

## Monday, February 4th, 2019

Diamonte Brown, Middle School  
**Good in the 'Hood**

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### Standards

**CCSS 8 SL 1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly. Maryland English Language Arts

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### BLM Principles

**BLM.UB** Unapologetically Black: In affirming that Black Lives Matter, we need not qualify our position. Loving and desiring freedom and justice for ourselves is a necessary prerequisite for wanting the same from others Teachers' Democracy Project Black Lives Matter

**BLM.CV** Collective Value: Valuing all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location Teachers' Democracy Project Black Lives Matter

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### Objectives

Students will learn about and be able to articulate their understanding of resources in dis-invested Baltimore communities by viewing a TED talk by a Baltimore native and having a Socratic Seminar in order to identify valuable resources and change the narrative about dis-invested Baltimore communities.

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### Materials

- Post-its
- Article: <https://www.yesmagazine.org/people-power/in-baltimore-black-entrepreneurs-lead-the-charge-in-urban-renewal-20180518>
- TED talk: [https://www.youtube.com/watch?v=qae72D9p\\_I](https://www.youtube.com/watch?v=qae72D9p_I)

 Socratic Seminar Discussion Questions.docx

 Video Text Dependent Questions and Community Description Chart.docx

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### Procedure/Strategies

**Warm Up 15 min-** Students will view [video](#) (Ted Talk) about a Baltimore youth discussing dis-invested communities and answer the text dependent questions.

1. What's the speakers name?
2. What does the speaker think is our current definition of "success"?
3. How does the speaker think children should be raised? What values should adults instill in them? What should adults tell children about being successful?
4. What does the speaker think the problem is with people that want to help?

**Engagement/ Motivator 15 min-**

1. **(10 min)** Have students independently read the article, <https://www.yesmagazine.org/people-power/in-baltimore-black-entrepreneurs-lead-the-charge-in-urban-renewal-20180518>
2. **(5 min)** After reading, have students describe how they would transform a vacant house on a Post-it and post the Post-its on the board. Have a student volunteer to read all the ideas after students post.

**Whole Group (Socratic Seminar)- 25 min-** Teacher will discuss the definition of "dis-invested" and the characteristics of dis-invested communities (definition and characteristics should be posted where students can see). Students will sit in a circle (students should bring their video text dependent question responses with them to the circle) to discuss the Socratic Seminar Discussion questions (see in "materials").

**Dis-invested definition-** to withdraw or reduce the money or other capital investments that you put into something or someone

### **Dis-invested Communities Characteristics**

- has a lot of public housing or has a project
- a lot of low-income families live there
- high crime rates
- low educational attainment
- people have a hard time getting jobs
- black people or people of color
- more renters than home owners
- under-resourced schools

### **Socratic Seminar Discussion Questions**

1. List a dis-invested community, according to the definition and explain how you would describe the community to someone else. As students respond, students and teacher will record responses on a chart, categorizing responses by positive and negative descriptions. Teacher will record chart on board and students will record responses on Community Description Chart (see in materials).
2. Were there any resources identified in the communities we described? If so, what were they? If no, can you share a resource you know of in that community. Students and teacher will add resources to their charts.
3. Share your responses to the video questions.

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## **Assessment/Check for Understanding**

**Exit ticket:** List one resource that we discussed today that you did not initially identify as a resource?

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## **Homework**

N/A

### **Socratic Seminar Discussion Questions**

1. List a dis-invested community, according to the definition and explain how you would describe the community to someone else. As student respond, students and teacher will record responses on a chart, categorizing responses by positive and negative descriptions. Teacher will record chart on board and students will record responses on Community Description Chart (see in materials).
2. Were there any resources identified in the communities we described? If so, what were they. If no, can you share a resource you know of in that community. Students and teacher will add resources to their charts.
3. Share your responses to the video questions.

### **Ted Talk: “Our Neighborhoods” Video Text Dependent Questions**

**Directions:** As you watch the “Our Neighborhoods” Ted Talk, answer the questions.

1. What is the speaker’s name?
2. What does the speaker think is our current definition of “success”?
3. How does the speaker think children should be raised? What values should adults instill in them? What should adults tell children about being successful?
4. What does the speaker think the problem is with the people that want to help?

### Community Description Chart

Community Name/Street	Positive Description(s)	Negative Description(s)	Resources
<p>Ex. Coldstream Homestead Montebello (CHM) or 30<sup>th</sup> and Fenwick</p>	<p>Nice houses, a lot of grass, rec center, close by stores, lake</p>	<p>Drugs, loitering (hanging out) at the corner store, corner store overcharging people, all bad food (Wendy's, McDonald's, Hip Hop Chicken, etc.)</p>	<p>Barber shop</p>

**Tuesday, February 5th, 2019**

Diamonte Brown, Middle School  
**Good in the 'Hood**

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### **Standards**

**CCSS W 1 CCR** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Maryland English Language Arts

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### **BLM Principles**

**BLM.CV** Collective Value: Valuing all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location Teachers'

Democracy Project Black Lives Matter

**BLM.UB** Unapologetically Black: In affirming that Black Lives Matter, we need not qualify our position. Loving and desiring freedom and justice for ourselves is a necessary prerequisite for wanting the same from others Teachers' Democracy Project Black

Lives Matter

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### **Objectives**

Students will be able to highlight 2 underrated/undervalued community resources by writing 2 ToSEEC (Topic Sentence, Evidence, Elaboration, Concluding statement) paragraphs in order to identify the value in resources in Baltimore dis-invested communities.

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### **Materials**

ToSEEC Writing Prompt and Graphic Organizer:

 ToSEEC Paragraph Writing Prompt and Graphic Organizer.docx

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### **Procedure/Strategies**

**Warm Up 10 min-** Students will read the writing prompt, "Write 2 ToSEEC paragraphs about 2 resources that you would like to market/advertise. Describe why the resources are valuable. Write about one resource in each paragraph." (See attachment for writing prompt and graphic organizer)

If needed: Annotate for unfamiliar words, and check for understanding:

1. How many paragraphs do you have to write?
2. How many resources do you have to write about?
3. What information do you need to give about each resource?
4. What type of paragraphs do you have to write?

**Note to Teacher:** The resources that the students will select should be taken from the Community Description chart that the class created yesterday. Students can should refer to the resources column of the chart to select the 2 resources they will write about.

**Engagement/ Motivator 20 min-** Students will work in pairs to complete the ToSEEC paragraph graphic organizer.

**Independent 25 min-** Students will use their graphic organizers to write two ToSEEC paragraphs (on a sheet of loose leaf paper) in order to market the two resources they want to advertise.

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### **Assessment/Check for Understanding**

**Exit ticket:** List one resource you wrote about in your paragraphs and one reason why you think it is valuable.

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### **Homework**

N/A

**Writing Prompt:** Write 2 ToSEEC paragraphs about 2 resources that you would like to market/advertise. Describe why the resources are valuable. Write about one resource in each paragraph.

**ToSEEC Paragraph Graphic Organizer- Paragraph 1**

**Topic Sentence- Tell us what resource you plan to market (give location) and why you think it is valuable.**

**Ex.** I'm going to market the shoe repair shop on Harford Rd and 25th street because getting your shoes repaired is cheaper than getting new shoes and you can get your favorite shoes fixed if they break.

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**Evidence- What makes the resource you are writing about valuable?**

**Ex.** The shoe repair shop has been open for at least 17 years. I remember walking past the shoe repair shop on my way to school when I was 10 and now I'm 37. People must use this shoe repair shop because businesses, especially small businesses, don't stay open if there isn't enough business.

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**Elaboration- Tell us more about the resource. What is valuable about it? What would happen if it did not exist?**

**Ex.** The owner of the shoe repair shop is well respected in the community. People don't loiter around the shop and even though the shop is in a drug ridden area, there is no drug activity around the shop. If the shop wasn't on that corner, there would probably be more drug activity on that block.

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**Concluding Statement- Restate the value in the resource and introduce the next resource you are going to describe.**

**Ex.** The shoe repair shop on 25th and Harford Road is a great asset to the community so I want to help get the word out about the shop so more people can go there.

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**Writing Prompt:** Write 2 ToSEEC paragraphs about 2 resources that you would like to market/advertise. Describe why the resources are valuable. Write about one resource in each paragraph.

**ToSEEC Paragraph Graphic Organizer- Paragraph 2**

**Topic Sentence- Tell us what resource you plan to market (give location) and why you think it is valuable.**

**Ex.** I'm going to market the shoe repair shop on Harford Rd and 25th street because getting your shoes repaired is cheaper than getting new shoes and you can get your favorite shoes fixed if they break.

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**Evidence- What makes the resource you are writing about valuable?**

**Ex.** The shoe repair shop has been open for at least 17 years. I remember walking past the shoe repair shop on my way to school when I was 10 and now I'm 37. People must use this shoe repair shop because businesses, especially small businesses, don't stay open if there isn't enough business.

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**Elaboration- Tell us more about the resource. What is valuable about it? What would happen if it did not exist?**

**Ex.** The owner of the shoe repair shop is well respected in the community. People don't loiter around the shop and even though the shop is in a drug ridden area, there is no drug activity around the shop. If the shop wasn't on that corner, there would probably be more drug activity on that block.

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**Concluding Statement- Restate the value in the resource and introduce the next resource you are going to describe.**

**Ex.** The shoe repair shop on 25th and Harford Road is a great asset to the community so I want to help get the word out about the shop so more people can go there.

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## Wednesday, February 6th, 2019

Diamonte Brown, Middle School  
**Good in the 'Hood**

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### Standards

**CCSS W 1 CCR** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Maryland English Language Arts

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### BLM Principles

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Lives Matter

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### Objectives

Students will be able to read and view examples of advertisements by doing a gallery walk of marketing stations in order to research marketing ideas they will use to promote their community resource.

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### Materials

BMore Healthy Expo Commercial: [https://www.youtube.com/watch?v=F2Vmn\\_ER66Y](https://www.youtube.com/watch?v=F2Vmn_ER66Y)

-  Renaissance\_Safe\_Summer\_Block\_Party\_Flyer.jpg
  -  Sample Brochure.pdf
  -  Billboards Slide Show.pptx
  -  Newspaper.Magazine Advertisement.docx
  -  Gallery Walk Station Questions.docx
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### Procedure/Strategies

**Warm Up 10 min-** Teacher will review Gallery Walk instructions with class and review the Gallery Walk questions to check for understanding.

#### Gallery Walk Instructions:

1. Teacher should already have stations setup around the room prior to students entering.
- 2.Count students of by 5 ( tell students to remember their numbers).
3. Pass out station questions and then have the students go to the station that corresponds with their number (if your number is 1, you go to station 1).
4. When students get to their station, they are to view the advertisement and answer the questions.
5. Students will rotate clockwise to the next station every 4 minutes.

**Engagement/ Motivator 20 min-** Students will do Gallery Walk, visiting the marketing research stations:

Station 1: BMORE Healthy Expo commercial

Questions:

- How long was the commercial?
- What information did the commercial give you about the Baltimore Health Fair?
- What was good about this commercial?
- What could be better?

Station 2: School Flyer (choose a sports tryout, school event from your school; the one attached is "Renaissance Safe Summer Block Party")

Questions:

- What is the flyer trying to advertise?
- List 3 important pieces of information on the flyer
- What was good about this flyer?
- What could be better?

Station 3: Brochure (the one attached is "Together We Can Be Bully Free")

Questions:

- What is being marketed in the brochure?
- How is the brochure organized (what comes first, last, etc)? Why do you think it is organized this way?
- If you made a flyer for the resource you are going to promote, what would you put on the front of your brochure?

Station 4: Slideshow of billboards

Questions:

- What billboard was the most convincing to you? Why?
- What caught your eye the most? Choose one.
  - A. The picture on the billboard
  - B. The colors of the billboard
  - C. The message on the billboard
  - D. The type of font (the way the words were written) on the billboard
  - E. The size/shape of the billboard

Station 5: Newspaper/Magazine ad (the one attached is "Knox Hot Water")

Questions:

- What newspaper/magazine was the ad placed in? Why do you think the marketing team decided to place the ad in this newspaper/magazine?
- Do you think this form of marketing will be the best form to promote your resource? Why or why not?

Circle 2 types of marketing tools you are considering using to promote your resource? Rate your choices by placing a number beside

the choice. Your first choice should have the number 1 beside it and your second choice should have the number 2 beside it.

- A. Commercial
- B. Flyer
- C. Brochure
- D. Billboard
- E. Newspaper/Magazine Ad

Students will answer the questions that are at every station on their Research Marketing Sheet

**Small Groups 25 min-** Students will have a planning meeting in groups of 3 (students should be placed in groups according to the marketing tool they chose they will use; if groups are uneven, teacher will use their discretion to best place students in desirable groups) in order to decide what type of marketing tool they will use to market a community resource.

Group Roles:

**Facilitator**-keeps meeting going according to the agenda

**Notetaker**-Keeps the notes during the meeting and complete voting cards

**Timekeeper/Reporter**-Keeps track of time during meeting and will report out on group decision tomorrow

Planning Meeting Agenda

**6 min (2 min per person)**- Share resources they want to promote and reasons for selection

**5 min-** Vote on top 2 resources to promote

**7 min-** Each marketer will have time to write about what resource they want to promote and the marketing tool they think their team should use.

**5 min (1:30 per group member)**- Each team member will share their proposal

**2 min-** Each member votes on which resources to promote and what tool to use

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**Assessment/Check for Understanding**

**Exit ticket:** What resource will your team market and what marketing/advertising tool will you use to market the resource?

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**Homework**

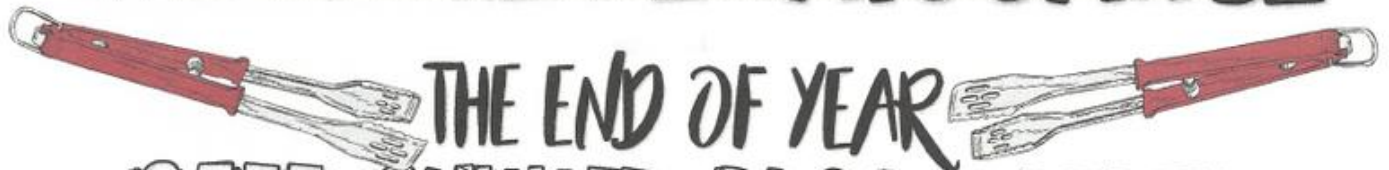
N/A



PROMISE HEIGHTS PRESENTS



# ##B# MORE RENAISSANCE



## THE END OF YEAR SAFE SUMMER BLOCK PARTY

MAY 31<sup>ST</sup>, 2018

Renaissance, let's close out the school year with a bang and move into summer ready to take on the world! Let's set an example to the city of how to start off summer break safely and with a plan!

- FOOD
- MUSIC
- FACE PAINT
- KICK BALL
- SACK RACES
- CARD TABLES
- DANCE CONTEST
- GIVEAWAYS
- SHOUTOUTS!



## WHAT TO DO WHEN OTHERS ARE BULLIED

- **Refuse** to join in.
- **Speak out.** Use words like these: "Don't treat him that way." "Stop hitting her." "I'm going to report this right now."
- **Distract** the bully so he or she stops the bullying.
- **Report** all bullying to a teacher or another school adult.
- **Be a friend** to the person being bullied.
- **Make an effort** to include students who are left out most of the time.

### **IMPORTANT!** Never fight the bully.

It's not safe and it won't solve the bullying situation. Fighting can only make things worse.

A lot of the time bullies actually want friends and want to be liked, but bad feelings they have make it hard for them. If a bully is trying to change and it is safe for you, be a friend to the bully. Your friendship can help the person be bully free.

## WHAT TO DO IF YOU ARE BULLYING OTHERS

Bullies are not bad people. It is their behavior that is bad. It's never too late to make a change. How?

- Stop the bullying right now!
- Start showing all people respect.
- Talk with adults you trust (parents, teachers, youth leaders) about the bullying. Tell them about any strong feelings (like anger or stress) that you have.
- Always keep your hands and feet to yourself.
- If you start to feel upset or angry, **STOP** and **THINK**. Take a deep breath. Don't bully someone. Instead, think about your choices. What might be the consequences of each one?

### **REMEMBER!**

- **YOU** decide your actions.
- **YOU** are in charge of what you do.
- **YOU** can decide to stop the bullying and help yourself and our school be bully free!



WHERE TO FIND OUT MORE

[www.bullyfree.com](http://www.bullyfree.com)

A MINI-GUIDE FOR  
**High School  
Students**

Together  
We Can Be

**BULLY**

**FREE**

Allan L. Beane, Ph.D.

[www.bullyfree.com](http://www.bullyfree.com)

# Together We Can Be Bully Free

A Mini-Guide for  
High School Students

## Pop quiz!

1. What's one of the biggest problems in schools today?

- A. Teachers skipping school.
- B. Students skipping school.
- C. The homework is too easy.
- D. Bullying.

If you chose "D. Bullying," you're absolutely right. Bullying is no laughing matter. A school that has a bullying problem isn't safe. It's not a good place for students to learn.

- Maybe you've been bullied. Then you know how much it hurts to be the victim of bullying.
- Maybe you've bullied someone else. If you have, it's time to stop.
- Maybe you've watched someone else be bullied. You might have felt bad but been afraid to speak up.
- Maybe you've been in all three situations. Lots of people have.

No matter where you fit when it comes to bullying, this mini-guide has ideas for you. Every student has the right to feel safe, respected, and accepted—to work, learn, and focus on all the good things school has to offer. Our school wants to stop the problem of bullying, and you can help. Join in and be a "bully buster."

**Together we can be bully free!**

## WHAT IS BULLYING?

Bullying is when a person or group of people hurts, embarrasses, or frightens another person on purpose over and over again. A bully's goal is to have power over people.

## WHAT DOES BULLYING LOOK LIKE?



## MYTHS ABOUT BULLYING

**Some people deserve to be bullied. False.**

No one ever deserves to be bullied or "asks for it." Bullies often target people who are "different" in some way. Being different is not a reason to be bullied.

**Bullying is a normal part of growing up.**

Getting teased, picked on, pushed around, threatened, harassed, insulted, and abused is **not normal**.

**The best way to deal with a bully is by fighting or trying to get even. Not true!** Fighting can only get you hurt or in trouble. It only makes things worse.

**People who are bullied will get over it. Don't believe it.** Bullying hurts for a long time. Some students

have dropped out of school because of bullying. Others have become so sad, afraid, and depressed that they committed suicide.

## WHAT TO DO IF YOU ARE BULLIED

### Do:

- **If you are in real danger, walk (or RUN!) away.** Get away as quickly as possible.
- **Tell an adult you trust.** An adult can help make the bullying stop. Report who bullied you, what happened, and where and when it happened. Remember! Telling isn't tattling—it will help keep you safe!
- **Buddy up!** Bullies most often go after students who are alone. If a bully stops you on the way to or from school, start walking with someone. At school, join a group of other students.
- **Avoid the bully.** Think about where and when you usually run into bullies and try to stay away from those places at those times. If it's a place you have to go, take along a friend.
- **Stand up for yourself.** If you don't feel like you're in danger, stand up straight, look the bully in the eye, and say in a confident voice, "Leave me alone!" Then walk off.

### Don't:

- **Fight back.** If you fight, threaten, or call the bully names, the person will get madder and might try to hurt you even worse. Plus, you will have become a bully yourself.
- **Cry.** Bullies like having power over people and making them cry. It's best to stay calm, walk away, and find someone who can help.
- **Ignore the bullying situation and hope it will stop.** The bully is not going to go away. Decide whether to stand up for yourself or get help from an adult who can help solve the problem.



# Billboards

a large outdoor  
board for  
displaying  
advertisements.





Chick-fil-A billboard



**Baltimore  
Believe  
Billboard**

# Ray Lewis Retirement Billboard



# Welcome to Baltimore Billboard





**Snickers  
Billboard**

# Virgin Billboard





**The Circus  
Billboard**

# KNOX HOT WATER

WE'LL FIX YOUR HOT WATER TODAY!

• Affordable Pricing • Fast & Reliable • Licensed & Insured



**\$100 OFF\***  
ALL REPLACEMENTS  
Mention Knox Leader

\*limited time only

CALL FOR AN INSTANT QUOTE

**0423 078 405**

Lic no. 112015

**Google**

5 Star Customer Rating



**ozwarm**



## Gallery Walk Station Questions

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** As you visit each station during the Gallery Walk, respond to the questions.

### Station 1: BMORE Healthy Expo Commercial

1. How long was the commercial?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What information did the commercial give you about the BMORE Healthy Expo?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What was good about this commercial?

\_\_\_\_\_

4. What could be better?

\_\_\_\_\_

### Station 2: Flyer for School Event/Sports Tryout

1. What was the event/tryout for?

\_\_\_\_\_

2. List 3 important pieces of information on the flyer

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What was good about this commercial?

\_\_\_\_\_

4. What could be better?

\_\_\_\_\_

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**Station 3: Brochure**

1. What is being advertised in the brochure?

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2. How is the brochure organized (what comes first, last, etc.)? Why do you think it is organized this way?

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3. If you made a flyer for the resource you are going to promote, what would you put on the front of your brochure?

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**Station 4: Slideshow of Billboards**

1. What billboard was the most convincing to you? Why?

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2. What caught your eye the most? Circle **one** choice:

- A. The picture on the billboard
- B. The colors of the billboard
- C. The message on the billboard
- D. The type of font (the way the words were written) on the billboard
- E. The size/shape of the billboard

**Station 5: Newspaper/Magazine Advertisement (ad)**

1. What is the message in the ad (what do you think the maker of the ad wants you to do or think)?

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2. Do you think this form of marketing will be the best form to promote your resource? Why or why not?

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**Circle 2 types of marketing/advertising tools you are considering using to promote your resource? Rate your choices by placing a number beside the choice. Your first choice**

**should have the number 1 beside it and your second choice should have the number 2 beside it.**

**A. Commercial**

**B. Flyer**

**C. Brochure**

**D. Billboard**

**E. Newspaper/Magazine Ad**

**Thursday, February 7th, 2019**

Diamonte Brown, Middle School  
**Good in the 'Hood**

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### **Standards**

**CCSS W 1 CCR** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Maryland English Language Arts

**CCSS W 6 CCR** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Maryland English Language Arts

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### **BLM Principles**

**BLM.CV** Collective Value: Valuing all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location Teachers' Democracy Project Black Lives Matter

**BLM.UB** Unapologetically Black: In affirming that Black Lives Matter, we need not qualify our position. Loving and desiring freedom and justice for ourselves is a necessary prerequisite for wanting the same from others Teachers' Democracy Project Black Lives Matter

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### **Objectives**

Students will be able to create their marketing material by completing the marketing template/graphic organizer in order to promote their community resource.

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### **Materials**

Laptops/computers

Video cameras/voice recorders (phones are fine)

- 📎 Commercial Graphic Organizer.pdf
  - 📎 Commercial Script Graphic Organizer.doc
  - 📎 Flyer Template.docx
  - 📎 Brochure Template.doc
  - 📎 Billboard Graphic Organizer.docx
  - 📎 Newspaper or Magazine Ad Template.dot
- 

### **Procedure/Strategies**

**Warm Up 10 min-** Marketing groups formed from yesterday will convene to complete Report Form. Reporters will share out Report Form with whole group.

Report Form:

Group Members\_\_\_\_\_

Target Audience\_\_\_\_\_

Resources we are promoting

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We chose to promote this resource because \_\_\_\_\_.

We are going to use a \_\_\_\_\_ to promote this resource. (which marketing tool? Commercial, Flyer, Brochure, Billboard, Newspaper/Magazine Ad, something else).

What are the barriers to your target audience hearing your message?

How could your messaging be most convincing to your audience?

**Engagement/ Motivator 20 min-** Marketing groups will work together to complete the template/graphic organizer for their marketing tool.

**Small Groups 20 min-** Groups will use their marketing tool template/graphic organizer to create a rough draft of their marketing tool. Groups will submit rough drafts to teacher.

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### **Assessment/Check for Understanding**

**Exit ticket:** What is one thing that you think that your group needs to add to your advertisement?

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### **Homework**

N/A

# Planning Your Advertisement

Purpose of the product: \_\_\_\_\_

Product name: \_\_\_\_\_

Demographic you are trying to reach (check all that apply) :

- Age**  0-12  
 13-17  
 18-24  
 25-35  
 36-50  
 50 +

- Race**  African-American  
 Asian  
 Caucasian  
 Hispanic  
 \_\_\_\_\_

- Gender**  Male  
 Female

**Other:**

Explain in detail how your advertisement will use **pathos (emotion)** to sell the product:

Explain in detail how your advertisement will use **logos (facts/stats)** to sell the product:

Explain in detail how your advertisement will use **ethos (credibility)** to sell the product:

# Planning Your Advertisement

## Other Advertising Strategies

Choose **three** of the following and explain how you will use these strategies to sell your product:

**Avante Garde:** the suggestion that using this product puts the user ahead of the times.

**Magic Ingredients:** the suggestion that some almost miraculous discovery makes the product exceptionally effective.

**Patriotism:** the suggestion that purchasing this product shows your love of your country.

**Transfer:** positive words, images, and ideas are used to suggest that the product being sold is also positive.

**Plain Folks:** the suggestion that the product is a practical product of good value for ordinary people.

**Snob Appeal:** the suggestion that the use of the product makes the customer part of an elite group with a luxurious and glamorous lifestyle.

**Bribery:** offers you something "extra" with the product.

**Bandwagon:** the suggestion that you should join the crowd or be on the winning side by using a product--you don't want to be the only person without it!

Strategy # 1: \_\_\_\_\_  
How you will use this strategy to sell your product:

Strategy # 2: \_\_\_\_\_  
How you will use this strategy to sell your product:

Strategy # 3: \_\_\_\_\_  
How you will use this strategy to sell your product:

### Persuasive Commercial Script

**Directions:** First choose a resource that your team is going to advertise. Then choose your stance or viewpoint about the resource and the audience. Next, choose three persuasive ideas that you think will convince your audience to share your viewpoint. Try to find at least two supporting arguments for each idea. After you have mapped out your support, write your script for your persuasive commercial.

#### Persuasive Commercial Script Sample

<b>Resource/Audience:</b> Shoe Repair Shop/People that live in the community
<b>Stance or Viewpoint:</b> More people should use the shoe repair shop on 25 <sup>th</sup> St. and Harford Rd.
<p><b>Persuasive Idea #1:</b> It's easy to get to</p> <ul style="list-style-type: none"> <li>• Support: right in the community, on the corner of 25<sup>th</sup> and Harford Rd.</li> <li>• Support: right on a bus line and free street parking</li> </ul>
<p><b>Persuasive Idea #2:</b> Open after work hours and on the weekend</p> <ul style="list-style-type: none"> <li>• Support: open until 6</li> <li>• Support: open on Saturdays</li> </ul>
<p><b>Persuasive Idea #3:</b> They can fix any shoe</p> <ul style="list-style-type: none"> <li>• Support: They can fix Nike Boots</li> <li>• Support: They can fix high heels.</li> </ul>
<p><b>Script:</b></p> <p>“Bring your shoes to get fixed at J&amp;H Shoe Repair Shop”! We are right in your community, located on 25<sup>th</sup> St. and Harford Rd. We have free street parking and we are right on a bus line so you can be dropped off right at our door step! When you come, bring any shoe you want fixed. We can fix any shoe from high heels to Nike Boots so you don't have to let your favorite shoe go before you are ready. Come see us any weekday up until 6PM! We're even open on Saturdays! Don't waste your money on new shoes if you don't have to; come to J&amp;H Shoe Repair Shop and get your shoes fixed!”</p>



## **Persuasive Commercial Script**

**Resource/Audience:**

**Stance or Viewpoint:**

**Persuasive Idea #1:**

- Support:
- Support:

**Persuasive Idea #2:**

- Support:
- Support:

**Persuasive Idea #3:**

- Support:
- Support:

**Script:**

# NAME OF RESOURCE

LOCATION  
•  
HOURS



## Services/What We Sell

To get started right away, just tap any placeholder text (such as this) and start typing to replace it with your own.

Want to insert a picture from your files or add a shape, text box, or table? You got it! On the Insert tab of the ribbon, just tap the option you need.

## What's on Sale/Upcoming Event

Contact Info  
Telephone

## Customer reviews

Write customer reviews  
here

## Contact us

Address line 1  
Address line 2  
Phone/fax  
Website/other

## Company's name

Company's message

## About us

Use this space to describe your company and what makes it unique

## Our services

Describe packages and rates and the services that your company offers

## More information

You can use this space to insert pictures of your company and/or include any other important information that you want to share


## → Billboard design

A billboard is a large outdoor board and platform for displaying advertisements to drivers. Billboards are usually placed along highways and freeways due to the high exposure to potential customers. Thousands of people drive by billboards every day, so this form of advertisement is highly effective in marketing a business. Most billboards are 14 feet high by 48 feet wide.

### **Requirements for your billboard design:**

- ⇒ 14" X 48" in size (maybe use a sheet or teacher board paper)
- ⇒ You may choose to include your logo or not
- ⇒ Use a color that will attract attention
- ⇒ Billboards often use humor in their advertising. Think about a way you could add a dose of humor to your own billboard design.
- ⇒ Text should be limited to title of business, contact information, and a slogan/quote/quick description of business. Too much text is hard to read while driving!

Create 2 **different** design plans for your billboard design in the space below:

*40% off all snowboards,  
skis, boots, poles, and bindings*

*50% off all winter clothing!*

Don't miss the humongous

Spring Blowout

**SALE!**

April 16 *through* April 25, 2004

ADVENTURE WORKS

1234 Lake Street

Portland, OR 10023

Phone (201) 555-0154

Open Sunday *through* Thursday: 11 A.M. to 11 P.M.

Friday and Saturday: 11 A.M. to midnight

## Friday, February 8th, 2019

### Diamonte Brown, Middle School **Good in the 'Hood**

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#### Standards

**CCSS W 1 CCR** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Maryland English Language Arts

**CCSS W 6 CCR** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Maryland English Language Arts

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#### BLM Principles

**BLM.CV** Collective Value: Valuing all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location Teachers' Democracy Project Black Lives Matter

**BLM.UB** Unapologetically Black: In affirming that Black Lives Matter, we need not qualify our position. Loving and desiring freedom and justice for ourselves is a necessary prerequisite for wanting the same from others Teachers' Democracy Project Black Lives Matter


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#### Objectives

Students will be able to finalize their marketing material by using feedback from their teacher and peers in order to promote their community resource.

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#### Materials

 Rubric for Grading the Advertisement.doc

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#### Procedure/Strategies

**Warm Up 15 min-** Students will participate in Gallery Walk while giving feedback to their peers. Students will write feedback on the sticky side of the post-it (this way feedback is hidden from others when posted on draft). Feedback will include 1 wonder and 1 notice. Students are to use 1 Post-It to write one wonder and a different Post-It to write one notice. At the end of the Gallery Walk, groups will collect their feedback and sit in groups.

**Engagement/ Motivator 35 min-** Using the feedback from the Gallery Walk, groups will work together to finalize their marketing material. Groups will submit their finished/semi-finished products to the teacher.

**Individual/Exit Ticket 5 min-** If you could get your advertisement out in the community, where would you put it? If it's a commercial, what station would you play it on?

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#### Assessment/Check for Understanding

Finished Advertisement

### Rubric for Grading the Advertisement

Target Market and Persuasive Technique 1 2 3 4 5

\_\_ The target market is clearly identified.

\_\_ The persuasive technique/advertisement is appropriate for the target market.

Image and Slogan 1 2 3 4 5

\_\_ The image(s) would catch a reader's attention.

\_\_ The image(s) appeals to the target market.

Text 1 2 3 4 5

\_\_ Describes the product (s)

\_\_ Suggests reasons to buy the product

Spelling, Grammar, Mechanics 1 2 3 4 5

\_\_ Correct spelling/pronunciation

\_\_ Correct sentence structure

Total ____ (40)
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5= Excellent (beyond the goal)

4= Good (met the goal)

3= Fair (has a few errors/some evidence of goal intention)

2= Poor (has many errors/very little evidence of goal)

1= No evidence of goal; very little thought or effort

Comments: