

Swamplandia! and Advertising

LIS 5565: Information Needs of Young Adults

and

LAE 5064: Reader Response to Literature

Teacher/Librarian Collaboration

Lesson 1 Advertising Techniques

Purpose/Rationale: Students are constantly confronted with conflicting messages and advertisements from varying forms of media. This unit plan will examine how advertisements are used in the book, *Swamplandia!* by Karen Russell and will teach students the basics of advertising. It will also help students identify the conflicting messages they are faced with on a daily basis. These lessons will introduce students to the practices of persuasive and creative writing techniques and the processes of creating advertisements. Students will also be able to view technology as text and will learn how these practices have true-life application.

Learner Standards:

Common Core

- CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CC.1112.SL.1.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CC.1112.RI.3.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

21st-Century Learner

- 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- 1.1.9 Collaborate with others to broaden and deepen understanding.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.4 Develop directions for future investigations.

Goals/Objectives:

SWBAT

- **Determine** an author's point of view and the advantages of using that POV.
- **Analyze** how style and content contribute to the persuasiveness of the commercial using the handout Persuasive Techniques in Advertising.
- **Explain** the importance of product research before buying.

Materials: The lesson will be in a computer lab with an overhead projector attached to the computer and a screen. The students will need copies of the worksheet “Persuasive Techniques in Advertising and Analyzing Ads.” The students will receive links via an email after the lesson to help them evaluate products before they buy. The emails will have previously been set up and are needed for other lessons. For the class, one computer needs access to links provided in the Appendices. The copy of the book *Swamplandia!* will also be needed for each student.

Anticipatory Set: (2 minutes). The students will view the “Liberty Mutual Insurance Commercial – Humans.” The librarian will ask students to compare and find a tie from the commercial to the book *Swamplandia!*

Teaching Strategy/Procedure/Activity:

Time allowed:	Students will:	Teacher will:	Librarian will:
5 Minutes	Listen and take notes	Assist students where needed	Display three of the five questions of Media Literacy (Mardis, 2006) and announce these questions will be covered during the week. <ul style="list-style-type: none"> • What techniques are used to attract my attention? • How might different people understand a message differently? • What lifestyles, values, and points of view are shown or left out of this message?
15 Minutes	Answer questions on Persuasive Techniques in Advertising worksheet page two to demonstrate understanding	Explain techniques used to persuade in advertising. Do problems with class for practice from Persuasive Techniques in Advertising worksheet.	Assist individuals and check for understanding
7 Minutes	Listen and take notes	Go over first answer as a class on the homework worksheet Analyzing Ads. Assist groups and check for understanding.	Play the commercials. Assist and check for understanding
10 Minutes	Vote on the car insurance they would buy. Provided ideas on	Assist librarian with counting the votes.	Lead class in a vote on insurance they would use based on commercials watched. Lead class

	<p>the message and bias of commercials watched. Listen and take notes on how to research before buying.</p>		<p>in discussion on commercials conflicting messages and bias. Ask class why it is important to research product claims vs. relying on a commercials. Present research tools used when buying a car.</p>
--	---	--	--

Summary/Closure: (5 minutes). The students will work in groups to start filling out the “Planning Your Advertisement” worksheet. This worksheet is also a review of what they learned and will be used for lesson three homework creating persuasive paragraph and lesson four creating a storyboard advertisement.

Assessment: As a class, students will answer questions on “Persuasive Techniques in Advertising” worksheet to demonstrate understanding of the different techniques. The worksheet, “Persuasive Techniques in Advertising” will be used to further student’s understanding and provide them with ideas for their persuasive commercials.

Homework/Follow-up Assignment: The students will use the “Persuasive Techniques in Advertising” handout to help them complete the “Analyzing Ads” worksheet if it is not finished during class. They will return the homework for the fourth class. For students who do not have computers or televisions at home, they may work on the assignment at school outside of class hours during their lunch period. In addition, all the commercials are shown in class. They can use that time to work on sheets.

Attachments:

- Kuglich’s (2009) Persuasive Techniques in Advertising was modified and the students will complete the worksheets fill-in-the-bank questions during class.
- Analyzing Ads is modified from Kuglich (2009) work for this specific lesson. The students will write short answer based on the “Persuasive Techniques in Advertising” (Kuglich, 2009) handout for homework.
- We modified “Planning Your Advertisement” from Kuglich (2009). We will use this in lesson four and it will be a prompt for students when they are creating their advertisement. The worksheet is short answer as a group project.

Persuasive Techniques in Advertising

The persuasive strategies used by to get you to buy their product can be divided into three categories: **Emotion, Logic, and Character.**

Emotion:

An advertisement using Emotion will attempt to evoke an emotional response in the consumer. Sometimes, it is a positive emotion such as happiness: *an image of people enjoying themselves while drinking Pepsi.* Other times, advertisers will use negative emotions such as pain: *a person having back problems after buying the "wrong" mattress.* They might even use emotions such as fear and guilt: *images of a starving child persuade you to send money.*

Logic:

An advertisement using Logic will give you the evidence and statistics you need to fully understand what the product does. The Logic of an advertisement will be the "straight facts" about the product: *One glass of Florida orange juice contains 75% of your daily Vitamin C needs.*

Character:

An advertisement using Character will try to convince you that the company is more reliable, honest, and credible; therefore, you should buy its product. Character often involves statistics from reliable experts, such as *nine out of ten dentists agree that Crest is the better than any other brand* or *Americas dieters choose Lean Cuisine.* Often, a celebrity endorses a product to lend it more credibility: *Catherine Zeta-Jones makes us want to switch to T-Mobile.*

Practice labeling Emotion, Logic, and Character by placing E, L, or C in the blanks:

_____ A child is shown covered in bug bites after using an inferior bug spray.

_____ Tiger Woods endorses Nike.

_____ Sprite Zero is 100% sugar-free.

_____ A 32-oz. bottle of Tide holds enough to wash 32 loads.

_____ A commercial shows an image of a happy couple riding in a Corvette.

_____ Cardiologists recommend Ecotrin more than any other brand of aspirin.

_____ Advil Liquid-Gels provide up to 8 hours of continuous pain relief.

_____ Miley Cyrus appears in Oreo advertisements.

_____ People who need more energy drink Red Bull Energy Drink.

_____ A magazine ad shows people smiling while smoking cigarettes.

Persuasive Techniques in Advertising (Continued)

The following are some more specific strategies that advertisers use. Often, they overlap with the rhetorical strategies above.

Avante Garde

The suggestion that using this product puts the user ahead of the times. *A toy manufacturer encourages kids to be the first on their block to have a new toy.*

Weasel Words

“Weasel words” are used to suggest a positive meaning without actually really making any guarantee. *A scientist says that a diet product might help you to lose weight the way it helped him to lose weight. A dish soap leaves dishes virtually spotless.*

Magic Ingredients

The suggestion that some almost miraculous discovery makes the product exceptionally effective. *A pharmaceutical manufacturer describes a special coating that makes their pain reliever less irritating to the stomach than a competitor’s.*

Patriotism

The suggestion that purchasing this product shows your love of your country. *A company brags about its product being made in America.*

Transfer

Positive words, images, and ideas are used to suggest that the product being sold is also positive. *A textile manufacturer wanting people to wear their product to stay cool during the summer shows people wearing fashions made from their cloth at a sunny seaside setting where there is a cool breeze.*

Plain Folks

The suggestion that the product is a practical product of good value for ordinary people. *A cereal manufacturer shows an ordinary family sitting down to breakfast and enjoying their product.*

Snob Appeal

The suggestion that the use of the product makes the customer part of an elite group with a luxurious and glamorous lifestyle. *A coffee manufacturer shows people dressed in formal gowns and tuxedos drinking their brand at an art gallery.*

Bribery

Bribery offers you something “extra.” *Buy a burger; get free fries.*

Bandwagon

The suggestion that you should join the crowd or be on the winning side by using a product—you don’t want to be the only person without it

Analyzing Ads

Explain how the ads you watched (links below) uses **Emotion, Logic, and Character**. Not every advertisement will use all three. Examine carefully before you decide to write “none.” Refer to the definitions and examples given in the **Persuasive Techniques in Advertising worksheet** for help. The first one is done for you. List the point of view (first, second, third) used in the commercial.

Product	Emotion	Logic	Character	Other
Product 1 http://www.youtube.com/watch?v=UB3oEHzakOw POV -3rd	Positive - laughter	none	Show that you need them and they will provide reliable help	Plain Folks (We all make mistakes)
Product 2 http://www.youtube.com/watch?v=JMrU8D1eQHY POV - _____				
Product 3 http://www.youtube.com/watch?v=oVngo_slWJ4 POV - _____				
Product 4 http://www.youtube.com/watch?v=U-tJN-bktTQ POV - _____				
Product 5 http://www.youtube.com/watch?v=R55e-uHQna0 POV - _____				
Product 6 http://www.youtube.com/watch?v=fn7BLTKelUw POV - _____				

Planning Your Advertisement

Group Members: _____

Purpose of the product: _____

Product name: _____

POV: _____

1. **First-person**- For a commercial, it allows the audience to connect to a spokesperson or individuals using the product and show their Emotion. It also works with many of the “specific strategies”.

2. **Second-person** - This point of view has advantage for a persuasive speech because it puts the audience into the commercials. It is diverse and can be used with most of the “specific strategies”.

3. **Third-person** -The advantage is you can trust this person because they know all. It can be used to convey logic or character.

Demographic you are trying to reach (check all that applies):

Age	Race	Gender
<input type="checkbox"/> 0-12	<input type="checkbox"/> African-American	<input type="checkbox"/> Male
<input type="checkbox"/> 13-17	<input type="checkbox"/> Asian	<input type="checkbox"/> Female
<input type="checkbox"/> 18-24	<input type="checkbox"/> Caucasian	
<input type="checkbox"/> 25-35	<input type="checkbox"/> Hispanic	
<input type="checkbox"/> 36-50	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> 50 +		

Explain in detail how your advertisement will use one of the following **emotion, logic, or character** to sell the product:

Planning Your Advertisement (continued)

Choose **one** of the following and explain how you will use these strategies to sell your product:

Other Advertising Strategies

Avante Garde: the suggestion that using this product puts the user ahead of the times.

Magic Ingredients: the suggestion that some almost miraculous discovery makes the product exceptionally effective.

Patriotism: the suggestion that purchasing this product shows your love of your country.

Transfer: positive words, images, and ideas are used to suggest that the product being sold is also positive.

Plain Folks: the suggestion that the product is a practical product of good value for ordinary people.

Snob Appeal: the suggestion that the use of the product makes the customer part of an elite group with a luxurious and glamorous lifestyle.

Bribery: offers you something “extra” with the product.

Bandwagon: the suggestion that you should join the crowd or be on the winning side by using this product--you don't want to be the only person without it!

Strategy: _____

How you will use this strategy to sell your product:

Accommodations/Adaptations: The groups will be pre-arranged so that high and low achievement students will be paired together so that they can assist each other with the activities. The printout font will be adapted for students with sight impairments. The text from the commercials will be provided for students with hearing impairments.

Citations:

Kuglich, Daniel. (2009). Persuasive techniques in advertising. *Readwritethink*. Retrieved from <http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html>

Mardis, Marcia. (2006). It's not just whodunnit, but how: science learning, and the school library. *Knowledge Quest*, 35(1) 13 -16.

Mork, Rachel. (2012). Points of view in literature. *Life 123*. Retrieved from <http://www.life123.com/parenting/education/children-reading/types-of-point-of-view-in-literature.shtml>

Appendices:

Blukor03. (2008, April 20). Funny insurance commercial clip video. [Video file]. Retrieved from <http://www.youtube.com/watch?v=JMrU8D1eQHY>

CarFax. (2010). Show me the carfax. Retrieved from <http://www.carfax.com/entry.cfx>

Consumer Reports. (2012). ConsumerReports.org. Retrieved from <http://www.consumerreports.org/cro/index.htm>

Council of Better Business Bureaus. (2008). Better business bureaus. Retrieved from <http://www.bbb.org/>

Dummies. (n.d.) How to evaluate insurance quality. Retrieved from <http://www.dummies.com/how-to/content/how-to-evaluate-insurance-quality.html>

Jefforyborden. (2007, November 13). Nationwide auto insurance commercial. [Video file]. Retrieved from <http://www.youtube.com/watch?v=U-tJN-bktTQ>

LibertyMutual. (2012, July 26). Liberty mutual insurance commercial – humans. [Video file]. Retrieved from <http://www.youtube.com/watch?v=UB3oEHzakOw>

RhymePhile. (2010, June 18). Dean Winters in allstate insurance commercial. [Video file]. Retrieved from http://www.youtube.com/watch?v=oVngo_slWJ4

21stCenturyInsurance. (2012, June 27). Flash flood Commercial- 21st century auto insurance: Same great coverage for less [Video file]. Retrieved from <http://www.youtube.com/watch?v=fn7BLTKelUw>

Volkswagen. (2011, February 2). The force: Volkswagen commercial.[Video file]. Retrieved from <http://www.youtube.com/watch?v=R55e-uHQna0>

Lesson 2: Creative Writing and its Role in Advertisement

Purpose/Rationale: Students are constantly confronted with conflicting messages and advertisements from varying forms of media. This unit plan will examine how advertisements are used in the book, *Swamplandia!* by Karen Russell and will teach students the basics of advertising. It will also help students identify the conflicting messages they are faced with on a daily basis. These lessons will introduce students to the practices of persuasive and creative writing techniques and the processes of creating advertisements. Students will also be able to view technology as text and will learn how these practices have true-life application.

Learner Standards:

Common Core

- CC.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1112.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- CC.1112.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CC.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st-Century Learner

- 1.1.9 Collaborate with others to broaden and deepen understanding.
- 1.4.4 Seek appropriate help when it is needed.
- 2.1.2 Organize knowledge so that it is useful.
- 4.1.8 Use creative and artistic formats to express personal learning.
- 4.3.2 Recognize that resources are created for a variety of purposes.

Goals/Objectives:

SWBAT:

- **Apply** what they have learned about effective advertisements from the previous lessons.
- **Design** a promotional pamphlet using a character from the book *Swamplandia!* as the main attraction.
- **Create** an interesting advertisement based on what they have learned about creative writing

Materials:

- Writing instruments
- Paper
- Copies of *Swamplandia!* by Karen Russell
- Sample pamphlet
- Who am I? Worksheet
- Creative Copywriting Tips handout
- Document camera

Anticipatory Set: (3 minutes) The lesson will begin with a lively amusement park promotion of the "attraction" of Hilola Bigtree. A sample pamphlet will be shown that includes the line advertising the Swamplandia park, with Hilola Bigtree as the main attraction. The teacher will tell the students that this is another type of promotion or advertisement similar to those the students have already learned about.

Teaching Strategy/Procedure/Activity:

Time allowed:	Students will:	Teacher will:	Librarian will:
3 minutes (Anticipatory set)	Observe sample pamphlet presentation/explanation	Go over sample pamphlet with students	Show the sample pamphlet to the students using a document camera
15 minutes	Listen to the teacher and librarian and take notes	Creative writing and its role in advertisements - Teacher will define advertising copy and discuss how creative writing is used in advertisements, referring to the Goldreich article as needed.	Librarian will introduce creative copywriting techniques and pass out a handout with these techniques.
5 minutes	Listen to teacher explain assignment	Explain to students that they will choose one of the Bigtree children and create a promotional pamphlet with the character as the attraction. The teacher will hand out the "Who am I?" worksheets to assist students in designing brochures	Use the document camera to show students the sample pamphlet again as the teacher explains the pamphlet assignment

5 minutes	Ask questions if needed	Check for understanding of assignment and answer questions as needed	Help answer questions as needed
5 minutes	Listen to the librarian	Pass out copies of <i>Swamplandia!</i> to students who do not have a copy	Briefly re-familiarize students with the Bigtree children
12 minutes	Begin working on the assignment and ask questions as needed	Observe students and answer questions as needed	Observe students and answer questions as needed

Summary/Closure: Students will be asked to spend the last twelve minutes of class getting started on their assignments. If anyone has any questions, they may ask during this time.

Assessment: Students will be formally assessed by the quality of the work submitted in the pamphlet homework assignment. Students will be assessed on their creative writing techniques used in designing a promotional pamphlet and creating an interesting advertisement, as well as applying what they have previously learned about effective advertisements to this assignment.

Homework/Follow-up Assignment: Students will be asked to create a promotional/advertisement pamphlet for the Swamplandia park after choosing one of the Bigtree children from the book *Swamplandia!* to focus on as the main attraction. Students may create a catch phrase or slogan to use in the pamphlet, but should also use creative writing skills to develop the pamphlet. Students may use the “Who am I?” worksheets to development ideas about their chosen character as they work on their brochures.

Attachments: In the homework assignment, students will create a bi-fold or tri-fold promotional/advertisement pamphlet that will promote the Swamplandia park, with one of the Bigtree children as the main attraction. The pamphlet will be created by hand using creative writing skills. Students may also draw pictures for the pamphlet.

Accommodations/Adaptations: The teacher should partner high and low achievement students together while they are working on the assignment so that they can help each other with the assignment. The teacher should also allow time to check for understanding and students will be allowed to ask questions while working on their assignment.

If there are visually-impaired students in the class who cannot create the written pamphlet, they could be allowed to record a verbal advertisement. If the advertisement cannot be recorded, it could be submitted verbally to the teacher. Another option is to do the assignment in

pairs, pairing the visually-impaired student with another student who could write down their ideas.

Citations:

Advertising Copy. (2012). In *Business Dictionary*. Retrieved from <http://www.businessdictionary.com/definition/advertising-copy.html>

Family Education Network, Inc. (2002). *Who Am I?* Retrieved from <http://www.teachervision.fen.com/tv/printables/tv00004S1.pdf>

Goldreich, N. (2012). Creative writing in advertising: Sometimes it only needs to be a few words. Retrieved from *Examiner.com*.

Muscat, M. (2012). Creative copywriting tips. [Web blog comment]. Retrieved from <http://blog.wsioms.co.za/index.php/copywriting/creative-copywriting-tips/>

Russell, K. (2011). *Swamplandia!* New York, NY: Alfred A. Knopf.

Appendices:

Creative Copywriting Tips handout - See next page (Muscat, 2012)

Sample pamphlet (Russell, K, 2011) – See attached pdf

“Who am I?” worksheet (Family Education Network, 2002) - See attached pdf

Creative Copywriting Tips

The key to **writing effective copy** is connecting with your audience and getting them to actively engage in your article. One of the best ways to do this is to get your creative juices flowing in order to create interesting and unique articles for your readers.

6 tips for creative copywriting

Applying these tips to your writing will set you on the right path to being a successful copywriter.

- **Incorporate a story.** Getting your reader to relate to you is an important part of getting them to trust your product, service or article. Incorporating a story helps the reader connect with you on a more personal level.
- **Be specific.** Being able to hold the attention of your reader is important. Make sure your **writing** is specific and to the point. Articles need to paint a believable picture in the reader's mind to keep them engaged.
- **Bullet points** are an excellent way to keep your reader attentive as they present information in a format that is more easily digested. It also encourages the reader to keep reading until the end.
- **Social Proof** is another technique used to make your **copywriting** piece believable. Using testimonials from the public can be very helpful.
- **Set limitations.** If your audience feels that there is limited response time (i.e. an offer that is available for a certain period only) they are more inclined to respond.
- **Conclusion.** It is important for your conclusion to be catchy and thought-provoking. It should also sum up the general gist of your article. Pay special attention to your conclusion as this is what will stick in the reader's mind.

Lesson 3: Persuasive Writing

Purpose/Rationale: Students are constantly confronted with conflicting messages and advertisements from varying forms of media. This unit plan will examine how advertisements are used in the book, *Swamplandia!* by Karen Russell and will teach students the basics of advertising. It will also help students identify the conflicting messages they are faced with on a daily basis. These lessons will introduce students to the practices of persuasive and creative writing techniques, and the processes of creating advertisements. Students will also be able to view technology as text and will learn how these practices have true-life application.

Common Core State Standards and 21st-Century Learner Standards:

Common Core

- CC.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

21st-Century Learner

- 1.1.9 Collaborate with others to broaden and deepen understanding.
- 2.1.2 Organize knowledge so that it is useful.
- 3.2.3 Demonstrate teamwork by working productively with others.
- 4.3.2 Recognize that resources are created for a variety of purposes.

Goals/Objectives:

SWBAT:

- **View** technology as text
- **Create** a storyboard advertisement
- **Identify** the author's point of view
- **Identify** and write from the character's point of view

Materials:

- Projector
- Projection Screen
- PowerPoint

- Computer Lab
- Document Camera
- Copies of *Swamplandia!* by Karen Russell

Anticipatory Set: (5 minutes) Teacher will show the introductory video on persuasive writing and advertisements. The teacher will ask students questions in order to help them process the video and check for comprehension of the content.

Teaching Strategy/Procedure/Activity:

Time allowed:	Students will:	Teacher will:	Librarian will:
15 Minutes	Listen and take notes	Model how to create a persuasive argument using PowerPoint and the document camera. The teacher will ask for student contribution in forming the argument. The topic of whether or not students should be required to wear uniforms in school will be the sample argument.	Assist the teacher in changing slides and setting up the Powerpoint
10 Minutes	Break into small groups to apply the steps they have learned in order to create an argument about who is responsible for the rape of Ava in <i>Swamplandia!</i> Groups will be asked to provide textual evidence and to label their evidence as “textual,” “emotional” or “moral.”	Observe students groups and answer questions that arise	Observe students groups and answer questions that arise
5 Minutes	Share their group’s ideas with the class	Lead the class in a discussion based on the group work	Contribute to class ideas, helping the students think more critically in their analyses
5 Minutes	Begin to fill out their “Creating a Persuasive Argument” worksheet.	Give students instructions for filling out the worksheet and answer questions.	Observe students and answers questions.

Summary/Closure: (5 Minutes) Teacher will explain the student's homework assignment and answer any questions that arise.

Assessment: Students will be informally assessed based on student discussion and conclusions that occur during group and class discussion times. Students will be formally assessed through the homework assignment.

Homework/Follow-up Assignment: Students will be asked to write a persuasive paragraph to audiences, asking them to visit their imaginary theme park. They should include the three types of appeals and persuasive techniques discussed in class and use their "Creating a Persuasive Argument" worksheet as a reference.

Attachments: Students will write a paragraph, utilizing the persuasive writing techniques they learned in class. "Creating a Persuasive Argument" worksheet was modified from 1986msr (n.d.) YouTube video.

Creating a Persuasive Argument

Purpose: To get the audience to buy what you are selling and to convince them that your ideas, beliefs and opinions are right.

Step One: Take a stance on an issue that you are familiar with.

i.e. Chocolate ice cream is the best ice cream in the world.

Step Two: Find and provide supportive evidence for your claim.

i.e. 1 in 2 people state that they prefer chocolate ice cream to vanilla ice cream.

Step Three: Find appeal with your audience. There are three types:

- **Logical:** an argument based on facts, statistics, research and expert opinion
i.e. Dr. James Luis states that chocolate ice cream has a positive effect on the brain and its functions.
- **Emotional:** attempt to produce an emotional response from your audience
i.e. Every time you eat a type of ice cream other than chocolate ice cream, you are allowing a cocoa worker who produces the cocoa used in chocolate ice cream to lose their job.
- **Moral:** Ask your audience to “do the right thing”
i.e. When you eat chocolate ice cream, you are ensuring that cocoa workers can keep their jobs and support their families.

Using the lines below, plan a persuasive argument for why the audience should visit your theme park:

Stance: _____

Evidence: _____

Logical: _____

Emotional: _____

Moral: _____

Accommodations/Adaptations: For students who have sight or hearing impairments, print-outs of the PowerPoint slides should be provided. Lower-Level students should be paired with higher level students during group discussions.

Citations:

Butler, K., Sellers, D., Bohlen, M., and Barfield, V. (2005). Persuasive writing unit. Retrieved from http://smago.coe.uga.edu/Writing_Units/Barfield_Bohlen_Butler_Sellers.pdf

Kuglich, D. (2009). Persuasive techniques in advertising. *Readwritethink*. Retrieved from <http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html>

L., M. (2012). Ten persuasive writing techniques. Retrieved from <http://english.learnhub.com/lesson/6026-ten-persuasive-writing-techniques>

1986msr. (n.d.) Persuasive writing [Video file]. Retrieved from <http://www.youtube.com/watch?v=jaGJNxCxB-s>

Reading rockets. (2012). Persuasive writing. Retrieved from http://www.readingrockets.org/strategies/persuasive_writing/

Scholastic. (2012). Persuasive writing. Retrieved from <http://teacher.scholastic.com/activities/writing/prewrite.asp?topic=Persuasive>

Lesson 4: Storyboard, CC, and Web 2.0 Oh my!

Purpose/Rationale: Students are constantly confronted with conflicting messages and advertisements from varying forms of media. This unit plan will examine how advertisements are used in the book, *Swamplandia!* by Karen Russell and will teach students the basics of advertising. It will also help students identify the conflicting messages they are faced with on a daily basis. These lessons will introduce students to the practices of persuasive and creative writing techniques and the processes of creating advertisements. Students will also be able to view technology as text and will learn how these practices have true-life application.

Common Core State Standards and 21st-Century Learner Standards:

Common Core

- CC.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

21st-Century Learner

- 1.1.9 Collaborate with others to broaden and deepen understanding.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.6 Use information and technology ethically and responsibly.
- 3.3.4 Create products that apply to authentic, real-world contexts.

Goals/Objectives:

SWBAT:

- **Create** a persuasive commercial storyboard using web 2.0 technologies
- **Demonstrate** use of Creative Commons with flicker searches that support responsibly to others works

Materials: Computer lab with enough computers for all students. Access to web 2.0 applications: popplet.com , flicker.com, creative commons, and soundcloud. The persuasive paragraph created in lesson three's class homework and the completed Planning Your Advertisement worksheet. An overhead projector attached to the computer and a screen. The librarian will have a popplets setup for each group in order to allow access for each group member, teacher and librarian.

Anticipatory Set: (2 minute). On the screen will be the librarian’s commercial for “Funland vs. Boringland” created using popplit. The librarian will present this commercial. This will allow the students to see a completed product as well as observe a presentation.

Teaching Strategy/Procedure/Activity:

Time allowed:	Students will:	Teacher will:	Librarian will:
10 Minutes	Listen and follow librarian with CC searches in flickr and soundcloud	Assist students	Briefly present Creative Common (CC) and why students should use it. Then demonstrate how to search with CC in flickr and soundcloud. Tell students the method for CC citation for presentation. They can use the popplet Funland vs boringland (Kilgallon, 2012) as an example.
5 minutes	Listen and follow along with popplet	Assist students	Explain how to use popplet and import pictures from flickr
24 minutes	Work in groups to create their presentation based on lesson #3 homework	Assist groups were needed	Assist groups were needed

Summary/Closure: (2 minutes). Librarian will provide a review for any misconceptions noticed during the informal assessment and answer any questions.

Assessment: Student will be informally assessed by the librarian and teacher based on the quality of student work. They will observe how well the groups work with the web 2.0 tools, each other and proper searches with creative commons. They will ask each group why they should use creative commons.

Homework/Follow-up Assignment: If the assignment is not completed during class the students can work on it outside of class since the project is in the cloud.

Attachments: They will have a completed storyboard used in the presentation of their commercial using popplet.

Accommodations/Adaptations: Students with vision or hearing impairments can be provided with a print out of the popplet commercials.

Citation:

Kuglich, Daniel. (2009). Persuasive techniques in advertising. *Readwritethink*. Retrieved from <http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html>

Appendices:

Creative Commons. (n.d.) About. Retrieved from <http://creativecommons.org/about>

Flicker. (2012). Advanced search. Retrieved from <http://www.flickr.com/search/advanced/>

Kilgallon, Lea (2012). Funland vs boringland. Retrieved from <http://popplet.com/app/index.php#/562987>

Soundcloud. (2012). Search tracks on. Retrieved from [http://soundcloud.com/tracks/search?advanced=1&q\[cc_licensed\]=1&q\[model\]=Track](http://soundcloud.com/tracks/search?advanced=1&q[cc_licensed]=1&q[model]=Track)

Creative Commons (CC)

CC is a type of copyright with flexible terms from the default of “all rights reserved” to “some rights reserved” (Creative Commons, n.d.).

CC licenses are not an alternative to copyright. They work alongside copyright and enable artists to modify their copyright terms to best suit their needs (Creative Commons, n.d.).

We will use other’s CC work that allow us to modify, adapt, or build upon that person’s work.

What does CC require you to do when you build on other’s work? You will attribute their work within your own.

We will use a simple but important citation format for this exercise. This is done by copy and pasting the information into your popplet project.

- License type
- flickr user (their name)

Example:

Attribution-NonCommercial 2.0 Generic by flickr user [li'lhug](#)

Lesson 5: Popplet Presentations

Purpose/Rationale: Students are constantly confronted with conflicting messages and advertisements from varying forms of media. This unit plan will examine how advertisements are used in the book, *Swamplandia!* by Karen Russell and will teach students the basics of advertising. It will also help students identify the conflicting messages they are faced with on a daily basis. These lessons will introduce students to the practices of persuasive and creative writing techniques and the processes of creating advertisements. Students will also be able to view technology as text and will learn how these practices have true-life application.

Common Core State Standards and 21st-Century Learner Standards:

Common Core

- CC.11-12.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- CC.1112.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CC.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

21st-Century Learner

- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.
- 2.4.3 Recognize new knowledge and understanding.
- 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
- 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

Goals/Objectives:
SWBAT

- **Determine** an author's point of view and the advantages of using that POV with each peers commercial
- **Demonstrate** that style and content contribute to persuasive writing with the presentation of the groups commercial storyboard
- **Evaluate** peers commercial for persuasive writing techniques and Creative Commons citations based on provided rubric.

Materials:

- Rubrics
- Writing Utensils
- Computer and projector

Anticipatory Set: (3 minutes) Teacher and librarian will briefly explain how to conduct peer evaluations of students’ projects.

Teaching Strategy/Procedure/Activity:

Time allowed:	Students will:	Teacher will:	Librarian will:
3 Minutes	Listen, take notes, and ask questions	Explain how to evaluate their peers	Place the Rubric on the projector.
10 Minutes per student group (40 minutes total)	Briefly present their group projects; when not presenting, students will fill out the peer evaluations	Evaluate student work and presentation based on literary concepts	Evaluate student work and presentation based on multi-media techniques
2 Minutes	Listen, take notes, and ask questions	Explain the reflection homework	Assist any students that need more clarification.

Summary/Closure: (2 minutes).Teacher will explain the homework assignment for the reflection of the entire week.

Assessment: Student assessment will be a three-part process. Students will be evaluated by their peers as well as the teacher based on the student’s use of literary techniques and the librarian, based on student understanding and use of multimedia presentation. Students will also be assessed based on their evaluations of peers and their reflections. They will also be assessed on their role and ability to work with a group and respect others’ viewpoints.

Homework/Follow-up Assignment: Students will be asked to write a reflective paragraph of their group projects. These reflections will include what they learned during the week and how it applies to them on a personal level.

Attachments: Students will use the Commercial Assessment Rubric modified from Kuglich (2009) to evaluate each group they will produce an evaluation on each presentation. They will reflection on their own finished project.

Commercial Assessment Rubric

The commercial must have one emotion, logic or character and one from the **other** category.

Group Name _____ Total Score: _____

	4	3	2	1
Emotion Score : _____	The advertisement uses clear emotional appeals to sell the product. Emotional appeals are effectively persuasive within the context of the commercial.	The advertisement attempts to evoke emotion in its intended audience. Emotional appeals may not directly contribute to the overall persuasive effect.	The advertisement makes reference to emotion without appropriate context. Persuasive effect is minimal.	The advertisement does not attempt to use any emotional appeal to persuade the audience.
Logic Score : _____	The advertisement uses clear logical appeals to sell the product. Logic is used to convey details about the product's purpose and function.	The advertisement attempts to refer to logical functions of the product. Logic may be somewhat unclear.	The advertisement uses facts or statistics that do not contribute to the persuasive effectiveness of the advertisement.	No logical appeal is used.
Character Score : _____	The advertisement clearly establishes the credibility of the "company" through the appropriate use of expert testimonial or celebrity endorsement.	The advertisement attempts to establish credibility with moderate results.	A celebrity or credible expert may be mentioned, but does not contribute to the effectiveness of the advertisement.	No credibility is established in this advertisement.
Other Score : _____	The advertisement clearly and effectively demonstrates the use of one other strategies to sell the product.	Other strategy are clearly utilized in the advertisement.	The advertisement attempts to use other strategy with little or no effect on its overall persuasiveness.	The advertisement makes no attempt to utilize other strategy.

creative commons Score :_____	Used CC for all images with the correct format	Used CC for all images but did not contain correct format	Used CC for some images	Did not use CC for any images
---	--	---	-------------------------	-------------------------------

Accommodations/Adaptations: Students with slight vision or hearing impairments can be provided with a print out of the Popplet commercials.

Citation:

Kuglich, Daniel. (2009). Persuasive techniques in advertising. *Readwritethink*. Retrieved from <http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html>

Appendices: “Persuasive Techniques in Advertising” (Kuglich, 2009) is for the student’s reference.

Persuasive Techniques in Advertising

Emotion:

An advertisement using Emotion will attempt to evoke an emotional response in the consumer. Sometimes, it is a positive emotion such as happiness: *an image of people enjoying themselves while drinking Pepsi*. Other times, advertisers will use negative emotions such as pain: *a person having back problems after buying the “wrong” mattress*. They might even use emotions such as fear and guilt: *images of a starving child persuade you to send money*.

Logic:

An advertisement using Logic will give you the evidence and statistics you need to fully understand what the product does. The Logic of an advertisement will be the "straight facts" about the product: *One glass of Florida orange juice contains 75% of your daily Vitamin C needs*.

Character:

An advertisement using Character will try to convince you that the company is more reliable, honest, and credible; therefore, you should buy its product. Character often involves statistics from reliable experts, such as *nine out of ten dentists agree that Crest is the better than any other brand* or *Americas dieters choose Lean Cuisine*. Often, a celebrity endorses a product to lend it more credibility: *Catherine Zeta-Jones makes us want to switch to T-Mobile*.

Other Strategies

Avante Garde

The suggestion that using this product puts the user ahead of the times. *A toy manufacturer encourages kids to be the first on their block to have a new toy*.

Weasel Words

“Weasel words” are used to suggest a positive meaning without actually really making any guarantee. *A scientist says that a diet product might help you to lose weight the way it helped him to lose weight. A dish soap leaves dishes virtually spotless*.

Magic Ingredients

The suggestion that some almost miraculous discovery makes the product exceptionally effective. *A pharmaceutical manufacturer describes a special coating that makes their pain reliever less irritating to the stomach than a competitor’s*.

Patriotism

The suggestion that purchasing this product shows your love of your country. *A company brags about its product being made in America.*

Transfer

Positive words, images, and ideas are used to suggest that the product being sold is also positive. *A textile manufacturer wanting people to wear their product to stay cool during the summer shows people wearing fashions made from their cloth at a sunny seaside setting where there is a cool breeze.*

Plain Folks

The suggestion that the product is a practical product of good value for ordinary people. *A cereal manufacturer shows an ordinary family sitting down to breakfast and enjoying their product.*

Snob Appeal

The suggestion that the use of the product makes the customer part of an elite group with a luxurious and glamorous lifestyle. *A coffee manufacturer shows people dressed in formal gowns and tuxedos drinking their brand at an art gallery.*

Bribery

Bribery offers you something “extra.” *Buy a burger; get free fries.*

Bandwagon

The suggestion that you should join the crowd or be on the winning side by using a product—you don’t want to be the only person without it!