

Analyzing an Advertisement and Creating a New One

SUGGESTED LEARNING STRATEGIES: Graphic Organizer, Marking the Text, Drafting, Self-Editing, Peer Editing

Embedded Assessment 1

Assignment

Your assignment has three parts. First, select a print advertisement, and write a well-developed analytical paragraph that identifies specific techniques, claims, language, and images in the ad and analyzes the effect of these elements on the intended audience. Next, create a new advertisement for the same product that is targeted to a different audience. Finally, write a reflection to explain the relationship between the content of an ad and the intended audience. Support your explanation by pointing out differences between the original and new ads.

Steps

Analytical Paragraph: Prewriting/Planning

1. Look through magazines and newspapers to locate effective print advertisements. Select two that you think might work well for this project. Be sure your teacher approves the advertisements you select.
2. Complete the following graphic organizers to examine the persuasive techniques, claims, language, images, and the targeted audience for each advertisement.

Product One: _____

Persuasive Techniques	Claims
Persuasive Language	Images
Intended Audience + Evidence:	

Unit 2 • What Influences My Choices? 125

Embedded Assessment 1

Analyzing an Advertisement and Creating a New One

College Board Standards and Objectives

- W1 Rhetorical Analysis and Planning** (W1.1)
PE Mappings: W1.1-1.2
- W2 Generating Content** (W2.1 A, Cr; W2.2 A, Cr)
PE Mappings: W2.2-1.2A, Cr
- W3 Drafting** (W3.1 A, Cr; W3.2 A, Cr)
PE Mappings: W3.1-1.2A, Cr; W3.1-3.2A; W3.2-1.2A; W3.2-3.2A, Cr
- W4 Evaluating and Revising Texts** (W4.1 A, Cr; W4.2 A, Cr)
PE Mappings: W4.1-1.2A, Cr; 4.2-1.2A, Cr
- W5 Editing To Present Technically Sound Texts** (W5.1, W5.2, W5.4)
PE Mappings: W5.1-1.2, W5.2-1.2, W5.4-1.2
- S2 Speaking in Interpersonal Contexts** (S2.2)
PE Mappings: S2.2-2.2
- L3 Listening for Diverse Purposes** (L3.1)
PE Mappings: L3.1-1.2
- M1 Understanding the Nature of Media** (M1.1)
PE Mappings: M1.1-1.2
- M2 Understanding, Interpreting, Analyzing, and Evaluating Media Communication** (M2.1)
PE Mappings: M2.1-1.2, M2.1-3.2
- M3 Composing and Producing Media Communication** (M3.1, M3.2, M3.3)
PE Mappings: M3.1-2.2, M3.2-2.2, M3.3-1.2

Steps:

- 1 With the class, review the prompt, having students **mark the text** to identify all of the requirements.
- 2 Be sure that the ads students choose will work for the assignment. The ads must have enough substance for students to analyze, and the products should be ones that can appeal to a different audience.

Embedded Assessment 1

Continued

Steps:

3 When students have completed the graphic organizers for the two ads, ask them to choose the one they think will work better for this assignment.

4 As students prepare to draft their analytical paragraphs, you might have them look again at the sample you wrote with the class in Activity 2.11. Remind them that the topic sentence should state the company name and product and identify the way the company attempts to influence the consumer. The paragraph should include detail and commentary to support the topic sentence.

Embedded Assessment 1

continued

Analyzing an Advertisement and Creating a New One

Product Two: _____

Persuasive Techniques	Claims
Persuasive Language	Images
Intended Audience + Evidence:	

Analytical Paragraph: Drafting

- 3.** Choose one of the advertisements and draft an analytical paragraph. Briefly describe the product and tell where the advertisement was placed (for example, type of magazine). Then identify and analyze the advertisement's purpose, target audience, techniques, claims, language, images, and effect on the audience. You will share your paragraph with others, so make your draft as legible as possible.

Analytical Paragraph: Revising and Editing for Publication

- 4.** Share your draft with your writing group to get feedback about the clarity of your ideas, the accuracy and depth of your analysis, and the organization of your paragraph. Incorporate appropriate suggestions into the final draft of your paragraph. Revisit the Scoring Guide to ensure that you are meeting specific criteria.

5. Next, brainstorm ideas for a new advertisement for the product: What other audiences may be interested in this product? Which persuasive techniques would be most effective for each audience?

	New Audiences	Persuasive Techniques
Product:		

New Advertisement: Prewriting/Planning

6. Select a new audience, and use the graphic organizer to begin designing your new advertisement.

New Audience: _____

Persuasive Elements	New Advertisement	Why would this be effective for the new audience?
Techniques		
Claims		
Language: • Words • Phrases • Slogan		
Images: • Layout/Design • Colors • Logo		

Steps:

5 As students consider ideas for a new advertisement, have them consider which techniques would be appropriate for different new audiences and why.

6 Once students have drafted a new advertisement, you may need to give them a day or two to interview people in their target audience, who may not be in the classroom, e.g., younger children or a specific category of adults. Suggest that they consult 3–5 people, if possible, in their target audience.

Steps:

- 7** You may wish to have students return to their writing groups for feedback on their new advertisements, particularly for editing them.
- 8** As students are editing their revised work, remind them of the tools available: dictionaries, handbooks, online spell-check and grammar check, and peers and parents.
- 9** If necessary, remind students how to use a Venn diagram by writing features about the original advertisement in one circle and features about their new advertisement in the other circle. In the area where the circles overlap, they include information that applies to both advertisements.

New Advertisement: Drafting/Revising

- 7.** Create a draft of your new advertisement. You may sketch your images at this stage, but use the colors you plan to use in your final visuals. Show your sketches to several people in your targeted audience who are willing to give you honest feedback. Ask each person if your advertisement appeals to him or her and whether or not it is persuasive. Incorporate appropriate suggestions for revision into your draft. Take detailed notes on separate paper; you may want to refer to these responses in your analysis. Revisit the Scoring Guide to ensure that you are meeting specific criteria.

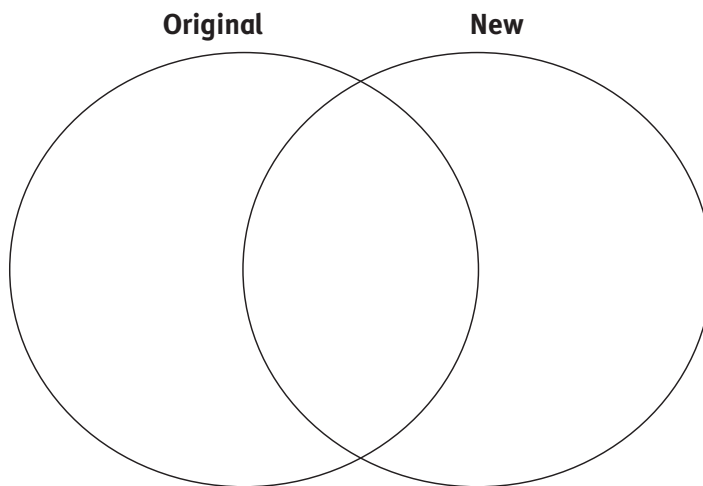
New Advertisement: Editing for Publication

- 8.** Following your teacher's instructions, edit your advertisement and create a final copy. You can draw the final images or use photographs, online images, or pictures from magazines.

TECHNOLOGY TIP You may use digital photography, but obtain permission before you take photographs of people. If you use copyrighted images, remember that you must obtain permission before using them for anything other than this class assignment.

Reflection: Prewriting/Planning

- 9.** Use the Venn diagram below to contrast specific elements of the original and new advertisements.



Reflection: Drafting/Revising

10. Write a reflection that explains the relationship between the content of an advertisement and the intended audience. Support your explanation by citing and analyzing differences between the original and new advertisements. After you have created a draft, revise your ideas and organization. Revisit the Scoring Guide to ensure you are meeting specific criteria.

Steps:

- 10 When students have completed the Venn diagram for the two advertisements, they should have supporting information to use in their reflections.
- 11 Be sure to have students turn in all drafts of their work.

Reflection: Editing for Publication

11. Create a final copy of your reflection on separate paper. Remember to check your work for spelling, punctuation, grammar, and correct sentence structure.

Scoring Guide

When you score this Embedded Assessment, you may wish to make copies or download and print a copy of the Scoring Guide from SpringBoard Online. In this way, you can have a copy to mark for each student's work.

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
Ideas	The analysis of the original advertisement is well written and demonstrates a thorough understanding of persuasive elements including purpose, target audience, persuasive techniques, and effect.	The analysis of the original advertisement demonstrates an understanding of persuasive elements including purpose, target audience, persuasive techniques, and effect.	The analysis of the original advertisement does not show a clear understanding of persuasive elements including purpose, target audience, persuasive techniques, and/or effect.
Presentation	The new advertisement is skillfully designed and visually appealing. It contains persuasive techniques, claims, language, and images that powerfully entice the new target audience to purchase the product.	The new advertisement is designed with persuasive techniques, claims, language, and images that encourage the new target audience to purchase the product.	The new advertisement does not contain relevant and/or accurate persuasive techniques, claims, language, and/or images. It does not appeal to the new target audience or encourage the purchase of the product.
Reflection	The reflection demonstrates a sophisticated understanding of the relationship between advertising content and the intended audience. An insightful comparison between old and new ads demonstrates the writer's understanding of this relationship.	The reflection demonstrates an understanding of the relationship between advertising content and the intended audience. A comparison between the old and new ads demonstrates the writer's understanding of this relationship.	The reflection does not adequately demonstrate an understanding of the relationship between advertising content and the intended audience. A comparison between the old and new ads is vague or irrelevant.
Conventions	The writing has few or no errors in spelling, punctuation, or capitalization.	Spelling, punctuation, and capitalization mistakes do not detract from the text.	Spelling, punctuation, and capitalization mistakes detract from meaning and/or readability.
Evidence of Writing Process	There is extensive evidence of each stage in the writing process.	There is evidence of each stage in the writing process.	The texts demonstrate little or no evidence of the stages of the writing process.
Additional Criteria			

Comments: _____