Unit 2 Name:

Date:

2-4: Advertisement

Design an advertisement using the steps on page 103 of *Literacy in Action 5A*.

1. Choose one of the following products

* a running shoe that ties itself
* an un-spillable glass
* jeans that don't get dirty
* a book that reads itself to its reader
* a ball with a beacon in it so it can't be lost

1. My target audience is.... ( /1 mark)

|  |
| --- |
|  |

1. Use advertising techniques from page 67 in *Literacy in Action 5A.* I will use this/these advertising techniques in my advertisement. ( /1 mark)

|  |
| --- |
|  |

1. I will use these colours \_\_\_\_\_\_\_\_\_ because.... ( /1 mark)

|  |
| --- |
|  |

You may draw your own advertisement, take a picture of it and submit it to your teacher. You may construct your advertisement below, or you may design it using a website of your choice.

|  |
| --- |
| Advertisement Rubric |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Excellent  5 | | Proficient  4 | Satisfactory  3 | Limited  2 |
| **Content /5** | * I developed *insightful* ideas and images with a *perceptive* message. * I used *effective* advertising techniques to reach my target audience. * I used *precise* details to sell my product. | | * I developed *thoughtful* ideas and images with a *reasonable* message. * I used *reasonable* advertising techniques to reach my target audience. * I used *logical* details to sell my product. | * I developed *appropriate* ideas and images with a *basic* message. * I used *basic* advertising techniques to reach my target audience. * I used *general* details to sell my product. | * I *underdeveloped superficial* ideas and images with a *limited* message. * I used *ineffective* advertising techniques to reach my target audience. * I used *vague* details to sell my product. |
| **Presentation /5** | * I communicated *effectively* with *precise, memorable* words and *no* errors. | | * I communicated *thoughtfully* with *reasonable, strong* words and *few* errors. | * I communicated *clearly* with *clear*, *basic* words and *some* errors. | * I communicated *ineffectively* with *unclear, imprecise* words and *many* errors. |
| **Insufficient** | Your attempt to respond is *insufficient*. **Contact your teacher** to discuss suggestions for improvement. | | | | |
| **Total: /10** | | | | | |
| **Assessment** | | **Areas of Strength:** | | | |
| **Target for Improvement:** | | | |

**Overall Total: /10**

Advertisement

|  |
| --- |
|  |

1. Write a 15-line script for a brief commercial. Before you write your script, identify your actors.

|  |
| --- |
|  |

|  |
| --- |
| Script Rubric |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Excellent  5 | | Proficient  4 | Satisfactory  3 | Limited  2 |
| **Content /5** | * I developed *insightful* ideas with a *perceptive* message. * I used *precise* details. | | * I developed *thoughtful* ideas with a *reasonable* message. * I used *logical* details. | * I developed *appropriate* ideas with a *basic* message. * I used *general* details. | * I *underdeveloped superficial* ideas with a *limited* message. * I used *vague* details. |
| **Presentation /5** | * I communicated *effectively* with *precise, well-written* sentences, stage notes and *no* errors. | | * I communicated *thoughtfully* with *reasonable, varied* sentences, stage notes, and *few* errors. | * I communicated *clearly* with *clear* sentences, stage notes, and *some* errors. | * I communicated *ineffectively* with *unclear, unvaried* sentences, stage notes, and *many* errors. |
| **Insufficient** | Your attempt to respond is *insufficient*. **Contact your teacher** to discuss suggestions for improvement. | | | | |
| **Total: /10** | | | | | |
| **Assessment** | | **Areas of Strength:** | | | |
| **Target for Improvement:** | | | |

* *(Use brackets and italics to identify your stage notes)*

Script

|  |
| --- |
|  |

You may choose to submit a dramatic reading of your script. Leave a voicemail on your teacher’s phone, or submit a digital recording.

**Total of Section 1: /23 marks**

Section 2: Essential Question

1. How do advertisements influence people? Consider words, colour, information, placement?

|  |
| --- |
| Essential Question Rubric |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Excellent  5 | | Proficient  4 | Satisfactory  3 | Limited  2 |
| **Content /5** | * I developed *insightful* ideas about how advertisements influence people. * I used *precise* details and examples to support my ideas. | | * I developed *thoughtful* ideas about how advertisements influence people. * I used *logical* details and examples to support my ideas. | * I developed *appropriate* ideas about how advertisements influence people. * I used *general* details and examples to support my ideas. | * I *underdeveloped superficial* ideas about how advertisements influence people. * I used *vague* details and examples to support my ideas. |
| **Presentation /5** | * I communicated *effectively* with *no* errors. | | * I communicated *thoughtfully* with *few* errors. | * I communicated *clearly* with *some* errors. | * I communicated *ineffectively* with *many* errors. |
| **Insufficient** | Your attempt to respond is *insufficient*. **Contact your teacher** to discuss suggestions for improvement. | | | | |
| **Total: /10** | | | | | |
| **Assessment** | | **Areas of Strength:** | | | |
| **Target for Improvement:** | | | |

|  |
| --- |
|  |

1. Why do businesses and organizations advertise? ( /1 mark)

|  |
| --- |
|  |

1. What are two ways media or advertisers try to influence you? ( /2 marks)

|  |
| --- |
|  |

1. How does media present a point of view about a person, event, or idea? ( /2 marks)

|  |
| --- |
|  |

**Total of Section 2: /15 marks**

**Overall Total: /38 marks**

****

**Save Your File**

Name your file in this format: jsmithla5\_2-4-ad and save your file to your Notebook Folder