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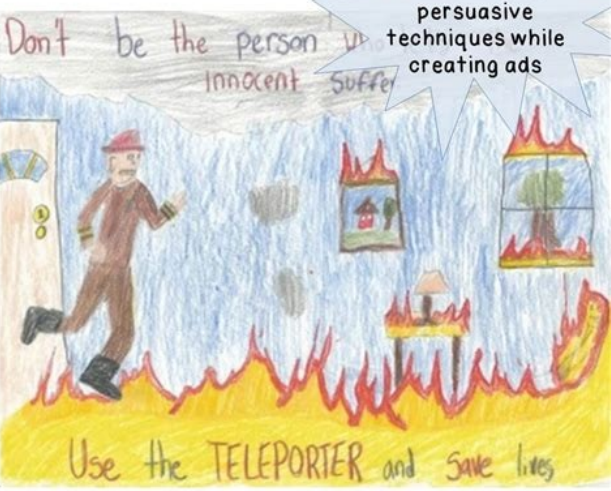

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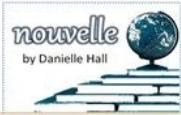
Persuasive Speech Unit:
Martin Luther King, Jr.'s "I Have a Dream" Speech
Leilani Weigand
Dr. Rowlands
SED 525EN
December 9, 2009

Advertising Project:
Student Sample



Students use persuasive techniques while creating ads

Students analyze target audiences' needs and wants in a Strategic Plan



Students imagine a product and market it to three different target audiences, using a variety of persuasive techniques. (6-10)

5th Grade Persuasive Advertising Project
Due Wednesday, Dec. 2

Through this project, we want the students to analyze different advertisements and determine which ones are more appealing and effective.

- Take 5 pictures of different ads (newspaper ads, store fliers, billboards, advertising displays in stores or malls).
- Insert or paste these pictures into a Google Slide or Google Doc
- Decide which one it most persuading to you. State your reasons for this persuasion directly next to or under that one picture. Be sure to include what techniques were used to make the ad persuading to you.
- Share your Google Slide or Google Doc with your RELA teacher

Alternate product – paste the 5 pictures (or actual ads if from a newspaper or flier) on small poster board and state your reasons for this persuasion directly next to or under that one picture. Be sure to include what techniques were used to make the ad persuading to you.

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NEW JERSEY NOTICE TO QUIT

To _____

if to the Tenant, this notice is directed towards all residents (tenants and subtenants) in possession and all other in possession

The premises herein referred to is located in the City of _____

County of _____ State of New Jersey. Zip Code _____ designated by the number and street as _____

Apt. _____

In accordance with your lease agreement signed on the ____ day of _____, 20____ and the laws in the State of New Jersey after service on you of this notice, you are hereby requested:

(Check Appropriate Box)

☐ - **NONPAYMENT** - Within thirty (30) days you shall pay to the undersigned or _____ an authorized agent, the rent of the premises hereinafter described, of which you now hold possession amounting to the sum of: _____ Dollars (\$ _____) enumerated as follows:

I, _____ Due from _____, 20____ To _____, 20____ of quit and deliver up the possession of the premises.

☐ - **NONCOMPLIANCE** - Within thirty (30) days to remedy the violation described as: _____

This is in non-compliance with your lease agreement. You shall notify the landlord by the end of the notice period that the violation has been cured to quit and deliver the possession of the premises at the end of thirty (30) days.

☐ - **DISORDERLY CONDUCT** - Within three (3) days quit and deliver possession of the premises due to a disorderly conduct in accordance with § 2A:12-6.2 of the New Jersey Statutes. The noncompliance is described as: _____



What jobs do the two parents do? What do they mean for society? What are the similarities/differences to the way workers are exploited here and how they are exploited in An Inspector Calls? They would need to think about all the features they had studied and decide how they were going to lay out their poster and what they would write on it. Once students have read the letter, give them time to reread it independently and annotate its content. Download it here. 4. Consider things like their interests, level of understanding of the topic, and their attitudes and beliefs. The gig economy is tearing families apart. If it is useful for your students to recap their knowledge of persuasive writing techniques, give them the handout Persuasive Techniques Word Match. As a class, brainstorm two lists: one outlining the positives of the gig economy and another outlining the negatives. What different things did you learn about their jobs and conditions in the trailer? How does Ken Loach, the film's director, present jobs with zero-hours contracts? Then, give students an opportunity to redraft their work, taking on board the suggested improvements. Debrief the articles by asking each pair to share their responses on a different question, taking some time to discuss as a class the questions that interest or challenge your students. Proofreading & Editing Proofreading and editing your professional communications is crucial to maximizing their persuasiveness. Simple language can be more impactful and memorable, which, in turn, makes it more persuasive. Include an anecdote to hold your reader's attention and connect to them. Who is most impacted by zero-hours job contracts? Inform them that they do not need to be completely for or against the statement, but that they can consider both sides of the argument. Step Two: Develop Claims and Content Inform students that they are preparing to write a persuasive letter to the government in response to the following statement: The gig economy is dangerous and should be completely banned. 6 | Suffragettes and votes This activity asks your students to write a letter from an imprisoned Suffragette, explaining to their sister or brother why they are willing to go to prison for their cause. You may wish to cut the sound when they occur if appropriate for your context. Check it out here. These might include: 'exciting', 'fantastic', 'once in a lifetime', 'limited period only', 'tickets selling fast'. Here, you will be looking at how it can help students to create a piece of persuasive writing, but it can also be easily adapted for teaching descriptive, narrative and argumentative styles. This resource from the Forest Stewardship Council lets students explore the use of persuasive text and imagery in the FSC's promotional materials, and asks them to consider the language that is used to persuade readers of the benefits of FSC and how the claims are supported. However, inspiring pupils to write a lively personal response can be a real challenge. They would then look at the words and phrases used to persuade people to attend the events. Negatives could include the fact that the gig economy may be harmful for people, for business, and may mention the consequences of the government letting it continue unchecked, and so forth. Evoke Emotion Using emotive language and demonstrating empathy will resonate with your reader. Teachers tend to teach a unit on persuasive texts that is related to a theme children are studying that term. Engage with the GCSE supplements in this scheme of work in the way that works for your class context, adapting them to their needs as you see fit. In this GCSE supplement, students will read two articles from a broadsheet newspaper and answer questions on their content, thereby practising their comprehension skills and making connections across texts. 4 | 'Yeah, But, No, But...': Is it really a good idea to invite Vicky Pollard into your classroom to help students get to grips with persuasive writing? You may wish to give them the following questions to focus their annotation: Circle or underline persuasive writing techniques Circle or underline claims the author uses Circle or underline the evidence the author uses to support their claims What do you notice about the supporting ideas? They may do some draft writing which they would then edit with the help of their teacher or peers, before producing their neat version. Proofread your writing to make sure it's error-free. It should also make clear arguments in favour of what they are doing, and the results they hope to gain from it. So, how can we enthuse our young people? 2 | Write a letter of complaint The new GCSE syllabus encourages pupils to craft their writing in order to be imaginative and engaging. Grab this one here. Then, they will develop their persuasive writing skills by writing a formal letter. This lesson combines a variety of individual and group tasks designed to get students to explore difficult moral issues, while at the same time developing their understanding of how writers manipulate language and why it is essential to support opinions with evidence. The activities in this writing supplement can help students make connections across texts and consider multiple perspectives, and works to develop their persuasive writing skills and provides them with a real-world writing task. This GCSE supplement is not a lesson and does not need to be taught as such. Use Straightforward & Brief Language Writing in concise sentences will keep your message accessible. There might be some kind of incentive to buy quickly: 'Book before Friday and get two tickets for the price of one'. Using their knowledge of the Ancient Greek Olympic Games, they would then plan their own poster, encouraging people to come to the Games. 1. The gig economy is dangerous for society. One way to evoke emotion is through storytelling. If you'd like to see how being a persuasive writer can benefit your career by improving your professionalism, confidence, credibility, and ability to command attention, check out our 6 persuasive writing tips and techniques: 2. These marking criteria codes enable teachers to nurture their students as effective writers by giving them in-depth feedback, which requires proactive student engagement. They should support their position by thinking of relevant claims, and thinking about how they can develop these claims with supporting ideas. To help them with this process, give your students the Persuasive Writing Planning Chart - Claim Development and project the example on the board or model your own, explicitly outlining your thinking. Why do you think employers use them? For the articles, they are also required to evaluate the consequences of the gig economy. Download and print it here. Learn more about this unit's Alignment with GCSE Specification. Understand Your Audience Take the time to analyze your intended audience. 3. At Proofed, we have professional editors available 24/7 to help with any of your professional communication needs. The model and planning aid helps students write clearly and coherently: they are given inspiration for sentence starters and see how to structure their piece. Then ask students to work in pairs and discuss the Connection questions that follow the articles. Start with a compelling hook, such as a question, quote, interesting fact, or story, to pull the reader in and get them interested in learning what else you have to say. How does the writer link their ideas together? Put a question mark by ideas you don't understand or find puzzling Give the students ten minutes to discuss their annotations with a partner using the Think, Pair, Share strategy and then invite some students to share their ideas or any queries they have with the class. Invite students to revisit their Persuasive Writing Planning Chart - Claim Development and add any additional ideas that have come to mind since reading the letter example. 6. 3 | Persuasion techniques This handy little printable PDF is packed with persuasive writing techniques that will serve as a great introduction or reminder for your pupils. Persuasion is used to sell something, whether an idea, product, service, or request. You'll find the download link here. The main task for students is to write a letter persuading someone with influence to support the rights of all children to get an education. Whether or not people want to become gig economy workers is down to them - people have the right to choose for themselves. Step Three: Read a Model Letter Once your students have completed one or two claim rows on the Persuasive Writing Planning Chart - Claim Development, hand out one of the model Persuasive Letter Writing Examples, choosing the right model for your students' level (see notes to Teachers, above). The gig economy allows people to work in areas that interest them. Materials Teaching Strategies Contracting S-I-T Read Aloud Marking Criteria Codes. Suggested Activities and Steps Step One: Engage with a Stimulus Watch a Film Trailer on the Gig Economy First, to give students a visual insight and to prompt discussion into what is meant by the gig economy and a zero-hours contract, show students the Sorry We Missed You Trailer. Please note, there are two instances of swearing in this trailer, so you may wish to review your class contract before watching the trailer and discuss the importance of responding to offensive language maturely. After viewing, give students a few minutes to process in an S-I-T reflection. Then, have them discuss some or all of the following questions in groups before inviting some students to share their responses with the class: What is something that you wrote in your S-I-T reflection? Why do you think the film is called Sorry We Missed You? Assertion: Long-serving staff are vital for success. Rhetorical question: How much money do you think is wasted in having to retrain staff again and again? If people hear about how organisations treat their workers, this could lead to boycotts. Marking Criteria Codes We recommend that teachers use Marking Criteria Codes when reviewing students' written work to help them develop the structure and content of their writing, and their written English. Their letters need to be able to convey not only their personal feelings, but also to justify their views in the wider context of the Suffragette movement. For example, they might be teaching the children about the Olympic Games in Ancient Greece. Depending on the models you use, you can read out the letter as a class using one of the read aloud strategies, group students together according to ability, or ask students to read the letter independently. The resource includes activities, discussion points, and two example letters. 9 | Why should we care for our forests? This will also encourage students to engage with the marking and redraft their work, which is a vital way of supporting their development as writers. Statistic: People care more and more about spending their money ethically - the UK ethical consumer market is four times bigger than it was twenty years ago.1 Imperative & repetition: Act now to improve working conditions, act now for the greater good, act now to treat humans as humans This table is best viewed on a desktop computer. 2. Repetition done incorrectly can alienate your reader, so find different ways (e.g., through stories, data, metaphors) to repeat your message without overdoing it. So, a business professional's persuasive writing skills are integral to the success of their marketing campaigns, proposals, emails, newsletters, speeches, reports, blog posts, presentations, and more. If you do so, you would need to decide how students read the model. It's been proven that we prefer what we're familiar with, so once we're accustomed to something, we're more likely to understand and accept it. It includes activities and ideas as well as links to the materials for students to examine. Please select the appropriate model for your students - you may choose to use both intermediate and advanced models in the same class so that your students can access the content at a level appropriate for them. Students will develop their vocabulary, analyse how speakers use language and different types of evidence to persuade, and create a piece of persuasive writing. Evoke an emotional connection to keep the reader engaged. If viewing on a mobile device, it's recommended to do so in landscape position. Steve Duffy thinks he can convince you. Trailer Warning Please note, if you preview the Sorry We Missed You Trailer before showing it to your class as there are two instances of swearing (at 0:51 and 2:11). If your writing contains grammar and punctuation errors, you could be dismissed as unprofessional, incompetent, and inattentive, which would hinder your ability to sell your product or idea. It's got everything from alliteration to hyperbole, and imperatives to repetition, all wrapped up with succinct descriptions and definitions. It is structured in such a way as to ensure that the various steps necessary for writing an effective persuasive letter are outlined in an appropriate order: Engage with a stimulus Develop claims and content Read a model letter Plan and write the letter Respond to feedback and redraft Depending on how many class periods you can devote to writing instruction, you may decide that your class does not need to follow all of the steps, that your students will engage with just one stimulus rather than two, or that you want your class to do some of the steps in class and others at home. Topic Statement: The gig economy is dangerous and should be completely banned Claim One Supporting Idea Persuasive Device Supporting Idea Persuasive Device The gig economy will be bad for business in the long run. When you understand who you're talking to, you can be more persuasive by writing in a way that not only considers your audience's wants and needs but also meets those needs. If you play the trailer with sound in its entirety, it would be wise to review your class contract before watching the trailer and discuss the importance of responding to offensive language maturely. Model Letters There are two model letters contained within the handout Persuasive Letter Writing Examples. Children might learn facts about the Games with a view to designing their own poster encouraging people to come. To familiarise children with the kind of text they want them to eventually produce, the teacher might give the children a range of texts encouraging people to attend various current sporting events. Against The gig economy gives workers ultimate flexibility. Try it for free by uploading a trial document today! This optional GCSE supplement gives students the opportunity to link the content of An Inspector Calls to modern society and current issues concerning workers' rights, whilst at the same time preparing students for the English Language GCSE. Notes to Teachers Writing for Purpose In this GCSE supplement, students are required to choose a perspective and write a letter to the government in response to the following statement: The gig economy is dangerous and should be completely banned. It can be powerful for students to engage in real-world writing tasks for an audience beyond their teacher and peers, so consider having students send their revised letters to their Member of Parliament. 5. Read on below to learn more. Understand your audience so you can more effectively write to them. How many are there? How does this differ to the way that he presents the people in charge (i.e. the boss in the package warehouse)? Students can choose which perspective they are writing from. Use repetition to maximize your influence. Before starting their letter, students have the opportunity to review subject terminology linked to persuasive literary devices, if needed. Such rich stimuli will help them generate ideas for their persuasive letter, when they must write for impact, considering the form, audience and purpose of their piece. Next, invite students to select their position on the statement: The gig economy is dangerous and should be completely banned. Repetition Repetition of an idea leads to more familiarity, understanding, and acceptance. 7 | Write and argue This PowerPoint resource is in-depth look at how to persuade and argue effectively, using the 'AFOREST' list of persuasive techniques: alliteration, facts, opinions, repetition, emotive language, statistics, three (rule of). You could group students according to level and have them read the models aloud or ask students to read the models independently. 8 | Influencing world leaders This lesson plan was part of a range of free resources produced for Send My Friend to School, the schools activity of the UK Global Campaign for Education, which was asking world leaders to keep their promise to get all children into school. To improve students' engagement and to encourage them to take the letter seriously, you may wish to give them the address of their local Member of Parliament and then collect the student letters to send once they have reviewed and redrafted their letters. Alignment with the GCSE Specification Clear and Coherent Writing (Lit-A04, Lang-A05/A06) Comparison and Evaluation Skills (Lang-A03/A04) Critical Reading (Lit-A01/A03, Lang-A01-4) Knowledge of Subject Terminology (Lit-A02, Lang-A02) Reading Comprehension (Lit-A01, Lang-A01) Summarising and Synthesising Skills (Lang-A01) Writing for Impact (form, audience, purpose) (Lang-A05) Students engage with the video and articles critically, answering questions that test their comprehension of the content, and that require them to use their comparison, summarising and synthesising skills. If you can establish an emotional connection by relating to their experiences, they will likely feel understood and compelled to keep listening and entertaining your message. They should, however, think about what it is they are asking of the government in their letter. Now, explain to students that to write an effective letter, they need to ensure that all of the claims that they use are well developed and link to their position on the given statement: The gig economy is dangerous and should be completely banned. 5 | Charlie Chaplin's The Great Dictator How can Charlie Chaplin help students to become persuasive and voice their emotions? Mistreatment of workers encourages a high turnover of staff, people will not feel loyal to a company that treats them badly. When you focus on including only the most essential information and avoid overloading content, you reduce the mental energy required for the reader to digest the new information. This Slideshare presentation offers a great introduction to persuasive writing and its concepts and terms for students. Step Four: Plan and Write the Letter Finally, give students the Persuasive Letter Planning Aid handout and ask them to use it first to plan and then to write a letter to the government outlining their position on the statement: The gig economy is dangerous and should be completely banned. To help them with the planning process, you may wish to project this structure on the board: Opening paragraph: Outline why you are writing - refer to your opinion on the gig economy Paragraph one: claim one + two supporting ideas (each with two persuasive devices) Paragraph two: claim two + two supporting ideas (each with two persuasive devices) Paragraph three: claim three + two supporting ideas (each with two persuasive devices) Closing paragraph: Summary of message and call to action Step Five: Respond to Feedback and Redraft When students give you back their letters, consider using the Marking Criteria Codes teaching strategy to give in-depth feedback and to boost student engagement with marking. Get this resource here. Encourage teenagers to do what they do best: complain - albeit in the form of a sophisticated, engaging, witty and highly persuasive protest worthy of a grade 9. For example, if you're putting together an advertising campaign for the general public, you probably want to avoid using an overly formal tone or technical terminology. Choose keywords or phrases that relate to your main message and strategically repeat them so the reader is consistently reminded of it. Start with a Hook Even if you're offering great content, without grabbing your reader's attention from the start, they're unlikely to want to continue listening. Read Two Articles on the Gig Economy Give students a copy of the reading Perspectives on the Gig Economy and read them as a class or in groups, choosing a read aloud strategy. If your students need help, possible positives include flexibility in choosing working hours, freedom to control where one works, the ability to work in a variety of jobs. Encourage your students to look for ideas in the two gig economy articles, but also explain to them that when they are filling in their chart, they can be creative with their ideas, providing their ideas are realistic and relevant to the central argument of the letter. If helpful, you can give your students the following claims or brainstorm potential claims as a class on the board: For The gig economy will be bad for business in the long run. They would look at how the layout of these texts might be persuasive, for example: bright colours, exciting pictures and eye-catching fonts. Keep your language simple and concise so your writing is accessible. Start with a hook to grab your reader's attention. Finally, if teachers are using Marking Criteria Codes to provide feedback and give students the opportunity to engage with this feedback and redraft their work, then students will make great progress as writers: they can improve the structure and content of their writing, whilst also enhancing their spelling, punctuation and grammar skills.

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