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)

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

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

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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.

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| Advertisement Rubric |

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| --- | --- | --- | --- | --- |
| Criteria | Excellent5 | Proficient4 | Satisfactory3 | Limited2 |
| **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

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

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| Script Rubric |

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| Criteria | Excellent5 | Proficient4 | Satisfactory3 | Limited2 |
| **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

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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?

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| Essential Question Rubric |

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| Criteria | Excellent5 | Proficient4 | Satisfactory3 | Limited2 |
| **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:** |

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

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

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

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

**Overall Total: /38 marks**

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**Save Your File**

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