Unit 3: Advertising

Content Area: **Gifted and Talented**
Course(s): **Gifted and Talented**
Time Period: **Week 20**
Length: **10 Weeks**
Status: **Published**

Unit Overview

Now that students have learned about manufacturing, transportation of goods, and businesses, students will examine how businesses get information to consumers and entice consumers to buy their products. Students will look at firsthand examples of advertising, compare advertisements, and create their own advertisements for products.

Standards

SOC.K-4.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.K-4.6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
SOC.K-4.6.1.4.C.4	Describe how supply and demand influence price and output of products.
SOC.K-4.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.K-4.6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.K-4.6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
SOC.K-4.6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
WORK.K-4.9.2.4.B.1	Differentiate between financial wants and needs.
WORK.K-4.9.2.4.B.5	Identify ways to earn and save.
WORK.K-4.9.2.4.E.1	Determine factors that influence consumer decisions related to money.
WORK.K-4.9.2.4.E.4	Apply comparison shopping skills to purchasing decisions.
WORK.K-4.9.2.4.E.7	Compare and contrast product facts versus advertising claims.

Essential Questions

- How do advertisements entice consumers to buy products?
- Why are some advertisements more effective than others?
- How can advertisements be misleading?

Application of Knowledge and Skills...

Students will know that...

- Advertisements are often targeted to a specific audience that will be most interested in the product or service.
- Advertisements can be found on television, at the movies, on websites, in newspapers or magazines, and on billboards.
- Advertising is the public promotion of a product, service, business, or event in order to attract or increase interest in it.
- Advertising uses various persuasive tactics to influence consumers.

Students will be able to...

- Compose an advertisement for a fake product or service.
- Critique the effectiveness of different advertisements.
- Identify elements of advertisements that make them persuasive.
- Organize advertisements into groups based on their audience.

Assessments

- Create an advertisement Summative: Other visual assessments Using their knowledge of advertising techniques, students create an advertisement for a fake product. They may create a written or drawn ad, a radio commercial, or a skit for a TV commercial. Students should be able to explain the tactics they used to sell their product.
- Advertisement Scrapbook Formative: Personal Project Find different examples of advertisements and compile them into a scrapbook. Try to find different advertisements for the same products to show comparisons. Circle important features of the advertisement and try to elaborate on what persuasive techniques the advertisements are using.
- Target Audience Comparison Formative: Personal Project Have students record the products from different commercials during two different types of TV programming. For example the evening news versus Spongebob Squarepants. Compare and contrast the types of products to discuss the target audience of these shows.
- What is advertising? Diagnostic: Self Assessment Bring in an example of an advertisement. What is an advertisement? What is it trying to do?
- Which advertisement is more effective? Formative: Personal Project Using the examples students found of different advertisements for the same product, have them poll other students in the school to

see which advertisement is the most compelling and why.

Activities

- Help students to define advertising.
- Brainstorm different places where they see advertisements.
- Create a scrapbook or journal with different examples of advertisements.
- Discuss the audience for an advertisement. Have students with their parents write down the different products that are advertised during the evening news versus during a cartoon.
- Look at different examples of advertisements and think about what makes somebody want to purchase the product based on the advertisement (what persuasive technique is being used).
- Survey students or teachers using different advertisements for the same product. See which advertisement is more effective and why.
- Create an advertisement for a fake product or service.

Activities to Differentiate Instruction

- Look at advertisements for products that interest students to increase their interest in the subject material.
- Depending on student's ability level, their journal may be all pictures, or pictures and words.
- For different products, it may be easier or more difficult to create an advertisement.
- Challenge students to use specific persuasive techniques in the advertisements.
- Advertisements may be designed according to different learning styles including kinesthetic commercials, visual drawings or ads, or auditory sound bites.

Integrated/Cross-Disciplinary Instruction

- Coordinate with the technology teacher to view ads online safely.
- Coordinate with the media specialist to help students find examples of advertisements in magazines and newspapers.
- Collaborate with the language arts teacher to explain different types of persuasion.

Resources

Copies of newspapers, magazines, or mail catalogs.