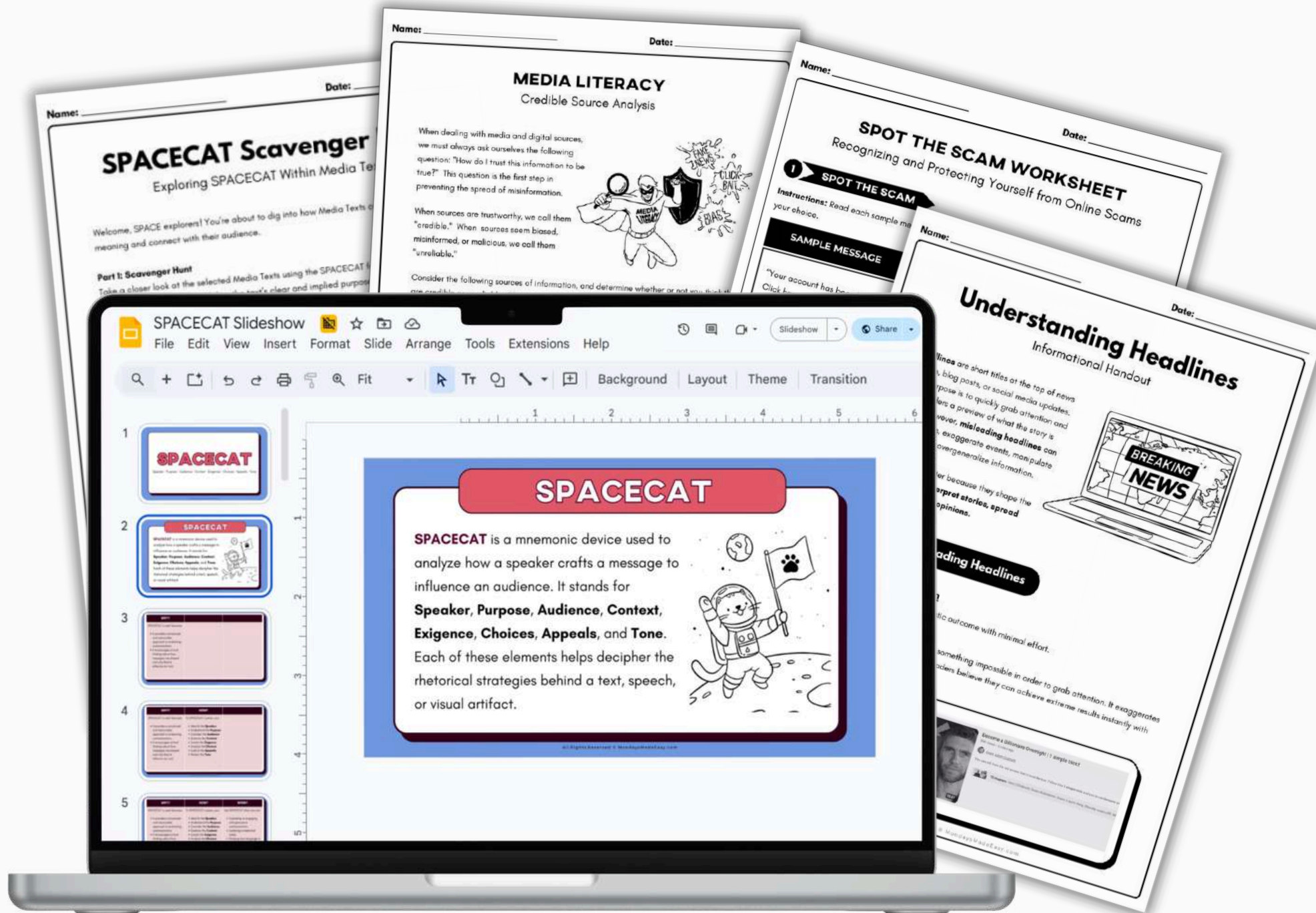


# Teach Media Literacy & Digital Citizenship

This media literacy unit includes everything you need to teach high school students about media production, digital citizenship, and persuasive techniques in news and advertising.



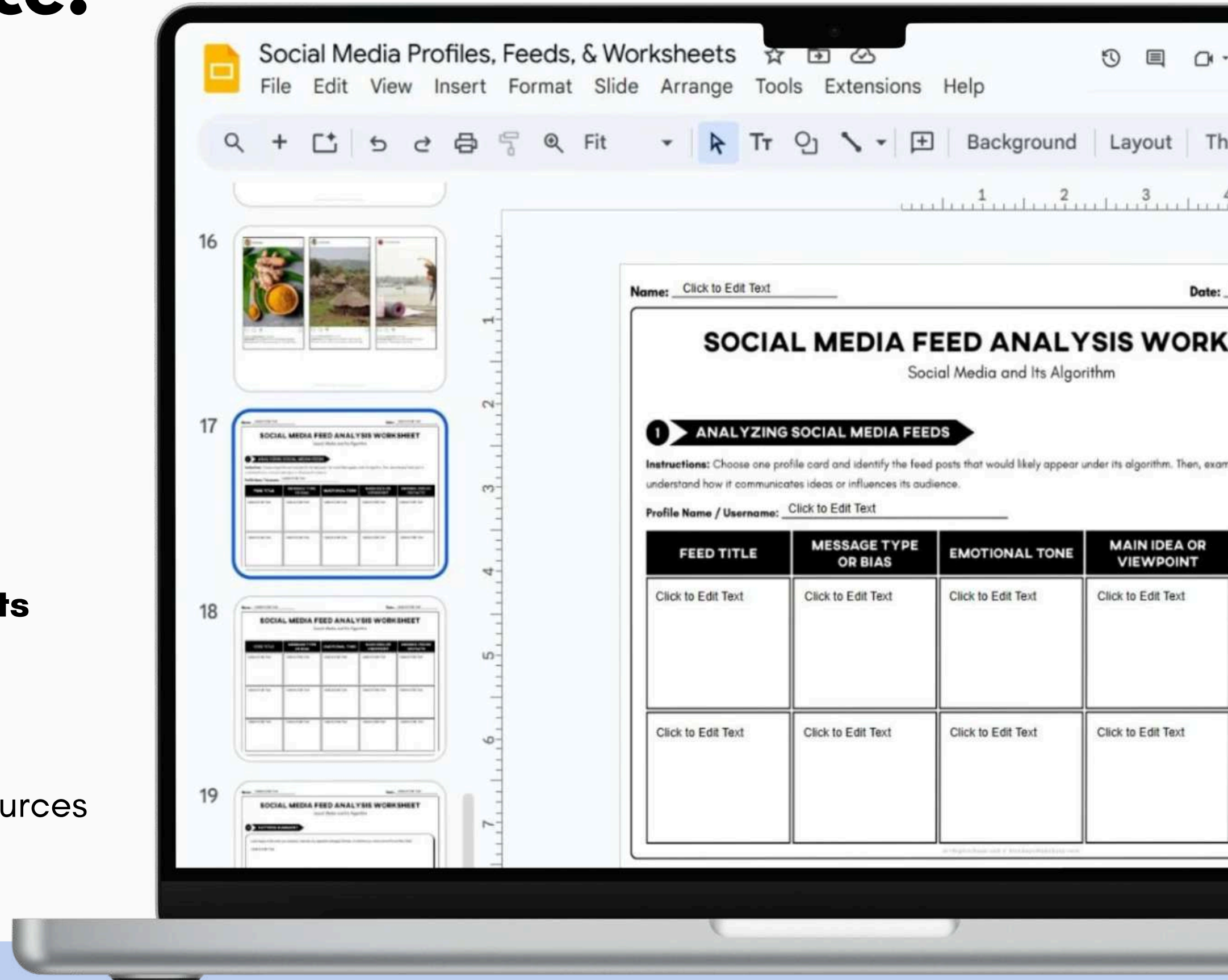
- **Guide students through analyzing misinformation, media bias, and persuasive messaging** with engaging lessons that build real-world critical thinking skills.
- **Equip students with practical strategies** to detect online scams, evaluate sources, and make responsible decisions about their digital presence.
- **Challenge students to apply rhetorical analysis and advertising concepts** through hands-on projects, debates, and media production activities that deepen understanding.

**Help students navigate online spaces safely and think critically about what they see!**

**PURCHASE HERE**

# Included with this resource:

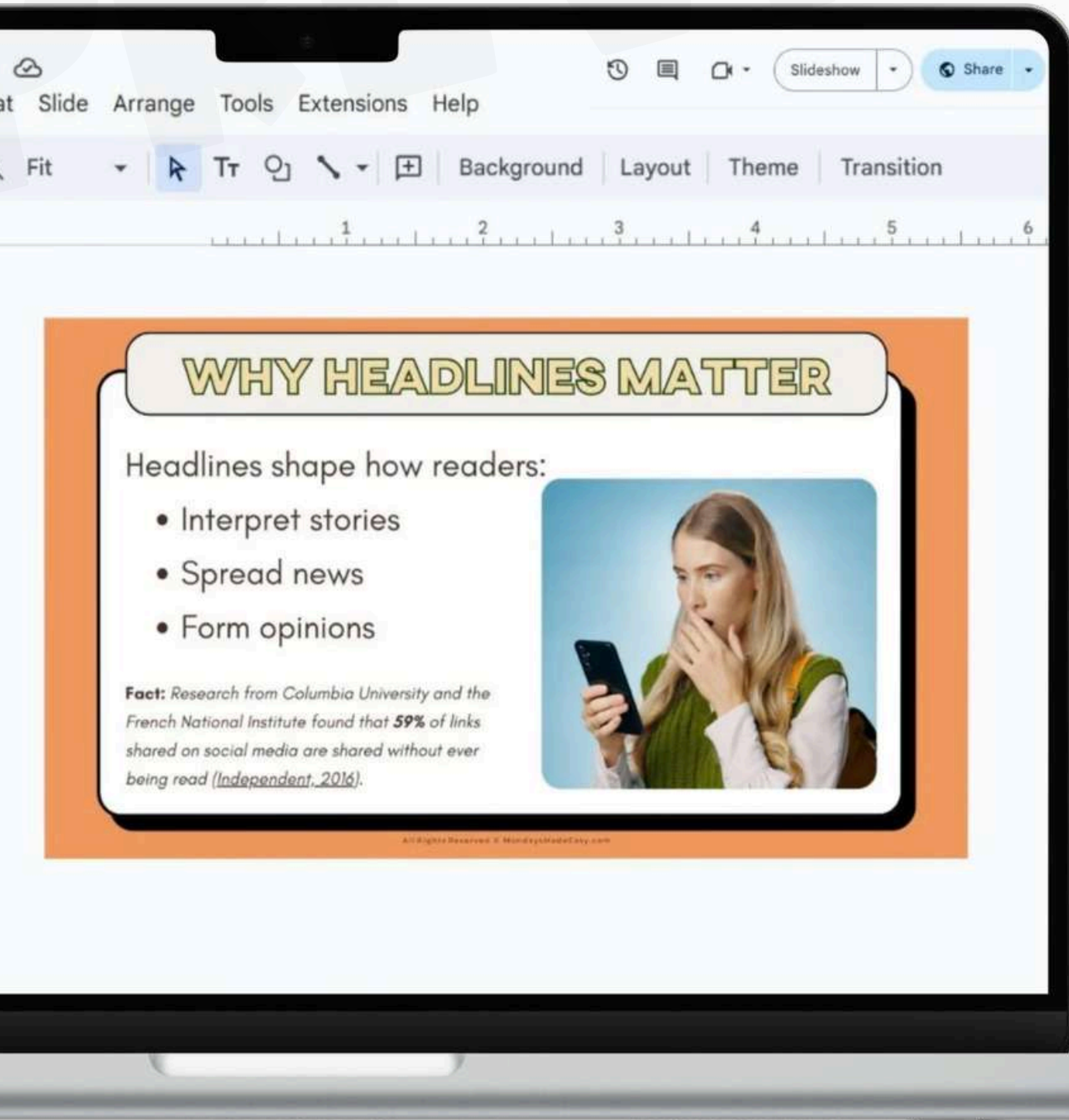
- ✓ **5 Interactive Slideshow Lessons**
- ✓ **Detailed Informational Handbooks**
- ✓ **Application Activities, Worksheets, and Graphic Organizers**
- ✓ **Reflection Questions, Self-Assessments, and Games**
- ✓ **Engaging Projects and Authentic Assessments**
- ✓ **Answer Keys, Rubrics, and Sample Answers**
- ✓ **Teacher Instructions** for how to use these resources



**Includes Digital Versions for Google Drive®**

# Exploring Bias in News Headlines

Teach students how to recognize misinformation, apply media conventions, and evaluate headlines for bias and accuracy.



Emotional Language

Provokes a strong emotional response to attract views.

Example: This headline uses strong emotional words like "cry isosnely" to spark a reaction. Instead of focusing on what the stories are really about, it tries to pull readers in by making them expect an extreme emotional experience.

Missing Context

Omits key facts, misleading readers toward

Understanding Headlines

Informational Handout

Headlines are short titles at the top of news articles, blog posts, or social media updates. Their purpose is to quickly grab attention and give readers a preview of what the story is about. However, **misleading headlines** can distort facts, exaggerate events, manipulate emotions, or overgeneralize information.

Headlines matter because they shape the way readers **interpret stories, spread**

Elements of Misleading Headlines

- 1 Neutral Wording**  
Presents the facts without emotional or dramatic language.  
Example: "Supreme Court to Hear Case on Student Loan Forgiveness Policy."
  - Neutral tone, no exaggeration or loaded language
  - States the event clearly without implying opinion or drama
- 2 Evidence-Based Claims**  
Uses research data to support the claim instead.  
Example: "Study Finds Daily Walking Reduces..."
  - Backs the claim with research

**HEADLINE REWRITING WORKSHEET**  
Misleading vs. Credible Headlines

QUESTIONS

...es or titles affect the way people think about stories, products, or

...gnize and rewrite misleading headlines beyond just the news?

...se to avoid being tricked by clickbait or misleading information

**HEADLINE REWRITING WORKSHEET**  
Misleading vs. Credible Headlines

**2 CREATE YOUR OWN HEADLINE**

**Instructions:** For each element, create your own misleading headline and then rewrite it so it becomes a clear and credible version.

ELEMENT	MISLEADING HEADLINE	CREDIBLE HEADLINE
EXAGGERATION		
EMOTIONAL LANGUAGE		
MISSING CONTEXT		
OVERGENERALIZATION		

**HEADLINE REWRITING WORKSHEET**  
Misleading vs. Credible Headlines

MISLEADING HEADLINE	IDENTIFY THE PROBLEM	REWRITE IT
"School Bans Students from Using Books!"		
"This One App Will Instantly Make You Smarter Than Einstein!"		

**HEADLINE REWRITING WORKSHEET**  
Misleading vs. Credible Headlines

**1 REWRITING MISLEADING HEADLINES**

**Instructions:** Use this worksheet to practice recognizing tricks used in misleading headlines, rewriting them into credible versions, and reflecting on why accurate headlines matter in everyday life.

MISLEADING HEADLINE	IDENTIFY THE PROBLEM	REWRITE IT
"Heartbreaking Story That Will Leave You in Tears!"		
"Everyone is Quitting Their Jobs Because of Stress."		

Students will evaluate misleading headlines and identify issues such as **exaggeration, emotional language, missing context, and overgeneralization!**

# Media Bias Mini-Lesson: Analyzing News Sources

Through article comparisons, students will evaluate tone, word choice, and framing across news outlets to build digital citizenship skills and identify misinformation


Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Recognizing News Bias

Mini Lesson Handout

Every day, news outlets report on the same events but the way they tell the story is very different. Some use positive or negative words, choose certain images, or focus on one side more than another. This is called **news bias**.

Learning to recognize bias helps us think critically, make fair judgments, and see multiple perspectives instead of just one.



**Key Terms to Remember**

TERM	DEFINITION	EXAMPLE
Bias	Favoring one side or opinion more than another	
Framing	How information is presented to shape how readers think	
Tone	The writer's attitude toward the subject	
Loaded Language	Words with strong emotional meaning, often used to influence	
Perspective	The point of view from which a story is told	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## RECOGNIZING NEWS BIAS

Media Bias Worksheet

LOADED LANGUAGE (Words or Phrases)	EFFECT ON READER (Framing or Perspective)	TONE (Positive / Negative / Neutral)

### Youth Climate Protests Around the World

**SOURCE A**

Critics said student climate strikes disrupt education and exaggerate the issue. Some politicians argued that young protesters should stay in class instead of joining "public stunts." Others claimed that global protests pressure governments without offering realistic solutions.  
*(Adapted from Fox News)*

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### Youth Climate Protests Around the World

**SOURCE B**

Student groups in more than 50 countries organized climate protests, calling on governments to meet international climate goals. Some schools supported the demonstrations as civic engagement, while others marked students absent. Officials said the events were mostly peaceful, though some cities reported traffic delays.  
*(Adapted from Reuters)*

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### Youth Climate Protests Around the World

**SOURCE C**

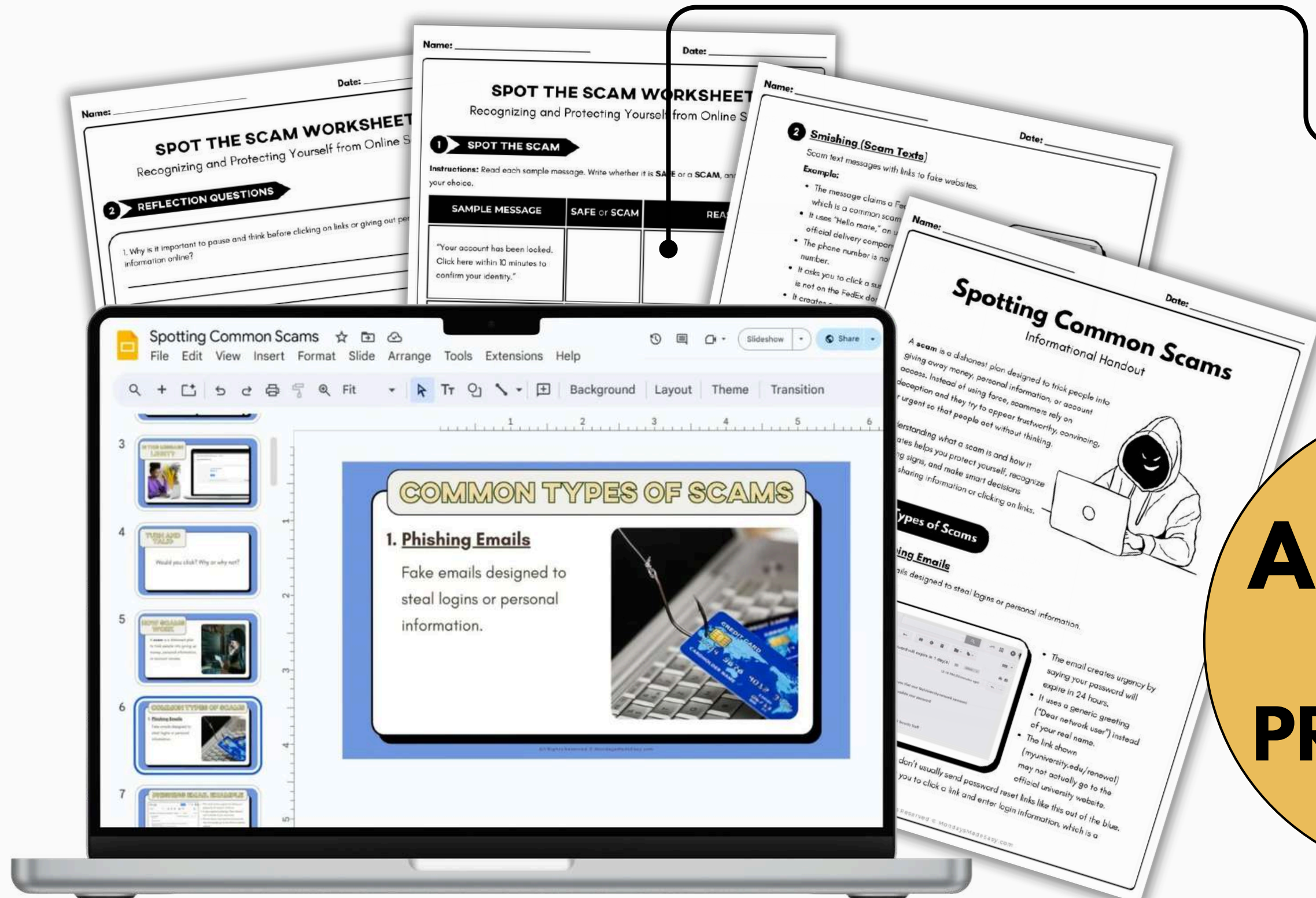
Young people around the world took to the streets to demand urgent action on climate change. Marches were peaceful and full of energy, with students holding signs that read "Our future matters." Environmental groups praised the movement, saying it shows how students are becoming global leaders for change.  
*(Adapted from BBC News)*

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INCLUDES  
18  
STORIES!

# Internet Safety and Scam Spotting Lesson

Show students how to identify online scams and protect their personal information





Students must decide whether each message is safe or a scam and explain their reasoning using evidence

**ANSWER KEY PROVIDED!**

# Fake News and Misinformation Lesson

This resource promotes digital citizenship and media literacy skills that are essential to navigating today's online information landscape

Decide whether each example is real or fake.

REAL OR FAKE	ANSWER
	

### EXAMPLE OF FAKE INFORMATION

#### 4. Deepfakes (Video/Audio)

This video seemed like Tom Cruise had joined TikTok, but the clips turned out to be a series of deepfake videos that simulated a person's likeness using AI to apply it to someone else's.



### WHICH IS REAL? WHICH IS FAKE?

	This is a true news story from the Metro.
	This is fake news - urine from astronauts on the ISS was dumped into drinking water.
	This is true and can be found in numerous news outlets.

### TYPES OF FAKE INFORMATION

#### 2. Fake Websites / Impersonation Sites

Web pages that copy real brands or news outlets to trick people.




## RECOGNIZING FAKE INFORMATION

### Evaluating Sources Online

#### 6. Fake Ads / Giveaways

Online promotions or prizes that don't exist and are designed to trick people.

**Example:**



On You used My fake ad giveaways in-feed showed results a Home f


**Ways to Spot Fake Information**

#### 2. Fake Websites / Impersonation Sites

Web pages that copy real brands or news outlets to trick people.

**Example:**

During the 2023 FIFA World Cup, fake Nike websites appeared online offering big discounts on Air Jordans. They used copycat URLs and designs, tricking people into buying counterfeits or getting nothing. Nike launched takedown campaigns as scammers exploited the hype and pressured buyers with fake deals.




### Recognizing Fake Information

#### Informational Handout

Every day we see news stories, social media posts, ads, and videos online. But not everything is true. Some information is fake, designed to trick, confuse, or scam people. Learning how to spot fake information will help you stay safe, think critically, and make good choices online.

Fake information is completely false content such as stories, images, videos or accounts that are made to look real online. It is often created to earn money through scams or fake ads, influence opinions, politics, or decisions, and gain followers, attention, or control.



### RECOGNIZING FAKE INFORMATION

#### Evaluating Sources Online

#### 1. REAL OR FAKE

**Instructions:** Read each example below. Before deciding, search each one on the Internet to verify if it is **REAL** or **FAKE**. After you search, decide if it is real or fake and write down one clue or source that helped you make your choice.

INFORMATION EXAMPLE	REAL OR FAKE	CLUE/SOURCE YOU FOUND
Chinese Media published footage of a helicopter crashing in Ukraine.		
A dad is to walk the entire route backwards in aid of Ukrainians affected by the ongoing war with Russia.		
Brussels has public bus which takes you to a mystery location.		
A London artist moved in to a skip due to the cost of living crisis.		
A video, with over 360,000 views on Facebook, shows that self-service machines at Asda use facial recognition to collect customer data for targeted ads.		

### RECOGNIZING FAKE INFORMATION

#### Evaluating Sources Online

#### 2. REFLECTION QUESTIONS

- How did searching online first help you decide if each example was real or fake?
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
- Which example surprised you the most, and why?
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
- What strategies will you use in the future to check if information online is true or false?
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_

### RECOGNIZING FAKE INFORMATION

#### Evaluating Sources Online

INFORMATION EXAMPLE	REAL OR FAKE	CLUE/SOURCE YOU FOUND
being launched a currency called		
ashed a Tesla to space aboard a rocket.		
the Grand Canal in completely frozen over.		
message stating that a unique record to get a \$1,000 record this Black		
-white photo from someone doing the history.		

# Analyzing Algorithms, Filter Bubbles, and Echo Chambers


This lesson deepens understanding of bias, misinformation, and the mechanics behind digital media consumption

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Social Media and Its Algorithm

How Online Platforms Shape What You See and Think

Your **social media feed** does not just show random posts; it is personalized for you. Every like, comment, or share teaches the algorithm what you are most interested in seeing. This means two people can search the same topic, such as fashion, sports, or climate change, and still see completely different posts.

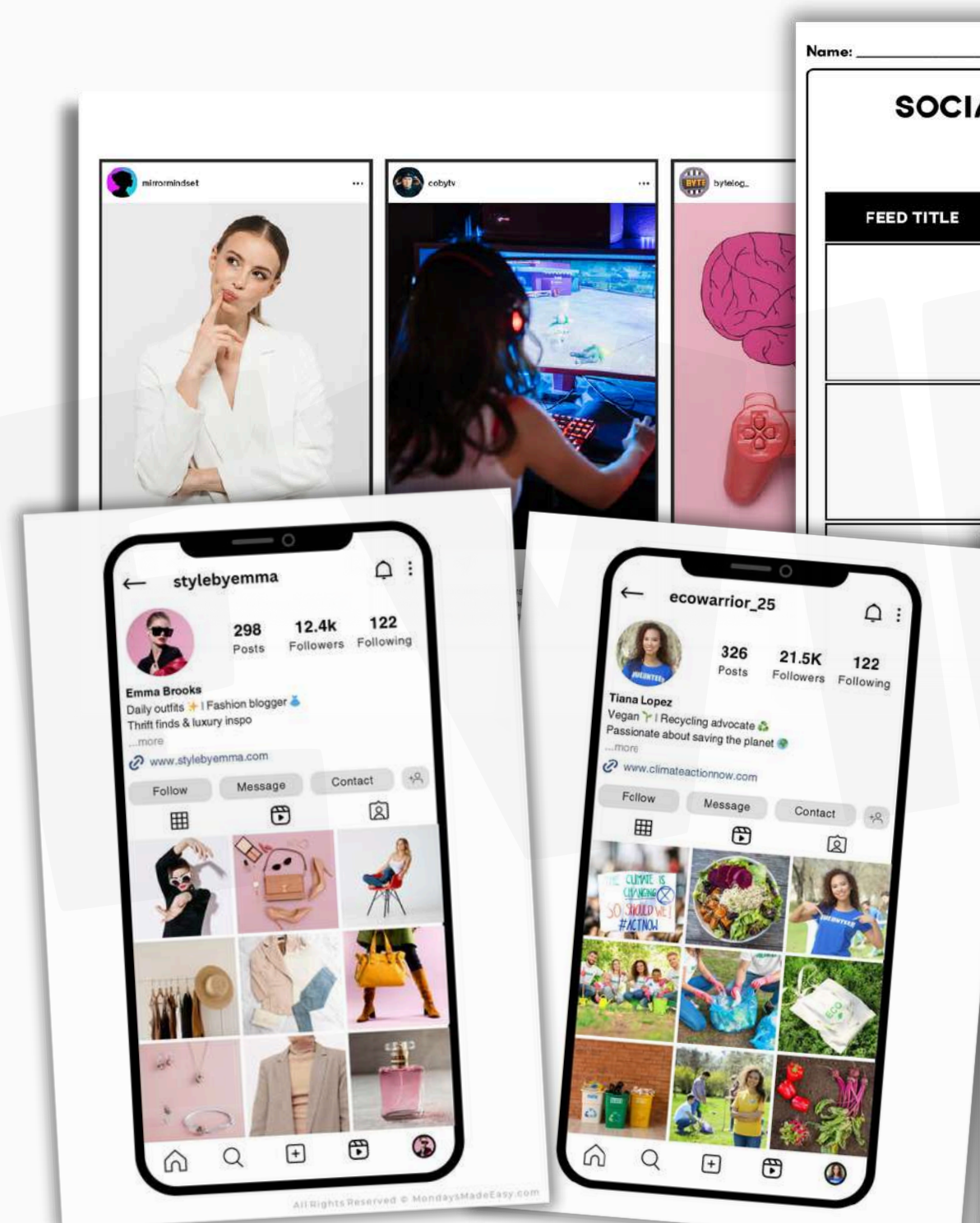


In this activity, you will learn how online feeds are shaped by algorithms, how bias appears in posts, and why it is important to look beyond your digital bubble.

### Key Ideas to Know

- Algorithm**  
It is a computer system that decides what appears in your feed. It studies your likes, views, and clicks to keep showing you more of what you already enjoy.
- Filter Bubble**  
The personalized "bubble" created by algorithms. You mostly see posts and opinions that match your interests and fewer that challenge them. For example, if you like posts about one sports team, your feed might stop showing other teams entirely.
- Echo Chamber**  
When your feed becomes an environment where the same ideas keep repeating because you're only surrounded by similar opinions. You start to believe everyone thinks the same way.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## SOCIAL MEDIA FEED ANALYSIS WORKSHEET

Social Media and Its Algorithm

FEED TITLE	MESSAGE TYPE OR BIAS	EMOTIONAL TONE	MAIN IDEA OR VIEWPOINT

me: \_\_\_\_\_

## SOCIAL MEDIA FEED ANALYSIS WORKSHEET

Social Media and Its Algorithm

### 2. PATTERN SUMMARY

Look closely at the posts you analyzed. Describe any repeated messages, themes, or emotions you notice across this profile's feed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3. REFLECTION QUESTIONS

Think about the bigger picture and explain how these patterns might shape what the user believes, supports, or ignores, and what the algorithm might assume about this person's interests or identity.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**CURATED PROFILES & POSTS!**

# Echo Chambers Mini-Lesson and Debate Activity

Students will examine digital citizenship through debate, critical thinking, example articles, and collaborative discussion

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Understanding Echo Chambers

Mini Lesson Handout

An **echo chamber** happens when you only hear information that agrees with what you already believe. Online, this can happen when algorithms show you posts and videos that match your interests or opinions and hide the rest. You hear the same opinions "echo" back to you, over and over.



For example, you like one post claiming a celebrity did something wrong. Soon, your feed fills with similar posts repeating that story but you never see the corrections or other points of view.

**Echo chambers can:**

- Limit what we know about the world
- Strengthen false beliefs or stereotypes
- Make people more divided and less open-minded
- Spread misinformation quickly

**Key Terms to Remember**


TERM	DEFINITION	EXAMPLE
Echo Chamber	A space (online or offline) where people only hear opinions that agree with their own.	Only following people who share your political views.
Confirmation Bias	The tendency to focus on information that supports what you already believe.	Reading only news articles that make your side look good.
Perspective	The way someone sees or interprets an issue.	A student and a teacher may have different views on homework.
Bias	Favoring one side or opinion more than the other.	A news story that praises one candidate but criticizes all others.
Misinformation	False or misleading information shared by mistake.	Sharing an outdated photo as if it were recent news.

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**Should Students Be Allowed to Use AI Tools for Homework?**

**ARTICLE A**

Advocates for using AI tools in homework argue that technology can help students learn smarter, not lazier. AI apps can provide instant explanations, check grammar, and offer personalized feedback like a built-in tutor. Proponents say that when used responsibly, these tools save time and build confidence. They can help students who might struggle to understand lessons or need extra support. Teachers could also guide students on ethical ways to use AI, just as they teach citation and research skills. In a world where AI is everywhere, learning how to use it responsibly may be more valuable than banning it.




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**Should Schools Require Uniforms?**

**ARTICLE B**

Opponents of school uniforms believe students should have the right to express their individuality through clothing. They argue that being able to choose what to wear builds confidence and personal style. Some families also find uniforms expensive or inconvenient, especially when students outgrow them quickly. Critics say uniforms don't actually fix deeper issues like bullying or inequality, they just hide them. Instead of enforcing one dress code for everyone, schools could teach respect and acceptance for diverse styles and backgrounds. For many students, self-expression through fashion is an important part of growing up.



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INCLUDES  
14  
ARTICLES!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ECHO CHAMBER DEBATE

Debate Sheet

**Instructions:** You will prepare for and participate in a class debate. Use this worksheet to gather ideas, gather evidence, and plan what you will say.

**PART 1** **OPENING CLAIM**

**A. Choose Your Side**

Agree  
 Disagree

**Topic:**

\_\_\_\_\_

**B. State Your Main Claim**

Write a short statement (2-3 sentences) that clearly explains what you believe and why.

\_\_\_\_\_

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ECHO CHAMBER DEBATE

Debate Sheet

**EVIDENCE**

Examples from your assigned article or research.

\_\_\_\_\_

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHER DEBATE REFERENCE SHEET

Echo Chamber and Social Media Debate

**Before the Debate**

- Assign the Debate Topic**
  - Each team will take a side on the assigned debate question.
- Divide Students into Two Sides**
  - Give each side one article or source representing their perspective.
    - Affirmative (Agree)
    - Negative (Disagree)
- Preparation Time (10-15 minutes)**
  - Students complete their Debate Worksheet to organize claims, evidence, and rebuttals.

**During the Debate**

Use this sequence to structure class discussions. (Adjust times as needed depending on group size.)

PHASE	TIME	FOCUS	TEACHER PROMPTS
Opening Statements	2 min each side	Present main claim and reason	<ul style="list-style-type: none"> <li>• "What is your position on this issue?"</li> <li>• "Why do you support this side?"</li> </ul>
Supporting Evidence	2-3 min each	Present key facts, examples, reasoning	<ul style="list-style-type: none"> <li>• "Can you give an example or data?"</li> <li>• "Where did you find this information?"</li> </ul>
Rebuttal	2-3 min each	Respond to the opposing argument	<ul style="list-style-type: none"> <li>• "What point from the other side do you disagree with, and why?"</li> </ul>
Crossfire (Open Discussion)	3-5 min	Ask questions or challenge points	<ul style="list-style-type: none"> <li>• "What did you notice about bias or missing perspectives?"</li> <li>• "Is there common ground?"</li> </ul>
Closing Statements	1-2 min each	Summarize strongest point and conclusion	<ul style="list-style-type: none"> <li>• "What evidence supports your side the most?"</li> <li>• "Why should we agree with your position?"</li> </ul>

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# Digital Footprint Mapping Activities

Students will analyze real-life scenarios and reflect on smarter online behavior using case studies, a graphic organizer, and prompts for depth of knowledge.

Name: \_\_\_\_\_ Date: \_\_\_\_\_


## Digital Footprint

Mini Lesson Handout

Your **digital footprint** is the collection of information you leave online on purpose or by accident every time you use the internet.

It includes:

- Posts, comments, and likes on social media
- Photos, videos, and online profiles
- Search history and browsing activity
- Apps and online games you use
- Messages and emails
- School platforms and log-ins



Even deleted posts or private accounts can sometimes be found later. Your digital footprint can help or hurt your future opportunities.

**Why Does Your Digital Footprint Matter?**  
Your online actions can influence how **others see you** and **shape your reputation**. They can affect school opportunities, leadership roles, job or internship applications, and even college acceptance and scholarship chances. Your digital footprint tells a story about who you are, so make sure it is a positive and true one.

**Examples of Digital Traces & T**

DIGITAL TRACE
Following news and sharing articles
Commenting on social media

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**INCLUDES ANSWER KEYS!**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## DIGITAL FOOTPRINT MAPPING

Case Study Worksheet

SCENARIO TITLE	EFFECT ON THE STUDENT <i>What consequences might happen?</i>	SMARTER DIGITAL CHOICE <i>What the student could do next time.</i>

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**Scenario 1: College Admissions Check**  
A college admissions officer sees an old TikTok where a student made fun of another person. It was meant as a joke, but it appears rude and unkind.

**Scenario 2: Job Interview Background Search**  
A part-time job manager searches a student's name and finds photos where the student is posing with alcohol at a friend's party, even though they are underage.

**Scenario 3: Scholarship Opportunity**  
A student applies for a leadership scholarship. The reviewers see a clip of the student arguing online using inappropriate language during a gaming livestream.

**Scenario 4: Friendship & Reputation**  
A friend shares screenshots of private messages where a student was complaining about classmates. Those screenshots begin circulating in a group chat.

**Scenario 5: Future Career Review**  
A future employer finds a long-forgotten social media post where a student shared incorrect information without checking facts first.

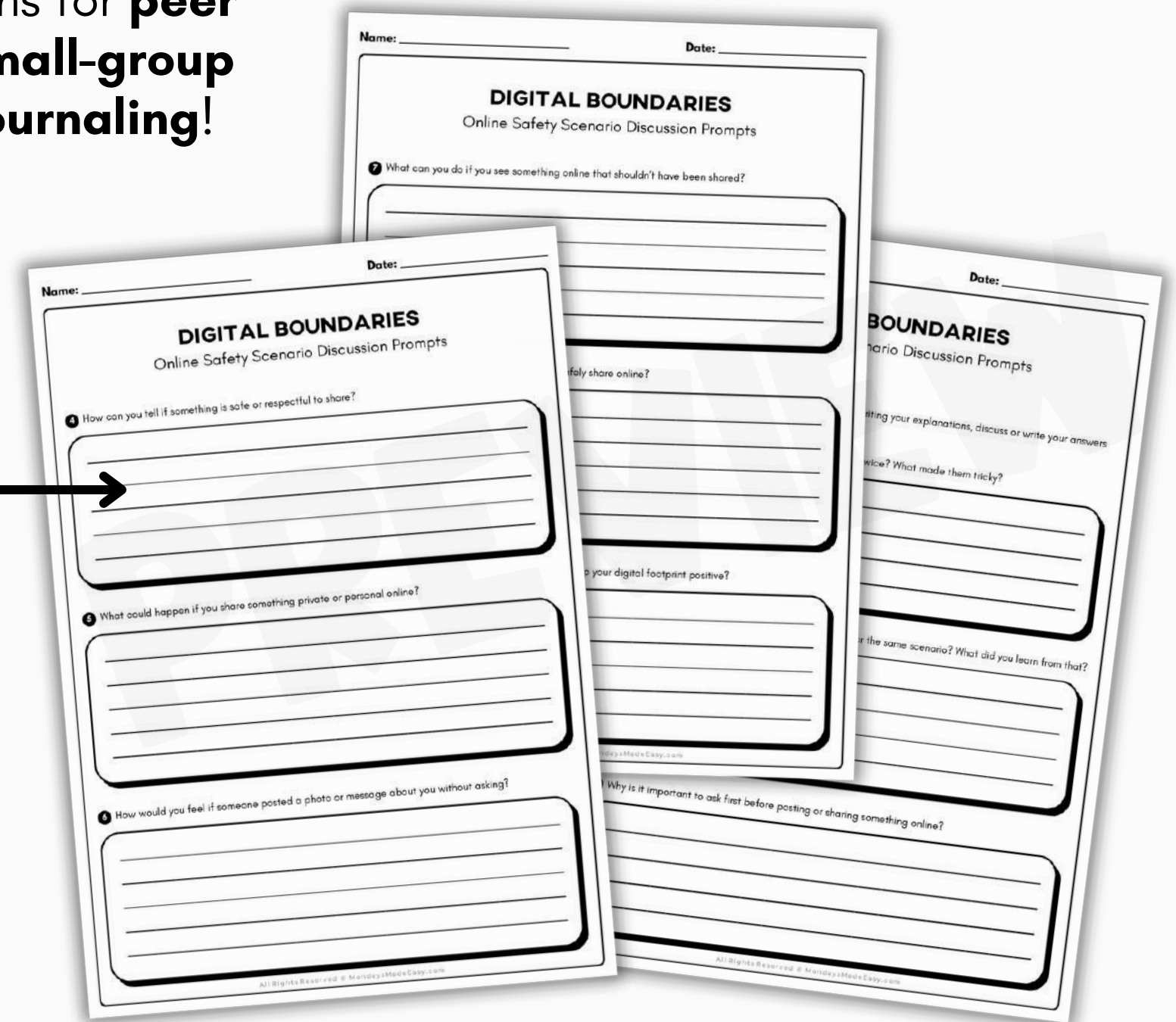
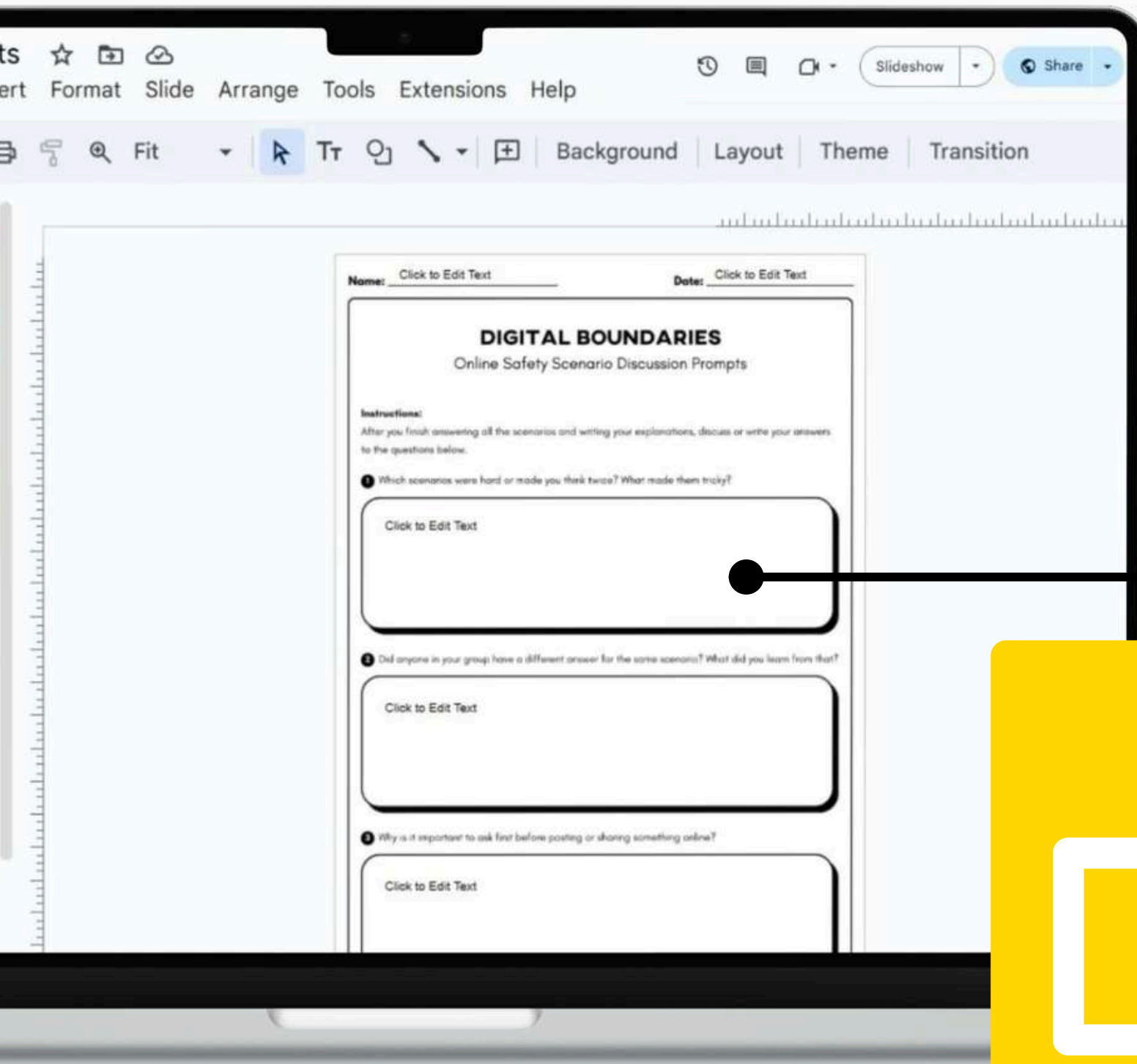
**Scenario 6: Positive Footprint Example**  
A teacher finds a student's posts discussing volunteer projects and school achievements and uses them to recommend the student for a leadership program.

Students must **describe the potential outcomes** and **propose a smarter digital choice** that aligns with responsible online behavior

# Digital Boundaries and Online Safety Lesson

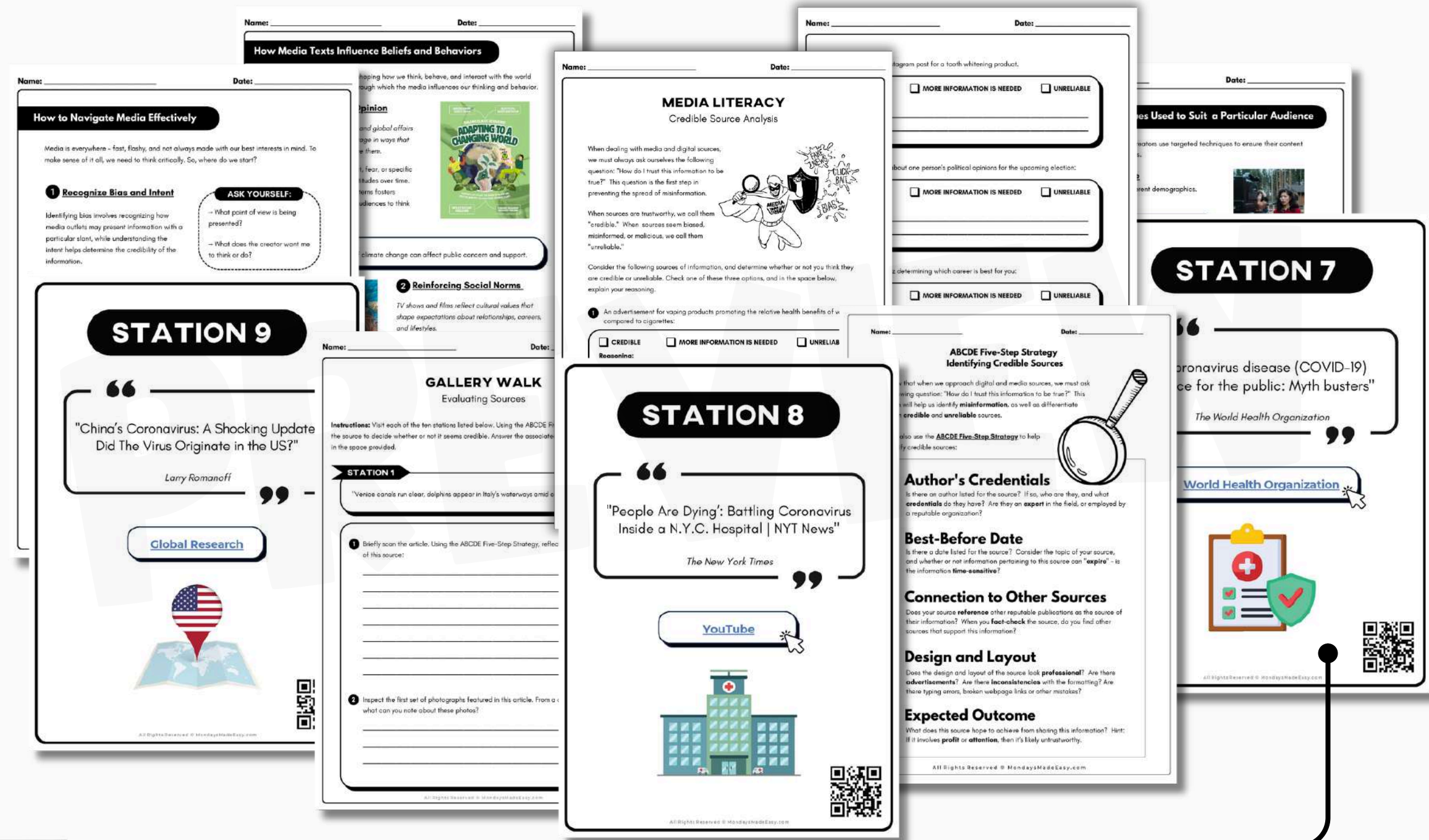
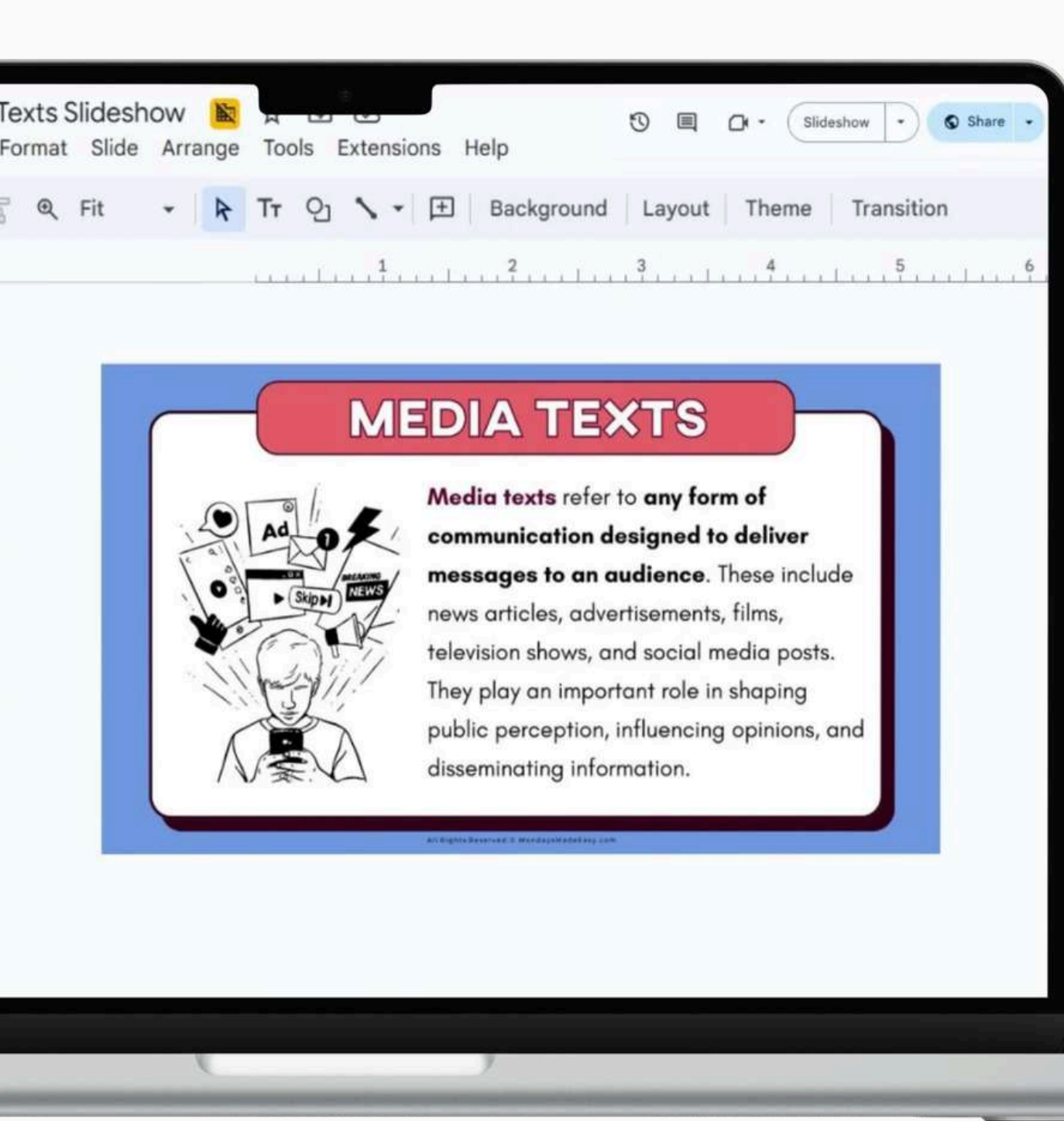
Students will reflect on respectful posting, digital boundaries, and safe online habits using guided prompts and real-life situations.

Use these questions for **peer collaboration, small-group discussion, or journaling!**



# 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
<b>Rhetorical Appeal</b> Decide whether the ad relies most on Pathos (emotion), Logos (logic), or Ethos (credibility). Give specific examples from the ad to support your answer.		
<b>Visuals and Music</b> Describe the imagery, colors, camera angles, and music used. Explain how these elements affect the ad's tone and message.		
<b>Effectiveness</b> 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
<b>Central Message</b> 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%)
<b>Knowledge and Inquiry</b>	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.
<b>Application</b>	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.
<b>Communication</b>	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.

The diagram shows a large triangle divided into three sections: Ethos at the top, Pathos at the bottom left, and Logos at the bottom right. Three callout boxes with arrows point to each section:

- Ethos:** How does the commercial's "speaker" (the brand, a spokesperson, a character) establish credibility and trustworthiness?
- Pathos:** 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?
- Logos:** 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!

**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 about the speaker, purpose, audience, context, exigence, choices, appeals, and tone and cohesively. Be thoughtful and specific as you fill in each blank; your responses reflect your understanding of the text's deeper meaning and relevance.

Let's get started with the scavenger hunt!

**Media Text No. 2**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
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.”

**Media Text No. 3**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
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.”

**Media Text No. 4**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
An Excerpt from the official statement made by UK Education Secretary Gillian Keegan on February 19, 2024, regarding mobile phones 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.”

**Media Text No. 5**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
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 use our voices. Let us use our pens. Let us use our weapons of knowledge.”

**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 features several worksheets and forms:

- PEER FEEDBACK FORM**: Evaluating Media Advertisements. Includes instructions for exchanging projects and a peer reviewer information section with fields for Name, Date, and Group number. It also has checkboxes for the type of advertisement reviewed (Print, Broadcast, Digital, Outdoor).
- PRINT MEDIA ADVERTISEMENT Assessment Checklist**: A checklist for evaluating print ads, covering Message and Content (main message, product/service features, call-to-action) and Target Audience.
- GROUP 3: Digital Media Advertisement**: Includes a group task to document the goal and explain why on a platform, accompanied by an illustration of a laptop and a smartphone.
- GROUP 1: Print Media Advertisement Worksheet #1**: Contains three main sections: 1. Brainstorming Ideas (listing 1-5 ideas), 2. Final Topic/Message/Product, and 3. Format (choosing between Flyer, Magazine Ad, Poster, or Brochure).
- GROUP 1: Print Media Advertisement Worksheet #2**: Features a 'Know Your Audience' section with a table for describing target audience characteristics (Age group, Gender, etc.) and an 'Understand Your Objective' section with two numbered questions.
- GROUP 1: Print Media Advertisement**: A final worksheet with a 'Group Task' to discuss and agree on the primary objective of the advertisement and explain how print media can support it. It includes an illustration of various print media like newspapers and magazines.
- STEP 3: Develop Your Message** and **STEP 4: Plan Your Visuals**: Two vertical panels providing guidance on creating a powerful message and planning visual elements like color, images, and typography.

# 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**

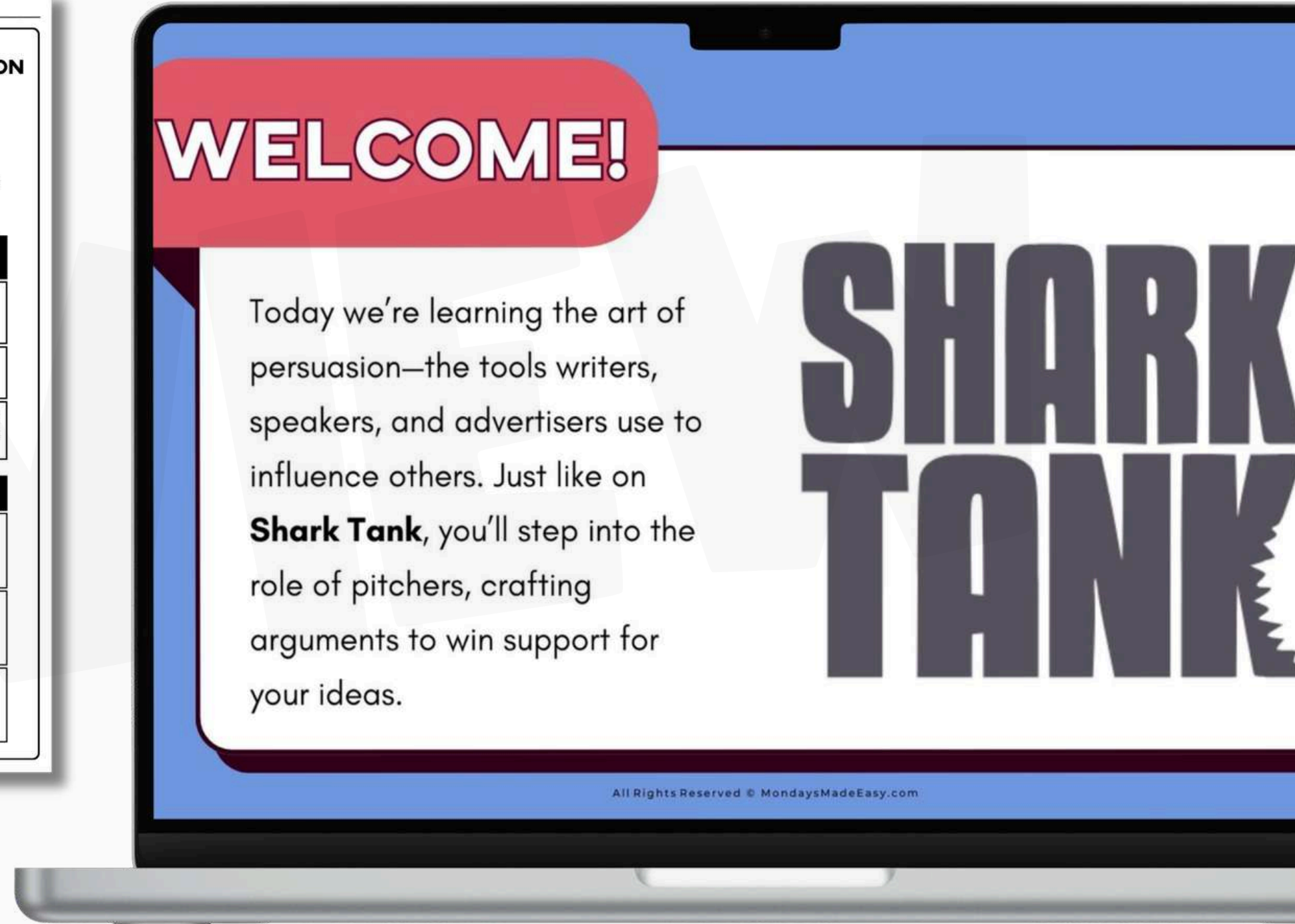
Emotional Anecdote/Story (Brief description only)

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!**