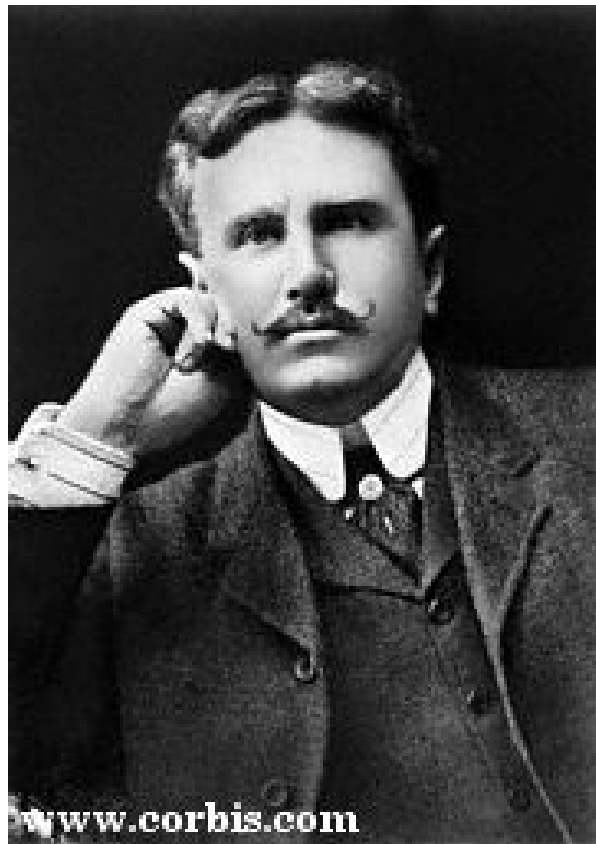


Marketing To O. Henry's Characters



Submitted by:
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8th Grade Writing Teacher

2005-2006
Eisenhower Project
Marketing to O. Henry's Characters

Participants:

West New York Middle School
8th Grade Language Arts Students
Dawn Cardona, Writing Teacher
George Edler, Reading Teacher

Purpose: Working with the Reading and Language Arts teachers, students will read five of O. Henry's short stories in preparation to creating an advertising campaign selling products to O. Henry's characters.

Academic and Technological Objectives:

- Students will read critically for information and identifying certain products or services that the characters might need in the stories.
- Students will write in order to address a specific audience.
- Students will speak in clear, concise, organized language that varies in content and form for different audiences.
- Students will listen to a variety of materials and texts with comprehension and critical analysis.
- Students will view, understand and use non-textual visual information.
- Students will use a "Flip-it" diagram focus on required information.
- Students will use the software Program "Inspiration" to organize their information.
- Students will design advertisements using Microsoft Publisher.
- Students will videotape commercials aimed at O. Henry's characters.
- Students will use the Internet to find pictures to use for their advertisements.
- Students will write responses to picture prompts related to O. Henry's stories.
- Students will write persuasive essays based on themes related to O. Henry's stories.
- Students will read and identify the elements of plot in O. Henry's stories.

Materials:

Five short stories by O. Henry
Library
Computer Lab
Audio CD of short stories

Curriculum Standards

Language Arts:

(3.1.14), (3.1.16), (3.1.18), (3.3.4), (3.3.5), (3.4.3), (3.5.2), (3.5.3), (3.5.5)

Technology

(8.1.A8), (8.1.A11), (8.1.B1), (8.1.B4)

Lesson Plan One

Day One:

Time Period: 1 – 40 minute period

Objective:

- To decide on a target audience within the O. Henry story previously read in Reading class.
- To decide on or create a product that would be beneficial to the chosen character.
- Analyze the story to decide on the most influential persuasive technique which would appeal to the target audience (O. Henry's character).

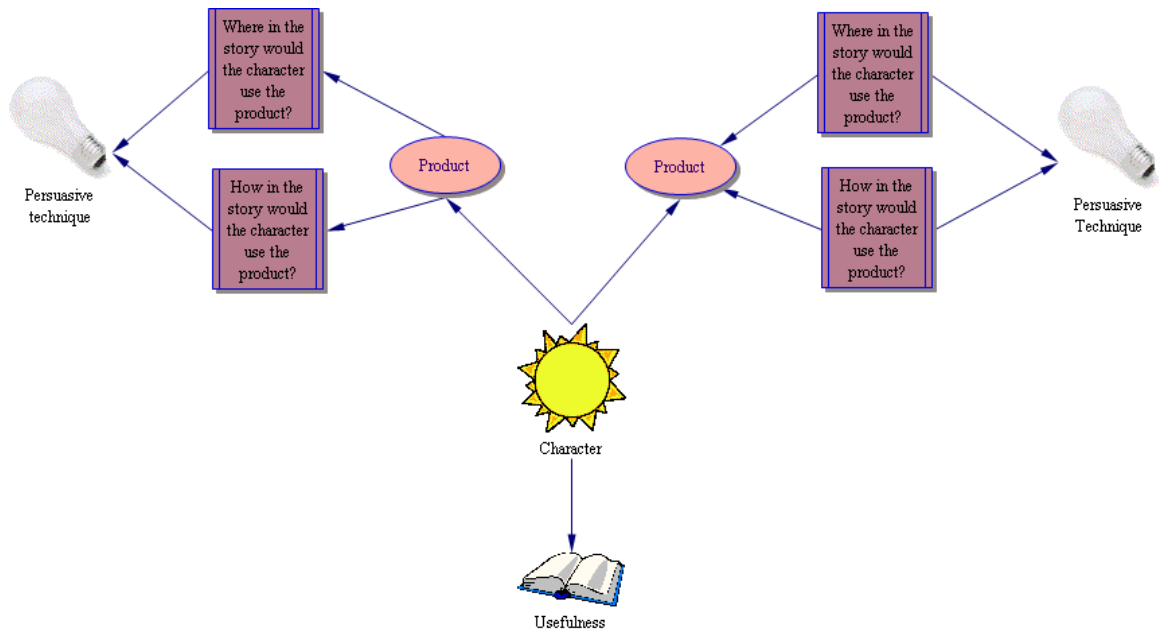
Activity:

- ❖ Students are asked to think of their favorite character in the O. Henry story.
- ❖ On an *Inspiration Character* Product sheet, students will begin to think of what type of product would be beneficial to their selected character.
- ❖ Discuss responses and decide together on an appropriate persuasive technique to sell this product to their target audience.

Homework: Complete Character Product sheet.

Materials:

- A copy of the O. Henry story
- A print-out of the *Inspiration* Character Product sheet



Lesson Plan One

Day Two:

Time Period: 1 – 40 minute period

Objective:

- To review how to use *Inspiration* (This was previously taught by their History teacher for her Eisenhower Project).
- To create an *Inspiration* sheet organizing character product ideas.

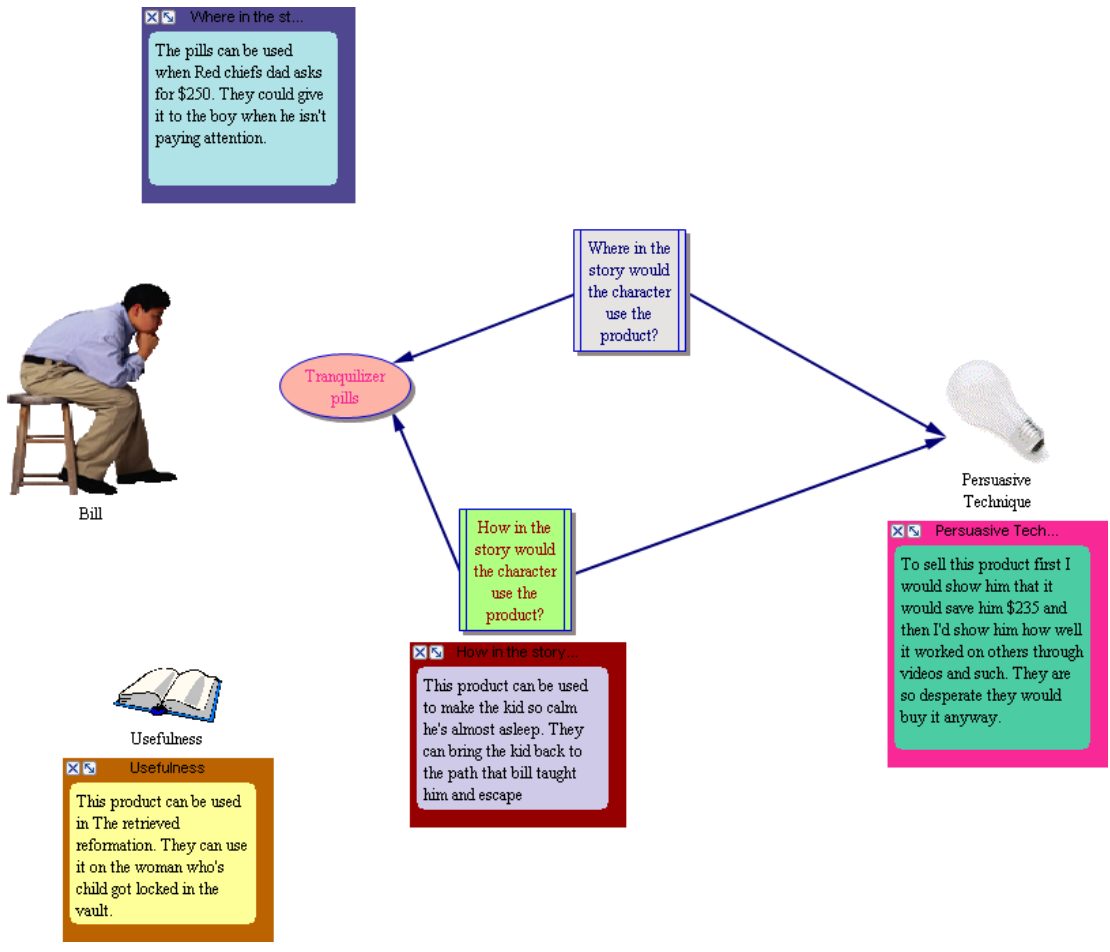
Activity:

- ❖ Students will be prompted via overhead projector through the *Inspiration* program.
- ❖ Students will insert information from homework sheet into the teacher-created *Inspiration* page called Character Product.
- ❖ Students will have the option of selecting more than one product per character.
- ❖ Students will save and print out a colored copy for their O. Henry files.

Materials:

- Computer Lab
- Inspiration program
- Homework sheets
- Color printer

(See student sample)



Lesson Plan Two

Day One:

Time Period: 1 - 40 minute period

Objective:

- To select one product out of the twenty within the group to make into a commercial.
- To decide on individual responsibilities within groups.
(scriptwriter, tech person, actors, and camera man/woman)

Activity:

- ❖ Students will be heterogeneously placed into groups of four students.
- ❖ Students will each present all five of their Character Products to the group. There will be twenty to choose from. This choice will be recorded on a teacher-created “Flip-it” handout.
- ❖ Once they decide on which one they would like to make into a commercial, they will then assign individual responsibilities to each member of the group.

Materials:

- Each student will have **five** *Inspiration* Character Product sheets.
- Flip it worksheet

(See teacher-created sample)

Lesson Plan Two

Day Two:

Time Period: 2 - 40 minute periods

Objective:

- To finalize “Flip-it” sheet
- To collaborate on writing a script
- To design an advertisement

Activities:

- ❖ Students will work in groups to make final adjustments to the “Flip-it” worksheet.
- ❖ Students will discuss ideas on writing a 30 – 45 second commercial for their selected product. (The focus of the discussion should be on which persuasive technique from those taught to them by their Reading teacher will work best for their product in piquing the interest of their target audience, the O. Henry character.)
- ❖ Students will use the same ideas previously discussed to decide on a design for their print advertisement.

Materials:

- Completed “Flip-it” worksheets
- Unlined paper
- Markers, colored pencils, and crayons

Lesson Plan Three

Days One and Two

Time Period: 2 – 40 minute periods

Objective:

- To type up “Flip-it” spreadsheets
- To create a print advertisement in Microsoft Publisher
- To type a script for the commercial in Microsoft Word

Activity:

- ❖ Students will work on individual tasks in the computer lab.
- ❖ By the end of the period, each group should have a “Flip-it” worksheet, a print advertisement, and a commercial script.
- ❖ The tech-person from each group will train to use the school’s video camera.

Materials:

- Computer Lab
- Excel
- Microsoft Publisher
- Microsoft Word

(Student Sample)

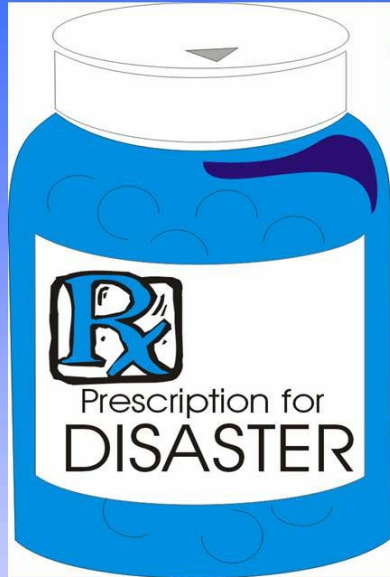
Name: Henry, Evelyn, Jennifer, and Catherine

Period: 1

Name of Character: The two kidnapers in “The Ransom of Red Chief”

Product or Service for sale	Persuasive Technique
We are selling hypnotic sleeping pills.	We will use facts and examples to
	sell this product.
Wow factor	Usefulness to character
The pill will have a hypnotic effect on the mind. On command the	When Johnny gets hyper the two kidnapers can give Johnny the sleeping
consumer can be controlled.	pills and make Johnny do
	whatever they want.

Antihype



◆ Antihype a super pill that puts any little brat under a hypnotic phase and makes them vulnerable to mind control!!

◆ This pill comes in different sizes and shapes!!

◆ Only \$10.99 a 24 ounce bottle!!!

Nothing says quiet like Antihype!!!



Antihype Inc.

1-800-Hype Away

Not sold in stores...Limited supply only.....Order Now!!!!

Antihype Inc.



Script

Henry: Ahhhh, I remember my life without Antihype.....

(Flashback) (Camera fades out)

Evelyn: Weeeeeeeeeeee (running around)

Henry: (Holding his head) Oh No!! Not Again!!

Evelyn: (kicks Henry)

Evelyn: (Starts dancing to techno music around Henry)

Henry: Evelyn Stop it please!!!

Evelyn: Henry come dance with me!!

Henry: Oooooooooooooohhh Noooooooooo!!!

(Camera fades back in)

Henry: And now!!

Henry: (Gives Evelyn the pill) Here, have some candy!!

Evelyn: (Takes the candy)

Evelyn: (Falls on the floor.)

Henry: Controls her with a control.

Henry: Evelyn Sit!

Evelyn: (sits)

Henry: Evelyn pinch yourself!

Evelyn: (pinches herself)

Henry: Evelyn Crawl!

Evelyn: (Crawls)

Henry: Evelyn sleep!

Evelyn: (Falls asleep)

Henry: (speaks into the camera) Nothing says quiet like Antihype!!!

Lesson Plan Four
Day 1

Time Period: 2 to 3 – 40 minute periods (depending on number of groups)

Objective:

- To film commercials
- To emphasize persuasive technique
- To realize all aspects of videotaping

Activity:

- ❖ Students will set up various props, including the “original” product that they made for the commercial.
- ❖ They will be responsible for using costumes to assist in creating a setting.
- ❖ Students will act out their commercial using the persuasive technique they decided on as a group.
- ❖ One student per group, previously trained by myself and/or the Gifted and Talented teacher, will videotape the commercial for their group.

Materials:

- Costumes
- Original product
- Props
- Video camera/tripod/video tape
- Audio tape (Ex: cd of thunderstorm sounds)

Optional Lesson Plans

Note: Due to the fact that 8th grade is a testing year, I decided to include a few activities that would improve the students writing skills in the testing areas. (Persuasive Essay and Picture Prompt Response)

Time Period: Each activity should take 1 to 2 – 40 minute periods (Teacher may decide to have the students complete these as homework assignments.)

Picture Prompt (“A Retrieved Reformation” by O. Henry)



Objective:

- To develop skills in responding to picture prompts
- To become familiar with the theme of the story

Activity:

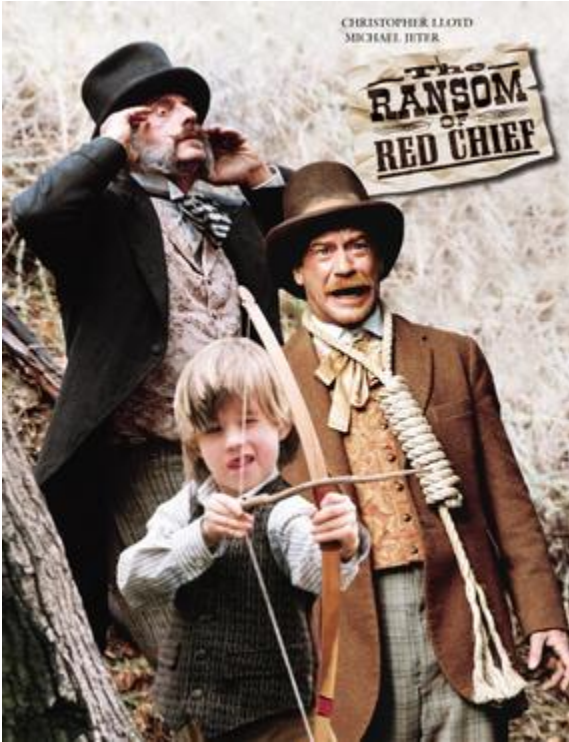
- ❖ Students will look at picture and try to figure out what the character is doing in the picture.
- ❖ Students will write a story depicting what they believe is happening in the picture.
- ❖ Students will read “A Retrieved Reformation” by O. Henry with their reading teacher and compare the stories.

Materials:

- Picture of a safe-cracker
- “A Retrieved Reformation” by O. Henry

Picture Prompt: (“The Ransom of Red Chief” by O. Henry)

Follow above lesson plan



Persuasive Essay (“The Last Leaf” by O. Henry)

Related Theme: In an effort to sustain hope in terminal patients, doctors, family and friends sometimes withhold the fateful diagnosis from the patient. In a persuasive essay explain how you feel about this decision.

Objective:

- To think critically about themes related to the story
- To organize opinions in a formal essay format

Activity:

- ❖ Write pros and cons about the topic
- ❖ List examples and details to support the reasons
- ❖ Decide which point of view has stronger support
- ❖ Write response in essay format

Materials:

- Essay topic
- Composition paper

PERSONAL NARRATIVE

My experience with the Eisenhower Project was full of ups and downs. Initially, last June when I submitted my application, I thought that this assignment would be a breeze. I had filmed commercials with 7th and 8th graders before on a slightly lower scale and never hit a snag. This past September I was faced with the challenge of completing this Eisenhower Project with three of my six classes becoming inclusion classes for special education students. We were told that it was not necessary to do this project with all of our classes, but I was determined to make it happen. Two of those three were working well, but one was not keeping up to speed on all of the daily lesson plans. This particular class was a little more difficult to motivate. Surprisingly, they completed the project and did it well. One of my favorite commercials comes from that class.

We have not yet set a date, but the students are so excited about getting together in the auditorium to watch all of the commercials made by our entire team. It is wonderful to see them get so excited about learning and the sharing of their amazing individual talents. They all worked so hard and I could not be more proud of their accomplishments. We all learned so much through this experience together.

Works Cited:

<http://www.google/images.com>

<http://www.yahoo/images.com>



[Go to Waypoint](#)

Rubric ID: 1268850

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Making A Brochure: Brochure of O. Henry Products

CATEGORY	4	3	2	1
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.

Date Created: April 27, 2006