

21st Century Competencies – The Artifact

Courtney Hopkins

Elizabeth School

Outcome: CR5.2

View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques including promises, flattery, and comparisons used to influence or persuade an audience.

- a. Gather information from a variety of media (e.g., photographs, web sites, maps, diagrams, posters, videos, advertising, double bar graphs, maps, videos).
- b. Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when viewing.
- c. Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when viewing.
- d. Discuss purpose, perspectives, and biases and how visual texts including First Nations and Métis resources can be used to persuade others.
- e. Recognize point of view and distinguish between fact and opinion.
- f. Identify the values underlying visual messages and recognize persuasive techniques and purposes in oral presentations and various media (e.g., promises, dares, flattery, comparisons).
- g. Analyze visual texts (including First Nations and Métis art and other texts) as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
- h. Identify how the language, explicit and implicit messages, and visual and multimedia features (e.g., sound, colour, movement) are used to influence the intended audience.

Outcome: CC5.3

Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.

- a. Deliver focused and coherent presentations that engage the audience with appropriate verbal cues, facial expressions, and gestures; that convey ideas clearly; and that relate to the background and interests of the audiences.
- b. Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when speaking.
- c. Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when speaking.
- d. Select a focus, organizational structure, and point of view for an oral presentation; decide what to say and how to say it; clarify and support spoken ideas with evidence and examples.
- e. Deliver narrative presentations that establish a situation, plot, point of view, and setting with descriptive words and phrases and show the listeners, through the explanations and narration, what happens.
- f. Deliver informative presentations about an important idea, issue, or event by framing questions to guide listeners, establishing a central idea or topic, and developing the topic with simple facts, details, examples, and explanations.
- g. Deliver a narrative from a First Nations and Métis tradition that follows the teaching of the oral tradition.
- h. Deliver oral responses to literary and other texts (including First Nations and Métis texts) or presentations that include both personal responses and textual evidence or examples from the work to support insights and conclusions.
- i. Participate in a variety of oral presentations including dramatization (role play), discussion circles, introducing a visitor to the class or school, and giving directions.
- j. Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.

Summary

In my Grade 5 ELA class, we are learning about the persuasive techniques that advertisers use to entice you to buy their products or use their services. We spent a few classes watching TV commercials and viewing print ads and identifying the persuasive techniques that the advertisers used.

The students were then placed into small groups (2-3 people) and were asked to choose a product or service that they will try to sell. They were asked to create any props, backdrops, posters, etc. that would help to advertise their product or service. They also had to keep in mind that different target audiences will require different persuasive techniques.

My goal for my 21st Century Competencies work is to learn how to use imovie and then teach the students so that they can create an actual TV commercial in order to advertise their product or service.

Critical thinking elements:

- What is the best way to show-off your product or service? (demo, model, picture, description, etc.)
- How can we make our product or service attractive to our audience?
- What persuasive techniques would be best for our target audience?

Collaboration elements:

- Choose a “sellable” product or a desirable service.
- Go through the process of creating and polishing a script.
- Use imovie (or equivalent) to create a video commercial that we can screen to the class.

Extension: Read some short stories, paragraphs, novels, etc. and identify point of view and the persuasive techniques that make the reader feel sympathetic to or disagree with the protagonist.