Great Whale Advertising

Curriculum connection: Persuasive texts try to move people to act or behave in a certain way including selling or promoting a product of ideology.

Levels: Secondary 1 to 3

Items in exhibit to focus on: Odeyak, video on protest, Earth Day Flag

Class Time: 1 to 3 periods

Suggested materials: chart paper, markers, poster size paper or board, pencils, computers. For further information on the Great Whale Project, the following websites might be helpful:

http://w3.uqo.ca/martth01/Document%20site/chapitres%20de%20livres/Power-Stuggles-The%20end%20of%20an%20area-The%20Great-Whale%20project.pdf

http://books.google.ca/books?id=1lKYiZGeaVoC&pg=PA63&lpg=PA63&dq=Odeyak+route&source=bl&ots=H7E6CnM9nm&sig=oLVNOWQrHdyRDQHoitwW0NDxDqo&hl=en&sa=X&ei=49C0UOfKF86F0QHOqYCYCw&ved=0CEIQ6AEwAw#v=onepage&q=Odeyak%20route&f=false

Objective: To understand the arguments behind the Great Whale Hydro Project protests.

Introduction to Lesson: Search out and trace on a map, the route of the Odeyak taken to New York City to protest the damming of the Great Whale River. As a class, brainstorm and research arguments for and against the damming of the Great Whale River. Record on chart paper the arguments for this project and on a separate piece of paper, record the arguments against this project.

Student Centred: Once students have chosen which side of the argument that they are on, divide the class into either side of the argument. Place one group on one side of the classroom and the other group on the other side of the classroom. Once students are on either side of the class room, students should choose a partner to work with. In their small groups, students should brainstorm ideas on how to advertise and persuade their classmates to be for their side of the argument. Once students have an idea as to how they will create an advertisement, they should use a medium of their choice to produce an advertisement, such as poster, flyer, or TV commercial. Remind students that they must include arguments to support their claim.

Concluding Activity: After all advertisements have been completed, display all advertisements around the class and allow time for students to comment on the work of their classmates. What do they feel about the advertisements posted? Has anyone been convinced as a result to change their mind?

In a journal, have students take a moment to reflect on how the people of Great Whale might have felt when they were informed of the plan to dam the river on which they have been dependant on. Why did they feel this way?

Remind everyone in the class of the final outcome and why and how this decision was reached.

Suggested Marking Criteria:

	Level 4	**Level 3**	**Level 2**	**Level 1**
Advertisement	Advertisement is highly convincing, appeals to an emotional response. /10	Advertisement is convincing, some appeal to an emotional response. /8	Advertisement is somewhat convincing, little appeal to an emotional response. /6	Advertisement is not convincing, no appeal to an emotional response. /4
Content	Advertisement is based entirely on facts. /5	Advertisement is loosely based on facts. /4	Advertisement is somewhat based on facts. /3	Advertisement is not based on facts. /2
Sharing	Student willingly shared their opinions with classmates on the advertising campaign. /5	Student shared their opinions with classmates on the advertising campaign. /4	Student unwillingly shared their opinions with classmates on the advertising campaign. /3	Student did not share their opinions with classmates on the advertising campaign. /2