



Gold Seal Lesson

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>The Effect of Advertising on Consumer Choice</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i> X	<i>9-12</i>	A	B	C	D X

Instructional Focus:

Writing - Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening - Students listen for a variety of purposes appropriate to the grade level.

Speaking - Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Reading - Students read a variety of grade level materials, applying strategies appropriate to various situations.

Performance Task

This lesson will provide an introductory preview to the broad topic of advertising and its effect on consumer choices.

1. Ask students to list the types of advertising that impact them on a daily basis. (examples - billboards, signs on buses, radio, television, newspapers, magazines.)
2. Have students select a certain type of product (example - hair shampoo). Research the different types of advertisements for this product and bring in examples to share. Students may also note radio and television ads for these products - time of day, how often, etc.
3. Ask students to also interview a designated number of consumers (5 - 10) to find out what makes them purchase a certain type of product. (Responses will include cost, quality, convenience, etc.)
4. Ask students to prepare a written report summarizing their interviews. Charts may be used to show responses.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Follow oral or written directions. (ela 4)

Identify, collect and/or select pertinent information while reading. (ela 5)

Present information in well-organized fashion that will be clear to the target audience. (ela 11)

Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 12)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

ICLE Essential Skills continued:

Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)
Summarize, synthesize and organize information while reading. (ela 24)
Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates. (ela 25)
Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations. (ela 29)
Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. (ela 30)
Make informed judgments about the content, organization, and delivery of spoken communication. (ela 32)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Interpret non-verbal cues such as body language and visual aids. (ela 63)
Demonstrate knowledge of persuasive techniques used in visual advertisements. (ela 66)
Apply an understanding of the meaning of graphics, layout, white space, italics, parentheses, and other visual aids. (ela 68)

Scoring Guide:

See Scoring Rubric attachment: The Effect of Advertising on Consumer Choice Chart

Keywords

English Language Arts	Mathematics	Science
Reading Research Independent reading	Algebra	Earth Science
Writing Composition Word processing Organization Grammar	Geometry	Life Science
Communications Audience Discussion Oral presentation Interviewing Listening Communication Visuals	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

SCORING RUBRIC - Chart

	EXCEPTIONAL	ADMIRABLE	ACCEPTABLE	AMATEUR
ORGANIZATION	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience	Choppy and confusing; format was difficult to follow transitions of ideas were abrupt and seriously distracted the audience
CONTENT ACCURACY	Completely accurate: all facts were precise and explicit	Mostly accurate; a few inconsistencies or errors in information	Somewhat accurate; more than a few inconsistencies or error in information	Completely inaccurate; the facts in this project were misleading to the audience
RESEARCH	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized more than eight types of resources to make project effective.	Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school	Used the material provided in an acceptable manner, but did not consult any additional resources.	Did not utilize resources effectively; did little or no fact gathering on the topic
CREATIVITY	Was extremely clever and presented with originality; a unique approach that truly enhanced the project	Was clever at times; thoughtfully and uniquely presented	Added a few original touches to enhance the project but did not incorporate it throughout	Little creative energy used during this project; was bland, predictable, and lacked "zip"
PRESENTATION MECHANICS	Was engaging, provocative, and captured the interest of the audience and maintained this throughout the entire presentation; great variety of visual aids and multimedia; visual aids were colorful and clear	Was well done and interesting to the audience; was presented in a unique manner and was very well organized; some use of visual aids	Was at times interesting and was resented clearly and precisely; was clever at times and was organized in a logical manner; limited variety of visual aids and visual aids were not colorful or clear	Was not organized effectively; was not easy to follow and did not keep the audience interested; no use of visual aids.