

<b>Name:</b> Ms. Reeder & Ms. Heckman	<b>Date/Day:</b>
<b>Unit:</b> <i>Julius Caesar</i> /Advertising/Ancient Rome	<b>Topic of Lesson:</b> Advertising Campaign
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>- Why are Greek persuasion techniques still used by advertisers today? What makes them so powerful?</li> <li>- How does the audience change our delivery of a message?</li> <li>- How can Greek persuasion techniques be applied in persuasive writing?</li> </ul>	<b>Rationale for Teaching:</b> <ul style="list-style-type: none"> <li>- Ability to demonstrate persuasive techniques that can later be used in persuasive writing</li> <li>- Link between History &amp; English class</li> <li>- Link to the real world by use of commercial appeals and persuasion</li> <li>- Kinesthetic activity to enable ownership of student learning</li> </ul>
<b>(Student) Objectives:</b> <ul style="list-style-type: none"> <li>- SWBAT demonstrate knowledge of the difference between the two social classes of ancient Rome and construct an ad that distinguishes between these two classes as separate target audiences.</li> <li>- SWBAT define the three Greek persuasion techniques and design elements of advertising to exemplify these techniques within their project</li> <li>- SWBAT delegate and organize tasks and execute a long-range plan for project completion.</li> </ul>	<b>PA Standards Addressed:</b>  <b>English</b> PA.1.4.11.A PA.1.5.11.A PA.1.6.11.C, E  <b>History</b> PA.8.4.9A, C, D
<b>Materials and Preparation:</b> Ad Campaign Requirements, Ad Strategy Plan WS, Ad Scenarios, <i>Julius Caesar</i> PowerPoint, Greek Persuasion Techniques, Advertising Analysis Writing Prompt	
<b>Focus/Motivation Activity:</b> -Review student learning and requirements (Q&A)	<b>Time</b> 5 mins.
<b>Procedures:</b> <ul style="list-style-type: none"> <li>- Students prepare for campaign presentations</li> <li>- Campaign Presentation Group #1</li> <li>- Questioning by panel</li> <li>- Campaign Presentation Group #2</li> <li>- Question by panel</li> <li>- Students work on evaluation of team members while panel deliberates (Collins Type 3 Writing)</li> </ul>	5 mins. 10 mins. 2 mins. 10 mins. 2 mins. 5 mins.
<b>Closure Activity:</b> - Type 3 Writing: Evaluation of Student Learning during unit	7 mins.
<b>Evaluation of Students:</b> <ul style="list-style-type: none"> <li>- Ad Campaign Rubric</li> <li>- Discussion with Panel judges</li> <li>- Student Group participation evaluations</li> </ul>	
<b>Contingency Plans:</b> What if I run out of time? What if I have time left over? <ul style="list-style-type: none"> <li>- If we run out of time: Students can do Type 3 writing the next day of class</li> <li>- If we have time left over: We will create positives and negatives and evaluate each other about the strengths and weaknesses of the project (including what we as instructors could have done differently to improve their project)</li> </ul>	
<b>Troubleshooting (before)/Reflection (after):</b>	