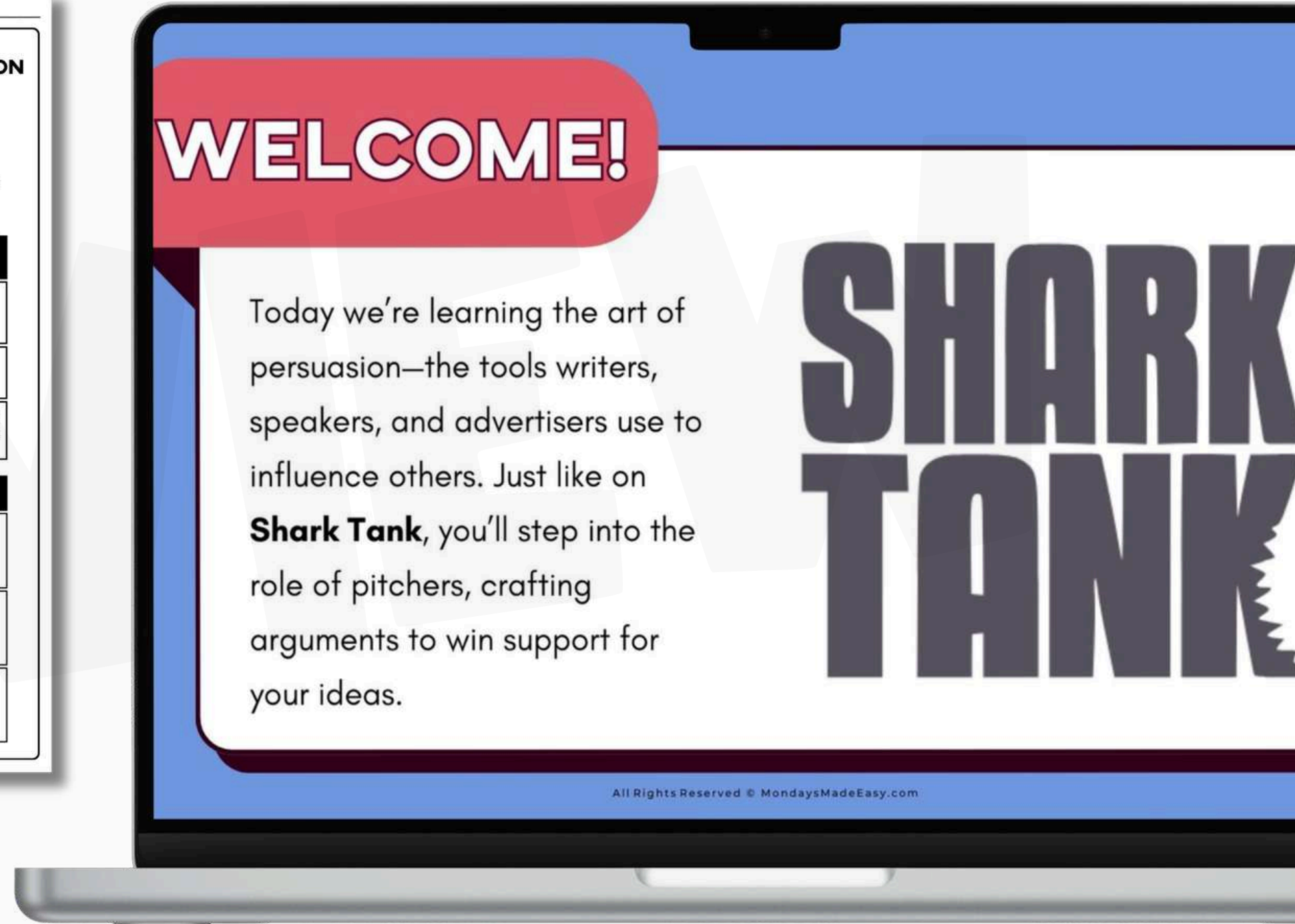
Emotional Anecdote/Story (Brief description only)

Vivid/Evocative Imagery (Description that creates strong feeling)

Other Dramatic Language

Key Phrase/s (The specific line/s you will say to evoke emotion)

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→ **Scaffold planning** and help students **refine ideas!**