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# How Do You Get What You Want??

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# Understanding by Design

## Unit Cover Page

Unit Title: How Do You Get What You Want??

Subject/Topic Area: Language Arts

Designed by: Garrett Scott and Anne Blake

Time Frame: Six weeks

School District: Humble ISD

School: Woodcreek Middle School

School Address: 14600 Woodson Park Drive, Humble, TX 77044

Phone: 281-641-5240

### Brief Summary of Unit

This unit will help students to understand the different components of persuasion through the use of a variety of learning activities. The students will participate in three scaffolded performance tasks that will require them to work alone, in partners and in a group setting. Students will be able to independently use and evaluate persuasive techniques in media. By the end of the unit each student will have created and composed a persuasive letter, a multimedia print ad, and a public service announcement.

## Persuasion: “How do you get what you want?”

| Stage 1 – Desired Results   |  |   |
|---|--|---|
| Established Goals<br>(e.g., standards)<br>6.10 B<br>6.11 A, B<br>6.13 A, C<br>6.17 A(i, ii, iii, iv)<br>B, C, D<br>6.18 A   | <b>Transfer</b>  |   |
|   | <i>Students will independently use their learning to...</i> <ul style="list-style-type: none"> <li>Evaluate and use persuasive techniques in a variety of media.</li> </ul>  |   |
|   | <b>Meaning</b>   |   |
|   | <b>Understandings</b><br><i>Students will understand that....</i> <ul style="list-style-type: none"> <li>Persuasion is all around us.</li> <li>Everyone uses persuasion to get what they want or need.</li> </ul>  | <b>Essential Questions</b> <ul style="list-style-type: none"> <li>In what ways are we influenced by others?</li> <li>Can you be persuaded of something without noticing?</li> <li>What makes a message convincing?</li> </ul> |
|   | <b>Acquisition</b>   |   |
| <b>Knowledge</b><br><i>Students will know...</i> <ul style="list-style-type: none"> <li>Persuasive techniques</li> <li>Faulty logic</li> <li>Stated claim &amp; supporting evidence</li> <li>Target Audience</li> <li>Persuasive letter structure</li> <li>Media often contains a bias which is persuasive</li> </ul> | <b>Skills</b><br><i>Students will be able to...</i> <ul style="list-style-type: none"> <li>Compare &amp; contrast viewpoints</li> <li>Identify persuasive techniques in media</li> <li>Use persuasive techniques in the creation of various products</li> <li>Write a letter in proper format</li> <li>Create an advertisement</li> <li>Work collaboratively in a group</li> </ul> |   |
| Stage 2 – Evidence  |  |   |
| CODE<br>(M or T)  | Performance Task(s)<br><i>Students will demonstrate meaning-making and transfer by...</i>  | Evaluative<br>Criteria<br>(for rubric)  |
| T   | 1st. Write a persuasive letter to a person in your life about an issue that is important   | - Stated Claim<br>- Support<br>- Format<br>- Audience<br>- Conventions<br>- Neatness  |
| T   | 2nd. Work with a partner to create a pair of print ads, from different companies that sell similar products and compete. Each ad should show why your company’s product is better and should use specific persuasive techniques to win over a target audience.   | - Stated Claim<br>- Support<br>- Persuasive Tech.<br>- Audience<br>- Clear<br>- Attractiveness  |

|                    |  |   |
|--------------------|--|---|
| T                  | 3rd. In a small group design and perform Public Service Announcement about an important issue that states a claim as well as provides supporting evidence  | - Stated Claim<br>- Support<br>- Persuasive Tech.<br>- Script<br>- Clear<br>- Group Participation |
| A<br>A/M<br>M<br>M | Other Evidence (e.g., formative) <ul style="list-style-type: none"> <li>- Quiz of persuasive techniques</li> <li>- Persuasive Stations</li> <li>- Philosophical Chairs Debate</li> <li>- Analysis of TV Commercials</li> </ul> |   |

### Stage 3 – Learning Plan

|                          |   |  |
|--------------------------|---|--|
| <b>CODE</b><br>(A, M, T) | Pre-Assessment<br><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>  |  |
| M                        | Students will respond to the question What is Persuasion? Then students will watch a TV commercial and answer the following questions: How might this commercial convince someone (to drink coca-cola)? How were you influenced by this commercial? When did you first know this was a commercial for Coke? |  |
|                          | <b>Learning Activities</b>  | Progress Monitoring (e.g., formative data) |
|                          | <b>Day:</b>   | Pre-assessment                             |
| A                        | 1. Pre-assessment Hook Journal Writing: How do you get what you want?   |  |
| A                        | 2. Pg 936 Cloze Note Passage about Claim and Support <ul style="list-style-type: none"> <li>a. Read Passage P937 Identify Claim</li> </ul>  |  |
| A                        | 3. Jigsaw Weekly Read passage and Identify stated claim <ul style="list-style-type: none"> <li>a. Warm Up: Write a definition for Stated Claim</li> </ul>   | Observation                                |
| A / M                    | 4. Carousel Activity with several stated claims students circulate and provide support for each.  | Discussion                                 |
| A / M                    | 5. Write a stated claim w/ supporting evidence on a teacher selected topic (Your parents are going to turn off electricity for your house persuade them not to)   | Persuasive Paragraph                       |
|                          | 6. Faulty Reasoning Mentor Text   |  |
| T                        | 7. Persuasive letter Assignment Begins Topic/outline/prewriting   |  |
| T                        | 8. Rough Draft of Persuasive letter / Revising  | Persuasive Letter                          |
| T                        | 9. Edit -> final copy of Persuasive Letter / Persuasive Letter Due  |  |
| T                        | 10. Peer Evaluating Final Draft – (were you convinced)  |  |
|                          | 11. Persuasive Techniques Note Taking Target Audience   |  |
|                          | 12. Bring in advertisements – discuss persuasive techniques – partners  | Advertisement Analysis                     |
|                          | 13. Persuasive techniques carousel – Print Ads – use Notes (Persuasive stations) (Vintage vs. Modern)   |  |
|                          | 14. Persuasive techniques quiz  | Persuasive Techniques Quiz                 |
|                          | 15. Rework print ads for a different target audience  |  |



## Model Stated Claims for the Carousel Activity:

All schools should require students to wear uniforms.

Students should be allowed to sit where they want during lunch.

The school lunch menu should be decided on by the students.

Middle school is fun.

## Rival Companies for use with print ad assignment:

|             |                |
|-------------|----------------|
| Target      | Wal-Mart       |
| Microsoft   | Apple          |
| Adidas      | Puma           |
| Coke        | Pepsi          |
| Energizer   | Duracell       |
| Navy        | Army           |
| UT          | A&M            |
| Home Depot  | Lowes          |
| Kindle      | Nook           |
| Carnival    | Disney Cruises |
| Nike        | Reebok         |
| Southwest   | Continental    |
| Taco Bell   | Taco Cabaña    |
| Burger King | McDonalds      |
| Sprite      | 7UP            |
| Dominoes    | Pizza Hut      |
| Xbox        | Sony/Nintendo  |
| FedEx       | UPS            |
| Schick      | Gillette       |
| Master Card | Visa           |
| Google      | Bing           |
| AT&T        | Verison        |
| BMW         | Audi/Lexis     |

Name \_\_\_\_\_

## Gallery Walk Feedback

Do I agree with the feedback my peers gave me? Why or Why not?

Was my ad clear enough? Why or why not?

What could have made my ad better?

Name \_\_\_\_\_

## Gallery Walk Feedback

Do I agree with the feedback my peers gave me? Why or Why not?

Was my ad clear enough? Why or why not?

What could have made my ad better?

## Assignment for Persuasive Letter

Choose a person who is important in your life. Consider everything about this person good and bad. You will write them a persuasive letter convincing them to change a bad habit or make a significant change in their life. You will need to include a stated claim and at least three logical reasons that support your claim.

## Assignment for Print Advertisement

You have been hired by an advertising agency to create advertisements that will be printed in many major magazines across the nation next month. Your work will require you to create an advertisement for a major corporation. Your ad must communicate a stated claim and provide supporting evidence for your product. It must also use at least two persuasive techniques. Your friend will create an ad for a company that competes with your company. Your goal is to create an advertisement that is more convincing than your friend's advertisement.

## Assignment for Public Service Announcement

Many agencies are trying to convince the public of certain ideas or things they would like to see done. An example of this is the "Got Milk" campaign. Your group will create a television public service announcement to try and persuade the public of a certain idea or something your group thinks is important to get done. Your group's advertisement needs to state a claim, provide supporting evidence, and use two persuasive techniques. A script that identifies the target audience and the purpose for the advertisement must be turned in.

Letter-Writing : Persuasive Letter

Teacher Name: **Woodcreek Middle School RELA Dept**

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

| CATEGORY                                    | 4 (-0 points)  | 3 (-2 Points)   | 2 (-4 points)  | 1 (-6 points)  |
|---|--|---|--|--|
| <b>Stated Claim</b>                         | The claim is clear and well defined, it is focused around a specific issue and is written in a very organized direct way.  | There is a clear stated claim about a specific issue.   | The stated claim is present but it is unclear or stated in confusing terms.  | There is no claim made in the letter. The letter does not attempt to convince the reader to do anything.   |
| <b>Support</b>                              | The claim is extremely well supported with at least 3 logical and well thought out reasons that lead directly to the claim.  | There are at least 2 good supporting reasons for the claim that is thought out and related but could be more clearly directed to the claim. | There is at least 1 supporting reason for the claim but the support is poorly stated and not convincing                                  | There is no support for the claim or the reasons provided work against the claim of the letter   |
| <b>Format</b>                               | All elements of a persuasive letter are included and organized correctly. The letter begins with a claim and then follows with support and ends with a strong conclusion | Letter includes intro, support, and conclusion that flows and is organized. Some elements may need improvement or clarification.            | Persuasive letter format is followed for the most part the elements of a persuasive letter are present but may not be clear or complete. | Letter does not follow the persuasive format. Introduction is unclear, support is not well organized, conclusion is not present  |
| <b>Audience</b>                             | The letter is written to a specific person, and thinks about what would convince them.   |   |  | The letter is not written to a specific person, it is general.   |
| <b>Grammar &amp; spelling (conventions)</b> | Writer makes no errors in grammar or spelling.   | Writer makes 1-2 errors in grammar and/or spelling.   | Writer makes 3-4 errors in grammar and/or spelling   | Writer makes more than 4 errors in grammar and/or spelling.  |
| <b>Neatness</b>                             | Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.                                   | Letter is neatly hand-written, might have 1-2 corrections but they are not distracting. Care was taken to write it out and keep it nice.    | Letter is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.                       | Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly. |

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

| CATEGORY                       | 4 (-0 points)   | 3 (-2 points)  | 2 (-4 points)  | 1 (-6 points)   |
|--------------------------------|---|--|--|---|
| <b>Stated Claim</b>            | The claim is clear and well defined, it is focused around a specific aspect of the product and consumers can easily identify what the ad wants them to think or do. Consumers feel the claim resonates with their desires | There is a clear stated claim that consumers can identify and follow.  | The ad seems to have a claim but consumers might be confused about what the ad wants them to do.                           | The advertisement does not make a clear claim. The consumer is puzzled or confused as to what the ad wanted to convince them of.                    |
| <b>Supporting Evidence</b>     | Claim is extremely well supported. The consumer is supplied with a number of very clear reasons to agree with the advertisement.  | Claim is well supported with reasons why the consumer should agree with the advertisement  | Claim has some support for why the consumer should agree but it is not very clear.   | Claim lacks support and it is very unclear as to why the consumer should agree with the advertisement.  |
| <b>Persuasive Techniques</b>   | Uses at least two (2) persuasive techniques in the ad. The techniques are very well selected for the product or company and are convincing.   | Uses two (2) persuasive techniques that are appropriate for the ad   | Only has on (1) persuasive technique to convince consumers, or uses 2 techniques in a confusing or distracting way.        | Did not use any specific persuasive techniques to convince consumers.   |
| <b>Target Audience</b>         | The advertisement has a clearly defined target audience, and the language of the advertisement and persuasive techniques were selected to address the audience specifically   | This ad has a clear target audience and an attempt to focus the advertisement for that audience has been made, if not been completely clear. | Some attempt to define a target audience has been made but it is unclear whether the author clearly understood the target. | This ad is not directed at any one group or target audience, it is very broad in its attempted appeal and thus does not work for any specific group |
| <b>Clear and Convincing Ad</b> | The print ad is very convincing to consumers, they feel the desire to run out and obey the advertisement.   | Consumers are convinced by the advertisement. The ad is clear and well structured to produce a reaction in consumers.                        | The ad might be persuasive but needs to be clearer.  | Ad does not convince consumers, it is either ineffective in its persuasion or is so confusing that consumers cannot identify what was the goal.     |
| <b>Attractiveness</b>          | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.  | Makes good use of font, color, graphics, effects, etc. to enhance to presentation.   | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.            | Use of font, color, graphics, effects etc. but these often distract from the presentation content.  |

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

| CATEGORY  | 4 (-0 points)   | 3 (-2 points)  | 2 (-4 points)   | 1 (-6 points)  |
|---|---|--|---|--|
| <b>Stated Claim</b>                                 | The claim of the PSA is clear and well defined. The audience can easily understand the message behind the presentation, and what the PSA is instructing them to do.   | There is a clear stated claim that the audience can identify and agree with.   | The PSA seems to have a claim but the audience might be confused about what the PSA wants them to do.   | The PSA does not make a clear claim. The audience is puzzled or confused as to what they were supposed to be convinced of.   |
| <b>Supporting Evidence</b>                          | Claim is extremely well supported. The audience is supplied with a number of very clear reasons to agree with the PSA, audience wants to follow the directives given.   | Claim is well supported with reasons why the audience should agree with the PSA.   | Claim has some support for why the audience should listen to the PSA but more support would have been necessary to convince the audience.                                 | The PSA has no evidence or reasons to support the claim it makes. The audience is left with no convincing reason why they should follow the PSA.                                 |
| <b>Persuasive Techniques</b>                        | Uses at least two (2) persuasive techniques in the PSA. The techniques are very well selected for the message chosen and are convincing.  | Uses two (2) persuasive techniques that work fairly well for the PSA.  | Only has on (1) persuasive technique to convince the audience, or uses 2 techniques in a confusing or distracting way.  | Did not use any specific persuasive techniques to convince the audience.   |
| <b>Complete Written Script</b>                      | The script for the PSA is well written, error free, and has each role clearly defined. Target audience is identified and has clearly influenced how the presentation was designed. Purpose is clearly stated. | The script is complete, and has only minor errors that do not distract. There is a target audience and purpose for the PSA but the script could be improved to make it more clear. | The script is complete and but may have errors that make it hard to follow, or be hard to read. Target audience and purpose are implied but might not be directly stated. | The script is not complete or contains many errors that make it difficult to read. Target Audience and purpose for ad are not address.   |
| <b>Clear, Convincing, High Quality Presentation</b> | The PSA is very easy to understand and is convincing to the audience, the presentation is smooth and well organized.  | PSA is clear and easy to follow, it may or may not be completely convincing but the audience can see the point, presenters have worked hard to make the presentation nice.         | The PSA is occasionally confusing, audience members do not find the PSA to be very persuasive, there seems to be a lack of practice and polish in the presentation.       | The PSA is very hard to understand. The audience has very little idea as to the purpose and intent of the presentation. It is clear that the group has not done their best work. |
| <b>Group Participation</b>                          | All group members worked as a unified team. Each member of the group had specific tasks which they completed.   | Group worked well as a team for the most part, some disagreements accrued but the group worked them out and was able to continue working to a final goal                           | Group was interrupted by arguments which were not well resolved, and the final product was hindered by group members.   | Group had many disagreements that were not resolved hindered the groups work. Individuals did not participate.   |