

**LESSON 1: STAGE 1 – DESIRED RESULTS**

**Unit Title: COMMERCIALS/INFOMERCIALS (Lesson one; One day)**

**Established Goals:**

To understand various advertising techniques used by commercials  
To understand persuasive language usage in commercials

**Understandings:** *Students will understand that...*

- Commercials/infomercials all utilize various techniques that are aimed towards a specific purpose
  - Commercials/infomercials use persuasive language towards their targeted audience

**Essential Questions:**

- What is a commercial?
- What is an info-mercial?
- What are the most important things to include when advertising a product?
- What is persuasive language?
- What is a target audience?

**Students will know that:**

- Commercials all share things in common
- Infomercials use certain tactics and strategies to sell their products
- Persuasive language is used in infomercials

**Students will be able to:**

- Identify common themes in popular infomercials
- Analyze what makes an infomercial effective
- Analyze and interpret persuasive language

**Social Emotional Learning Skills:**

- Responsible Decision-Making
  - Evaluating
  - Reflecting
  - Ethical Responsibility
- Relationship Skills
  - Social Engagement

**STAGE 2 – ASSESSMENT EVIDENCE**

<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Discuss</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Reflect</li> <li>• Analyze</li> <li>• Respond</li> </ul>
<b>Key Criteria:</b> <ul style="list-style-type: none"> <li>• <b>Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.</b> Identify multiple cross-cultural approaches to storytelling connected to different historical populations (e.g., ancient Greek city-states). (7-8.T.Co.11)</li> <li>•</li> </ul>	

STAGE 3 – LEARNING PLAN
<ul style="list-style-type: none"> <li>• Warmup: Students will be prompted to share in a circle one “As-Seen-On-TV” infomercial that made them want to buy something</li> <li>• We will discuss as a class the things that make an infomercial/commercial effective</li> <li>• We will also discuss what a target audience is and what persuasive language is</li> <li>• We will watch various infomercials as examples (Oxiclean, Shamwow, Snuggies, Pillow Pets)</li> <li>• We will reflect on what the infomercials have in common and why they were so memorable</li> </ul>

LESSON 1: STAGE 1 – DESIRED RESULTS
<p><b>Unit Title: COMMERCIALS (Lesson two; Two days)</b></p> <p><b>Established Goals:</b></p> <p>Students will begin to create infomercials for their food product props.</p> <p>Students will write scripts for their commercials and plan staging for the “pitch.”</p> <p>Students will present their infomercials to the class.</p>

<p><b>Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Students will understand that scripts are an important launching point for presentations <ul style="list-style-type: none"> <li>• Students will understand that effective infomercials use “acting” strategies to sell their products</li> </ul> </li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the components of an infomercial?</li> <li>• What makes an infomercial effective?</li> <li>• How do infomercials utilize acting?</li> </ul>
<p><b>Students will know that:</b></p> <ul style="list-style-type: none"> <li>• Infomercials utilize acting strategies</li> <li>• A script can be developed based on an outline</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create scripts for infomercials based on their props</li> <li>• Adapt scripts into presentations</li> </ul>
<p><b>Social Emotional Learning Skills:</b></p> <ul style="list-style-type: none"> <li>• Social Awareness <ul style="list-style-type: none"> <li>○ Perspective Taking</li> <li>○ Respect for others</li> </ul> </li> <li>• Self-Management <ul style="list-style-type: none"> <li>○ Organizational Skills</li> </ul> </li> <li>• Relationship Skills <ul style="list-style-type: none"> <li>○ Teamwork</li> </ul> </li> <li>•</li> </ul>	

STAGE 2 – ASSESSMENT EVIDENCE	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Outline a script</li> <li>• Write a script</li> <li>• Block a scene</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Reflect</li> </ul>
<p><b>Key Criteria:</b></p>	

**Convey meaning through the presentation of artistic work.** Match a theatre performance with expressed intent (e.g., wanting the audience to think about fairness). (7-8.T.P.06)

**Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.** Identify multiple cross-cultural approaches to storytelling connected to different historical populations (e.g., ancient Greek city-states). (7-8.T.Co.11)

### STAGE 3 – LEARNING PLAN

- Warmup: Students will recap one thing they remember from the infomercials we watched the class before (i.e. one thing that stuck with them)
- Students will get with their groups from the previous unit
- Students will create an outline for their script that includes the following information
  - The name of the product
  - The name of your musical/what inspired the product
  - An explanation of the product
  - The slogan/quote you chose
  - How your product is different from similar products on the market
  - Where/how people can get your product (is it in stores?, Do they have to call?, etc)
  - Any other info your target audience should know
- Students will write this information down in one journal
- After each step is planned out, students will work to create a cohesive script for their infomercial
  
- On day 3 of this lesson, students will rehearse the scripts and decide how they want to demonstrate the infomercial visually for their presentations
  
- On day 4 of this unit, students will present or “pitch” their infomercials
- Students will respond to other presentations by voting on which product (other than their own) they would purchase
  - These responses will be shared in a sharing circle

