

SCHOOL/BUSINESS PARTNERSHIP

Standards-Based Lesson Plan

Name of teacher designing the lesson: Carol Amberg

Name of students designing the lesson: Puka Ho Ching, Tiffany Taylor, George Typhair

Is this a curriculum for a:

Field trip to the business

40 minute (or longer) lesson in school

Visit to class by business or organization representative

Name of Business that is focus of the lesson: This lesson was designed around Wisebuys in Gouverneur, but could easily be adapted for another business. It is designed for a high school English class.

LEARNING OBJECTIVES:

Please list the skills and/or concepts you will require every student to demonstrate and for which you will assess student performance with a rubric. (There could be as few as one skill or one concept):

SKILL(S)

Students will write a persuasive advertisement.

CONCEPT(S)

Students will write a reflection about why they did what they did in producing the advertisement.

Brief outline of the day:

1. Hook the students
2. Look at models
3. Design rubric together
4. Show clips from two movies about advertising
5. Write three questions to pose to business person

Detailed step-by step outline of the lesson:

1. Announce to students that the next project is new, not an essay, and offers options including having a partner.
2. Look at models. Students view newspaper ads, storyboards; look at television ads; listen to radio ads.
 - a. Generate list of qualities that make ads good
 - b. Turn this list into a rubric for the project
3. Show clips from the following movies about advertising:
 - a. *What Women Want* (Mel Gibson & Helen Hunt)
 - b. *How to Lose a Guy in Ten Days* (Matthew McConaughey & Kate Hudson)
4. First Assignment: Write three questions for a visitor from the business establishment, which you would need answered in order to write an effective advertisement for that business.
5. Representative from business visits and conducts question/answer session with the students who take notes.
6. Students make decisions:
 - a. Individual or partner project
 - b. Type of advertisement
7. Assignment:
 - a. Produce an advertisement which meets the minimum requirements and the criteria on the rubric
 - b. Write a one-page typed reflection on how you designed the ad and why you did what you did.

Resources Required:

1. Model ads
2. Movie clips and VCR
3. Business person
4. Class time to work

Preparation Required:

Teach persuasive and reflective writing techniques.

Assessment: (A rubric for each skill and/or concept listed above; there can be separate rubrics or one rubric for all.)

The rubric will be designed by the class from their list of what makes effective advertisements. This rubric will include a grading scale. It will also include the following minimums for length and/or time:

Newspaper: 3"x5" ad with artwork
Videotape: 60 seconds
Storyboard: 7-10 panels
Radio: 30-second spot

Students will be invited to present their ads at the end of the project, and we would invite the business representative for those presentations.

STUDENT PARTICIPANTS' REACTION

High School English teacher Carol Amberg worked for a day with three of her students designing a lesson around the local Wisebuys store in Gouverneur. Here is Ms. Amberg's account of what happened in class the next day:

At the start of class the following day, the students asked me and those three students who were out of class with me the previous day, "What happened, what did you do?"

I turned to the three students and said, "You tell them."

"We designed a lesson you're going to love," one of the students told the rest of the class. It's fun and there are no essays."

The students proceeded to explain that the lesson met New York State Standards in English, fulfilled my requirement for persuasive writing, and would allow the students to use their multiple intelligences including artistic and musical abilities. In addition, they would have options, one of which was to work with a partner, if desired.

Then the students added that we would invite a representative from our local Wisebuys to presentation day and turn the materials over to him or her in case Wisebuys wanted to use any of them in their advertising. This gave an authentic audience for their work beyond the teacher.

(Ahead of time, these three students assured me that these were the things their peers were interested in.)

If one of my objectives was to increase my students' ability to be persuasive, these three achieved that objective before the lesson was even taught. As a result of their "marketing" of the lesson to their classmates, the class practically demanded that I teach this unit. (Talk about a teachable moment!!)