



# El Dorado County Career Technical Partnership

In Partnership: Folsom Lake College • El Dorado Union High School District • El Dorado County Office of Education

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Title: Persuasive Brochure		
Content Area: English	Grade: 6, 7, 8, 9	Duration: 3 or more class periods depending on presentation schedule.
Career Technical Industry Sector:		Agriculture and Natural Resources
	x	Hospitality, Tourism, and Recreation
Standards and Benchmarks:	<p><b>English-Language Arts Content Standards for California Public Schools:</b></p> <p>Writing Strategies</p> <p>Organization and Focus</p> <p style="padding-left: 40px;">1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>Listening And Speaking</p> <p style="padding-left: 40px;">1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.</p> <p style="padding-left: 40px;">1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.</p> <p style="padding-left: 40px;">1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p> <p><b>Hospitality, Tourism, and Recreation Pathway Standards:</b></p> <p style="padding-left: 40px;">HTR C3.1: Understand the importance of guest services to the success of the industry.</p> <p style="padding-left: 40px;">HTR C3.3: Anticipate the needs, desires, and interests of guests in order to exceed their expectations.</p> <p><b>SCANS Competency:</b></p> <p>Information: Acquires and uses information.</p> <p style="padding-left: 40px;">C7 Interprets and communicates information</p> <p>Foundation: Thinking Skills</p> <p style="padding-left: 40px;">F7 Creative Thinking: Generates new ideas</p>	



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	<p>F10 Seeing things in the mind’s eye: organizes and processes symbols, pictures, graphs, objects, and other information.</p>
<p>Objectives:</p>	<p>Students will demonstrate the ability to write a brochure that will highlight the essence of a historical place of business. The brochure should be able to persuade potential guests to stay at the inn and participate in additional activities if desired. Students will present the brochure to the class. The class will be able to identify any logical fallacies in advertising.</p>
<p>Resources and Materials:</p>	<p>Scaffold handout for ideas that students will use on the brochure which will be collected</p> <p>Pen or pencil</p> <p>Paper</p> <p>Magazines such as Architectural Digest, Sunset, Idea catalogs, and other home furnishings advertisements and gardening catalogs.</p> <p>Newspapers</p> <p>Various brochures</p> <p>An excellent website for the local inn in the Placerville, CA area:  <a href="http://www.ghostsandstories.com/grg-saga-the-albert-shafsky-house-bb.html">http://www.ghostsandstories.com/grg-saga-the-albert-shafsky-house-bb.html</a> (or handout) for the history of Albert Shafsky Bed and Breakfast Inn.</p>
<p>Differentiation:</p>	<p><b>Higher Level Students:</b></p> <p>Have students help peer edit those who need help or work with students who need help.</p> <p><b>Lower Level students:</b></p> <p>Small group or partners – several students will work together either with a peer, a peer helper or in a small group. Some students will have extra time with the teacher for individual feedback or brainstorming prior to working individually.</p>
<p>Preparing Students for the Lesson:</p> <ul style="list-style-type: none"> <li>• <b>Transitions</b></li> </ul>	<p><b>Transitions:</b></p> <p>Students will have been spent one class period learning the various types of ad appeal and logical fallacies. Below are websites available for your use.</p> <p><a href="http://chnm.gmu.edu/courses/omalley/120/empire/ads/ads.html">http://chnm.gmu.edu/courses/omalley/120/empire/ads/ads.html</a></p> <p><a href="http://www.philosophypages.com/lg/e06a.htm">http://www.philosophypages.com/lg/e06a.htm</a></p> <p><a href="http://www.logicalfallacies.info/relevance">http://www.logicalfallacies.info/relevance</a></p> <p><a href="http://www.olemiss.edu/courses/logic/fallacies.htm">http://www.olemiss.edu/courses/logic/fallacies.htm</a></p>



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<ul style="list-style-type: none"><li>• <b>Expected Behaviors</b></li></ul>	<p><a href="http://newsroom-magazine.com/2009/academic/logic-system/fallacies-of-relevance-logic-definition">http://newsroom-magazine.com/2009/academic/logic-system/fallacies-of-relevance-logic-definition</a></p> <p>It is recommended that magazines or newspapers are used and examples shown to reinforce the terms and familiarize students with both the terms and examples of how they are used.</p> <p>An example would be an argument ad populem uses a popular 'star' to advertise a product. The advertisement is claiming: if the 'star' uses the product, the product must be good, and you must want the product.</p> <p>Another easy example to find is Name-calling. Most political ads that mention opponents use name calling. Name-calling appeals to prejudice, not to rationality.</p> <p><b>Expected Behaviors:</b></p> <p>Students will have been trained in proper procedure for getting supplies out, begin writing and following instructions, using a dictionary when necessary and turning the paper in when asked to do so at the end of the period.</p> <p>Quiet hands ask questions. Students are allowed to ask questions to a partner when the teacher or aid is busy with another student.</p>
<p><u>Teaching the Lesson</u> (Lesson Sequence/ Activities):</p> <ul style="list-style-type: none"><li>• <b>Motivation/ Anticipatory Set</b></li></ul>	<p><b>Motivation / Anticipatory Set:</b></p> <p>Students are reminded of the various types of logical fallacies.</p> <p>We are surrounded by advertising. What makes an ad effective? What makes an ad ineffective? If the logical fallacies are obvious the ad is ineffective because we can see right through the advertisement. In this activity I will have you create an ad, actually a brochure, to appeal to potential guests for a local bed and breakfast inn. You will also present the brochure to class. The class will see if any logical fallacies can be identified.</p> <p>(*NOTE to teachers: Other local, historical or even imaginary places of business can be used.)</p> <ul style="list-style-type: none"><li>• <b>Pre-Assessment/ Activating Background Knowledge:</b></li></ul> <p>Teachers should have a sample of various brochures to show students what a good brochure looks like. Local travel agencies or printing companies are a good source to check with. Students can bring in brochures from various places of business.</p> <p>As brochures are shared with the class, students will identify what makes the brochure appealing and if they would want to visit, based on the brochure. If the brochure does not convince the majority of the class to visit, the class will offer suggestions of what would help make the brochure more appealing.</p>



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<ul style="list-style-type: none"> <li>• <b>Pre-Assessment/Activating</b></li> <li><b>Background</b></li> <li><b>Knowledge</b></li> <li>• <b>Teacher Input, Modeling, &amp; Checking for Understanding</b></li> <li>• <b>Guided Practice</b></li> <li>• <b>Independent Practice</b></li> <li>• <b>Closure</b></li> <li>• <b>Independent Practice</b></li> <li>• <b>Closure</b></li> </ul>	<p>Suggestions should be specific such as: it needs more up to date pictures, a website address should be listed, and the brochure needs photographs rather than clipart.</p> <ul style="list-style-type: none"> <li>• <b>Guided Practice</b> A scaffold is passed out for students to discuss what is appealing about the inn (or other place of business). Students are instructed to use the scaffold to sketch a rough draft of what the brochure would include and how the brochure would be laid out. Give students time to discuss and share ideas. The back of the scaffold has tips to make an effective brochure.</li> <li>• <b>Independent Practice - brochure</b> Students are given time to work on the brochure in class. Students will be given additional days to create the brochure and a due date is given. Presentations will be made on the due date. Students are encouraged to use a computer to create the brochure; however students are able to cut and paste using printed materials.</li> <li>• <b>Closure</b> The back of the scaffold is reviewed as a class and recommendations are made for making an effective brochure.             <ul style="list-style-type: none"> <li>• <b>Independent Practice - presentation</b> Prior to presentations students are reminded to speak loud enough for the whole class to hear, to make eye contact, and to present the brochure – don't just read it. Since the whole class is making a brochure for the same inn (or place of business) students will explain why his or her brochure would be valuable for the inn to use. The brochure and scaffold will be collected after presentations.</li> </ul> <p>(*Note to teachers – when pressed for time small groups can present to each other. Students can vote for the best presentations and those five to ten can be shared with the class. This will modify the rubric in the presentation area.)</p> </li> <li>• <b>Closure</b> Students are able to offer feedback to each other on what made brochures appealing. Comments need to positive or if critical need to offer specific suggestions for improvement.</li> </ul>
<p><b>Assessment:</b></p>	<p><b>Informal Assessment:</b></p> <p>During the lesson, the teacher will observe and correct writing as well as behavior with individuals</p>



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	<p><b>Formal Assessment:</b></p> <p>The scaffold and the final brochure will be collected. The final brochure as well as the presentation will be graded. (See attached rubric)</p> <p><b>Summative Assessment:</b></p> <p>California Standard Benchmark Test (Holt Publishing)</p>
Notes & Reflections:	

<b>Externship Sites:</b>	Albert Shafsky Bed and Breakfast Inn		
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