

**Course Title – Mass Media**

**Implement start year – 2018-2019**

**Revision Committee Members, email, extension –**

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**Unit # 2, topic – Advertising**

**Transfer Goal –** Students will be able to independently use their learning to analyze, evaluate, and then apply different perspectives of advertising.

## Stage 1 – Desired Results

### Established Goals

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

### 21<sup>st</sup> Century Themes ( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### 21<sup>st</sup> Century Skills

#### *Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

#### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

#### *Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● advertising is less about the function of the product and more about creating an appeal to sell the product.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● marketing comes in various ways--some of which are non-traditional or subtle</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● How do advertisers use appeals to sell products?</li> <li>● How do advertisers use ethos, pathos, and logos to create demand for their products?</li> <li>● Which rhetorical appeal creates the strongest need for a product?</li> <li>● How do demographics affect which appeals are used in ads?</li> <li>● How do companies utilize societal trends to appeal to an audience?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● Why do companies use certain types of marketing over others?</li> <li>● How does the demographic of the user compare to the type of marketing?</li> <li>● How has technology affected advertising?</li> <li>● How is niche marketing different from traditional marketing?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● the different types of appeals used to market to consumers</li> <li>● the ways advertisers tailor these appeals to certain demographics.</li> <li>● the purpose of cultural trends in creating recognition</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● things all ads have in common, regardless of media.</li> <li>● how advertising has narrowed focus, going from broad society-wide ads to personal, focused ads.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● analyze various advertisements for their appeal</li> <li>● compare and contrast the power of certain appeals</li> <li>● explain the connection between the function of a product and the appeals used to sell it</li> <li>● analyze the company's target market based on the appeal used in the advertisement</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● identify the characteristics and intent of advertising.</li> <li>● compare/contrast types of ads and their effectiveness.</li> <li>● categorize ads based on focus and intent.</li> <li>● analyze different types of ads and weigh their effectiveness.</li> </ul>

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

**Part 1:** In groups the students will be creating a rebrand campaign for an existing company. The students will be part of the marketing team whose job is to rebrand their company's campaign to hit the teenage market. First, they will research their demographic and their company in order to discover why their company is not hitting the teenage market and also to discover what the teenage market finds valuable. Then they will create an ad campaign (print ad, billboard, social media promotion, guerilla marketing, video ad, etc.) that is focused on their new demographic. This will be presented in the class via powerpoint as a pitch to the head of that company. The students will be graded on their ability to rebrand their campaign using the information they learned about the teenage demographic. They will also hand in a written outline that explains each slide of their presentation. Students will individually hand in a reflection assignment or their understanding of the advertising process.

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quizzes on terms
- In-class discussions
- Journals/Reflections
- Student-developed ads

## Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Lesson on the history of advertising (A)
- Analyze and discuss the use of signs and symbols in advertisements (A, M)
- Create an advertising timeline and analyze what they have in common (A, M)
- Discuss how technology has changed television advertising(A,M)
- Discuss the impact of social media on advertising(A, M)
- Study and discuss the importance of brand recognition (A, M)
- Analyze a student's personal targeted ads and see what that says about the student (M)
- Identify examples of different types of advertising marketed to students (M)
- Identify appeals in popular advertisements and rate their effectiveness (M)
- Create ads for school events using graphic design, clever slogans, etc (T)
- Create a guerrilla marketing campaign (T)
- Discuss the importance of billboards on local economy and create a billboard for a local business(A,M, T)
- Discuss popular niche campaigns and suggest a similar path for an existing company (A, M, T)
- Discuss the use of fads or trends in advertisements and create an ad using a current trend (A, M, T)