

Lesson Plan – *The Adventures of Tom Sawyer*

Concept: The Power of Persuasion

Developed by: Sheri Kennedy, W.F. George Middle School, Iowa Park, TX



Suggested Grade Level: Middle School (8th grade)

Time Frame: Five class periods (45 minutes)

Objectives: Students will identify at least three methods of persuasion in *The Adventures of Tom Sawyer* and write a persuasive essay using one of the techniques.

State Standards: The student listens critically to analyze and evaluate a speaker's message. SWBAT identify a speaker's persuasive techniques and credibility. SWBAT compare his/her own perception of a spoken message with the perception of others. SWBAT evaluate a spoken message in terms of its content, credibility, and delivery.

Assessment/Evaluation: Students will show an understanding of persuasive techniques with a written essay or other form of persuasion (television ad, cartoon, etc.). Teacher will provide a rubric that measures overall written assignment, use of techniques, originality, deliverance, and persuasiveness. Student will present argument with an oral presentation.

Language/Vocabulary: Student must have an understanding of the following vocabulary:

- Bandwagon
- Testimonial
- Emotional appeal
- Plain folk
- Snob appeal
- Vocabulary Definitions

<http://homepage.mac.com/suecollins/school/media/techniques.html>

Background Information: Student must read *The Adventures of Tom Sawyer* before they begin the lesson.

Materials:

- Copy of *The Adventures of Tom Sawyer*
- Video of your choice that contains examples and/or explanations of persuasion
- Copy of political advertising
- Copies of local newspapers for the letters to the editor

Technology Support:

- www.unitedstreaming.com has video clips covering persuasive ideas and essays
- www.barackobama.com
- www.johnmccain.com

Related Twain Quotes/Other Readings:

"There is nothing in the world like a persuasive speech to fuddle the mental apparatus and upset the conviction..." *The Man that Corrupted Hadleyburg*

"He had discovered a great law of human action, without knowing it – namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain."

“...Work consists of whatever a body is *obliged* to do and that Play consists of whatever a body is not obliged to do.”

“...and he meant to hold it in reserve as a last seduction.”

Lesson Plan Format –

A. Introduction: After having read *The Adventures of Tom Sawyer* and noting Tom’s methods of persuasion, ask students “How do you get your way?”

B. Lesson: Discuss methods of persuasion. Locate incidents in *The Adventures of Tom Sawyer* as examples of persuasion. Explain writing assignment and rubric to student.

C. Closure: Student presentation to class; assessment.

Scheduled Use of Time:

Use this format to outline your lesson (Intro, Lesson, and Closure) with approximate use of time. This will help others visualize your lesson and make it easier to implement.

Time	Teacher Activity/Questions to be asked	Student Activity
Day 1 15 min.	Hook: How do you get your way? List student responses on the board and discuss. Are they the same? Different? How did Tom get his way? Or share an instance when you did something to get your way. Is it similar to the students’ techniques?	Listen and respond
Day 1 30 min.	Explain to students that there are some common techniques we all use to persuade someone to do things our way or to get something we want. Give students list of persuasive vocabulary and compare student responses with the techniques. Is there a pattern to the type of techniques students use?	Create graphic organizer of their choice to understand techniques.
Day 2 15 min.	Divide students in groups using your method of choice. Explain that the group will create a graphic with examples of each technique and an example. They may use their own notes or other resources in the classroom.	Student generated poster
Day 2 15 min.	While still in their groups, students will go over their notes from the novel. Did you have the same examples? Did someone find something others didn’t find? What techniques did Tom use? Do you know anyone like Tom? Are you like Tom? Share responses with class.	Discussion between student groups
Day 2 15 min. Day 3 15 min.	What “causes” are you passionate about? List student responses on the board. Tell students that they will write a persuasive essay. They can choose the principal, the teacher, or parent as their audience or a letter to the editor of the local newspaper. They will write the essay over one of four topics taken from the student generated list. Answer any questions students have and pass out rubric so student knows required criteria.	Listen and respond
Day 3 30 min.	Use classroom computers or take students to the computer lab. They will explore the political websites for examples of persuasion. By the end of class, students will turn in their topic and who they are trying to persuade.	Independent work
Day 4 45 min.	Students will work on rough drafts and make corrections as needed. Allow as many days as you wish for students to work on their final draft. If using a computer, print work when	Independent work

	student finishes draft. Have another student proofread and correct or take their copy home to have a parent proofread it.	
Day 5 45 min.	Students will prepare final copy. If they will be making a class presentation, allow extra time for practice.	Independent work

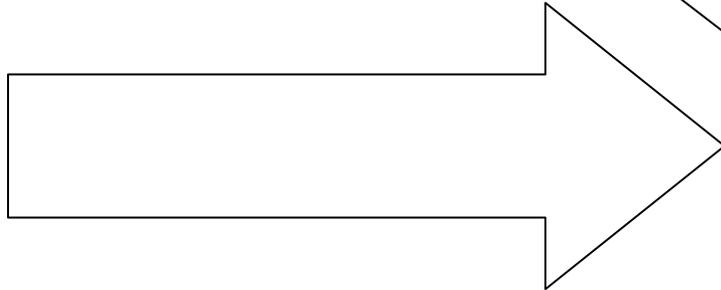
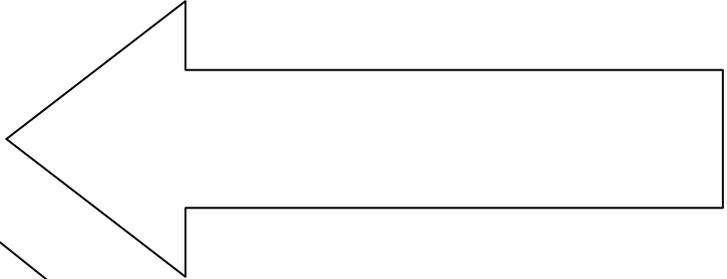
Strategies/accommodations to support students with exceptionalities: Most people have a passion about something, but some students will need additional guidance with narrowing a topic. It may be helpful to allow students to create a cartoon, song, or other medium to represent their feelings. Students that may be uncomfortable with public speaking might be more comfortable recording their essay and showing a video to the class. Knowing your students will help you determine the best methods.

Possible Follow-up Activities: Actions speak louder than words. After students have presented their essays, etc., encourage them to take action. Create a committee of students who agree with their viewpoint. They can present their ideas to the authorities and work to change or correct the situation.

Possible Guest Speakers/Other Resources: With a teacher's guidance and support, students can find additional resources through the community, school, or Internet.

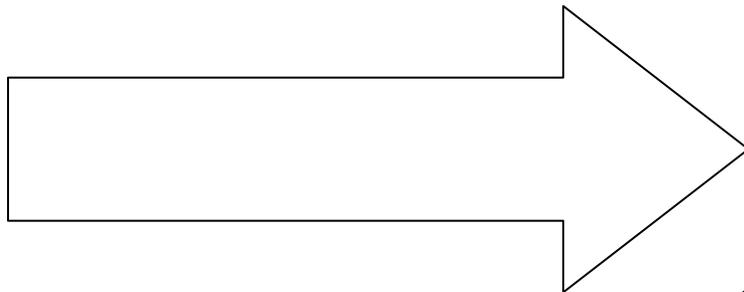
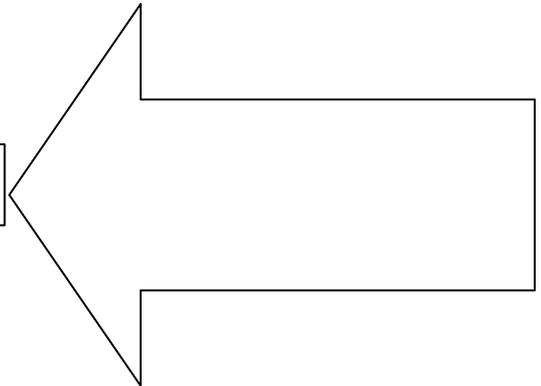
Persuasion Techniques

Bandwagon



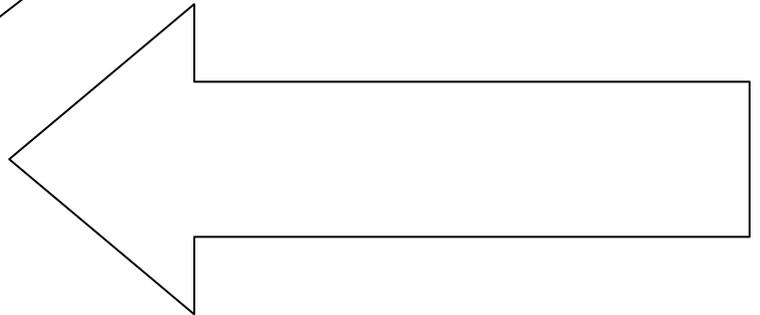
Testimonial

Emotional Appeal



Plain Folks

Snob Appeal



Name _____

Topic _____

THE POWER OF PERSUASION

Your effort will determine your grade - isn't that the way it always is! If you receive a majority of weak marks, your grade will be in the 70 to 80 range. A majority of satisfactory marks will be in the 80 to 90 range. The majority of strong marks will be in the 90 to 100 range. **YOU MUST TURN IN THIS RUBRIC WITH YOUR FINAL ESSAY OR PROJECT.** Not having your rubric will result in a deduction of points.

	Weak	Satisfactory	Strong
Organization and use of persuasive technique			
Originality of ideas as they pertain to the assignment			
Validity of argument and strength of persuading your audience			
Address of target audience and overall presentation			
Grammar and mechanics of written assignment			
Comments			
Overall Grade			