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Instructional Design Project

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**INSTRUCTIONAL SUBUNIT ON ADVERTISING TECHNIQUES**

 **Rationale for Subunit-Persuasive Techniques**

Students use persuasion and are exposed to examples of persuasion very frequently. Therefore, it is important that students learn to understand what they hear, read, and see. It is also important that they are comfortable with persuasive techniques so that they can effectively interpret media messages. In addition, this will help them make smart choices in their lives. Media is a very important for people, and therefore, it is important that students are literate of media techniques, so that they can make informed choices. However, many students do not get proper lessons on how to interpret these methods of persuasion. This is the problem I have chosen to address, by creating a subunit about understanding and explaining persuasive techniques. Persuasive techniques are addressed in the seventh grade Ohio Language Arts Content Standards, which is additional support for why this concept needs taught.

In order to address this issue properly, it must be done using a contextual approach. As the definition of contextual teaching and learning states, the content needs to be connected to learners’ experiences, and students need to be actively engaged, with opportunities to direct their learning (Chiarelott, 2006). Students need to feel that learning about persuasion is relevant to their daily lives. Therefore, this subunit is designed using everyday examples that students will encounter in the media, including products and famous people that students are interested in. It would not be beneficial for students to be instructed on the persuasive techniques used without allowing students to see them being used in real-life situations. Therefore, I will use examples from current media resources. I find that this subunit is very important for the students that I work with. As an intervention specialist, it is very important to help my students gain functional life skills. Being able to interpret media messages is an important life skill. In addition, students will be allowed to make choices that direct their learning when they create a commercial based on a product of interest to them, and choose a persuasive technique for the commercial.

References

Chiarelott, L. (2006). *Curriculum in Context*. Belmont, CA: Thomson Wadsworth.

**PERSUASIVE UNIT-Subunit Intended Learning Outcomes**

\*Bloom’s Taxonomy Levels are indicated in parenthesis

**Subunit One: Persuasive Techniques**

* Students will define persuasion, including what it is and why it is used. (knowledge)
* Students will identify and explain the five types of persuasive techniques, including testimonial, glittering generalities, emotional word repetition, bait and switch, and bandwagon. (comprehension/application)
* Students will state one example of each of the five persuasive techniques. (knowledge)
* Students will identify which persuasive technique(s) is being used in given examples of advertisements. (application)
* Students will create a product commercial, using a chosen persuasive technique correctly. (synthesis)

**Subunit Two: Writing an Editorial Letter**

* Students will choose an issue of importance to them from a given list. (application)
* Students will establish a clear position on the issue, and write a thesis statement. (evaluation)
* Students will write an editorial letter using business letter format, including a heading, greeting, body, closing, and salutation. (synthesis)
* Students will use an attention-getting hook, such as a question, statistic, unusual detail, quotation, or strong statement in the introduction of the letter. (synthesis)
* Students will provide evidence to support their positions, and address counter-arguments, in the body of the letter. (evaluation)
* Students will restate the thesis, summarize evidence, and call for action in the conclusion paragraph of the letter. (synthesis)

**Subunit Three: Creating a Persuasive Essay and Presentation**

* Students will choose an issue of importance to them from a given list. (application)
* Students will establish a clear position on the issue, and write a thesis statement. (evaluation)
* Students will write a persuasive essay on the issue selected. (synthesis)
* Students will use an attention-getting hook, such as a question, statistic, unusual detail, quotation, or strong statement in the introduction of the essay. (synthesis)
* Students will provide evidence to support their positions, and address counter-arguments, in the body of the essay. (evaluation)
* Students will restate the thesis, summarize evidence, and call for action in the conclusion section of the essay. (synthesis)
* Students will select key points from the essays to use in verbal presentations. (synthesis)
* Students will vary language choice as appropriate during the presentations. (application)
* Students will adjust volume, phrasing, enunciations, voice modulation, and inflections to stress important ideas and impact audience response. (application)
* Students will demonstrate active listening strategies while listening to peers’ presentations. (application)
* Students draw logical inferences from peers’ presentations. (analysis)

**LESSON: Defining Persuasive Techniques**

*Timeframe:* One 40-minute class period

*Objectives:*

*-*Students will define persuasion, including what it is and why it is used. (knowledge)

-Students will identify the five types of persuasive techniques, including testimonial, glittering generalities, emotional word repetition, bait and switch, and bandwagon. (comprehension/application)

*Materials:* Persuasive techniques note copies, Product slogans list (1 for each group), white board or chalkboard, and appropriate writing utensils, colored paper for determining groups, “Ticket in the door” form

*Procedures:*

*Introduction* ( 8 minutes)

* When students enter the classroom there should be different colored papers on their desk. The color on their desk determines the group they are in. (Teacher should prearrange this by strategically placing colored papers on desks to ensure groups of 2-3 students who can work together.) Have students get in their groups
* Pass out the product slogans, face down. Tell students that when you tell them to go ahead, they should try to figure out which product the slogan goes with, for each slogan in their groups. Give the students 5 minutes to do so
* Go over each of the answers with the class
* Discuss with students why companies use these catchy slogans. Explain to students that today they are going to be learning about persuasion, and what techniques people (and companies) use to persuade. Students should return to their individual work areas

*Developmental Activity* (22 minutes)

* Pass out the note-taking copies. (provide the blank notes for students who do well at note taking; provide the notes with filled in definitions for those that struggle)
* Write the word “Persuasion on the board.” Ask for a definition. If nobody knows it, then give the correct definition on the board, for students to write down. Have students then write it in their own words
* Define the 5 persuasive techniques used, and have students take notes accordingly.
* Inform students that they need to keep their notes, and they will be filling in examples of each type tomorrow

*Closure/Assessment (10 minutes)*

* Review the definitions learned today. Ask students if they ever watch commercials. Tell them that tomorrow we will be looking at commercials and print advertisements to see what persuasive techniques are used
* Assign the “Ticket in the door”. Students should watch a television commercial (or listen to a radio commercial) and write down a summary of it on the “Ticket in the door” form

**LESSON: Identifying Persuasive Techniques**

*Timeframe:* One 40-minute class period

*Objectives:*

* Students will explain the five types of persuasive techniques, including testimonial, glittering generalities, emotional word repetition, bait and switch, and bandwagon. (comprehension/application)
* Students will state one example of each of the five persuasive techniques. (knowledge)
* Students will identify which persuasive technique(s) is being used in given examples of advertisements. (application)

*Materials:* pre-recorded television commercials, print ads (see appendix for examples)

*Procedures:*

*Introduction (8 minutes)*

* Students should take out their completed “Ticket-in-the-door” forms. Have students share their examples of commercials, discuss. Compare and contrast them
* Review the 5 advertising techniques from yesterday
* Explain to students that today they will be looking at examples of advertisements to figure out the technique

*Developmental Activity (22 minutes)*

* Have students take out their notes from yesterday. Tell them that today they will be filling in examples of each type
* Tell students that they are going to be shown examples of the different techniques, and they should record 2 examples of each type on their note sheet. Show pre-recorded commercials, pausing after each one. Discuss the persuasive techniques used in each. Then, show examples of print advertisements, and discuss examples.

*Closure/Assessment (10 minutes)*

* Review the persuasive techniques and examples of each
* Near the end of class, have students write on the back of their Ticket-in-the-door which of the following persuasive techniques was used in their commercial they summarized, and how they know that is the technique used

**LESSON: Using Persuasive Techniques**

*Timeframe:* Two 40-minute class periods

*Objectives:* Students will create a product commercial, using a chosen persuasive technique correctly. (synthesis)

*Materials:* Persuasive commercial grade sheet, props (such as empty bottles, boxes, etc.), colored paper for groups

*Procedures (DAY 1):*

*Introduction (5 minutes)*

* When students enter the classroom there should be different colored papers on their desk. The color on their desk determines the group they are in. (Teacher should prearrange this by strategically placing colored papers on desks to ensure groups of 2-3 students who can work together.) Have students get in their groups. Inform students that they will find out what groups are for momentarily
* Review examples of persuasive techniques. Ask students to give their favorite advertisement from the day before, and why it appealed to him or her. Discuss
* Inform students that today and tomorrow, they will be creating their own commercials

*Developmental Activity (30 minutes)*

* Explain to students the requirements for designing their commercials. Pass out the Persuasive Commercial Grade sheet, and go over each of the elements. Give students 10 minutes to brainstorm for their commercials
* Meet with each group to discuss their ideas
* Once groups have a solid plan, they need to write the lines for the commercial
* Teacher should approve the lines, and then students can begin to choose items from the prop box

*Closure/Assessment (5 minutes)*

* Sum up the requirements for the commercial. Stress the importance of using one of the persuasive techniques. Inform students to bring any additional props from home, for tomorrow
* Collect lines and grade sheets
* Assess progress by looking over each group’s lines and persuasive technique chosen

*Procedures (DAY 2):*

*Introduction (5 minutes)*

* Review the requirements for the commercial
* Meet with any groups whose lines are not clearly reflecting a chosen persuasive technique

*Developmental Activity (30 minutes)*

* Students should work in groups to finalize plans for commercial
* Students who are not able to memorize their lines should make cue cards
* When plans are finalized, students should rehearse commercials

*Closure/Assessment*

* Students should free-write for 5 minutes about what they have learned about persuasive techniques
* Choose order for commercial presentations for tomorrow
* Assessment will be done using the persuasive commercial grade sheet (and the freewriting)

**APPENDIX A**

**Pre-Assessment Survey**

Circle the letter that best describes how you feel about the statement:

 A=Agree D=Disagree NS=Not Sure

1. I know what persuasion means. A D NS
2. I can name 3 persuasive techniques. A D NS
3. I know what a thesis statement is. A D NS
4. Bait and switch is a persuasive technique. A D NS
5. I know how to write an editorial letter. A D NS
6. A persuasive presentation does not need an introduction. A D NS
7. I can tell someone why persuasion is used. A D NS
8. I know what an editorial letter is. A D NS
9. The conclusion of a persuasive essay is not important. A D NS
10. It is important to understand persuasive techniques. A D NS
11. An editorial letter does not follow business letter format. A D NS
12. An editorial letter should have an introduction, body, A D NS

and conclusion.

**Ideal (correct) Answers for Pre-Assessment Survey**

1. **A**
2. **A**
3. **A**
4. **A**
5. **A**
6. **D**
7. **A**
8. **A**
9. **D**
10. **A**
11. **D**
12. **A**

**Product Slogans**

Name the product that goes along with each slogan.

1. Mmmm, Mmmmm, Good! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Just do it! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Snap! Crackle! Pop! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Melts in your mouth, not in your hand! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Have it your way! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Leggo my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. They’re GR-R-REAT! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. I don’t wanna grow up, I’m a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ kid!
9. Give me a break, give me a break! Break me off a piece of that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bar.

**Product Slogan Answers**

1. Mmmm, Mmmmm, Good! \_\_\_Campbell’s Soup\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Just do it! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Nike\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Snap! Crackle! Pop! \_\_\_\_\_\_\_\_\_Rice Krispies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Melts in your mouth, not in your hand! \_\_\_\_M & M’s\_\_\_\_\_\_\_\_\_\_\_
5. Have it your way! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mc Donald’s\_\_\_\_\_\_\_\_
6. Leggo my \_\_\_\_\_\_\_\_\_\_\_\_\_\_Eggo Waffles\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. They’re GR-R-REAT! \_\_\_\_\_\_\_Frosted Flakes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. I don’t wanna grow up, I’m a \_\_\_\_\_Toys “R” Us\_\_\_\_\_\_\_\_\_\_\_\_ kid!
9. Give me a break, give me a break! Break me off a piece of that

\_\_Kit Kat\_\_\_\_\_\_\_\_\_ bar.

PERSUASIVE TECHNIQUES NOTES

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*PERSUASION-** to get someone to believe by appealing to reason or understanding

 In my own words, persuasion means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Bandwagon**-everybody is using the product, and you should too, to “fit in”

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Glittering Generalities**-“weasel” words are used to suggest a positive meaning without actually making any guarantee (honor, love, United States, democracy)

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Testimonial (Hero Approach)-**a famous person uses the product, so you should too

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Emotional Appeal**-The commercial plays on the viewers emotions such as happiness, fear, or excitement

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Bait and Switch**-ad shows bargains that are too good to be true-once you are in the store, you are told the item is not available, but they try to sell you a similar, (but more expensive), item

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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PERSUASIVE TECHNIQUES-NOTES

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*PERSUASION-** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In my own words, persuasion means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Bandwagon**-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Glittering Generalities**-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Testimonial (Hero Approach)-**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Emotional Appeal**-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Bait and Switch**-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Ticket-in-the-Door**

Product being advertised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the commercial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ![C:\Documents and Settings\tfoos\Local Settings\Temporary Internet Files\Content.IE5\A862W8VA\MCj02860580000[1].wmf]()

 **Ticket-in-the-Door**

Product being advertised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the commercial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ![C:\Documents and Settings\tfoos\Local Settings\Temporary Internet Files\Content.IE5\A862W8VA\MCj02860580000[1].wmf]()

**Post-Assessment-Understanding Persuasion Unit**

Post-Assessment Survey

Circle the letter that best describes how you feel about the statement:

 A=Agree D=Disagree NS=Not Sure

1. I know what persuasion means. A D NS
2. I can name 3 persuasive techniques. A D NS
3. I know what a thesis statement is. A D NS
4. Bait and switch is a persuasive technique. A D NS
5. I know how to write an editorial letter. A D NS
6. A persuasive presentation does not need an introduction. A D NS
7. I can tell someone why persuasion is used. A D NS
8. I know what an editorial letter is. A D NS
9. The conclusion of a persuasive essay is not important. A D NS
10. It is important to understand persuasive techniques. A D NS
11. An editorial letter does not follow business letter format. A D NS
12. An editorial letter should have an introduction, body, A D NS

and conclusion.

**Ideal (correct) Answers for Post-Assessment Survey**

1. **A**
2. **A**
3. **A**
4. **A**
5. **A**
6. **D**
7. **A**
8. **A**
9. **D**
10. **A**
11. **D**
12. **A**

Persuasive Techniques SUBUNIT Quiz

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Match the letter of the advertising technique with its’ description.

1. Testimonial
2. Glittering Generalities
3. Emotional Appeal
4. Bandwagon
5. Bait and Switch

\_\_\_\_ 1. a famous person uses this item, so you should too

\_\_\_\_ 2. uses words to suggest something good, without promising anything

\_\_\_\_ 3. ad shows a deal, but when you get there, they don’t have the item-instead, they have a similar, but more expensive item

\_\_\_\_ 4. everybody is doing this, so you should too, to fit in

\_\_\_\_ 5. ad tries to sell product by touching the viewer’s emotions

Describe one example of each of the following techniques, and explain why it is that type of technique.

9. Bandwagon

10. Emotional Appeal

11. Watch the following video clip, and name the persuasive technique(s) used. Explain.

**Persuasive Commercial Grade Sheet**

Group Member(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Product/Service that is being advertised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Persuasive Technique that is being used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

POINTS

(2) Copy of script turned-in \_\_\_\_\_\_\_

(3) Use of Persuasive Technique listed \_\_\_\_\_\_\_

(2) Pacing (how fast or slow you speak, using proper pauses \_\_\_\_\_\_\_

(2) Volume (how loud you talk) \_\_\_\_\_\_\_

(2) Tone (the way that you talk-showing emotion) \_\_\_\_\_\_\_

(4) Creativity-props, etc. \_\_\_\_\_\_\_

(3) Participation/cooperation with group members \_\_\_\_\_\_\_

 TOTAL: \_\_\_\_\_\_\_\_/18

Teacher comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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