

# Lights, Camera, MEDIA Literacy!

Lesson Plan # 15

## Topics:

**Journal Writing**  
**Print Ad Collections**  
**Print Ad Campaigns**  
**Kodak Print Ad Campaign Through Time**

## Outcomes:

Students will follow organizational procedures.

Students will see, hear, and use applicable vocabulary.

Students will review other groups' print ad collections for accuracy.

Students will follow written directions and work in groups to create print ad campaigns.

Students will review an historical Kodak ad campaign to determine the stages of advertising as well as the advertising techniques used.

## Materials:

Writing journals

LCD projector

Chart paper

Post-its

Individual student pocket folders

Materials for creating print ads (posterboard, scissors, paste, markers, etc.)

**HANDOUTS:** **Print Ad Review Sheet**

**Print Ad Campaign Guide**

**New Vocabulary:** **Ad Campaign**

## **Sequence of Events:**

### **I. Journal Writing (15)**

1. Prompt:

How did you feel about creating a print advertising collection?

### **II. Review of the Print Ad Collections (30)**

1. Tell students that they will have the opportunity to review each group's print ad collection. Make sure they understand the review sheet they will be using.

**HANDOUT: Print Ad Review Sheet**

2. Return collections to the groups that created them. Have them pass their collection clockwise to the group next to them. Each student now completes the section on the handout for "Collection #1." After five or so minutes, tell them to pass all collections again in a clock-wise direction to the next group. Continue in this pattern until each group has reviewed five collections.
3. Discuss with students why some ads are more effective for their age group. Which techniques seem to work best?

### **III. Creating a Print Ad Campaign (120)**

1. Tell students they now have an opportunity to create a print **AD CAMPAIGN** for an upcoming school event or a school product sold at the school store.
2. Just as professionals, they will start with a group production meeting to determine their plan for the ad campaign. Hand out the production guide and review.

**HANDOUT: Print Ad Campaign Guide**

3. Students follow directions, have their plan approved, and then create the ads.
4. Allow time for students to present their ad campaigns.

#### **IV. An Ad Campaign Through The Years (20)**

1. Tell students the Duke University Historical ad website has an ad campaign that covers over thirty years (1890's - 1920's) and leads into the next unit of study.

<http://library.duke.edu/digitalcollections/eaa/browse/kodak/>

2. Together browse through the Kodak ads.  
*(Note: These can be sorted by year)*
3. Use this opportunity to review with students the stages of advertising as well as the different advertising techniques that were used.

#### **V. Reflection: (15)**

1. Direct students to the hanging chart paper labeled:

**What did you learn about creating an ad campaign?**

2. Hand out Post-its on which students write an item to post on the chart.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.