

**TEACHER PRODUCT**  
**Amy Degenfelder – Westview (High School)**  
**Multimedia Group – Persuasive Writing**

**CTE Standard:**

**2.0 Communications: Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.** *(The standards listed below retain in parentheses the number as specified in the English-language arts content standards adopted by the State Board of Education).*

**2.2 Writing**

- (1.1) Demonstrate an understanding of the elements of discourse (purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- (1.2) Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.
- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way.
- (1.4) Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy.
- (1.5) Use language in a natural, fresh, and vivid ways to establish a specific tone.
- (2.6) Deliver multimedia presentations.

**2.5 Listening and Speaking**

- (1.8) Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.
- (1.1) Recognize strategies used by the media to inform, persuade, entertain, and transmit culture
- (1.3) Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers.
- (1.4) Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- (1.6) Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- (1.7) Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging
- (1.10) Evaluate when to use different kinds of effects (visual, music, sound, graphics) to create effective productions

**6.0 Problem Solving and Critical Thinking**

- 6.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 6.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 6.3 Use critical thinking skills to make informed decisions and solve problems.

**8.0 Responsibility and Flexibility**

- 8.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 8.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 8.3 Understand the need to adapt to varied roles and responsibilities.
- 8.4 Understand that individual actions can affect the larger community.
- 8.5 Understand the value of flexibility in all aspects of the creative process and how flexibility influences business relationships.

**10.0 Leadership and Teamwork**

- 10.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.5 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.6 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.7 Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.

### **Umbrella Themes:**

- Storytelling
- Collaboration

### **Activity Goal:**

After studying the “12 Kinds of Ads,” students will go through the writing and production process in order to create a persuasive advertisement.

### **Previous Knowledge:**

This activity is designed to be the culminating activity in an Advanced Placement Language and Composition unit on persuasion. The activity builds on the assumption that students have already studied many of the following things:

- rhetorical devices and analysis of an author’s style
- elements of argument including: claim, assumption, data
- ethos, logos, pathos
- the subtle differences between argument and persuasion

### **Procedure:**

1. **Set-Up:** Articulate the goal of the activity to students. Students will be working in small groups in order to create a persuasive advertisement.
2. **Overview of Content:** Articulate to students that they will be watching a short video overview of the “12 Kinds of Ads” identified by Donald Gunn and articulated by Seth Stevenson. As they watch the video, they should not be taking notes, just watching and observing. **Video Version of the “12 Kinds of Ads”:**  
<http://link.brightcove.com/services/player/bcpid988327350?bclid=1037705321&bctid=1119288350> [This video gives a short overview of all 12 types of ads with TV advertisement clips used to illustrate Gunn/Stevenson’s points.]
3. **Note Taking:** Handout a graphic organizer (see attachment) to students to use for note taking as the class goes through the slide show version of “12 Kinds of Ads.” Articulate to students that they are responsible for taking notes on each technique and asking follow-up questions if they are confused. After the slide show, students will be self-selecting groups of between 3-4 members who will be choosing **one** of the twelve kinds of ad formats to use in creating their own persuasive advertisement. **Slide Show Version of “12 Kinds of Ads”**  
<http://www.slate.com/id/2170872/> - Then, scroll down to the “Slide Show” link at the end of the article. [The slide show includes all of the following notes. Furthermore, the slide show offers numerous TV advertisements as examples of the advertisement format].

### **12 Kinds of Ads**

All of the following information [at times word for word] was taken directly from Seth Stevenson’s article, video and slide show accompanying his article “**There are 12 Kinds of Ads in the World**” which was featured in the *Slate* on-line magazine Monday, July 23, 2007. Stevenson’s article is based on Donald Gunn’s research on successful television advertising and his articulation of the “master formats” of successful advertising.

<http://www.slate.com/id/2170872/>

1. Demo: A visual demonstration of product’s capabilities.
2. Show the need or problem: First, you make it clear that something’s not up to snuff in the consumer’s life. Then, you introduce the remedy. . .the product you’re selling.

3. A variation on “show the need or problem” where you employ a **symbol, analogy, or exaggerated graphic** to represent the problem.
4. Comparison: Comparison highlights the problems with your competitor product or claim, and it shows the benefits of your product or claim.
5. Exemplary Story: These ads weave a narrative that helps illustrate the product’s benefits. The key is to create “a situation where you’d use [the product] and be very glad for it” (Gunn).
6. Benefit causes Story: You conceive the ad back-to-front by imagining a trail of events that might be caused by the product’s benefit.
7. Tell It, Presenter, Testimonial, A-tells-B: The talking head will. . .assure us beyond a doubt that he’s a trustworthy expert.
8. Ongoing characters and celebrities: The use of a recurring character, or celebrity, can help cement a brand’s identity into the viewer’s brain.
9. Symbol, Analogy, or Exaggerated Graphic which demonstrates the benefit of the product. Notice the difference from #3 which illustrates the problems.
10. Associated User Imagery: The advertiser showcases the type of people it hopes you’ll associate with the product. Often these will be hip, funny, or good-looking people. But sometimes the associated users are goofy or geeky – it depends on the target market.
11. Unique Personality Property: These spots highlight something indigenous to the product that will make it stand out. It could be the country of origin. . .It could be the product’s unusual moniker.
12. Parody or Borrowed Format: At its worst, a parody is a lazy way to gin up some tepid humor. Done well, however, a parody can be both memorable and hilarious.

4. **Project Overview:** Give the student’s the handout which articulates all components of the assignment (see handout). Go through the handout with them so that they are aware of all aspect’s of the project. Set a limit on the number of groups that can do each format. Allow them to sign up for the allotted slots for each format on the board.

**5. Continuation of the Project: Reference the student project handout for the requirements of the rest of the assignment.**

The individual teacher will need to set aside class time for students to work on the project. He or she will also need to set due dates for each part of the project:

- Written Treatment
- Storyboard
- Pre-production

**6. Advertisement Showcase**

## STUDENT ASSIGNMENT

### Activity Goal:

After studying the “12 Kinds of Ads,” students will go through the writing and production process in order to create a persuasive advertisement.

### Advertisement Parameters:

**Time Limit:** 25 –30 seconds. You will lose 5% of your final grade for anything over or under this time limit.

**Format:** Depending on your familiarity with and access to technology, you may choose one of the following formats:

<b>Low Tech</b>	Written Treatment Storyboard [Blocking of video. 5 (5 second) – 15 (2 second) panels] Live Performance (PRACTICE! You don’t have the luxury of missing a beat on this. Sound effects/background music highly encouraged.)
<b>Middle Tech</b>	Written Treatment Storyboard [Blocking of video. 5 (5 second) – 15 (2 second) panels] PPT (Timed transitions with sound)
<b>High Tech</b>	Written Treatment Storyboard [Blocking of video. 5 (5 second) – 15 (2 second) panels] Video Shoot Video Editing (Including addition of sound)

### Procedure:

#### 1. Organize

- Choose your group of 3-5 people.
- Sign up for your advertisement format
- Assign group roles (If you have more than three people, double up on roles).
  - Big Boss: Time management, materials, trouble shooter, the **only** person allowed to talk with me about the group’s advertisement. Presents the **Treatment** to me.
  - Storyboard Leader
  - Production Leader

#### 2. Pre-Production

- Choose a product to advertise. This can be a fictional or factual product. (Keep in mind time management. Don’t spend a week creating a product if you’re being graded on the advertisement and NOT the product).
- **Storytelling:** Write a treatment for your advertisement. This is your overall idea. You must articulate a beginning, middle, and end. When complete, you must present an **oral defense** to me. Be prepared to defend the persuasiveness of your story based on the claim, content and format of your advertisement.
- **Storyboard:** Your storyboard is the illustration of your final advertisement. Each panel represents 2-5 seconds of your advertisement. For each panel, you must include a rough sketch of the physical activity. Written on each panel, you must have: the dialogue (if applicable), the stylistic devices you are emphasizing (ex. Juxtaposition, point of view, etc), and the sound effects or music you will be using (if applicable – if not, you better have a defensible reason). When complete, you must present an **oral defense** to me.

3. Production

- Rehearse, compose, or shoot your advertisement.
- Rehearse again and again or edit your advertisement

4. Post-Production

- Show your advertisement to the class
- **Orally defend** your product to the class. OOOH, you know the class is more vicious than I am, so be prepared to defend EVERYTHING from your story, to the composition of your scene/slide/shot, to your use of sound effects and music.

**Grade: 200 points total**

**Pre-Production: 75 points**

- Treatment and oral defense
- Storyboard and oral defense
- Time management and collaboration

**Production: 25 points**

- Time management and collaboration
- Pro-active problem solving

**Post-Production: 100 points**

- **ADVERTISEMENT:**
  - Use of format
  - Storytelling (clear, purposeful beginning, middle, end)
  - Use of stylistic devices
  - Flow and transition
  - Editing/performance
  - Ultimately, is it persuasive?
  - Oral defense
- Fits in the time-constraints (5%)
- Is delivered on-time with no technical difficulties

## STUDENT HANDOUT

**Activity Goal:**

After studying the “12 Kinds of Ads,” students will go through the writing and production process in order to create a persuasive advertisement.

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