

Subject Area:

English Language Arts

Title:

Advertisements

Teacher:**School:****Lesson Objective(s) & Career Cluster:**

Career clusters encountered: Business, Information Technology and Sales & Service.

The student will create an advertisement for an item from a retail store. He/She will understand the importance of conventional grammar usage. The student will explore various areas of public relations.

Activity:

Students will be given sales papers with varying advertisements. The teacher will point out different layout forms, language choices, etc. of the ad. Students will choose from teacher approved, predetermined ad item choices. The chosen item will be the focus of an advertisement the student will create. Each student will receive a rubric stating the varied stages and grades pertaining to the ad to be created. Students will be allowed to visit the school's library to view additional ads in newspapers and magazines. They will also have access to the Internet for comparing and contrasting various advertisements.

Evaluation:

The students will be given a rubric stating the varied degrees of involvement and grades. (EX: For a grade of 100 - ad MUST contain correct grammar and usage, 5-8 colors schemes, detailed description of item and 2 spoken languages. For a grade of 90 - ad MUST contain correct grammar and usage, 1-4 colors schemes, description of item and 1 spoken language. Then continue to downsize the scale). Students will turn in his/her created ad and will receive a grade based upon the scale. I HIGHLY RECOMMEND THE USE OF A RUBRIC TO INSURE FAIRNESS TO THE STUDENT AS WELL AS THE TEACHER.

Extension/Modification and/or Instructional Methodology:

An extension activity could be the student presenting his/her ad to the class in an attempt to persuade them to purchase the ad item based upon the ad information.

SCAN Skills:

* Allocates Time: Students must understand that sale items change within an allocated amount of time; therefore promptness is a must.

* Allocates Knowledge: Students must have knowledge of the product before creating an advertisement.

* Use of Correct Grammar Usage: Students will understand the importance of correct grammar conventions as a requirement for retail sales and services.

* Use of Peripherals: Student will demonstrate proper usage of computer functions as well as the use of Internet sites.

Cooperative Learning Ideas, TAAS, TEKS Competencies:

Cooperative Learning may be accomplished by simply assigning a group of 3 to 5 students a product rather than assigning it to an individual.

English I TEKS implemented: 3A, 3B, 3D, 5A, 5B, 13A-E, 17A-D, 19A-C, 21B-E

Team Project, Guest Speaker, or Field Trip:

The class could visit a retail location and observe the daily tasks and operations. The teacher and supervisor should point out the importance of correct grammar and usage by the employees. It would be beneficial for the students to see how a store representative chooses an item for sale and creates the advertisement for it.

The class could have a guest speaker, such as Mr. Webster, from a retail store to explain his/her duties a manager of stores.

Resources:

Students will need:

Laptop or PC, Internet access, knowledge/research of assigned item, access to library resources, paper, and writing tools for graded product