



# Infomercial Project

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9<sup>th</sup> Grade English

# Standards



- ✦ RC 2.8: Students will be able to create an argument and defend its claim.
- ✦ RL 3.9: Students will be able to use tone to affect credibility of an argument.

ACADEMIC RIGOR

# The Project

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- ✦ Background: Throughout S2, all 9<sup>th</sup> graders work on a research thesis on a social issue found in their community.
- ✦ Project: Students must develop an infomercial that either
  1. sells a product related to their social issue
  2. asks for financial supporters for their cause.

ACTIVE EXPLORATION &  
APPLIED LEARNING

# Teaching Standards



## ✦ **Direct Instruction on methods of persuasion (Ethos, Pathos, Logos)**

- ✦ Students practice writing arguments using each method.
- ✦ Students then write arguments incorporating all three methods.
- ✦ Students write counterarguments.

## ✦ **Direction Instruction on Tone**

- ✦ Students analyze varying tones in advertisements.
- ✦ Students rewrite literary passages using different tones.

# Project Scaffolds

## Essential Questions:

- What social issue is affecting our community today?
- How can you effect change in our community?

**Role:** You are a spokesperson advocating for a social justice issue in your community.

**Objective:** 1. Create an infomercial that is **AT LEAST 2 MINUTES** in length.

**Purpose:** Persuasive communication comes in many forms. It is directed toward changing another person's beliefs both in a positive or negative way to affect their long- term attitudes. It is important for you to be able to **critically evaluate** how and why the media uses various techniques to influence the choices we make as individuals.

**Audience:** Your team will be presenting your infomercials at CaminoWood to teachers, staff, students, community members, etc...

## Standards and Criteria for Success:

### ASSESSMENT PRACTICES

- Turn in a **Group Checklist** that outlines all the parts of your infomercial.
- Provide a **Written Script** of what each person in the group is going to say during the infomercial.
- Create a **Storyboard** that displays the different parts that will be incorporated into your infomercial.
- Turn in **Completed Packet** with planning notes.

**STEP I:** On Ms. Lee’s Assignments Drive, click on OMAM→Infomercial Project→Persuasion Introduction.ppt  
 With your team partner, go through the PPT and fill in the chart below.

“INFO” means \_\_\_\_\_

“—MERCIAL” refers to \_\_\_\_\_.

Therefore, an **infomercial** is a short segment whose purpose is to \_\_\_\_\_, to \_\_\_\_\_, and to \_\_\_\_\_,

**ShamWow**

**World Bicycle Relief**

**How They Used It**

**How They Used It**

**Ethos**  
 Builds trust by convincing audience that their way/product is the right thing to do or buy

**Pathos**  
 Appeals to audience’s

	<b>ShamWow</b> <b>How They Used It</b>	<b>World Bicycle Relief</b> <b>How They Used It</b>
<b>Ethos</b> Builds trust by convincing audience that their way/product is the right thing to do or buy	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
<b>Pathos</b> Appeals to audience’s	_____	_____
	_____	_____
	_____	_____

## SCREENWRITER

Tasks	Skills Required	Good for you if...
<ol style="list-style-type: none"> <li>1. Work with storyboard artists and editors to turn the visuals into a <u>written script</u>.</li> <li>2. Script out what each person will say.</li> <li>3. Write out <u>stage directions</u>.</li> <li>4. Make sure every team member makes <u>equal contributions</u>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Proficient writing skills: Effectively write a script that is easy for an outsider to follow and understand.</li> <li>2. Strong collaboraton skills to work with the editor and storyboard artists to make sure the script aligns with the visuals.</li> </ol>	<ul style="list-style-type: none"> <li>• You aren't as strong of an artsit, but you can translate pictures into words.</li> </ul>

## EDITOR

Tasks	Skills Required	Good for you if...
<ol style="list-style-type: none"> <li>1. Ensure that <u>script</u> and <u>storyboard</u> incorporates <u>Ethos/Pathos/Logos/Kairos</u> that your group brainstomred together.</li> <li>2. Make sure your infomercial is as <u>persuasive as possible</u>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Strong understanding of Ethos/Pathos/Logos/Kairos.</li> <li>2. Strong leadership skills so you can oversee that your entire project is on track, creative, and persuasive.</li> </ol>	<ul style="list-style-type: none"> <li>• You are good at persuading others.</li> <li>• You are good at following checklists and make sure our group follows all requirements.</li> </ul>

## STORYBOARD ARTISTS (2)

Tasks	Skills Required	Good for you if...
<ol style="list-style-type: none"> <li>1. Turn your group's brainstorming into a <u>2-minute visual</u>.</li> <li>2. Create a storyline that can sell/raise money.</li> <li>3. Clearly draw out <u>the beginning, middle, and end</u> of your infomercial</li> <li>4. Write <u>short descriptions</u> of each picture/snapshot.</li> </ol>	<ol style="list-style-type: none"> <li>1. Strong artistic skills</li> <li>2. Good collaborative skills to work with the screenwriter and editor to ensure that all persusaive elements are included in the infomercial in a creative format</li> </ol>	<ul style="list-style-type: none"> <li>• You are creative and can plan out how to turn ideas into a storyline that can be acted out.</li> </ul>

## INDEPENDENT BRAINSTORM

**STEP 6:** Now that your group has decided which type of infomercial you are going to create and what every one's job is going to be, it is time to brainstorm how you are going to persuade your audience! This part is INDEPENDENT. Each student is responsible for brainstorming their own methods of persuasion before meeting as a team to synthesize the information.

ETHOS

How will you convince us that your product or cause is the right thing to do? Think about testimonials you can use.

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PATHOS

How will you convince us using personal stories and examples to make us feel emotional?

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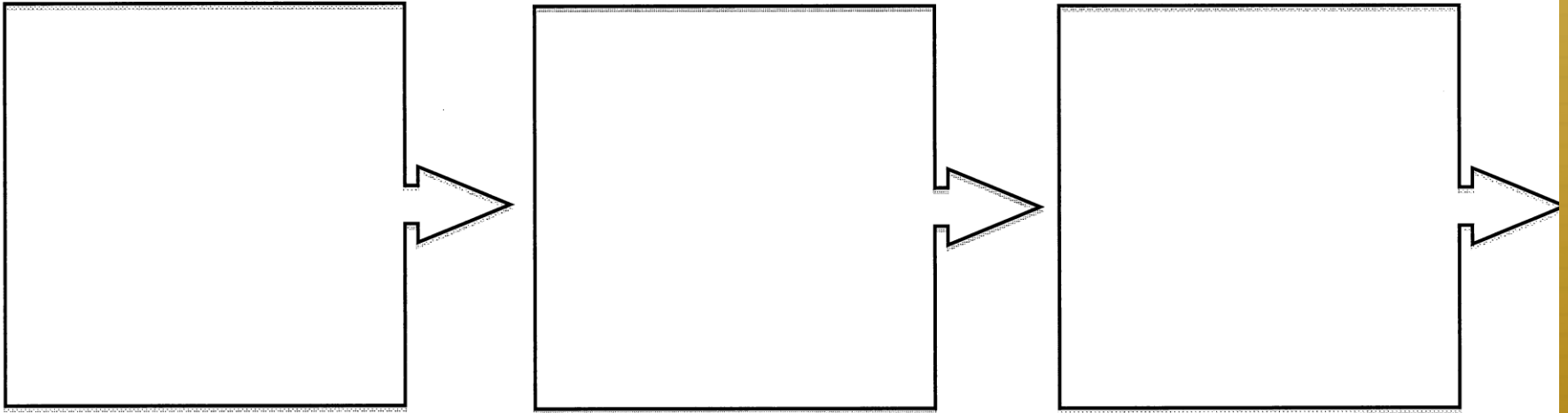
## Storyboard

(Storyboard Artist #1, Storyboard Artist #2, Editor)

**STEP 8:** With your team, create a storyboard that visually outlines what your infomercial will look like. YOU WILL NEED P. 3 & P. 5 OF YOUR PACKET.

### Basic Structure:

1. Beginning: Often begins with questions and promises
2. Middle: Often includes research stats, video proof (Logos/Pathos)
3. End: usually has testimonials (Ethos) and payment details (Kairos)



2. **Listening & Speaking:** Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Use gestures, tone, and vocabulary tailored to the audience and purpose.

Category	4	3	2	1
<b>Standard #1:</b> <b>RC 2.8</b> PSA Defense	<input type="checkbox"/> Shows <b><u>in-depth understanding</u></b> of ALL methods of persuasion. <input type="checkbox"/> <b><u>Carefully analyzed</u></b> use of all methods in write-up.	<input type="checkbox"/> Shows <b><u>complete</u></b> understanding of ALL methods of persuasion, but <b><u>not in great detail.</u></b> <input type="checkbox"/> <b><u>Analyzed</u></b> use of all methods in write-up.	<input type="checkbox"/> Shows <b><u>incomplete understanding</u></b> of methods of persuasion and/or <b><u>misconception</u></b> about some of the methods. <input type="checkbox"/> Shows <b><u>basic analysis</u></b> of methods in write-up	<input type="checkbox"/> Shows <b><u>incomplete understanding</u></b> of methods of persuasion, and has <b><u>many misconceptions</u></b> . Students cannot be said to understand the standards. <input type="checkbox"/> <b><u>Below basic analysis</u></b> <b><u>incomplete</u></b> write-up
<b>Standard #2:</b> <b>L &amp; S</b> Presentation	<input type="checkbox"/> <b><u>Meets all</u></b> presentation expectations	<input type="checkbox"/> <b><u>Meets most</u></b> presentation expectations	<input type="checkbox"/> <b><u>Meets some</u></b> presentation expectations	<input type="checkbox"/> <b><u>Meets few</u></b> presentation expectations
<b>ESLR:</b> Group Dynamics	<input type="checkbox"/> Based on "Project Progress Exit Slip," group worked well as a cohesive team.	<input type="checkbox"/> Based on "Project Progress Exit Slip," group worked adequately as a team.	<input type="checkbox"/> Based on "Project Progress Exit Slip," group could have been more cohesive.	<input type="checkbox"/> Based on "Project Progress Exit Slip," group did not make efforts to work together.
<b>ESLR:</b> Individual Contributions	<input type="checkbox"/> Based on "Project Progress Exit Slip," student went above what was expected.	<input type="checkbox"/> Based on "Project Progress Exit Slip," student met individual expectations.	<input type="checkbox"/> Based on "Project Progress Exit Slip," student met some individual expectations.	<input type="checkbox"/> Based on "Project Progress Exit Slip," student did not meet individual expectations.