

# Exploring Persuasive Techniques and Appeals Through Television Commercials

**Developed by:** Brian Hickox, 2019 Iditarod Teacher on the Trail™

**Discipline / Subject:** English Language Arts

**Topic:** Audience, Argument, Persuasion, Persuasive Techniques

**Grade Level:** 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>

\*this lesson can be taught to students in grades 9-12 with slight modification

## **Resources / References / Materials Teacher Needs:**

- An understanding of the persuasive appeals: ethos, pathos, logos
- An understanding of persuasive techniques
- Access to a computer, internet, speakers, and projector/visualizer
- [“Persuasive Techniques in Advertising”](#)
- Commercial Analysis [Graphic Organizer](#)
- Links to advertisements that will be analyzed

**Lesson Summary:** Students will closely analyze television commercials that all have a theme related to Alaska, the Iditarod and sled-dogs. For each commercial, students will identify the intended audience, purpose and persuasive techniques that are used. They will record their observations in a [graphic organizer](#). After students analyze each commercial, they will craft a response which requires them to evaluate the effectiveness of each commercial and discuss which commercial was the most persuasive.

## **Standards Addressed:**

**CCSS.ELA-LITERACY.RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-LITERACY.RI.8.7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**CCSS.ELA-LITERACY.RI.8.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**CCSS.ELA-LITERACY.W.8.2.B:** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**CCSS.ELA-LITERACY.SL.8.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**CCSS.ELA-LITERACY.SL.8.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**Learning Objectives:**

1. Students will closely analyze television commercials, and identify the intended audience, purpose and persuasive techniques that are used.
2. Students will develop an understanding of the techniques which are employed in order to persuade an audience.

**Assessment:**

Method of assessment for learning:

1. A completed [“Persuasive Techniques-Graphic Organizer”](#)
2. A written response claiming which commercial was the most persuasive; the claim must be supported with evidence and reasoning
3. Students will make their own commercial and use persuasive techniques and appeals

**Procedural Activities:**

1. Engage students with the following questions:
  - do you watch television?
  - what are your favorite television shows?
  - how much television do you watch each day of the week?
  - add then multiple by 4 (hrs. per a month); take that number and multiply by 12 (hrs. per a year) etc.
2. Review the meaning(s) of *ethos*, *pathos*, *logos*
3. Give each student a copy of [“Persuasive Techniques in Advertising”](#) and review as a class
4. Give each student a copy of the [persuasive techniques graphic organizer](#) and review together

5. Begin analyzing each commercial (I-We-You) (Think-Pair-Share)

- [Toyostove](https://www.youtube.com/watch?v=Yit_6agT5Us) (https://www.youtube.com/watch?v=Yit\_6agT5Us)
- ["Beyond Bears"](https://www.youtube.com/watch?v=6A8gMipaMjw) (https://www.youtube.com/watch?v=6A8gMipaMjw)
- [BOBS for Dogs](https://www.youtube.com/watch?v=94AKPFIUU4w) (https://www.youtube.com/watch?v=94AKPFIUU4w)
- [Columbia Sportswear](https://www.youtube.com/watch?v=tzAOKSXiWSE) (https://www.youtube.com/watch?v=tzAOKSXiWSE)
- [2017 X Games- Jeep](https://www.youtube.com/watch?v=UXNVDNVcPQI) (https://www.youtube.com/watch?v=UXNVDNVcPQI)
- [Husse](https://www.youtube.com/watch?v=6kTGMzeDPW8) (https://www.youtube.com/watch?v=6kTGMzeDPW8)
- ["New Sled"](https://www.youtube.com/watch?v=2NhgyZojTUK) (https://www.youtube.com/watch?v=2NhgyZojTUK)
- ["Confidence"](https://www.youtube.com/watch?v=xs9Qu7uiokw) (https://www.youtube.com/watch?v=xs9Qu7uiokw)

6. After analyzing each commercial, students will craft a written response in which they identify the commercial that was the most persuasive; students must support their claim with evidence and reasoning

**Materials Students Need:**

- A copy of ["Persuasive Techniques in Advertising"](#)
- A copy of the [Persuasive Techniques Graphic Organizer](#)

**Technology Utilized to Enhance Learning:**

- Computer
- Projector
- Internet/ YouTube
- Interesting video clip: [What Aristotle and Joshua Bell Can Teach Us About Persuasion](#)

**Other Information:**

Students will use their understanding of persuasive techniques and apply it to a project. Students will research the gear that Iditarod mushers use. This pertains to personal gear or gear for the dogs. With a partner, students will select one particular piece of gear. They will make their own brand and sell their product. Students will make a commercial that advertises their product. They must use multiple persuasive techniques within their commercial.

**Modifications for Special Learners:**

- Provide students with more white space
- Scaffold the answers (e.g. identify a persuasive technique for the student(s) and have the student(s) explain its intended effect)
- Reduce the number of commercials
- Provide a graphic organizer for the written response

**Enrichment Opportunities:**

- Have students analyze print and/or radio advertisements
- Have students create a print and/or radio advertisement which incorporates persuasive techniques

## Persuasive Techniques in Advertising

Persuasive Technique	How It Is Used	Intended Effect
<b>Bandwagon</b>	Uses the argument that a person should believe or do something because “everybody else” does	<ul style="list-style-type: none"> <li>• Consumers buy the product because they want to fit in.</li> <li>• Consumers assume that if others buy it, the product must be good.</li> </ul>
<b>Bait and Switch</b>	Dishonest tactic in which a salesperson lures customers into a store with the promise of a bargain	<ul style="list-style-type: none"> <li>• Consumers are persuaded to buy a more expensive item.</li> </ul>
<b>Celebrity Spokesperson</b>	Uses a celebrity or famous person to endorse a product	<ul style="list-style-type: none"> <li>• Consumers transfer admiration or respect for the celebrity to the product.</li> </ul>
<b>Emotional Appeals</b>	Make viewers feel certain emotions, such as excitement, sadness, or fear	<ul style="list-style-type: none"> <li>• Audience transfers that feeling to the product.</li> </ul>
<b>Glittering Generalities</b>	Emphasizes highly valued beliefs, such as patriotism, peace, or freedom	<ul style="list-style-type: none"> <li>• Consumers accept this information, often without enough real evidence to support the claim.</li> </ul>
<b>Humor</b>	Used to make audiences laugh, but provides little information about the product or service	<ul style="list-style-type: none"> <li>• Consumers remember the ad and associate positive feelings with the product.</li> </ul>
<b>Individuality</b>	Appeals to consumers’ desire to be different from everyone else; the opposite of the bandwagon appeal	<ul style="list-style-type: none"> <li>• Consumers celebrate their own style, or rebel against what others are doing.</li> <li>• Consumers perceive the product as unique, stylish, or cool.</li> </ul>
<b>Loaded Language</b>	Uses words with positive or negative connotations to describe a product or that of the competitor—such as purr, snarl, or weasel words	<ul style="list-style-type: none"> <li>• The words appeal to consumers’ emotions, rather than their reason.</li> <li>• Purr words, such as “fresh” or “juicy,” make a product seem more desirable.</li> </ul>
<b>Name-calling</b>	Attacks people or groups to discredit their ideas	<ul style="list-style-type: none"> <li>• Consumers focus on the attack rather than the issues.</li> </ul>
<b>Plain Folk</b>	Shows ordinary people using or supporting a product or candidate	<ul style="list-style-type: none"> <li>• Consumers trust the product because it’s good enough for regular “folks.”</li> </ul>
<b>Product Comparison</b>	Compares a product with the “inferior” competition	<ul style="list-style-type: none"> <li>• Consumers believe the feature product is superior.</li> </ul>

# PERSUASIVE TECHNIQUES- GRAPHIC ORGANIZER

Name: \_\_\_\_\_

FOR EACH COMMERCIAL, FILL OUT THE FOLLOWING:

Commercial	Product or Organization	Target Audience (age/sex/etc.)	Devices & Techniques Used (images, music, celebrity spokesperson, etc.)	Intended Effect <i>What was the intended effect of each particular device/ technique</i>	Persuasive Appeal(s) (Ethos/Pathos/ Logos)
<a href="#">Toyostove</a>					
<a href="#">“Beyond Bears”</a>					

<b>Commercial</b>	<b>Product or Organization</b>	<b>Target Audience</b> (age/gender/etc.)	<b>Devices &amp; Techniques Used</b> (images, music, celebrity spokesperson, etc.)	<b>Intended Effect</b> <i>What was the intended effect of each particular device/ technique</i>	<b>Persuasive Appeal(s)</b> (Ethos/Pathos/ Logos)
<a href="#"><u>BOBS for Dogs</u></a>					
<a href="#"><u>Columbia Sportswear</u></a>					

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<a href="#">2017 X Games- Jeep</a>					
<a href="#">Husse</a>					



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<a href="#"><u>"New Sled"</u></a>					
<a href="#"><u>"Confidence"</u></a>					

After analyzing each commercial, which one was the most persuasive? On a separate sheet of paper, craft a well-written response in which you introduce your claim, use evidence to support your claim, and explain your evidence with reasoning.