**Media and Persuasion Learning Contract**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period \_\_\_\_\_\_\_\_\_\_\_\_

Date contract was begun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date contract was completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Introduction**

This contract marks the end of your two years in Communications at Montgomery Middle School. You have gained experience and knowledge on how to prepare and present speeches using effective delivery techniques, how to manage communication anxiety, and how to take appropriate risks when communicating with others. Additionally, you have learned how to be active listeners, critical viewers, and educated consumers.

This learning contract will ask you to apply your knowledge into a final culminating presentation. You will have 4 required tasks to complete and a choice of what you will create for your final presentation. You will complete most of the work on this contract independently, but you may need the assistance of a partner depending on the final project you choose. (For example, you may need someone to videotape your presentation.) All of our final presentation products will be shared on a Media and Persuasion wiki set up for our class. There will be 9 different pages, one for each type of product: (Favorite Commercial Survey, No Words Commercial, A Better World Poem, Jingles, Endorsements Voice Thread, Glogster Ad, Environmental Podcast, Invention Commercial, and Campaign Comic Strip).

**Deadlines and Work Habits**

Along the way there will be checkpoints and a calendar with due dates to help you stay on track with your work. Deadlines need to be met on time so that you can complete your presentation on time. If a graded task is late, you will lose 10 points off your grade for each day that the task is late. Please let me know ahead of time if you are experiencing any difficulty meeting a deadline and we can problem solve a reasonable solution together.

You are expected to put forth your best effort into the completion of this learning contract. Time spent on the tasks should be focused and meaningful. All rules of classroom behavior should be followed. You need to respect others who are also working on their learning contracts.

Below you will find a rubric for the completion of the learning contract. I have also included specific rubrics for each task so that you know the task expectations and how each part of this contract will be evaluated.

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| **Completion of Learning Contract Rubric** | | | | |
| **Category** | **4** | **3** | **2** | **1** |
| Ability to Work Independently | Was able to successfully work independently on the learning contract by meeting all 6 criteria:   * Used time efficiently * Showed evidence of planning * Showed evidence of being organized * Was prepared for work with all materials * Asked questions or for assistance when needed and when appropriate * Followed all classroom procedures | When working independently, was able to meet 5 out of the 6 criteria:   * Used time efficiently * Showed evidence of planning * Showed evidence of being organized * Was prepared for work with all materials * Asked questions or for assistance when needed and when appropriate * Followed all classroom procedures | When working independently, was able to meet 4 out of the 6 criteria:   * Used time efficiently * Showed evidence of planning * Showed evidence of being organized * Was prepared for work with all materials * Asked questions or for assistance when needed and when appropriate * Followed all classroom procedures | When working independently, was able to meet only 3 or less of the 6 criteria:   * Used time efficiently * Showed evidence of planning * Showed evidence of being organized * Was prepared for work with all materials * Asked questions or for assistance when needed and when appropriate * Followed all classroom procedures |
| Completion of Tasks | Was able to successfully complete tasks on the learning contract by meeting all 5 criteria:   * Accurately followed directions * Appropriately used available resources * Appropriately used technology * Tasks were completed following rubric expectations * Task deadlines were met on time | Completed learning contract tasks by meeting 4 out of the 5 criteria:   * Accurately followed directions * Appropriately used available resources * Appropriately used technology * Tasks were completed following rubric expectations * Task deadlines were met on time | Completed learning contract tasks by meeting 3 out of the 5 criteria:   * Accurately followed directions * Appropriately used available resources * Appropriately used technology * Tasks were completed following rubric expectations * Task deadlines were met on time | Completed learning contract tasks by meeting only 2 out of the 5 criteria:   * Accurately followed directions * Appropriately used available resources * Appropriately used technology * Tasks were completed following rubric expectations * Task deadlines were met on time |
| Work and Task Quality | 90-100% of the learning contract showed evidence of student’s best effort and quality of work done to her/his highest level of ability. | 80-89% of the learning contract showed evidence of student’s best effort and quality of work done to her/his highest level of ability. | 70-79% of the learning contract showed evidence of student’s best effort and quality of work done to her/his highest level of ability. | 69% or less of the learning contract showed evidence of student’s best effort and quality of work done to her/his highest level of ability. |

This learning contract is a working document. Please check off the box by each task once you have completed a task. You will also be asked to fill in a daily log of your work. I will be conferencing with you at different points throughout the learning contract to review your log and discuss your progress. However, I am also available at any time for questions or assistance if you need it.

**Contract Commitment**

Read over the rest of this learning contract below and make your choice for the final product. Please sign below to show your commitment towards completing this contract to the best of your ability and then share it with your parent(s) or guardian(s) for her/his signature. I will also add my signature to show my commitment to guiding you through this learning process.

* I agree to complete this learning contract to the best of my ability and to meet the criteria stated in the Learning Contract Rubric regarding ability to work independently, completion of tasks, and work and task quality.

Final Product Selection \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

**Required Tasks**

**Note: You may complete all 4 required tasks in any order as long as they are completed by the due date of Friday, 5/13/11.**

1. Task for Pre-Assessment: DUE DATE: Friday, 5/13/11

🞏 Date completed \_\_\_\_\_\_\_\_\_\_\_\_ Before you begin working on this learning contract, you need to complete a pre-assessment of your knowledge of media and persuasive techniques. You will be playing a game called **Media IQ**. You will need a paper and pencil to write down your answers. After each question, record your answer and then click on the next slide to see the correct response. There are 15 questions in all. Keep track of which questions you answered correctly and incorrectly. Please be honest and do not look ahead or change your answer. This pre-assessment is not graded, but is meant to give you a good idea of what you know and don’t know about media and persuasion. After you have completed the game, you should look back in your Communication binder for the information you did not remember correctly. This will help you be better prepared to successfully complete this learning contract and your final presentation. When you have finished this task, please hand in your answer sheet, check off the box for this task, and write in the date this task was completed.

2. Two Tasks to Review Media and Persuasion Techniques. DUE DATE: Friday, 5/13/11

🞏 Date completed \_\_\_\_\_\_\_\_\_\_\_\_This graded task involves creating a table or spreadsheet that will display the 9 persuasive techniques and 9 examples of how each technique was used in a commercial. Use Microsoft Word to create the table or Excel to make a spreadsheet. View the 9 different commercials at <http://www.advertisementave.com/> . You may use the table below as a guide for setting up your document. Don’t forget a title for your document, your name, and date of completion. When you have finished this task, please email me your document, check off the box for this task, and write in the date this task was completed. See the Persuasion Techniques in Commercials Rubric below for assessment criteria.

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| --- | --- | --- | --- |
| **Sample Table** | | | |
| Title of Commercial | Date Viewed | Persuasion Technique | How Technique Was Used in the Commercial |
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|  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Persuasion Techniques in Commercials Rubric** | | | | |
| **Category** | **4** | **3** | **2** | **1** |
| Content | Content meets all of the 4 criteria:   * Lists all 9 persuasive techniques * Lists 9 different commercials * Examples of how each technique was used is accurate * Demonstrates understanding of the use of persuasive techniques | Content meets 3 of the 4 criteria:   * Lists all 9 persuasive techniques * Lists 9 different commercials * Examples of how each technique was used is accurate * Demonstrates understanding of the use of persuasive techniques | Content meets 2 of the 4 criteria:   * Lists all 9 persuasive techniques * Lists 9 different commercials * Examples of how each technique was used is accurate * Demonstrates understanding of the use of persuasive techniques | Content meets only 1 of the 4 criteria:   * Lists all 9 persuasive techniques * Lists 9 different commercials * Examples of how each technique was used is accurate * Demonstrates understanding of the use of persuasive techniques |
| Format and Organization | Document includes all 9 of the following:   * table or spreadsheet * column for title of commercial * column for date viewed * column for persuasive technique * column for how technique was used * title for document * student’s name * date of completion * handed in by deadline | Document includes 8 of the following:   * table or spreadsheet * column for title of commercial * column for date viewed * column for persuasive technique * column for how technique was used * title for document * student’s name * date of completion * handed in by deadline | Document includes 7 of the following:   * table or spreadsheet * column for title of commercial * column for date viewed * column for persuasive technique * column for how technique was used * title for document * student’s name * date of completion * handed in by deadline | Document includes 6 or less of the following:   * table or spreadsheet * column for title of commercial * column for date viewed * column for persuasive technique * column for how technique was used * title for document * student’s name * date of completion * handed in by deadline |
| Mechanics | Contains 0-1 spelling, punctuation, or grammatical errors | Contains 2-3 spelling, punctuation, or grammatical errors | Contains 4-5 spelling, punctuation, or grammatical errors | Contains 6 or more spelling, punctuation, or grammatical errors |

🞏 Date completed \_\_\_\_\_\_\_\_\_\_\_\_ In this graded task, explain how persuasion might be used in television advertising to influence young children, ages 3-8. Using Microsoft Word, write a 3 paragraph essay stating your opinion and support it with convincing reasons and examples from television commercials/ads. Discuss at least 3 of the techniques we have studied in class. Don’t forget a title for your document, your name, and date of completion. When you have finished this task, please email me your document, check off the box for this task, and write in the date this task was completed. See the Persuasion Essay Rubric below for assessment criteria.

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| **Persuasion Essay Rubric** | | | | |
| **Category** | **4** | **3** | **2** | **1** |
| Content | Content meets all of the 5 criteria:   * Opinion is clearly stated * Support for opinion is included with convincing reasons * Examples from television commercial/ads are included * At least 3 persuasive techniques are discussed * Demonstrates understanding of the use of persuasive techniques | Content meets 4 of the 5 criteria:   * Opinion is clearly stated * Support for opinion is included with convincing reasons * Examples from television commercial/ads are included * At least 3 persuasive techniques are discussed * Demonstrates understanding of the use of persuasive techniques | Content meets 3 of the 5 criteria:   * Opinion is clearly stated * Support for opinion is included with convincing reasons * Examples from television commercial/ads are included * At least 3 persuasive techniques are discussed * Demonstrates understanding of the use of persuasive techniques | Content meets only 2 or less of the criteria:   * Opinion is clearly stated * Support for opinion is included with convincing reasons * Examples from television commercial/ads are included * At least 3 persuasive techniques are discussed * Demonstrates understanding of the use of persuasive techniques |
| Format and Organization | Document includes all 6 of the following:   * At least 3 paragraphs * Well organized and flows in a logical sequence * title for document * student’s name * date of completion * handed in by deadline | Document includes 5 of the following:   * At least 3 paragraphs * Well organized and flows in a logical sequence * title for document * student’s name * date of completion * handed in by deadline | Document includes 4 of the following:   * At least 3 paragraphs * Well organized and flows in a logical sequence * title for document * student’s name * date of completion * handed in by deadline | Document includes 3 or less of the following:   * At least 3 paragraphs * Well organized and flows in a logical sequence * title for document * student’s name * date of completion * handed in by deadline |
| Mechanics | Contains 0-1 spelling, punctuation, or grammatical errors | Contains 2-3 spelling, punctuation, or grammatical errors | Contains 4-5 spelling, punctuation, or grammatical errors | Contains 6 or more spelling, punctuation, or grammatical errors |

3. Task to Review Speech Delivery Techniques. DUE DATE: Friday, 5/13/11

🞏 Date completed \_\_\_\_\_\_\_\_\_\_\_\_ In this graded task, take out your portfolio and analyze the assessment rubrics from your previous presentations. In a self-reflection, write at least 3 paragraphs about what you did well and what improvements could have been made using examples from your presentations. Describe at least 5 speech delivery techniques you are planning to use when you make this final presentation. For each delivery technique, list at least 1 strategy that will ensure the effective use of this technique. Use Microsoft Word to write your self-reflection. Don’t forget a title for your document, your name, and date of completion. When you have finished this task, please email me your document, check off the box for this task, and write in the date this task was completed. See the Self Reflection Rubric below for assessment criteria.

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| **Self Reflection Rubric** | | | | |
| **Category** | **4** | **3** | **2** | **1** |
| Content | Content includes all 5 of the following:   * what student did well in past presentations * areas for improvement * Examples from past presentations * description of at least 5 delivery techniques student will use in final presentation * at least 1 strategy for each of the 5 delivery techniques | Content includes 4 of the following:   * what student did well in past presentations * areas for improvement * Examples from past presentations * description of at least 5 delivery techniques student will use in final presentation * at least 1 strategy for each of the 5 delivery techniques | Content includes 3 of the following:   * what student did well in past presentations * areas for improvement * Examples from past presentations * description of at least 5 delivery techniques student will use in final presentation * at least 1 strategy for each of the 5 delivery techniques | Content includes 2 or less of the following:   * what student did well in past presentations * areas for improvement * Examples from past presentations * description of at least 5 delivery techniques student will use in final presentation * at least 1 strategy for each of the 5 delivery techniques |
| Format and Organization | Document includes all 6 of the following:   * At least 3 paragraphs * Well organized and flows in a logical sequence * title for document * student’s name * date of completion * handed in by deadline | Document includes 5 of the following:   * At least 3 paragraphs * Well organized and flows in a logical sequence * title for document * student’s name * date of completion * handed in by deadline | Document includes 4 of the following:   * At least 3 paragraphs * Well organized and flows in a logical sequence * title for document * student’s name * date of completion * handed in by deadline | Document includes 3 or less of the following:   * At least 3 paragraphs * Well organized and flows in a logical sequence * title for document * student’s name * date of completion * handed in by deadline |
| Mechanics | Contains 0-1 spelling, punctuation, or grammatical errors | Contains 2-3 spelling, punctuation, or grammatical errors | Contains 4-5 spelling, punctuation, or grammatical errors | Contains 6 or more spelling, punctuation, or grammatical errors |

**Final Presentation** DUE DATE: Tuesday, 5/31/11

From the table below, choose one final presentation that you would like to complete for this unit on Media and Persuasion. Upon completion, you will need to practice the oral presentation you will give to the class before you share your final product. You will also need to schedule a presentation date with me. All final products will be posted on the class Media and Persuasion wiki so everyone can share, view, and comment on each other’s products. There will be 9 different pages on the wiki, one for each type of product: (Favorite Commercial Survey, No Words Commercial, A Better World Poem, Jingles, Endorsements Voice Thread, Glogster Ad, Environmental Podcast, Invention Commercial, and Campaign Comic Strip).

If you need help with any part of your project or presentation, please let me know and we will problem solve how best to assist you. Please refer to the rubric that corresponds to each choice for specifics about the expectations for that task.

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| **Media and Persuasion Presentation Choices - CHOOSE ONE** | | |
| **Analytic Intelligences** | **Interactive Intelligences** | **Introspective Intelligences** |
| **Logic Smart** | **Body Smart** | **Wonder Smart** |
| **Technology:**   * Create survey using Google Docs at   <https://docs.google.com>   * Organize results using Microsoft excel spreadsheet * Share the spreadsheet on the “Favorite   Commercial Survey” page of our class Media and Persuasion wiki at  <http://www.wikispaces.com/> | **Technology:**   * Use a digital camcorder for videotaping * Use Microsoft Movie Maker or Wax for editing and publishing the video   <http://www.debugmode.com/wax/>   * Share the video on the “No Words Commercial” page of our class Media and Persuasion wiki at   <http://www.wikispaces.com/> | **Technology:**   * Write your original poem using Microsoft Word processing * Record the poem on a podcast at   <http://www.podomatic.com>   * Share your podcast by embedding it on the “A Better World Poem” page of our class Media and Persuasion wiki at   <http://www.wikispaces.com/> |
| **Product:** Develop an online survey for the class using Google Docs. The topic of the survey is “Favorite TV Commercials”. The survey must include the student’s name, title of a favorite commercial, the product or service that is being advertised, and one-two lines describing why the student chose the commercial as a favorite. Once the survey is completed, organize the commercials in a spreadsheet that also includes the title of the commercial, the product or service that is being advertised, the # of students that chose that commercial as a favorite, and a quote from one student’s description of why the commercial was a favorite. Share your spreadsheet on the “Favorite  Commercial Survey” page on our class Media and Persuasion wiki. Prepare a summary of the results in a 1-2 minute oral presentation to present to the class that includes how and why you created and conducted this survey and your thoughts on the results of the survey.  (Check the “Favorite Commercial Survey” Rubric for specific criteria for this final product.) | **Product:** You may have noticed that not all commercials use the spoken word to convey their message. Some advertisers use movement, dance or pantomime to showcase their product and persuade you to buy. View the example of the Nike “Just Do It” commercial from 2007 at <http://www.youtube.com/watch?v=Pp5dZZBKTXQ> Create your own original “No Words” commercial for a product of your choice. The commercial needs to be 30-60 seconds in length and use movement, dance or pantomime. You may add sound effects and/or music to your commercial. Perform your commercial and have a classmate videotape it. Using video editing software, edit and publish the video. Be sure the music video has a title slide that includes your name and the product, special effects, transitions, and a credit slide acknowledging the product, and any music or images used in your video. Share the video on the “No Words Commercial” page on our class Media and Persuasion wiki. Prepare a 1-2 minute oral presentation that introduces your video to the class and includes how and why you created this commercial.  (Check the “No Words Commercial” Rubric for specific criteria for this final product.) | **Product:** Some commercials sell ideas, not products. Check out an example of an anti-pollution commercial at <http://www.youtube.com/watch?v=j7OHG7tHrNM>  Think about all the problems in the world. A few may come to mind like hunger, poverty, lack of resources, global warming. Choose a world problem and make a concept web using Inspiration to list the world problem and brainstorm possible solutions or new inventions that could help solve this problem. Let your imagination run wild. Using these ideas, write an original “A Better World” poem. This will be your commercial for how to improve the world in the future. Use Microsoft Word processing to write, edit, and revise your poem. Remember to use persuasion techniques in your poem to try to convince others to join your cause. Record your poem on a podcast and share your podcast by embedding it on the “A Better World Poem” page on our class Media and Persuasion wiki. Prepare a 1-2 minute oral presentation that introduces your podcast to the class and includes why you created this poem.  (Check the “A Better World Poem” Rubric for specific criteria for this final product.) |
| **Music Smart** | **People Smart** | **Picture Smart** |
| **Technology:**   * Use a digital camcorder for videotaping * Use Microsoft Movie Maker or Wax for editing and publishing the video   <http://www.debugmode.com/wax/>   * Share the music video on the “Jingles” page of our class Media and Persuasion wiki at   <http://www.wikispaces.com/> | **Technology:**   * Use internet websites such as <http://advertising.about.com/od/celebrityendorsementslist/Celebrity_Endorsements_From_A_to_Z.htm> to research information and collect videos and images related to celebrities and endorsements. * Create the Voice Thread at   <http://voicethread.com/>   * Share your Endorsements Voice Thread on the “Endorsements” page on our Media and Persuasion wiki at <http://www.wikispaces.com/> | **Technology:**   * Read about photography in advertising at <http://www.photo-seminars.com/AdPhoto/Lesson1.htm> * Use a digital camera to photograph a food product. * Use Glogster to create the online poster at   <http://www.glogster.com/>   * Share your Glogster on the “Glogster Ad” page on our Media and Persuasion wiki at <http://www.wikispaces.com/> |
| **Product:** Imagine that you have a career as a jingle writer. You have been hired to write new jingles for 5 products currently being sold on TV. For tips on writing a jingle, go to <http://www.ehow.com/how_2078738_write-commercial-jingle.html> and watch a video on “How to Write a Great Jingle” at <http://www.youtube.com/watch?v=VoHjrr2o9I4>. Create 5 original jingles, one for each product and have a classmate record you performing the jingles. You may accompany yourself on the guitar or piano or just sing acapella. Using video editing software, edit and publish the video. Be sure the video has a title slide with your name, add a slide for each product before you perform the jingle, and add special effects, transitions, and a credit slide acknowledging the products in your video. Share the video on the “Jingles” page of our class Media and Persuasion wiki.  Prepare a 1-2 minute oral presentation that introduces your video to the class and includes how you created the jingles. (Check the “Jingles” Rubric for specific criteria for this final product.) | **Product:** As you know, testimonials are frequently used in advertising to sell products or to convince people to join a cause. Many famous celebrities are highly paid for their endorsements. You will be researching endorsements that have been popular in commercials over the past 10 years. Collect images and videos to support your findings. Assemble these images and videos into a Voice Thread slideshow and add audio that describes the  content of each slide and includes data from your research. Publish the slideshow and share your  Endorsements Voice Thread on the “Endorsements Voice Thread” page on our class Media and Persuasion wiki.  Prepare a 1-2 minute oral presentation that introduces your Voice Thread to the class and includes what you learned from creating this Voice Thread. (Check the “Endorsements Voice Thread” Rubric for specific criteria for this final product.) | **Product:** Products need to look appealing in advertisements. Professional photographers work endless hours to get the “perfect shot.” Read about photography in advertising at <http://www.photo-seminars.com/AdPhoto/Lesson1.htm>. Choose a food product that your family recently bought at the supermarket. Use a digital camera to take pictures of this product that will persuade people to buy and eat the product. Be creative. Use different angles, different settings. You may have people or animals in the photographs, anything that will help sell the product. Create an online advertisement (poster) at Glogster that includes 5-6 of your best photographs of the product. Be sure your poster includes your name, product name, text that includes information about the product, a slogan, nutritional facts, and the artistic placement of your photos. Share your Glogster on the “Glogster Ad” page on our class Media and Persuasion wiki. Prepare a 1-2 minute oral presentation that introduces your Glogster to the class and includes how you created the Glogster Ad. (Check the “Glogster Ad” Rubric for specific criteria for this final product.) |
| **Nature Smart** | **Word Smart** | **Self Smart** |
| **Technology:**   * Use a digital camera to take a photograph or use websites to find an image for the podcast page * Use Microsoft Word processing for writing your script * Use PodOmatic to record and publish the podcast at <http://www.podomatic.com> * Share the podcast on the “Environmental Podcast” page of our class Media and Persuasion wiki at   <http://www.wikispaces.com/> | **Technology:**   * View commercials at <http://www.advertisementave.com/> * Use Microsoft Word processing for writing your script * Use a digital camcorder for videotaping * Use Microsoft Movie Maker or Wax for editing and publishing the video   <http://www.debugmode.com/wax/>   * Share the commercial on the “Commercial Re-Do” page of our class Media and Persuasion wiki at * <http://www.wikispaces.com/> | **Technology:**   * Create the concept map for brainstorming using bubbl.us at   <http://bubbl.us/>   * Make a story board using Microsoft Word processing * Create and publish the comic strip using Pixton at   <http://pixton.com/schools/overview>   * Share your “Campaign Comic Strip” on the “Campaign Comic Strip” page on our class Media and Persuasion wiki at   <http://www.wikispaces.com/> |
| **Product:** Many television and radio advertisements have been made about environmental issues like the BP oil spill. Research a local or national environmental problem and write a persuasive essay informing people about the issue and what you feel should be done to help resolve the problem. Use Microsoft Word to write the essay as a script for a podcast. Dramatically deliver your persuasive essay and record it on a podcast. Add a picture of the issue on the podcast page. Share your Environmental Podcast on the “Environmental Podcast” page on our class Media and Persuasion wiki. Prepare a 1-2 minute oral presentation that introduces your podcast to the class and includes why you created the podcast.  (Check the “Environmental Podcast” Rubric for specific criteria for this final product.) | **Product:** Find a commercial you do not like at <http://www.advertisementave.com/>. Be sure you can purchase the product to use as a prop in your commercial. Create a new 1 minute commercial that would take the place of the commercial you did not like. Use Microsoft Word to write the script for the commercial re-do. Be sure to include at least 4 persuasive techniques, the product as a prop, a slogan, and information about the product. Perform your commercial and have a classmate videotape you. Using video editing software, edit and publish the video. Be sure the video has a title slide with your name, add a slide for the product before you show the commercial, and add special effects, transitions, and a credit slide acknowledging the product in your video. Share the video on the “Commercial Re-Do” page of our class Media and Persuasion wiki.  Prepare a 1-2 minute oral presentation that introduces your video to the class and includes how you created the commercial. (Check the “Commercial Re-Do” Rubric for specific criteria for this final product.) | **Product:** Imagine that you are running for class president at our middle school. Develop a concept map that will help you brainstorm why you should be elected president. Take that information and develop a comic strip that will advertise your good qualities and ask students to vote for you. Be sure to use persuasive techniques. Use Microsoft Word to make a story board to plan out the comic strip. Then create and publish the comic strip using Pixton at  <http://pixton.com/schools/overview> Share your “Campaign Comic Strip on the “Campaign Comic Strip” page on our class Media and Persuasion wiki. Prepare a 1-2 minute oral presentation that introduces your comic strip to the class and includes how you created the comic strip.  (Check the “Campaign Comic Strip” Rubric for specific criteria for this final product.) |