

Name: _____ **Date:** _____

Unit 5 ~ Learning Guide

Student Instructions:

Complete the following worksheets as you work through the related lessons. You are required to have this package completed BEFORE you go on to the next unit. Do your best and contact your teacher if you have any questions. See below for Learning Guide marking rubric.

Home Facilitator Instructions:

- Talk about sections where the student excelled and sections where the student had any difficulty.
- Encourage the student to “make corrections”, fix work so that it has complete sentences, use evidence from the text, and apply grammar/punctuation.

This is an important part of the learning process. Students learn more if they can get feedback as they progress through the course.

Ideas and Content	Not enough completed to assess this area. 0 points	Not yet meeting expectations, significant amounts not completed. 1 point	Not yet meeting expectations. Some parts not completed. 2 points	Minimally Meets Expectations - some detail, attempts to respond with minimally acceptable accuracy. 3 points	Meets Expectations - reasonable detail, responses mostly complete. Most directions followed. There is some attempt to respond to a topic if it has been provided. 4 points	Fully Meets Expectations - neat, very good detail and responses. You generally attempt deeper thinking in your responses when possible. Directions followed carefully. 5 points	Exceeds Expectations - neat, exceptional detail, thoughtful responses. You always attempt deeper thinking in your responses, when possible. The topics have been addressed thoroughly and correctly. Directions followed carefully. 6 points
Conventions	Not enough completed to assess this area. 0 points	Errors in sentence structure or grammar may make it difficult to follow. May lack effort in these areas. 1 point		A few errors in grammar, spelling, or sentence structure. 2 points		Complete sentences, attention to grammar and spelling, evidence of revisions / corrections / review of work. 3 points	

Name: _____

Date: _____

5.1 Persuasion Around You

Literary Devices & Persuasion

Look around your house, watch TV, and/or look on the Internet (with parent or guardian approval) for persuasive text that uses the following literary devices. Give the device used and the name of the product or company.

E.g. Onomatopoeia

Snap! Crackle! Pop! is used by Rice Krispies.

1. Find an example of onomatopoeia.

2. Find an example of alliteration.

3. Find an example of a metaphor.

4. Find an example of a simile.

5. Find an example of imagery (appeals to one of the five senses).

Onomatopoeia & Persuasion



You work for an advertising agency and your boss has asked you to come up with some onomatopoeia and a slogan to describe the following products.

E.g. Crunchies (cereal)

Crunch! Munch! Wow! The taste of Crunchies is like the best party your mouth ever had.

1. Sweet Tooth Pop

2. Jaja Potato Chips

3. Batilda's Handmade Brooms

4. Monster's Trucks

5. Arona's Music Shop

Alliteration & Persuasion



You work for an advertising agency and your boss has asked you to use alliteration to create a catchy slogan to attract customers.

E.g. Fluffy Flakes (pet food)

Fluffy Flakes are the finest food for your furry friends!

1. Katia's Cupcakes

2. Maan's Mushrooms

1. Big Time Bikes

2. Dang's Dress Shop

1. Katia's Cupcakes

2. Gbadamosi's Gas Station

Metaphor/Simile & Persuasion



You work for an advertising agency and your boss has asked you to come up with some slogans using metaphors or similes for the following companies.

E.g. Winning Spa

You are a star and you deserve to be treated like one! Come down to the Winning Spa and get pampered seven days a week.

1. Brainy Toy Company _____

2. Florita's Flower Shop _____

3. Jatinder's Jewellery Store _____

Return to the online lesson book.

Name: _____

Date: _____

5.2 Persuasive Techniques

Persuasive Technique #1

Image Sheet

Place your image here

Persuasive Image #1

1. What technique is being used? _____

2. Explain what is happening in the ad and how the images, people, and text are demonstrating this persuasive technique.

3. How do you feel this ad influences you? Does it make you want to buy the product? Explain why or why not.



Persuasive Technique #2

Image Sheet

Place your image here

 **Persuasive Image #2**

4. What technique is being used? _____

5. Explain what is happening in the ad and how the images, people, and text are demonstrating this persuasive technique.

6. How do you feel this ad influences you? Does it make you want to buy the product? Explain why or why not.

Persuasive Technique #3

Image Sheet

Place your image here

 **Persuasive Image #3**

7. What technique is being used? _____

8. Explain what is happening in the ad and how the images, people, and text are demonstrating this persuasive technique.

9. How do you feel this ad influences you? Does it make you want to buy the product? Explain why or why not.

Name: _____

Date: _____

5.3 Elements of Persuasion: Strong Position

Standing Strong!



Read the weak and wishy-washy writing. Your job is to create strong persuasive sentences out of them. Take out the weak wording. Add and make up information to make it persuasive.

1. I think Disneyland might be alright to visit. I sort of think it would be good, but I got sick on one of the rides.

2. Maybe you would like to try this cereal. There are some raisins and flakes in it. I've heard people like it.

3. Exercise is supposed to be good for you. Not everyone likes to do it. I heard it has to do with making you healthier.

Return to the online lesson book.

Name: _____

Date: _____

5.4 Elements of Persuasion - Specific Audience

Audience & Examples

Directions: Look at who the audience is for each situation and provide examples that the specific audience could best relate to. (Point form answers OK.)

Example Question: You are making a speech about reading to preschoolers. You need some book examples. Name two.

Example Answer: *The Very Hungry Caterpillar* and *The Zoo*

1. You are talking to an audience at a science fiction convention about plots. What movie examples would work well for this group? Name two.

2. You are making a speech to British Columbians about eating locally. You want to use examples of locally grown food they will relate to. Name at least two.

3. You are writing an article about inspirational athletes for a women's magazine. Who would make good examples? Name at least two.

Return to the online lesson book.

Make It Formal



Directions: Read the following passages. They are all written informally. Your job is to turn them into formal language.

1. Yo Teach,

I'm like totally so sorry, but I gotta go to an emergency dentist appointment....so I can't make the exam today. My bad. Set me down for next Wed & I'll for sure B there. Thx. Peace.

2. Well, the story gets way scary. This BIG monster is eating all the houses cuz she's soooooooooo hungry. The main character is freaking out BIG TIME. It's totally lame cuz her house is toast.

Return to the online lesson book.

Name: _____

Date: _____

5.5 Elements of Persuasion - Convincing Reasons



Heart & Mind



Directions: For each of the topics, provide writing that appeals to the heart and the mind. You can research or make up stories and examples to appeal to the heart. Research online (with home facilitator approval) to find facts and evidence that appeal to the mind.

1. Cigarette smoking should be banned.

Heart: _____

Mind: _____

2. Schools need more money to give students a better education.

Heart: _____

Mind: _____

Return to the online lesson book.

Name: _____

Date: _____

5.6 Elements of Persuasion - Counterarguments



Counter Attack

Directions: Finish the opposing argument for each question. It should use a convincing argument. Next, provide the counter attack or rebuttal. Give evidence and reasons to address the opposing side's concerns.

1. My Position: Whales should not be kept in captivity.

Counterargument: Having whales in aquariums is beneficial because...

My Rebuttal:

2. My position: We should stop driving cars and instead ride horses to save the planet.

Counterargument: Having everyone ride horses instead of cars will be difficult...

My Rebuttal:

[Return to the online lesson book.](#)

Name: _____

Date: _____

 5.8 Positive Persuasive Letter Format 

Salutation Samples

Record two salutations you like.

[Return to the online lesson.](#)

Inspiring Introductions

Write three possible inspiring introductory sentences for your mysterious positive letter.

[Return to the online lesson.](#)

Body of the Letter Brainstorm

Brainstorm encouraging words and phrases. Think of kind words people have said to you.

Find or think of a short story, poem, study, statistic, or quote you could share.

Return to the online lesson.

Clever Conclusions

Write three possible clever concluding sentences for your mysterious positive letter.

Return to the online lesson.

Complimentary Closers

Record two complimentary close statements you like.

Return to the online lesson.

Signature

Choose and practise your anonymous name in your best handwriting.

Return to the online lesson.

Name: _____

Date: _____

5.9 Writing Your Letter

Salutation: _____ (end with a comma)

First Sentence (Introduction – Why are you writing this letter):

Body (Have three positive points –quotes, facts, etc and general statements):

Reason #1:

Reason #2:

Reason #3:

Concluding Sentence (Restate purpose.):

Complimentary Close: _____ (end with comma)

Signature: _____

Return to the online lesson book.

Name: _____

Date: _____

5.10 Create a Cereal Box – Part One



Cereal Aisle Sheet #1

1. What cereal did you notice first? What makes it the most attractive? Go into details. Is it the colours? The image on the box? The name? The ingredients? The prize?

2. What is the second box of cereal that you noticed? What makes it attractive? _____

3. What is the third box of cereal that you noticed? What makes it attractive? _____

4. What slogans caught your eye on boxes? Write a few of them down here. (Example: Got Milk?)



Cereal Aisle Sheet #2

5. When you look at most of the boxes, how big is the name of the cereal on the box? How much space does it take up on the front? Provide a fraction. For example, the title on this sheet takes up about 1/10 of the visual space.

6. How much space do you think your cereal name should take on your box?

7. Where is the cereal name on most of the box? On the bottom, middle, or the top?

8. What kind of colours and lettering styles do they use? Take some notes.

9. What kind of images are featured on most of the boxes?

10. Are any of the boxes offering prizes? What kinds of prizes are being offered?



Cereal Aisle Sheet #3

11. Are there any cereal box designs that you do not like? List a few of the ones you do not like. What about them makes them unattractive?

12. What are the differences you notice between the cereal marketed to adults versus the cereal marketed to children?

13. Do any of the cereal boxes have text on the front talking about the health benefits or nutritional value? List a few that do. What claims are they making?

14. Look for the company logos. That is the symbol used to represent the company. Which ones did you like the most? Jot notes here:

Return to the online lesson book.



Target Audience Research #1

Ask someone who would be your target audience the following questions.

1. What is your favourite cereal? Please explain what specifically you like about it.

2. What is your least favourite cereal? Please explain what specifically you do not like about it.

3. What ingredients do you look for in a cereal?

4. What are your favourite three colours?

5. What kind of prizes do you like cereal boxes to have? Please provide examples of what you would like to see in a cereal box.

6. Make up your own question:



Target Audience Research #2

Ask someone who would be your target audience the following questions.

7. What is your favourite cereal? Please explain what specifically you like about it.

8. What is your least favourite cereal? Please explain what specifically you do not like about it.

9. What ingredients do you look for in a cereal?

10. What are your favourite three colours?

11. What kind of prizes do you like cereal boxes to have? Please provide examples of what you would like to see in a cereal box.

12. Make up your own question:



Target Audience Research #3

Ask someone who would be your target audience the following questions.

13. What is your favourite cereal? Please explain what specifically you like about it.

14. What is your least favourite cereal? Please explain what specifically you do not like about it.

15. What ingredients do you look for in a cereal?

16. What are your favourite three colours?

17. What kind of prizes do you like cereal boxes to have? Please provide examples of what you would like to see in a cereal box.

18. Make up your own question:

Return to the online lesson book.

Name: _____

Date: _____

5.11 Create a Cereal Box – Part Two



Cereal Thumbnail Sketches

Plan to include: Images, Colour, Cereal name, Cereal description, Prize, Ingredients, Slogan, Logo



Cereal Box Rough Design

[Return to the online lesson book.](#)

Name: _____

Date: _____

5.12 Create a Cereal Commercial



Cereal Script Template

Address your audience: _____

Hook: _____

Position: _____

Reason#1: _____

Reason#2: _____

Reason#3: _____

But wait! (Highlight the prize)

Concluding Sentence: _____

Return to the online lesson book

Name: _____

Date: _____

5.13 Writing Your Script



Return to the online lesson book.