

## Persuasion in Print – Grade Eight

### Ohio Standards Connection

#### **Reading Applications: Informational, Technical and Persuasive Text**

##### Benchmark B

Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.

##### Indicator 5

Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.

##### Indicator 8

Recognize how writers cite facts, draw inferences and present opinions in informational text.

#### **Communications: Oral and Visual**

##### Benchmark G

Give presentations using a variety of delivery methods, visual displays and technology.

##### Indicator 9

Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

### Lesson Summary:

*Teenage students are the intended audience of many print advertisements. Students need to evaluate print advertisements to understand how advertisers use certain techniques to persuade them. In this unit, students analyze three magazine advertisements that are personally appealing. While working in cooperative groups, students create a poster that features several persuasive techniques. Finally, students present their findings to the class.*

**Estimated Duration:** Four to five hours

### Commentary:

“Rhetorical analysis, persuasive rhetoric, contemporary media-[are] all very important.” This will stretch and challenge students.”

“I really like the use of real-world ads. This helps us teach kids to be critical consumers.”

“This material is ‘dead on’ in terms of hitting its standards.”

### Pre-Assessment:

- Place two to three teacher-selected print advertisements on an overhead, opaque projector or Liquid Crystal Display (LCD) projector. These advertisements should be for the same type of product, such as cola, cosmetics, perfumes, lotions, cars or computers. However, the ads should have two different approaches in their persuasive techniques.

Write the following on the board:

- What caught your attention first in each ad?
- Describe how the advertisements about similar products are different.
- Why do you believe that the advertisers made the ads in this fashion?
- Who is the intended audience for each advertisement?

Have students share what they know about each answer.

- Give students the matching and fill-in-the-blank quiz on persuasive techniques.

See Attachment A, *Persuasive Techniques Pre-Quiz*.

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### Scoring Guidelines:

Answers to pre-quiz: 1. D, 2. A, 3. F, 4. C, 5. B, 6. E 7. testimonial, 8. emotional word repetition, 9. glittering generality.

Allow students who answered six or more correctly to work in pairs and create newspaper, magazine and/or Web print advertisements. Students need to identify the product (newspaper, magazine or Web site) or service, the intended audience and the persuasive techniques they used and why. Students who answered five or fewer quiz items correctly should receive direct instruction on the persuasive techniques commonly used in print advertising. This instruction may be reinforced using real-world samples or products created by the students who demonstrated proficiency on the pre-assessment. Or, the teacher could discuss print advertisements that depict each type of persuasive technique and prepare to share and discuss them with the students.

### Post-Assessment:

- Students in small groups create a poster featuring three or more persuasive techniques. They use advertisements found in magazines to create this poster and provide 3x5 cards detailing the students' analysis the use of persuasive techniques. Students also present their findings and the poster to the class. Rate the poster on teamwork, presentation, layout and content using Attachment B, *Group Poster Scoring Rubric*.
- Students reflect in writing on their new view of print advertisements using Attachment E, *Sample Rubric for Reflective Writing*.

### Scoring Guidelines:

- Rate the posters using the *Group Poster Scoring Rubric*. Students can receive a rating of **proficient**, **basic**, **limited** or **incomplete**.
- Rate students' reflective writing with Attachment E, *Sample Rubric for Reflective Writing*. Students receive a numerical score.

### Instructional Procedures:

#### Day One

#### **Instructional Tip:**

Many of the terms used in day one can be found in the Ohio's *Academic Content Standards K-12 English Language Arts*. All references made to "board" refer to chalk board, overhead transparency, flip chart, liquid crystal display or any visual aid tools teachers have available.

1. Write the terms "persuasive techniques" and "propaganda" on the board.
2. Discuss these words with the students and create a working definition that students write in their notes. Ask students to give examples of these terms during the discussion.
3. Write the terms "target" or "intended audience," "jingle," "slogan," "stereotype" and "bias" on the board. Discuss the terms and have students create working definitions of them. Students also should write these terms in their notes and give examples during the discussion.
4. Make sure students keep the pre-assessment pre-quiz for future reference.

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5. Prior to initiating instruction, select magazine advertisements that may serve as samples of each of the persuasive techniques identified on Attachment C, *Advertising Analysis Sheet*.
6. Place a transparency of the *Advertising Analysis Sheet* on an overhead. Demonstrate how to fill out the sheet using one of the sample magazine advertisements referenced in Step Five.

### Instructional Tip:

About a week before you try this lesson, send out a memo or e-mail asking for old magazines from the teachers in your building. Their contributions can help you quickly build a bank of samples for student use during the unit. Students also can be offered extra credit for bringing appropriate magazines.

7. Allow students to peruse magazines and tear out three advertisements that appeal to them. Tell students they need to write down the name of the magazine from which the advertisement comes and the publication date for each advertisement.
8. Hand out three copies of the *Advertising Analysis Sheet*, to each student.
9. Allow students to complete each sheet during class using one *Advertising Analysis Sheet* for each advertisement. Check on students' progress with this assignment.
10. Assign the completion of all three *Advertising Analysis Sheets* for homework.

### Day Two

11. Ask students to pick one favorite advertisement along with its completed analysis and set it aside. Have students submit the other two analysis sheets.
12. Inform students that they need to identify the strongest or most obvious advertising techniques used in their favorite advertisements.
13. Group students according to the similarity of the products or services featured in their favorite ads. Keep the size of the groups to four.
14. Give each group its project instructions using Attachment D, *Group Poster Directions*, and the *Group Poster Scoring Rubric*.
15. Let students read through the *Group Poster Directions* and instruct them to discuss their role assignments in their groups.
16. Students choose their group roles.
17. Tell students to begin organizing how they plan to put together their posters after they choose roles.
18. Remind students to make lists of supplies and the names of those who will bring the supplies to class the following day. Collect these supply lists.

### Day Three

19. Place students in their groups.
20. Allow students to work on their posters.
21. Remind students to check the *Group Poster Scoring Rubric* as they create their posters and to think about how they will present the posters to the class.

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### **Instructional Tip:**

An additional day may be necessary for students to complete the work. Build some scheduling flexibility into the unit in anticipation of such a need.

### **Day Four**

22. Students present their posters.
23. Assess each presentation and poster using the *Group Poster Scoring Rubric*.

### **Day Five**

24. Students reflect upon the persuasive techniques they have learned in this unit.
25. Write on the board: What have you learned about how advertisers manipulate you to purchase their products through their advertisements?
26. Hand out Attachment E, *Sample Rubric for Reflective Writing* after assigning a writing prompt.

### **Differentiated Instructional Support:**

Instruction is differentiated according to learner needs to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- The indicator requires students to identify persuasive techniques. Give students struggling with the terms, practice at examining ads – print or electronic – and practice identifying the techniques they employ. The Center for Media Literacy and the Public Broadcasting System (PBS) each have Web sites with valuable practice samples located by doing an “advertising” search on site.

Highly-motivated students may enjoy working on an independent study project investigating audience persuasion by orators (e.g., Cicero or the Lincoln-Douglas debates) or by techniques used in electronic media to enhance text (e.g., lighting, backdrops and musical background). On the other hand, these students may respond best when given an opportunity to work with others. Some students may form their own in-class group with the freedom to produce a brochures or newsletters devoted to “consumer awareness” and how their thinking or perceptions are manipulated by all forms of communication (e.g., appeals to patriotism, self-interest or fear). Even grouping with students across grades or across subject area (e.g., a social studies debate that may be underway in another classroom) may afford advanced students the opportunities they need.

### **Extensions:**

- Students write scripts for classroom-produced commercials and videotape their performances.
- Students design advertisements for upcoming plays, games, dances, fundraisers, the school newspaper, the school yearbook, etc.

### **Homework Options and Home Connections:**

- Students could look through their magazines at home with their parents or guardians to find good examples of magazine advertisements.



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- Students can involve their parents in preparing the posters by gathering up supplies and organizing what goes on the posters.
- Students can watch and tape commercials at home. They can use the same *Advertising Analysis Sheet* used in class to analyze this different medium.

### **Interdisciplinary Connections:**

#### **Social Studies**

##### **People in Societies Standard**

**Benchmark: B.** Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

**Indicator: 2.** Describe and explain the social, economic and political effects of: a. stereotyping and prejudice.

##### **Skills and Methods Standard**

**Benchmark: D.** Work effectively in a group.

**Indicator: 4.** Organize and lead a discussion.

### **Materials and Resources:**

*The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site's main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.*

*For the teacher:* overhead transparencies, colored overhead markers and a wide assortment of magazines

*For the students:* poster board, markers, colored pencils, pen, pencil and paper

### **Vocabulary:**

- bias
- bait and switch
- bandwagon
- emotional word repetition
- glittering generalities
- persuasive techniques
- propaganda
- testimonial
- stereotype
- transfer

### **Technology Connections:**

- Use a computer to generate text and graphics for the poster.
- Use a video camera to tape a commercial for the extension activity.



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- Use the Internet to search for advertising examples for illustrative and practice purposes.

### **Research Connections:**

Daniels, Harvey and Marilyn Bizar. *Methods That Matter: Six Structures for Best Practice Classrooms*. Portland, Maine: Stenhouse Publishers, 2000.

Authentic experiences help students develop real-world knowledge and skills and apply their learning in ways that prepare them for careers and lives beyond school.

Marzano, R. et al. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, Alexandria, Va.: Association for Supervision and Curriculum Development, 2001.

Practice and homework provide students with opportunities to deepen their understanding and skills related to content that has been presented to them. Nonlinguistic representations or imagery help students think about and recall knowledge. Creating graphic representations, making physical models and drawing pictures and pictographs are a few examples of the forms these representations or images may take. Cooperative learning grouping has a powerful effect on student learning. This grouping includes elements like individual and group accountability and interpersonal and small-group skills. Setting objectives and providing feedback establish directions for learning and ways to monitor progress allowing students to make needed adjustments during the learning process.

Zemelman, Steven, Harvey Daniels and Arthur Hyde. *Best Practice: New Standards of Teaching and Learning in America's Schools*. Portsmouth, N.H.: Heinemann, 1998.

Best practice applies to how classrooms are structured. One effective structure is the classroom workshop. Students use large scheduled periods of time for doing their own reading and writing. They collaborate freely with classmates, keep their own records and self-evaluate. This structure also prompts changes in the way teachers provide instruction. Teachers take new roles as model and facilitator and teach to the teachable moments every day (Ruth Hubbard 1996, Elinor Ross, 1996). Another expression of best practice is the extent to which teachers provide authentic experiences for their students. Authentic experiences involve students in tangible, authentic, real-world materials and experiences. This approach favors learn-by-doing over learn-by-sitting-quietly and uses primary source materials. (From the work of Bert Horwood (1995), Richard J. Kraft and James Kiesmeier (1994).)

### **Attachments:**

Attachment A, *Persuasive Techniques Pre-Quiz*

Attachment B, *Group Poster Scoring Rubric*

Attachment C, *Advertising Analysis Sheet*

Attachment D, *Group Poster Directions*

Attachment E, *Sample Rubric for Reflective Writing*

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### Attachment A Persuasive Techniques Pre-Quiz

Name \_\_\_\_\_

**Directions:** Match the names of the following persuasive techniques with their definitions. Write the letter in the space provided.

A. Bandwagon  
B. Testimonial

C. Glittering generalities  
D. Bait and switch

E. Emotional word repetition  
F. Transfer

- \_\_\_\_\_ 1. People are attracted by the advertisement of a low-priced product or service but are then encouraged to buy a higher-priced one.
- \_\_\_\_\_ 2. People are drawn to a cause or agree to join an organization or club that is popular because they are persuaded to “follow the crowd” rather than use “evidence” to justify their choice.
- \_\_\_\_\_ 3. People are persuaded to buy a product or service because it is associated with something attractive or respectable.
- \_\_\_\_\_ 4. People are persuaded by specially chosen words that can have many different positive or negative meanings because the words are deliberately linked to widely and highly valued concepts.
- \_\_\_\_\_ 5. People are persuaded to buy a product or service by its connection to a famous or respectable person through quotations or endorsements.
- \_\_\_\_\_ 6. People are conditioned to remember or persuaded to buy a product or service by repetition of the name of the product or service.

**Directions:** Use the six persuasive techniques listed above as your guide. Three of the techniques correspond with the three examples below. Write the name of the corresponding technique in the blank provided.

7. Mr. Lion Good who uses *Title* golf gear says, “Hey, get out on the greens and swing like a ‘lion’ with *Title*. Make a ‘title’ for yourself as I did.”

This is an example of \_\_\_\_\_

8. “Drink your *SHAKE-DOWN* with a shake and a wiggle. *SHAKE-DOWN* has got ‘get-down and move’ to get you going in the morning. Are you ‘down’ with it? Drink *SHAKE-DOWN* to ‘shake-up’ your morning. For that morning ‘shake, rattle and roll,’ drink *SHAKE-DOWN!!*”

This is an example of \_\_\_\_\_

9. “Vote for a champion! Vote Joe Lampion!”

This is an example of \_\_\_\_\_

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### Attachment B Group Poster Scoring Rubric

	Presentation	Team Work	Layout	Content
Proficient	<ul style="list-style-type: none"> <li>The introduction, body and conclusion gained the audience's attention, contained supporting material and were clear and memorable.</li> <li>Eye contact, speech rate and volume were good.</li> </ul>	<ul style="list-style-type: none"> <li>All team members worked to create the poster.</li> <li>All team members collaborated well.</li> </ul>	<ul style="list-style-type: none"> <li>The four magazine ads related to and were neatly arranged on the poster.</li> <li>The 3x5 cards were typed or printed neatly in ink.</li> <li>The layout was very appealing (e.g., neat, eye-catching, colorful).</li> </ul>	<ul style="list-style-type: none"> <li>The poster ad included more than two persuasive techniques.</li> <li>Each of the four 3x5 cards identified the techniques used by name and explained their effectiveness</li> <li>The content was accurate in depth and very interesting (e.g., unusual, informative, memorable).</li> </ul>
Basic	<ul style="list-style-type: none"> <li>The introduction, body and conclusion gained some of the audience's attention, contained some supporting material and were somewhat clear and memorable.</li> <li>Eye contact, speech rate and volume were adequate.</li> </ul>	<ul style="list-style-type: none"> <li>Most team members worked to create the poster.</li> <li>Most team members collaborated well.</li> </ul>	<ul style="list-style-type: none"> <li>The four magazine ads were somewhat neatly arranged.</li> <li>Most of the 3x5 cards were typed or printed neatly in ink.</li> <li>The layout was appealing (e.g., neat, eye-catching, colorful).</li> </ul>	<ul style="list-style-type: none"> <li>The poster ad included two persuasive techniques.</li> <li>Most of the four 3x5 cards explained why each ad's techniques were persuasive and identified the techniques used by name.</li> <li>Most of the content was accurate, in depth and interesting (e.g., unusual, informative, memorable).</li> </ul>
Limited	<ul style="list-style-type: none"> <li>The introduction, body and conclusion gained little or none of the audience's attention, contained little or no supporting material and were not clear or memorable.</li> <li>Eye contact, speech rate and volume were inadequate.</li> </ul>	<ul style="list-style-type: none"> <li>A few people did the work to create the poster.</li> <li>A few team members collaborated.</li> </ul>	<ul style="list-style-type: none"> <li>Fewer than three magazine ads were featured and what was arranged was not neat.</li> <li>Some or none of the 3x5 cards were typed or printed neatly in ink.</li> <li>Somewhat appealing layout (e.g., neat, eye-catching, colorful).</li> </ul>	<ul style="list-style-type: none"> <li>The poster ad included one persuasive technique.</li> <li>Some or none of the four 3x5 cards identified the techniques used by name nor explained their effectiveness.</li> <li>Some of the content was accurate, in depth and interesting (e.g., unusual, informative, memorable).</li> </ul>



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### Attachment C Advertising Analysis Sheet

Name \_\_\_\_\_

**Select three magazine advertisements that appeal to you. Choose one advertisement from among these three to analyze and answer the following questions.**

1. What is the name and date of the magazine? \_\_\_\_\_
2. Who is the intended audience of the magazine? \_\_\_\_\_  
Age? \_\_\_\_\_ Gender? \_\_\_\_\_
3. What is the brand name and product advertised?  
\_\_\_\_\_
4. What is the purpose of the ad?  
\_\_\_\_\_  
\_\_\_\_\_
5. What visual image or images are used?  
\_\_\_\_\_  
\_\_\_\_\_
6. Are any jingles, slogans or catchy words used? \_\_\_\_\_ If yes, what are they?  
\_\_\_\_\_  
\_\_\_\_\_
7. Which statement(s) about the product in the advertisement is (are) true?  
\_\_\_\_\_  
\_\_\_\_\_
8. What important information is missing?  
\_\_\_\_\_
9. Is there any meaning or information you could infer from the text of this advertisement?  
\_\_\_\_\_
10. Are there any negative side effects for consumers to consider or any false information? \_\_\_\_\_ If yes, please explain.  
\_\_\_\_\_  
\_\_\_\_\_
11. Are there examples of bias or stereotyping in the ad? \_\_\_\_\_ If yes, what are they?  
\_\_\_\_\_  
\_\_\_\_\_

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### Attachment C (Continued) Advertising Analysis Sheet

We have developed in class working definitions for six different advertising techniques. They are bandwagon, bait and switch, testimonial, emotional word repetition, glittering generalities and transfer. What technique(s) were used in the advertisement and why? Use the space below to write your responses.

12. Technique Used and Why

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13. Technique Used and Why

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14. Technique Used and Why

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15. Rate this advertisement's persuasiveness using a rating scale from 1 to 5 with 1 = **Boring** and 5 = **I want to go and buy this now**. Circle one:

1                      2                      3                      4                      5

16. Why did you give the ad this rating?

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### Attachment D Group Poster Directions

**GOAL:** Each group of four students needs to make a poster that meets specific layout and content guidelines described in the *Group Poster Scoring Rubric*. The poster should display how each group's cluster of individual magazine advertisements relate because of the products or services they sell and/or persuasive techniques they employ.

**ORGANIZE THE GROUP:** Each person chooses a role from among the following titles: 1) group leader, 2) reporter, 3) art coordinator and 4) time keeper/materials organizer.

- The **group leader** leads the group through the process of organizing the advertisements on the poster and making decisions through consensus or group agreement.
- The **reporter** leads the poster presentation in class after the poster is complete. [Note: the reporter is not the only person who speaks during the presentation.]
- The **artistic coordinator** leads the group through the process of creating the poster. [Note: the artistic coordinator does not create the poster by himself or herself. It should be a group effort.]
- The **time keeper/materials organizer** keeps the group on task during the time allotted and organizes materials. All members of the group need to bring in materials.

**CREATE THE POSTER:** The purpose for the poster is to demonstrate how well a team's members can identify and explain the use of persuasive techniques used in advertising. [Note: the poster must adequately explain all four advertisements displayed on the poster.]

Each poster must meet the following requirements:

- The specific advertising techniques illustrated by the poster are clearly and neatly written.
- It displays each group member's favorite magazine advertisement.
- It includes four 3x5 cards or sheets of paper that analyzes how each advertisement uses a specific advertising technique.

**POSTER PRESENTATION:** Each group shares what its members have learned about the advertising techniques used in creating its poster. The reporter leads the presentation; however, the entire group needs to help in organizing and presenting the poster.

**RATE THE POSTER PROJECT:** See the *Group Poster Scoring Rubric*

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### Attachment E

#### Sample Rubric for Reflective Writing

Name \_\_\_\_\_

20 points total

1. Does the writing show evidence of thought and effort? Did the writer go deeper than the immediate surface reaction to the prompt?

1-----2-----3-----4-----5

Little to no  
thought  
and effort

Clearly shows  
in-depth  
thought and  
effort

2. Did the writer stay focused on the assigned prompt?

1-----2-----3-----4-----5

May touch  
on topic, but  
most of the  
writing was  
off-topic

Focused on the  
assigned  
prompt

3. Does the writer support his or her ideas with specific examples and ideas?

1-----2-----3-----4-----5

None or few  
specific  
examples

Specific  
examples that  
support the  
writer's ideas

4. Does the writer completely explain his/her ideas?

1-----2-----3-----4-----5

Difficult to  
understand  
what the  
writer is  
trying to  
say

Reader can  
clearly  
understand the  
writer's views