

Persuasive Techniques in Advertising

OVERVIEW

Students will learn persuasive techniques used in advertising, specifically, *pathos* or emotion, *logos* or logic, and *ethos* or credibility/character. They will use this knowledge to analyze advertising in a variety of sources: print, television, and Web-based advertising. Students will also explore the concepts of demographics and marketing for a specific audience. The lesson will culminate in the production of an advertisement in one of several various forms of media, intended for a specific demographic.

FROM THEORY TO PRACTICE

Students encounter advertising at every turn of their lives: on public billboards, during nearly every television show, on the Internet, on their cell phones, and even in schools. They are undoubtedly aware that these ads have a specific purpose: to sell something to them. Rarely, however, do teenagers think precisely about how the text, sounds, and images in these advertisements have been carefully crafted to persuade them to purchase a product or service-and that these techniques are not far from those they have already used in their own persuasive writing.

We emphasize the need to make our students more literate, and this lesson aims to improve their critical media literacy. By reducing advertising to its basic rhetorical components, students "can begin to understand how to construct their own messages to convey the meanings they intend and to evoke the responses they desire" (173). Becoming more media literate allows our youth to "create messages of their own so that they can communicate clearly, effectively, and purposefully" (176).

STUDENT OBJECTIVES

Students will

- demonstrate an understanding of three persuasive techniques (pathos, logos, and ethos) and other advertising strategies.
- analyze advertisements according to their employment of these techniques.
- demonstrate an understanding of the concept of demographics and specific audience.
- synthesize this knowledge into advertisements of their own creation.

SESSION ONE

1. Introduce the lesson by engaging students in a brief discussion about their experiences with and the effects of advertising. You may want to ask students:
 - Where do you encounter advertising? (They will likely mention television, billboards, radio, Websites, school hallways, and so on.)
 - Which specific advertisements "stick in your head?"
 - What makes these advertisements memorable? (They might mention music, catchy slogans, celebrity appearance, the appeal of the product itself, and so forth.)

- Do you think advertisements have an effect on your personal interests?

You will likely find that students have little trouble naming ads with which they are familiar, but most will claim that they have little effect on their habits, interests, or behaviors.

2. Explain to students that advertisers very carefully construct their ads to make them memorable and appealing to consumers, and that the ways in which they try to convince them to buy products are similar to the ways they have been taught to write persuasively, using certain techniques and aiming toward a particular audience.
3. Distribute the [Persuasive Techniques in Advertising](#) handout and introduce the concepts of pathos, logos, and ethos, defined at the top of the handout. Students should understand that these rhetorical strategies are similar to those used in a persuasive writing assignment, and that they will use these strategies when creating their own commercial by the end of this unit. Encourage students to make connections to examples of each of the terms they have used in persuasive writing of their own. **Note:** *This is an appropriate time to clarify that the word logos in this context should not be confused with a brand-specific image or insignia referred to as a logo.*
4. After explaining the concepts of pathos, logos, and ethos, have students practice identifying the three techniques by placing a *P*, *L*, or *E* in the blank next to the examples at the bottom of this handout. Have students share their responses with a partner and check for understanding by conducting a brief discussion of the examples.
5. Although most of these examples were designed to have one clear answer, be sure to emphasize to the students that pathos, logos, and ethos are not always separate entities and may often overlap with one another. For example, "Nine out of ten dentists choose Crest," suggests that the dentists are credible experts (ethos), and also includes a statistic (logos).
6. Deepen students' understanding of the concepts of pathos, logos, and ethos with visual examples by sharing with them the [Persuasive Techniques in Advertising online video](#). You may want to pause and have students explain how the television, print, and online advertisements utilize the three rhetorical strategies. The narration in the commercial further explains their use in each advertisement.
7. Briefly discuss the "Other Advertising Strategies" section of [Persuasive Techniques in Advertising](#) handout. Explain that these are more specific types of strategies that advertisers use and that many overlap with pathos, logos, and ethos. For example, you may mention that patriotism is a strategy meant to evoke certain emotions, and would therefore constitute a use of pathos.
8. Close the session by explaining to students that in future sessions, they will be examining existing advertisements with their new analytical skill and applying it to creating ads of their own.
9. Encourage students to begin looking at advertisements they encounter in terms of these three techniques.

SESSION TWO

1. Begin with a brief review of the concepts of pathos, logos, and ethos from the previous session. Ask students to demonstrate their growing understanding by providing examples of each of the techniques from advertisements they have recently seen.
2. Now introduce the term *demographics* to students: the characteristics that make up a human population such as gender, age, and race. Have students discover which demographic group(s) they fit into by completing the [Demographics: Who are you?](#) handout. When creating their group commercials in a later session, students will need to consider the demographics for their product. Explain to students that this is how advertisers think of consumers: not as individuals, but as members of groups that tend to believe, behave, or purchase in certain patterns. Even when an advertisement is appealing to the idea of individuality (such as Burger King's "Have It Your

Way" promotion), advertisers are appealing to the demographic group of "people who like to be thought of as individuals," not to any single consumer.

3. Continue the discussion of demographics by distributing the [Targeted Commercials](#) handout, which will further explore the concept of demographics. Ask students to begin applying their understanding of demographics and targeted advertising by showing the first part of a television program of your choice. Since the purpose of this activity is to show how advertisers cater to a show's intended audience, you may want to make sure you are presenting a show with commercials that very obviously target a specific demographic.
4. Before watching, share with students a brief description of the show they are about to see, including race/gender/class of the main characters, genre of the program, and the time/date/channel on which the program aired. Have students use these factors (and any other prior knowledge they may have of the show) to determine the probable demographics. Students should indicate their choices on the [handout](#).
5. While students watch the commercial break(s), have them take brief notes to remind them of the products being advertised.
6. Have students complete the "After the program" response question at the bottom of the [Targeted Commercials](#) handout. Then discuss the degrees to which the advertisements match the demographics of the likely intended audience of the television program.
7. This would be an appropriate time to talk about clear evidence that programming and advertising are marketed to specific groups. Lifetime: Television for Women, Spike! TV, Logo, and Black Entertainment Television all exist not only to give viewers programming they might like, but also to allow advertisers to target their audiences more specifically.
8. Distribute the [Commercial Dig](#) activity, explaining to students that this is a long-term assignment that requires them to keep track of eight commercials viewed during one television program and to explain briefly the purpose of each advertised product. Remind students that the commercials they record on this chart should all come from the same show, as the completed chart will be used to re-emphasize the concepts of demographics and targeted advertising. Inform them that this assignment should be completed by Session Four and ask if there are questions before closing the session.

SESSION THREE

1. Remind students what they have learned so far in this lesson: techniques advertisers use to persuade consumers to buy their products and the concept of "targeting" certain audience demographics to make the process of persuasion more efficient and focused.
2. Explain to students that they will have the opportunity to apply this knowledge by looking at some real ads for real products. Share that the goal of this activity will be to examine how advertisers skillfully use multiple strategies to persuade their audiences.
3. Distribute the [Analyzing Ads](#) handout and discuss the expectations and format for response. Students will analyze six advertisements: two print ads, two television commercials, and two Internet advertisements. The Internet advertisements should take the form of marketing Websites featuring a particular product, or pop-ups/embedded ads in Websites unrelated to the product.
4. This activity will allow students to practice their recognition of pathos, logos, and ethos in three different modes of advertising, preparing them for the creation of their own commercials. Students should also record any of the "other strategies" explained on [Persuasive Techniques in Advertising](#) handout, also required as part of the final project.

5. Share with students the print ads you already collected as well as the [Web Resources for Finding Example Advertisements](#) and have them look for ads. Point out to students that they may wish to access television ads on their own time, including during their work on the [Commercial Dig](#) activity. Depending on how efficiently students work through this activity, this part of the lesson will likely extend into the next session.

SESSION FOUR

1. At an appropriate time in student engagement in the continuation of the analysis activity from the previous session, distribute the [Commercial Assessment](#) rubric and explain that you will use it to evaluate the commercials they will produce in an upcoming session. Ask students, in small groups, to review one of the teacher- or student-selected commercials and apply the [rubric](#) to the commercial. Students should determine whether the commercial effectively utilizes pathos, logos, and/or ethos, and note their score on the [rubric](#). Students should also indicate the effectiveness of any of the "other strategies" on the second page of the [rubric](#).
2. When students are ready, check for understanding by several volunteers present one of the advertisements they analyzed, briefly discussing the effective use of persuasive techniques.
3. Wrap up this section of the lesson by using the [Advertising Advantages: Television vs. Print vs. Online](#) to engage students in a discussion of the advantages of each mode of advertising, using the examples on the [handout](#) as a guide. This discussion will help students decide which modes of advertising they might use when creating their commercials in the next session. You may wish to use the [Venn Diagram](#) to facilitate this discussion.
4. Remind students that they will need to have their completed [Commercial Dig](#) activity ready for discussion in the next session.

SESSION FIVE

1. Ask students to get out their completed [Commercial Dig](#) activity sheets. Give students the opportunity to solidify their understanding of the concept of demographics by working through the analysis tasks in the [Commercial Dig Reflection Questions](#). Have students use their completed charts to answer the [reflection questions](#). Students should talk through their responses with a partner before producing a written response.
2. As time permits, engage students in a discussion on fairness in advertising, following the prompt in Question #4 on the [handout](#). Some ideas follow:
 - Which advertisements could be viewed as harmful or unfair to a group of people?
 - Can targeting a specific demographic sometimes encourage stereotyping?
 - When do you see stereotyping used in advertisements?
3. You may wish to give students access to the online articles [Target me with your ads, please](#) and [Mixed Messages](#), which discuss how Websites use technology to target consumers and the use of billboards in impoverished and minority neighborhoods, respectively, as part of this discussion.

SESSION SIX

1. Students will use this session to begin to synthesize all they have learned about advertising and begin creating a commercial for a fictional product. First ask students to form small groups and decide on a product to advertise.
2. Next, students should determine the target audience for their product, remembering previous lessons on demographics.
3. Students will create a poster, commercial, billboard, and Internet advertisement for their product. They should take into account their observations from the [Advertising Advantages: Television vs. Print vs. Online](#).

4. Have students use the [Planning Your Advertisement](#) sheet to plan for an advertisement that will target the previously determined demographic, and demonstrate pathos, logos, ethos, and three of the "other strategies." This may also be an appropriate time to review the expectations set forth in the [Commercial Assessment](#) rubric.

Give students access to the resources to create the advertisements. Free software such as iMovie and Windows Movie Maker may be used to edit any filmed commercials.

SESSION SEVEN (AFTER STUDENTS HAVE HAD TIME TO PREPARE THEIR ADVERTISEMENTS)

1. Give students time to meet in their groups and plan the presentation of their ads.
2. Have each group present, allowing time for discussion with the class about the effective use of persuasive techniques in each advertisement.
3. After the presentations and discussion are complete, distribute the [Persuasive Techniques in Advertising Reflection Questions](#) and give students time to solidify their learning by responding to the four questions. Students will respond to presentation using a peer evaluation rubric.

STUDENT ASSESSMENT/REFLECTIONS

- Use the [lesson reflection questions](#) to allow students to think about what they have learned about advertising and persuasion.
- Use the [Commercial Assessment](#) rubric to assess student work on their advertisements.

STANDARDS

Content Standards:

3.) Solve advertising design problems using media, techniques, and processes.

- Utilizing research in advertising design to solve problems
- Applying decision-making techniques to advertising design, including thumbnails, rough drafts, and comprehensives
- Recognizing multicultural and nonsexist dimensions of an advertising design
- Evaluating results of actions implemented in advertising design problems

4.) Use basic mathematics, writing, and science skills in advertising designs for scaling, page composition, media properties, and material costs.

5.) Demonstrate rendering skills and techniques used in advertising design.

9.) Demonstrate strategic processes in advertising design, including techniques of research and analysis, thinking, and copywriting.

- Justifying artist intention and purpose in selected works, illustrations, and layouts
- Comparing themes, issues, and modes of expression in advertising with other creative disciplines
- Selecting subjects, symbols, and ideas from daily life as subject matter for design

10.) Demonstrate skills in desktop publishing as they apply to advertising design.

11.) Critique advertising design projects for compositional accuracy.

12.) Solve communication problems with effective graphic design solutions using principles, elements, and current theories of design.

CCRS:

- **Subject:** Language Arts
Grade(s): 9
Standard: OVC.15.1. – Identifying types of propaganda
- **Subject:** Language Arts
Grade(s): 9
Standard: RI.14.2. – Managing information by using available technology
- **Subject:** Language Arts
Grade(s): 9
Standard: RI.9.16. – Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]
- **Subject:** Language Arts
Grade(s): 9
Standard: W.9.20.a. – Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. [W.9-10.1a]
- **Subject:** Language Arts
Grade(s): 9
Standard: W.9.20.b. – Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. [W.9-10.1b]
- **Subject:** Language Arts
Grade(s): 9
Standard: W.9.20.c. – Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.9-10.1c]
- **Subject:** Language Arts
Grade(s): 9
Standard: W.9.20.d. – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.1d]
- **Subject:** Language Arts
Grade(s): 9
Standard: W.9.20.e. – Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]
- **Subject:** Language Arts
Grade(s): 9
Standard: W.9.23. – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.9-10.4]
- **Subject:** Language Arts
Grade(s): 9
Standard: W.9.24. – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]
- **Subject:** Language Arts
Grade(s): 9
Standard: W.9.27. – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]
- **Subject:** Language Arts
Grade(s): 9
Standard: W.9.29. – Write routinely over extended time frames, including time for research, reflection, and revision,

and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]

- **Subject:** Language Arts
Grade(s): 9
Standard: SL.9.30.a. – Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]
- **Subject:** Language Arts
Grade(s): 9
Standard: SL.9.30.b. – Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]
- **Subject:** Language Arts
Grade(s): 9
Standard: SL.9.30.c. – Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]
- **Subject:** Language Arts
Grade(s): 9
Standard: SL.9.30.d. – Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]
- **Subject:** Language Arts
Grade(s): 9
Standard: SL.9.31. – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]
- **Subject:** Language Arts
Grade(s): 9
Standard: RL.9.7. – Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). [RL.9-10.7]
- **Subject:** Language Arts
Grade(s): 10
Standard: R.4.2. – Recognizing propaganda in informational texts
- **Subject:** Language Arts
Grade(s): 10
Standard: WL.7.3. – Evaluating opinions, including personal opinions, for supporting details and bias
- **Subject:** Language Arts
Grade(s): 10
Standard: RI.15.1. – Managing information by locating, selecting, retrieving, and evaluating primary and secondary sources while using available technology responsibly
- **Subject:** Language Arts
Grade(s): 10
Standard: RI.10.16. – Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]
- **Subject:** Language Arts
Grade(s): 10
Standard: W.10.21.a. – Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. [W.9-10.1a]
- **Subject:** Language Arts
Grade(s): 10

Standard: W.10.21.b. – Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. [W.9-10.1b]

- **Subject:** Language Arts

Grade(s): 10

Standard: W.10.21.c. – Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.9-10.1c]

- **Subject:** Language Arts

Grade(s): 10

Standard: W.10.21.d. – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.1d]

- **Subject:** Language Arts

Grade(s): 10

Standard: W.10.21.e. – Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]

- **Subject:** Language Arts

Grade(s): 10

Standard: W.10.24. – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.) [W.9-10.4]

- **Subject:** Language Arts

Grade(s): 10

Standard: W.10.25. – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-10.) [W.9-10.5]

- **Subject:** Language Arts

Grade(s): 10

Standard: W.10.28. – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]

- **Subject:** Language Arts

Grade(s): 10

Standard: W.10.30. – Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]

- **Subject:** Language Arts

Grade(s): 10

Standard: SL.10.31.a. – Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]

- **Subject:** Language Arts

Grade(s): 10

Standard: SL.10.31.b. – Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]

- **Subject:** Language Arts

Grade(s): 10

Standard: SL.10.31.c. – Propel conversations by posing and responding to questions that relate the current discussion to

broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]

- **Subject:** Language Arts
Grade(s): 10
Standard: SL.10.31.d. – Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]
- **Subject:** Language Arts
Grade(s): 10
Standard: SL.10.32. – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]
- **Subject:** Language Arts
Grade(s): 10
Standard: RL.10.7. – Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s “Landscape with the Fall of Icarus”). [RL.9-10.7]
- **Subject:** Language Arts
Grade(s): 11
Standard: R.3.4. – Evaluating quality of writing
- **Subject:** Language Arts
Grade(s): 11
Standard: OVC.14. – Identify propaganda in nonprint media.
- **Subject:** Language Arts
Grade(s): 11
Standard: W.11.19.a. – Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]
- **Subject:** Language Arts
Grade(s): 11
Standard: W.11.19.b. – Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. [W.11-12.1b]
- **Subject:** Language Arts
Grade(s): 11
Standard: W.11.19.c. – Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1c]
- **Subject:** Language Arts
Grade(s): 11
Standard: W.11.19.d. – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1d]
- **Subject:** Language Arts
Grade(s): 11
Standard: W.11.19.e. – Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]
- **Subject:** Language Arts
Grade(s): 11
Standard: W.11.19.a. – Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]

- **Subject:** Language Arts
Grade(s): 11
Standard: W.11.22. – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 19-21 above.) [W.11-12.4]
- **Subject:** Language Arts
Grade(s): 11
Standard: W.11.23. – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-11.) [W.11-12.5]
- **Subject:** Language Arts
Grade(s): 11
Standard: W.11.26. – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. [W.11-12.8]
- **Subject:** Language Arts
Grade(s): 11
Standard: W.11.28. – Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]
- **Subject:** Language Arts
Grade(s): 11
Standard: SL.11.29.a. – Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.11-12.1a]
- **Subject:** Language Arts
Grade(s): 11
Standard: SL.11.29.b. – Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]
- **Subject:** Language Arts
Grade(s): 11
Standard: SL.11.29.c. – Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. [SL.11-12.1c]
- **Subject:** Language Arts
Grade(s): 11
Standard: SL.11.30. – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. [SL.11-12.2]
- **Subject:** Language Arts
Grade(s): 12
Standard: OVC.13. – Analyze nonprint media for use of propaganda.
- **Subject:** Language Arts
Grade(s): 12
Standard: W.12.19.a. – Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]
- **Subject:** Language Arts
Grade(s): 12
Standard: W.12.19.b. – Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence

for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1b]

- **Subject:** Language Arts
Grade(s): 12
Standard: W.12.19.c. – Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1c]
- **Subject:** Language Arts
Grade(s): 12
Standard: W.12.19.d. – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1d]
- **Subject:** Language Arts
Grade(s): 12
Standard: W.12.19.e. – Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]
- **Subject:** Language Arts
Grade(s): 12
Standard: W.12.20.a. – Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]
- **Subject:** Language Arts
Grade(s): 12
Standard: W.12.22. – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 19-21 above.) [W.11-12.4]
- **Subject:** Language Arts
Grade(s): 12
Standard: W.12.23. – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-12.) [W.11-12.5]
- **Subject:** Language Arts
Grade(s): 12
Standard: W.12.26. – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. [W.11-12.8]
- **Subject:** Language Arts
Grade(s): 12
Standard: W.12.28. – Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]
- **Subject:** Language Arts
Grade(s): 12
Standard: SL.12.29.a. – Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.11-12.1a]
- **Subject:** Language Arts
Grade(s): 12
Standard: SL.12.29.b. – Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]

- **Subject:** Language Arts
Grade(s): 12
Standard: SL.12.29.c. – Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. [SL.11-12.1c]
- **Subject:** Language Arts
Grade(s): 12
Standard: SL.12.30. – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. [SL.11-12.2]

NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).