

Mark Twain Boyhood Home & Museum

Lesson or Unit Plan for "Punch, Brothers, Punch"

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"Twain and Persuasive Advertising Techniques"

LESSON or UNIT PLAN for <i>Punch, Brothers, Punch</i>	
Concept or Topic: Persuasive Advertising Techniques	Suggested Grade Level(s)/Course: Reading 7/8
Subject: Reading / Media Literacy	Suggested Time Frame: Six-seven days - 50 minutes daily.
Objective(s): <ul style="list-style-type: none">• Reading 7/8 students will evaluate and identify persuasive advertising techniques and their usage in examples of advertising, showing results of at least 70 percent accuracy through formative assessment.• Reading 7/8 students will create original print or video advertisements utilizing at least two persuasive advertising techniques.	
Common Core State Standards: <p><i>Speaking, Viewing, Listening, and Media Literacy 7-8:</i> Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).</p> <p><i>Writing Standards 7-8:</i> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><i>Presentation of Knowledge and Ideas 7-8:</i> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	
Assessments:	

Formative Assessment: Students will complete an assessment of their knowledge and understanding of the 11 persuasive advertising techniques. Students will view commercials and then choose which technique is being used.

Summative Assessment: Within groups of no more than three, students will produce an original print or commercial-type advertisement effectively using two or more persuasive advertising techniques (see attached packet information).

Vocabulary (Tiers 2 & 3):

- Repetition
- Testimonial
- Emotional appeal
- Celebrity spokesperson
- Bandwagon
- Slogan
- Expert opinion
- Plain folk
- Product comparison
- Loaded words
- Statistics
- Target audience

Students will access vocabulary knowledge through lecture/presentation (definition, attributes/characteristics/examples). Students will be shown examples of each vocabulary word related to persuasive advertising techniques.

Subject Area Integration:

- Language Arts
- Visual Arts / Audio / Video

Background Information Required for Lesson:

As Mark Twain's short stories/novels will have been introduced in English classes prior to this lesson, students will be familiar with Sam Clemens / Mark Twain's biography, life's work. A review of Clemens life can be accessed through <https://www.biography.com/people/mark-twain-9512564>.

Of interest in the initial introduction to Mark Twain, students will be shown, again, an example from the Mark Twain Boyhood Home and Museum in Hannibal, MO of a number of advertising products that either carry the Mark Twain name or were produced in his image or in the image of several of his characters. These images will show how Mark Twain's celebrity was used to sell products.

These images are as follows in a Google Slides presentation:

<https://docs.google.com/presentation/d/1kGaLQfFqbwozMq6dqNduU8wKLG0zblhe0l-8ykT9pgQ/edit?usp=sharing>.

Materials:

- Nine Things Mark Twain Taught Me About Advertising Website (for teacher reference): <http://adland.tv/content/9-things-mark-twain-taught-me-about-advertising>.

- *Punch, Brothers, Punch* short story: online access: <http://www.online-literature.com/twain/3268/>.
- Persuasive Advertising Techniques Slides presentation: https://docs.google.com/presentation/d/1L3j-hmftPHLgEwKa_42CfAyhjkfGI4L3rhjQHq8rbk8/edit?usp=sharing.
- Graphic Organizer for note-taking of Persuasive Advertising Techniques:
- Mark Twain Boyhood Home and Museum powerpoint (Twain products); <https://docs.google.com/presentation/d/1kGaLQfFqbwozMq6dqNduU8wKLG0zblhe0l-8ykT9pgQ/edit?usp=sharing>.
- Persuasive Advertising Techniques Quiz: https://docs.google.com/presentation/d/18nF_u1sKcreiCxWvwdSX2uVs9x-1_C3eilWjoFEeJ8E/edit?usp=sharing.
- "Create Your Own Ad" packet (Addie Williams, TeachersPayTeachers) with written explanation questions included

Technology:

- Chromebook
- *Punch, Brothers, Punch* short story audio - Youtube <https://www.youtube.com/watch?v=-HHThv0MF6o>.
- Google Doc, Slides (for print advertisements)
- Cathy Fink's rendition of poem, "Punch, Brothers, Punch" <https://www.youtube.com/watch?v=FhdsUO9K4wk>.
- Video recording equipment (if video commercial is chosen for summative assessment)
- Flipgrid or another online product to produce video

Related Twain Quotes/Passages:

- "Many a small thing has been made large by the right kind of advertising." *A Connecticut Yankee in King Arthur's Court*
- "When in doubt, tell the truth." *Following the Equator*, Pudd'nhead Wilson's New Calendar
- "Facts are stubborn things, but statistics are more pliable." Mark Twain (source unknown)
- "Whenever you find you're on the side of the majority, it is time to reform." Notebook, 1904
- "The difference between the right word and almost right word is the difference between lightning and a lightning bug." Letter to George Bainton, 10/15/1888
- "Great people make us feel we can become great." Mark Twain (source unknown)
- "The universal brotherhood of man is our most precious possession." *Mark Twain's Notebook*

Lesson Sequence:

DAY ONE:

Hook/Intro: 10 minutes. Project the first slide of the Google Slides presentation. Challenge students to consider what Twain meant by his quote, "Many a small thing has been make large by the right kind of advertising." Short writing assignment asking students to write about their understanding of the quote, tapping prior knowledge of

advertising and examples for their writing assignment. Share ideas with classmate and then **share out ideas to class as whole.**

Teaching of the Concept(s): 35 minutes

1. Introduce, as part of media literacy unit, the concept of persuasive advertising techniques, how advertisers use various means of convincing consumers to buy their product.
2. Question for students: "How effective is advertising for you? Do you think you have been influenced by commercials or print ads?" Take classroom poll or seek out individual opinions / answers.
3. Slide two: **Think - Pair - Share** Brainstorm 10 slogans or logos that you can recall as well as the product being sold. Write / draw them on paper and be prepared to share with the class (orally or via students writing them on whiteboard / smartboard)
4. Present information about advertising (slides 3 and 4). Remind students of how they were able to recall slogans and logos from products easily and how things get "stuck in our heads."
5. Review Mark Twain and what we learned of him in English class. Introduce the story "Punch, Brothers, Punch," and Twain's own experience with slogans getting "stuck in our heads."
6. Ask students to either take out paper copy or open web-page to the Twain story. Open Youtube to audio reading of "Punch, Brothers, Punch." Play video, encouraging students to pay attention to / mark parts of the story that show the impact of features of advertising that influenced Twain.
7. For tomorrow's lesson, provide questions from slide 6. Students are to jot down answers for discussion at the start of the next class.

Suggested Questions:

- ❖ How effective is advertising for you? Do you think you have been influenced by commercials or print ads? Why or why not?
- ❖ What are some of the slogans / logos you can recall about various products you may use or not use?
- ❖ Questions for tomorrow's discussion on "Punch, Brothers, Punch":
 - ❖ What is the purpose of the Jingle/slogan?
 - ❖ Why does it get stuck in Twain's head?
 - ❖ How does the slogan/jingle affect Twain?
 - ❖ In what way does he finally "get rid" of it?

Learning Activity:

- Think-pair-share Slogan / Logos activity - this activates prior knowledge and sets students' minds to thinking about the influence of advertising in their own lives.

Advertising information reveals the importance of advertising based upon the amount of money spent on it in product sales and even political advertising. Students are introduced to the vocabulary term "target audience" which they will use again as we work through the presentation (commercial / print examples) and in their summative assessment.

Review/Closure: 5 minutes

In final minutes of class, remind students about advertising's influence in their lives / distribute note-taking graphic organizer as a preview to the 11 techniques we will learn more about next class period.

DAY TWO

Hook/Intro: (8 minutes) Play Youtube video of Cathy Fink's performance of poem, "Punch, Brothers Punch." <https://www.youtube.com/watch?v=FhdsUO9K4wk>. This will get students thinking again about Twain's short story and prepare them to answer questions (and maybe get the jingle / slogan stuck in their heads).

Teaching of the Concept(s): 40 minutes

1. Remind students of "Punch, Brothers, Punch" discussion questions on slide 6. Conduct discussion, emphasizing the purpose of the jingle/slogan and how it affects Twain (positively? negatively?) Is this a good or a bad thing?
2. Slide 7 -8. Following discussion, lead into the fact that not all advertising uses the notion of telling the truth; most often, advertisers turn to persuasion to get the consumer to buy or for an uninformed person to believe that is being told to them.
3. Slide 8 - vocabulary term, "persuasion" - introduce the definition; students will note the various means of persuasion. Short discussion on ways they may have been persuaded in their lives by friends, parents, teachers, etc.
4. Slides 9-13: Introduce each of the 11 persuasive advertising techniques with examples (print or video). We may not get through all of the techniques in this class period. Modify how many to get through based on time available.

Suggested Questions:

Questions for discussion on *Punch, Brothers, Punch*:

- What is the purpose of the Jingle/slogan?
- Why does it get stuck in Twain's head?
- How does the slogan/jingle affect Twain?
- In what way does he finally "get rid" of it?
- In what ways are you persuaded by friends, parents, teachers, etc.?

Learning Activity:

Through introduction of each persuasive advertising technique and example, students will take notes and ask questions. Notes will be used to study for next class day's quiz.

Review/Closure: 2 minutes

Determine if more class time is needed to introduce techniques. Remind students to not lose their notes and prepare for study-time next class.

DAY THREE

Hook / Intro: (time will vary)

Depending upon how far we got on Day Two with the Google Slides presentation on techniques, today students will use their notes and "concentration" game cards to review the 11 persuasive advertising techniques and prepare for an assessment for the next class period.

Learning Activity: 35 minutes

1. Students will take out their notes and make sure they have their all required notes. Students who were absent will be able to access the presentation through a Schoology link.
2. Distribute a copy of the “concentration” game cards. This will be given in the form of a sheet of paper. Students will need to cut apart the cards so they have a pile of both the individual vocabulary terms in one pile and definitions in another. Students will be grouped into no more than four students per group. They will then play a few games of concentration, matching the words with their correct definition.
3. Students will be asked to finish up the game with about ten minutes of class remaining.

Review/Closure: 10 minutes

Students will be reminded of the formative assessment during the next class period. The assessment will involve watching a series of commercials and determining which persuasive advertising technique is being used. A list of the techniques (without definitions) will be provided for the assessment, but not the definitions. They will be directed to study the definitions of each technique before the assessment.

DAY FOUR:**Hook / Intro: (5-8 minutes)**

Students will be given a few minutes to further study the persuasive advertising techniques while the Google Slides presentation is set up. A list of the techniques will be included as part of their Schoology quiz form found under the Reading 7 /8 Schoology class.

Learning Activity: (25 minutes)

1. Students will view ten commercials and respond on the quiz response found on Schoology. The final question does not use a video. They must simply answer which technique was not shown in the previous ten videos.
2. When complete, students will submit the quiz to Schoology for the result. Students must earn at least 70 percent on the quiz. Students who do not earn at least 70 percent will be required to retake the assessment during out-of-class hours.

Review/Closure: (15 minutes)

Students will be introduced to the summative assessment that will require students, in groups of no more than three, will create their own original print or video advertisement that focusses on target audience and persuasiveness (using two or more of the persuasive advertising techniques). In addition, students will respond to a series of questions as written explanation of their “product,” the target audience, techniques used and why, and why the ad will appeal to your target audience. Students will use a packet that explains the process as well as providing a rubric for grading.

DAY FIVE AND SIX: Workdays provided for advertisement creation. Teacher available to answer questions, direct students on process, and keep them on-task.

DAY SEVEN:

Student groups present their advertisement to class, while responding to questions requiring answers as part of their written explanation. Students will be scored based on the rubric found with attached packet. (Optional: Students “grade” groups based upon how persuaded they were to want to buy/own the product.)

Homework:

- Day 1: Jot down notes responding to questions from day one about the Twain short story, *Punch, Brothers, Punch*.
- Day 3: Study for formative assessment on persuasive advertising techniques, using “concentration” game cards and notes from introduction presentation
- Day 4-6: Advertisement - outside of in-class work-time, complete the print or video advertisement as part of small group summative assessment

Strategies for Exceptional Students:

- Preteach vocabulary / concepts through help from Special Ed teachers
- Provide copy of notes / Powerpoint so students can more easily follow along
- Paraprofessional help when appropriate
- For formative assessment, limit choices/modify assessment
- Direct instruction (lecture/discussions/questions)
- For gifted students, an alternative to the summative assessment of creating advertisements could involve a more in-depth analysis of the Mark Twain quotes used in the persuasive advertising techniques lesson.

Suggested Follow-Up Activities:

- Should this lesson take place before the Super Bowl, revisit persuasive advertising techniques by analyzing Super Bowl commercials.
- Take a closer look at Mark Twain-inspired products as well as other products inspired by celebrities and other historical figures. Consider why people are so inclined to buy a product based on a person / movie / game.
- Dig deeper into our personal beliefs and write persuasive essays to persuade others to believe something we believe strongly about.

[Handouts for Twain Advertising](#)