

Part 1: Aligning the Learning Targets to the PT

Learning Targets (UKDs)	Rationale
U1: Language and images are tools of persuasion.	Students will need to understand U1 as they will be choosing and crafting their own languages and images in an ad campaign of their choice with the purpose of persuasion. Without their language or images chosen/created being persuasive and without an articulation from the student of why they are persuasive, they will not meet this learning target.
U3: Audiences shape how we communicate our message.	Students will need to understand U3 for this PT as their intended audience (the school community) should affect how they create their advertisement and they should be able to articulate this.
K1: Definitions of the three rhetorical appeals: ethos, pathos, and logos.	Students do not have to define the three rhetorical appeals in any unit test or anything like that, but without this basic knowledge, they will not be able to complete this exam satisfactorily. For example, if they confuse ethos and logos in their explanation why they chose the various persuasive techniques they did, then that could lead to larger gaps in understanding.
K2: Definitions of various rhetorical devices (e.g. parallelism, anaphora, antithesis, chiasmus, hyperbole, understatement, epistrophe, oxymoron, metaphor, simile, etc.)	Similarly to K1, students will not have to define these in any way for the project. However, they must pick 2-3 to use in their ad campaign, and not knowing what these are could lead to using them wrong, which would lead to a student not meeting this learning target.
K3: Writers utilize rhetorical appeals in order to shape audience's thoughts/beliefs.	This target is an articulation of the larger Us 1 and 3, but acknowledges that writers accomplish these Us through rhetorical appeals. This means that students must use the three rhetorical appeals in their ad campaign, and they must be able to articulate why they

	<p>chose them--AKA, how do these manipulate their audience?</p>
<p>K4: Advertisements use words, images, sounds, smells, etc. in order to shape audience's (or potential customers') thoughts/beliefs.</p>	<p>This target will be readily visible in the options students may choose. They are entirely visible. They need to create three advertisements all part of the same campaign for some issue/product at their school (advertising a specific backpack or water bottle, raising awareness of a way to help the community like recycling, etc.) that can be various types of visual media, such as a poster, flyer, or commercial. They may do three of one, one of each, or a mixture. Either way, all mediums require the use of words and images in order to sell their idea, and, depending on the medium, sounds and smells (or the mimicry of them) can be used as well. Students will also need to be able to articulate why they chose them--what manipulation tactics are they using with them and what beliefs are they trying to encourage in their audience--in a write-up afterwards.</p>
<p>K5: Rhetoric can serve helpful or harmful purposes (i.e. it can be used for good or bad aims)</p>	<p>Throughout the unit students will have learned that "rhetoric" can serve helpful or harmful purposes. For this performance task, students will have the freedom to choose what sort of advertisements they would like to create, and whether the rhetoric they utilize will serve helpful or harmful purposes. Following this PT, students will have to write up a rationale that explains the reasoning behind the decisions they made while crafting their advertisements.</p>
<p>D2: Write examples of ethos, pathos, and logos that fulfill intended persuasive functions.</p>	<p>The students will write examples of ethos, pathos, and logos during this project as the three advertisements they need to make should be focused on one of the three. They can mix things around (for example, maybe a poster is logos with a hint of pathos used), but each advertisement should be largely associated with one of the rhetorical appeals. They must be able to identify what an appeal of each rhetorical appeal would look like in their context, create it, and identify how it fulfills their intended persuasive purpose.</p>

<p>D3: Critique the efficacy of rhetorical appeals in various contexts.</p>	<p>The students will not be critiquing other rhetorical appeals on a test setting, but they will have to make an argument that their appeals were used well. They will also react to peers' commercials/advertisements in a kind of screening at the end and critique their efficacy by articulating how they made them feel.</p>
<p>D4: Critique the efficacy of rhetorical devices in various contexts.</p>	<p>For this performance task, students will have to choose rhetorical devices that they discern are most effective for their specific product. They will then have to explain their rationale for these choices in a follow-up writing piece. Moreover, students will also react to peers' commercials/advertisements in a kind of gallery walk and will be responsible for identifying their peers' 2-3 chosen rhetorical devices and rating their effectiveness and why.</p>
<p>D5: Create a persuasive advertising campaign using all three rhetorical appeals.</p>	<p>This learning target is the assessment. Students will be creating not just one advertisement, but an advertising campaign that could be used within the school setting either advertising a product for their fellow students (it does not have to be a real product or it can be) or advertising a way of being in the school that students want to draw attention to (ex: how to recycle in school, how to park properly in the parking lot, etc.). This campaign would include three distinct advertisements, each associated with the different rhetorical appeals and each of them including somewhere a total of three rhetorical devices. These advertisements could be posters, flyers, or commercials--other ways students want to use require a consultation with the teacher. Students can make three of one advertisement (three posters) as long as each poster focuses on a different rhetorical appeal, and as long as three rhetorical devices show up somewhere among them all; However, students should take into account their time and their skills, especially when getting into the realm of video editing. Once these advertisements are created, students must create a write-up of their rationale for choosing the enactment of the rhetorical appeals that they did addressing each rhetorical appeal and device</p>

	used and why it is effective. The final stage is a gallery walk where students rate each others' advertisement campaign and their effectiveness.
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Part 2: Developing the GRASPS

Component	Possible Idea Starters	Components of Your GRASPS
Goal	<ul style="list-style-type: none"> · Your task is to... · The goal is to... · The problem or challenge is... · The obstacles to overcome are... 	<p>Student's task is to create their own three advertisements using ethos, pathos, and logos--one appeal in each advertisement.</p>
Role	<ul style="list-style-type: none"> · You are... · You have been asked to... · Your job is... 	<p>You are a member of student leadership in your high school (this specifically changes depending on the topic--are you president of the Environmental Protection Club, or are you a student council member tasked with addressing an issue, or are you a student entrepreneur?) who is creating advertisements for the context of your school (ex: posters/flyers to hang up in the hall, a commercial to run on your school's news broadcast) for your fellow students.</p> <p>You and your group have been asked to create an advertisement campaign about an issue/product important for the school's setting.</p> <p>Your job is to create an advertisement campaign consisting of three advertisements that each utilize a different rhetorical appeal. Your advertisements may be in the form of a poster, a flyer, or a commercial and you may mix and match, noting your own time and skill sets. Your advertisements also must include a total of three different rhetorical devices somewhere in the advertisements.</p>

<p>Audience</p>	<ul style="list-style-type: none"> · Your clients are... · The target audience is... · You need to convince... 	<p>Student's target audience would be their peers and those within their school community.</p> <p>You need to convince your peers that they need the product you are advertising or they need to engage the activity you are advertising.</p>
<p>Situation or Scenario</p>	<ul style="list-style-type: none"> · The context you find yourself in... · The challenge involves dealing with... 	<p>The context you find yourself in is you are a member of student leadership in your high school (this specifically changes depending on the topic--are you president of the Environmental Protection Club, or are you a student entrepreneur?) who is creating ad campaign for the context of your school (ex: posters/flyers to hang up in the hall, a commercial to run on your school's news broadcast) for your fellow students.</p> <p>Option 1: If you are advertising a product, then you find yourself a student representative for a company for something that would make students' lives easier (a specific water bottle, backpack, etc.) and tasked with making an ad campaign for this product.</p> <p>Option 2: If you are advertising an action students should take within the school, then you find yourself as a part of student council or a specific club tasked with raising awareness of your issue in the form of an ad campaign (examples: student council member tasked by administration to create ads on how/where to park and why it is important; president of the Environmental Club tasked with getting students to recycle within the school context).</p>

<p>Product or Performance</p>	<ul style="list-style-type: none"> · You will create a...in order to... · You need to develop...so that... · You will perform a...with the purpose of... 	<ul style="list-style-type: none"> ● You will create and launch an advertising campaign... in order to promote your product/message/vision ● You need to develop a plan, and a description of that plan, as well as the central message of the campaign using ethos, pathos, or logos, so that your campaign is designed and implemented with the intention to persuade and convince your audiences and potential audiences that your product and message are the right choice. ● You will perform a market analysis by studying the needs, trends, and competing products/messages with the purpose of familiarizing yourself with similar products, and gaining a better understanding of your audience and their needs and wants.
<p>Standards</p>	<ul style="list-style-type: none"> · Your performance needs to... · Your work will be judged by... · Your product must meet the following standards... · A successful product/performance will... 	<p>Your performance needs to include an element or ethos, pathos, or logos. You will have to explain the rationale behind the choices made in your ads. Your work will, in part, be evaluated by your peers who will judge whether or not you made a compelling advertisement that skillfully utilizes rhetorical appeals such as ethos, pathos, and logos.</p>

Part 3: Writing the PT Directions

Directions Component	Your Directions (student-facing)
Title of performance task	Create an Advertisement Campaign for (School Name)!
<p>Overview of performance task/general description of what the task entails. This can include the components of the GRASPS and should set the stage for students. The overview should engage students and work to generate interest and enthusiasm! It should connect the task to (1) what you've done in class so far, and (2) a real-world scenario so that students can see how their in-class work transfers to other contexts.</p>	<p>Option 1: You are advertising a product to the school community. You find yourself a student representative, with a group of your peers, of your school store that wants you to create an advertisement campaign for an extra product it wants to sell to students (a specific water bottle, backpack, etc.).</p> <p>Things to remember:</p> <ul style="list-style-type: none"> ● This advertisement campaign should include three advertisements each focusing on a different rhetorical appeal (ethos, pathos, and logos) as the store wants to cover all bases with advertising. ● The store also wants you to include three rhetorical devices of your choosing somewhere in the three advertisements. ● Your advertisements should be able to be displayed or shown to the student community. Options include a poster to hang on the wall, flyers to put around the school, and/or a commercial that could be aired on the school news station. You may do any mixture of these options, or run another option by the school store manager (your teacher). ● Your audience is your peers, and so your advertisements should reflect that. You were chosen as a student representative because you know your school, your peers, and your generation better than administration! ● Each advertisement should include a succinct write-up (no longer than one page each) about the rhetorical appeals and devices used in the advertisement and why they were chosen for this specific audience. You have complete creative control over the advertisements, but you have to explain why these advertisements will work to the administration. <p>Option 2: You are advertising an action students should take within the school to better it and/or the community.</p>

You find yourself as a part of the student council or a specific club tasked with raising awareness of your chosen issue in the form of an advertising campaign, with a group of peers. (Examples: student council members tasked by administration to create ads on how/where to park and why it is important; leadership of the Environmental Conservation Club tasked with getting students to recycle within the school context).

Things to remember:

- This advertisement campaign should include **three advertisements each focusing on a different rhetorical appeal (ethos, pathos, and logos)** as the council/club wants to cover all its bases.
- The council/club also wants you to include **three rhetorical devices** of your choosing somewhere in the three advertisements.
- **Your advertisements should be able to be displayed or shown to the student community.** Options include a poster to hang on the wall, flyers to put around the school, and/or a commercial that could be aired on the school news station. You may do any mixture of these options, or run another option by your council/club supervisor (your teacher).
- **Your audience is your peers, and so your advertisements should reflect that.** You were given this opportunity because you know your school, your peers, and your generation better than the administration!
- **Each advertisement should include a succinct write-up** (no longer than one page each) about the rhetorical appeals and devices used in the advertisement and why they were chosen for this specific audience. You have complete creative control over the advertisements, but you have to explain why these advertisements will work to the administration.

No matter which option you choose, you will turn in three advertisements in the forms of your choosing, and you should take into account your group's own skill levels and time when choosing the medium of your advertisements. You will also participate in a gallery walk with peers to judge their advertisements for the efficacy of their appeals and devices before they send them out into the school or onto the school news.

<p>A step-by-step breakdown of the smaller components of the task. You may want to include “check-ins” or timelines for completion, depending on the nature of your task.</p>	<ol style="list-style-type: none"> 1. Idea Check-in: which option are you doing? What is your product/idea? What three advertisements are you doing? (Is it an entirely paper project or are you going to make a commercial?) -- Week 1 <ol style="list-style-type: none"> a. Conference recommended 2. At least one advertisement should be in its drafting stages with a write-up in the works OR two advertisements should be in their drafting stages -- Week 2 <ol style="list-style-type: none"> a. Conference necessary 3. Two advertisements should be drafted and at least partially enacted (you should be filming or designing poster/flyers); one write-up should be polished. -- Week 3 <ol style="list-style-type: none"> a. Conference as needed. 4. All three advertisements should be in the works; two write-ups should be polished. -- Week 4 <ol style="list-style-type: none"> a. Conference as needed 5. All three advertisements should be fully complete and ready to present at the end of the week; all write-ups should be polished. Gallery walk at the end of the week, which is the final due date. -- Week 5 <ol style="list-style-type: none"> a. Conference as needed.
<p>Description of how you will provide support to ensure success. Remember that you are communicating this information to students, so the description should be framed that way.</p>	<p>Once you have finished this stage of the template, you must check your alignment by color coding. Color code your document to show the alignment between (1) learning targets and (2) the PT directions (See the Driver’s Ed Performance Task and Rubric exemplar linked in Canvas for an example of how to do this.) If a UKD appears in your targets, then it should also be prompted/considered somewhere in the directions. (Once we learn about rubrics, you’ll move on to Part 4 of this document. You will eventually color code the rubric as well.)</p>

Part 4: Designing the Rubric

Learning Targets

- U1:** Language and images are tools of persuasion.
- ~~**U2:** Word Choices Shape our realities.~~
- ~~**U3:** Audiences shape how we communicate our messages.~~
- K1:** Definitions of the three rhetorical appeals: ethos, logos, and pathos
- K2:** Definitions of various rhetorical devices (e.g. parallelism, anaphora, antithesis, chiasmus, hyperbole, understatement, epistrophe, oxymoron, metaphor, simile, etc.)
- K3:** Writers utilize rhetorical appeals in order to shape audience’s thoughts/beliefs
- K4:** Advertisements use words, images, sounds, smells, etc. In order to shape audiences’ (or potential customers’ thoughts/beliefs).
- ~~**K5:** Rhetoric can serve helpful or harmful purposes(i.e., it can be used for good or bad aims).~~
- D1:** Identify examples of ethos, pathos, and logos in various contents.
- D2:** Write examples of ethos, pathos, and logos that fulfill intended persuasive functions.
- D3:** Critique the efficacy of rhetorical appeals in various contexts.
- D4:** Critique the efficacy of rhetorical devices in various contexts.
- D5:** Create a persuasive advertising campaign using all three rhetorical appeals
- ~~**D6:** Write a persuasive essay using the three rhetorical appeals and several rhetorical devices in order to effectively fulfill a persuasive function.~~
- (what we listed on pre-assessment)**
- D7:** Students will be able to critique the efficacy of persuasive methods used in advertisements.

Performance Criteria Categories	Accomplished (100-91)	Approaching (90-81)	Developing (80-71)	Beginning (70-61)
<p>Performance descriptors</p> <p>(1) ensure consistency across descriptors, (2) use qualitative terms that show meaningful degrees of difference, (3) provide adequate detail, (4) avoid repetition of descriptors across categories. Refer to the Driver’s Ed exemplar in Canvas and to this module’s PowerPoint for assistance with this as needed.)</p>				
Use of Rhetorical Appeals	Student’s project (1) includes three well-developed advertisements each focusing on a different rhetorical	Student’s project (1) includes three advertisements each focusing on a different	(1) Student’s project includes two advertisements that are complete and	(1) Student’s project includes one advertisement that is complete and well-developed,

<p>LTS: U1, K1, K3, K4, D2, D5</p>	<p>appeal (logos, pathos, ethos) (2) Students advertisements demonstrate thorough understanding of the definition and purpose of the appeals.</p>	<p>rhetorical appeal (logos, pathos, ethos). (2) These advertisements may not fully demonstrate understanding of the rhetorical appeals and may require more clarity.</p>	<p>well-developed, with one that is still in beginning or draft stages. OR (2) Student's project includes three well-developed advertisements, but they do not each focus on a different rhetorical appeal (logos, pathos, ethos) or do not demonstrate a thorough understanding of the definition and purpose of the appeals.</p>	<p>with two that are still in beginning or draft stages. OR (2) Student's advertisements solely rely on one of the three rhetorical appeals (logos, pathos, ethos) or do not demonstrate a thorough understanding of the definition and purpose of the appeals.</p>
<p>Use of Rhetorical Devices LT: U1, K2, K4</p>	<p>Student's advertisements include (1) three different rhetorical devices somewhere in the advertisements. (2) The devices must be used in a way that demonstrates understanding of the chosen devices.</p>	<p>Student's advertisements include (1) three different rhetorical devices somewhere in the advertisements. (2) Several of the devices are not immediately obvious, or do not demonstrate understanding of the chosen devices.</p>	<p>Student's advertisements include (1) less than three different rhetorical devices somewhere in the advertisements OR (2) None of the devices demonstrate understanding of the chosen devices.</p>	<p>Students did not include rhetorical devices whatsoever in the advertisements.</p>

<p>Presentation</p> <p>LT: K4, D5</p>	<p>(1) Student’s advertisements, in their chosen form, are polished and ready to be displayed in the school in some way.</p> <p>(2) Student’s advertisements make sense for the chosen product/action</p>	<p>(1) Student’s advertisements, in their chosen form are mostly polished and mostly ready to be displayed in the school in some way.</p> <p>(2) Student’s advertisements make sense for the chosen product/action</p>	<p>(1) Student’s advertisements, in their chosen form, are only partially polished and not ready to be displayed in the school in some way.</p> <p>(2) Students’ advertisements may not make sense for the chosen project.</p>	<p>(1) Student’s advertisements, in their chosen form, are not polished and not ready to be displayed in the school in some way.</p> <p>(2) Students’ advertisements may not make sense for the chosen project.</p>
<p>Rationale</p> <p>LT: K1, K2, K3, K4, D2, D5</p>	<p>(1) Student provides a page-long rationale, in which they explain what rhetorical devices/appeals they utilized in their advertisements.</p> <p>(2) Student’s rationales demonstrate understanding of the purpose of each rhetorical appeal and device.</p>	<p>(1) Student provides a page-long rationale, in which they explain what rhetorical devices/appeals they utilized in their advertisements.</p> <p>(2) Most of the student's rationales demonstrate understanding of the purpose of each rhetorical appeal and device.</p>	<p>(1) Student provides a rationale in which they explain what rhetorical devices/appeals they utilized in their advertisements that may be shorter than one page.</p> <p>(2) Student’s rationale can only demonstrate the understanding for some of the rhetorical appeals/devices.</p>	<p>(1) Student provides a rationale in which they explain what rhetorical devices/appeals they used in their advertisements that does not demonstrate understanding of the purpose of each rhetorical appeal and device.</p> <p>OR</p> <p>(2) Parts of rationale are missing.</p>

<p>Peer Review Process</p> <p>LT: K1, K3, K4, D1, D3, D4, D7</p>	<p>Student reviews three or more of their peer's work. Provides meaningful feedback which critiques the effectiveness of the rhetorical devices or appeals utilized in the advertisements.</p>	<p>Student only reviews two of their peers'</p>	<p>Student reviews one of their peers' work.</p>	<p>Student does not review any of their peers' work.</p>
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