

## PERSUASION IN THE MEDIA

### Performance Standard 5C.J

The student will develop for presentation, an advertisement using multimedia to accompany and enhance the presentation accordingly:

- *Using available technology*: maintain clarity of format; eliminate unnecessary pauses or breaks in the sequence of the presentation.
- *Selecting/Documenting information*: support the appropriate points (sequenced) in the speech; identified sources of information.
- *Integrating multimedia presentation w/speech*: explain the application of information in the presentation.

### Procedures

1. ***In order to apply acquired information, concepts and ideas to communicate in a variety of formats (5C)***, students should experience sufficient learning opportunities to develop the following:

- Use multiple reliable sources to develop and support major ideas in an oral or multimedia presentation.
- Choose, evaluate and use multiple primary and secondary sources.
- Organize, edit and revise information for presentation to an audience.
- Design and present an individual and/or group written, oral, video or multimedia project that:
  - Effectively communicates the intended message;
  - Engages the audience's interest;
  - Establishes and maintains a focus;
  - Organizes around a structure appropriate to purpose, audience and context;
  - Elaborates ideas through facts, details, description, analysis and narration;
  - Cites or credits sources appropriately; and uses self, peer or teacher feedback where appropriate;
  - Shows synthesis of multiple sources with new ideas/concepts generated.

The ability to market products to customers is vital to the success of business. Employees must understand various ways to reach the public and do it effectively and efficiently. This assessment meets the Family and Consumer Sciences Educational National Standards 10.4.8 (Perform appropriate work roles within the sales and marketing division) and Foodservice Cluster occupational skill standards FSM 34 (Develop and carry out a marketing plan).

2. Have Family and Consumer Sciences (FCS) students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student will be familiar with the multimedia resources available from the school or community.
4. Each student will select the multimedia format (e.g., PowerPoint, video, slide/tape, audio recording) appropriate to the subject of the advertisement.
5. Each FCS student will have an opportunity to practice the development and use of the appropriate multimedia format.
6. Each student will be familiar with research resources in the school and community.
7. Each student will research the subject of his/her presentation to find and develop the points to be presented in the advertisement and the accompanying media.
8. Each student will organize and document the information gathered in the research step.
9. Each student will present his/her advertisement complete with the multimedia support.
10. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

### Examples of Student Work

- [Meets](#)
- [Exceeds](#)

### Time Requirements

- One to two class periods
- May require more time depending on the actual topic presentation assigned

### Resources

- Appropriate audio-video, computer or other equipment, depending on the type of media being developed
- Persuasion in the Media Rubric

## PERSUASION IN THE MEDIA

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 11 - 12 total points)
- Meets standard (must receive 8 -10 total points)
- Approaches standard (must receive 5 - 7 total points)
- Begins standard or absent (must receive 3 - 4 total points)

	<b>Use of Available Technology</b>	<b>Selection/Documentation of Information</b>	<b>Integration of Multimedia Presentation w/Speech</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• The information format is consistently clear and easy to understand.</li> <li>• No unnecessary pauses or breaks occur in the sequence of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• All information included in the presentation supports the appropriate points (sequenced) in the topic.</li> <li>• All sources of information are properly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• The application of all information in the presentation is explained clearly.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The information format is usually clear and easy to understand.</li> <li>• Some unnecessary pauses may occur in the sequence of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Most information included in the presentation supports the appropriate points (sequenced) in the topic.</li> <li>• Most sources of information are properly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• The application of most information in the presentation is explained clearly.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The information format is sometimes clear; some confusion may occur.</li> <li>• A few major breaks may occur in the sequence of the presentation. Some points may be out of sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Some information included in the presentation supports the points (sequenced) in the topic.</li> <li>• Some sources of information are properly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• The application of some information in the presentation is explained; some confusion may be evident.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The information format is unclear; significant confusion occurs.</li> <li>• Significant pauses or breaks in the sequence occur. Points follow no logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no information included in the presentation supports the points (sequenced) in the topic.</li> <li>• Few or no sources of information are properly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• The application of little or no information in the presentation is explained. OR</li> <li>• The application of the information may be lacking.</li> </ul>
<b>Score</b>			