

Item Type	Item	UKD Alignment & Rationale	Level of Thinking	ESL Considerations and/or Accommodations
<p><b>Prerequisite Knowledge or Skills</b></p>	<p><i>Directions: Read the question carefully and choose the correct answer(s) by placing an "X" in the space provided. Leave the spaces by incorrect answer(s) blank.</i></p> <p>1.) Persuasion is the act of moving, motivating, or changing someone's opinions. Which of the following are ways someone or something can attempt to persuade an audience?            ___ a.) through using images            ___ b.) through agreeing with the counterargument            ___ c.) through using specific language that evokes feeling            ___ d.) through the recitation of an agreed upon fact</p>	<p><b>U1:</b> Language and images are tools of persuasion.</p> <p><b>Rationale:</b> Prior to engaging with this unit, students may be familiar with some tools of persuasion, but they also may believe persuasion is the same as "teaching" or "agreeing." This close-ended item both tests whether students know that language and images are tools of persuasion and checks for any misconceptions they may have about the word.</p>	<p>BRT: Level 1-Remember</p> <p>DOK: Level 1-Recall</p>	<p>All lesson content and activities should include a vocabulary set specific to the lesson tasks and content. Teachers should never assume that ELs will understand every word and term used or required for each lesson. Vocabulary sets can be archived by ESL instructors to be reused, developed, and improved over time. Vocab sets can be delivered online in advance. They work particularly well when disseminated as paper handouts, because they are so visual, can be used to write additional notes, and can be replaced.</p>

<p><b>Learning Target</b> <b>(For a KNOW Target)</b></p>	<p><i>Directions: When you finish watching the commercials, please use 3-5 sentences to answer the following question:</i></p> <p>2.) What was this advertisement trying to promote? And what sorts of words, images, sounds did the advertisement use to support their message?</p>	<p><b>K4:</b> Advertisements use words, images, sounds, smells, etc. in order to shape audience's (or potential customers') thoughts/beliefs</p> <p><b>Rationale:</b> In order to meet this learning target students would first need to identify what the commercial was trying to advertise so that they could then identify what methods the commercial used to persuade their audience about the item they're trying to advertise. So, this item aligns with the learning target (K4) because it's asking students to identify what sorts of words, images, sounds, etc. the commercial used in order to communicate its message.</p>	<p>BRT: Level 2- Understand</p> <p>DOK: Level 2- Skill/Concept</p>	<p>ESL students would need the vocabulary handout to comprehend and answer this question, students would be able to complete this question in the same number of sentences as it asks for.</p>
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<p><b>Learning Target</b></p> <p><b>(For a DO Target)</b></p>	<p><i>Directions: In 3-5 sentences, please answer the following question.</i></p> <p>3.) Do you think the persuasive methods used in this commercial were effective? Why or why not?</p>	<p><b>D6:</b> Students will be able to critique the efficacy of persuasive methods used in advertisements.</p> <p><b>Rationale:</b> When learning about persuasive methods, even if it's ones that specifically relate to advertisements, it's important for students to not only identify what sorts of persuasive methods were used, but it's crucial for them to think critically about whether these methods were effective or not. So, this item aligns with the learning target (D6) because it will test student's higher levels of thinking because it's having them critique the efficacy of the persuasive methods used in a specific commercial.</p>	<p>BRT: Level 5- Evaluate</p> <p>DOK: Level 3- Strategic Thinking</p>	<p>ESL students would again need scaffolding of vocabulary needed to comprehend and answer this question. ESL students would need scaffolding and direct understanding of effective vs. ineffective commercials to answer this question accurately.</p>
<p><b>Misconception</b></p>	<p>Misconception: All forms of persuasion/rhetoric are good/bad.</p> <p><i>Directions: In 3-5 sentences please answer the following question.</i></p> <p>4.) Do you think persuasion is good or bad, or can it be both?</p>	<p><b>Rationale:</b> This item loosely aligns with target U1, because to fully understand "persuasion," we need students to understand that the act of "persuading" someone isn't inherently good or bad. There are both honest and dishonest means of persuasion that could be deemed "good" and "bad," and people can use persuasion in a variety of "good" or "bad" contexts.</p>	<p>BRT: Level 5- Evaluate</p> <p>DOK: Level 3- Strategic Thinking</p>	<p>ESL students would benefit from examples using background knowledge and relevant vocabulary scaffolding in order to comprehend the uses of persuasion, both good and bad. The vocabulary sheet would be useful in this question as well, for ESL students to use to support their arguments.</p>

<p><b>Background Knowledge or Prior Experiences</b></p>	<p><i>Directions: In 3-5 sentences, please answer the following.</i></p> <p>5.) Please write about one time in your life where you persuaded someone, or were persuaded by someone?</p>	<p><b>Rationale:</b> To fully understand “persuasion,” we need students to connect the concept to their own experiences. This way they understand that persuasion is a broad concept that exists in many contexts, and they understand what it means to persuade someone or be persuaded in their own life.</p>	<p>BRT: Level 3- Apply</p> <p>DOK: Level 2: Skill/Concept</p>	<p>ESL students would need direct teaching on what persuasion methods are, how they are used, and how they impact a person (examples for them would be helpful) to comprehend this question and what examples fit this item correctly. Students could connect this question with prior experiences in their home countries or in the U.S., providing them with ample ways of responding.</p>
<p><b>Interest</b></p>	<p><b>Directions:</b> <i>Pick a product you own or would like to own and find a commercial or advertisement that features this product. The advertisement can be in any language you choose.</i></p> <p>6.) Write 1-2 sentences on why you picked this advertisement, and what persuasive strategies it used seemed most effective to you.</p>	<p><b>Rationale:</b> This question allows students to directly participate in the texts of the class by giving suggestions to the teacher of commercials that advertise something they own/want. This makes the teacher more able to show the students relevant content, so that they can relate their own feelings towards a product to the content of persuasion and rhetoric to truly see it work on them.</p>	<p>BRT: Level 2 - Understand</p> <p>DOK: Level 2 – Skills &amp; Concepts</p>	<p><b>ESL</b> students would find use in the vocabulary sheet as well as having examples to base their answer on. Once they comprehend what they are to do, they should be able to complete this question. Having ESL students have the option of using a commercial in their home language may also be helpful since not all ESL students have grown up in the U.S.</p>

<b>Learning Preference</b>	<p><i>Directions: Please rank your preferences for how you would prefer to work (write 1 next to your first choice, 2 next to your second, 3 next to your third choice)</i></p> <p>7.) ____ I prefer to work alone ____ I prefer to work with a partner ____ I prefer to work in a group</p>	<p><b>Rationale:</b> This item is not aligned to any learning target; however, this item will help us determine what sorts of in-class activities we should plan within this unit. Some students learn better when they are learning with a partner, while others feel more comfortable working by themselves. In terms of preference, we wanted to make sure students got some say in how they prefer to learn without playing into the myth that there are different types of learners (i.e., “visual” learners, “hands-on” learners, etc.).</p>	<p>BRT: N/A DOK: N/A</p>	<p>ESL students would not need any accommodation or modifications to this question.</p>
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**Pre-Assessment as presented to students**

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Directions: Read the question carefully and choose the correct answer(s) by placing an "X" in the space provided. Leave the spaces by incorrect answer(s) blank.

**1.) Persuasion is the act of moving, motivating, or changing someone's opinions. Which of the following are ways someone or something can attempt to persuade an audience?**

- a.) through using images
  - b.) through agreeing with the counterargument
  - c.) through using specific language that evokes feeling
  - d.) through the recitation of an agreed upon fact
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Directions: When you finish watching the commercials, please use 3-5 sentences to answer the following question:

**2.) What was this advertisement trying to promote? And what sorts of words, images, sounds did the advertisement use to support their message?**

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Directions: In 3-5 sentences, please answer the following question.

**3.) Do you think the persuasive methods used in this commercial were effective? Why or why not?**

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Directions: In 3-5 sentences please answer the following question.

**4.) Do you think persuasion is good or bad, or can it be both?**

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*Pre-Assessment as presented to students (continued)*

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Directions: In 3-5 sentences, please answer the following.

**5.) Please write about one time in your life where you persuaded someone, or were persuaded by someone?**

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Directions: In 3-5 sentences, please answer the following.

**6.) Pick a product you own or would like to own and find a commercial or advertisement that features this product. The advertisement can be in any language you choose. Write 1-2 sentences on why you picked this advertisement, and what persuasive strategies it used seemed most effective to you.**

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Directions: Please rank your preferences for how you would prefer to work

**7.) Write 1 next to your first choice, 2 next to your second, 3 next to your third choice)**

- I prefer to work alone
- I prefer to work with a partner
- I prefer to work in a group