

Advertising for Business

Media Type: Microsoft® PowerPoint® Presentation

Duration: 126 slides

Goal: To understand the functions and types of advertising.

Description:

In this presentation, students will discover the innovative and complex field of advertising. Students will identify the various aspects of the advertising industry such as the methods and mediums used for advertising, the different forms of advertising, the process for calculating media costs and the importance of marketing and segmentation. Students will also will become familiar with the language commonly used in advertising and ultimately prepare an individual advertising plan.

Objectives:

1. To create an advertising campaign.
2. To understand how advertising is used in business.
3. To identify the various types of advertising media.
4. To understand the components of a professional advertisement.
5. To learn the pricing methods associated with advertising costs.



Common Core Standards

Marketing Career Cluster (MK)

Cluster	Standard
	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
	Use marketing strategies and processes to determine and meet client needs and wants.
Marketing Communications Career Pathway (MK-COM)	Apply techniques and strategies to convey ideas and information through marketing communications.
	Plan, manage and monitor day-to-day activities of marketing communications operations.
	Access, evaluate and disseminate information to enhance marketing decision-making processes.
	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
Marketing Management Career Pathway (MK-MGT)	Plan, manage and organize to meet the requirements of the marketing plan.
	Access, evaluate and disseminate information to aid in making marketing management decisions.
	Communicate information about products, services, images and/or ideas.

College & Career Readiness Anchor Standards for Writing

Writing Standards	
Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	9-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	9-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Advertising for Business



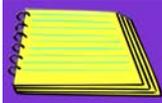
College & Career Readiness Anchor Standards for Writing (continued)

Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

College & Career Readiness Anchor Standards for Reading

Reading Standards for Informational Text			
Key Ideas & Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
	9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
	11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
	11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	
	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.		
	Craft & Structure	9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
		9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
11-12.4		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	
11-12.5		Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			
Integration of Knowledge & Ideas	9-10.7	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.	
	11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.	

Advertising for Business



Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Post at least 10 different advertisements on the board. Once students are seated, instruct them to close their eyes for 15 seconds. While student’s eyes are closed, remove the pictures. Once students open their eyes, ask them to identify which three advertisements they remember best. Conduct a short discussion about people’s attitudes toward advertising and the impact advertising has on society. Hand out the *Advertising for Business Vocabulary Handout* for students to use as a reference material. Show the *History of Advertising* segment. Students should complete the corresponding *Assessment*. Introduce and explain the *Advertising Campaign Project*.



Slides
1-16

Class 2: Remind students to continue using the *Vocabulary Handout* as reference materials. Show slides 17 to 28 of the *Types of Advertising* segment. Students should begin the *Critiquing Advertisements Project*.



Slides
17-28

Class 3: Remind students to continue using the *Vocabulary Handout* as reference materials. Show slides 29 to 40 of the *Types of Advertising* segment. Students should complete the corresponding *Assessment*.



Slides
29-40

Class 4: Remind students to continue using the *Vocabulary Handout* as reference materials. Show slides 41 to 57 of the *Advertising Media* segment. Assign the *Ad Planning Activity* and allow students to begin.



Slides
41-57

Class 5: Remind students to continue using the *Vocabulary Handout* as reference materials. Show slides 58 to 77 of the *Advertising Media* segment. Students should complete the corresponding *Assessment*.



Slides
58-77

Class 6: Remind students to continue using the *Vocabulary Handout* as reference materials. Show slides 78 to 91 of the *Advertising Plan* segment. Students should begin the *Target Market Activity*.



Slides
78-91

Class 7: Remind students to continue using the *Vocabulary Handout* as reference materials. Show slides 92 to 109 of the *Advertising Plan* segment. Students should complete the corresponding *Assessment*. Distribute the *Advertising Industry Project* and allow students to work.



Slides
92-109

Class 8: Students should use the entire class to work on their *Projects/Activities*.

Class 9: Distribute the *Advertising for Business Final Assessment*. Students should use the remainder of the class to complete and turn in their *Projects/Activities*.

Lesson Links

Advertising.com

- www.advertising.com

Career & Technical Student Organizations

Business Professionals of America

- Graphic Design Promotion

Future Business Leaders of America

- Desktop Publishing
- Marketing

Advertising for Business



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50616, Jack Davis, Vice President of Sales & Marketing, Horticulture Marketing
- iCEV50621, Renee Gonzales, Marketing Specialist, Mercedes Benz of Lubbock



Lab Activities

Ad Planning

Directions:

Students will read profiles of multiple companies and should list at least three specific forms of advertising which would best promote each product or company while still maintaining the company's goals.

Target Market

Directions:

Students will be given a list of products and will decide whether a company selling the product would want to define a target market using demographics, psychographics or geographics. Students will then decide on a specific target market for the product.



Project

Advertising Campaign

Directions:

Students will create a four-week advertising campaign for a business of their choice. The plan should include the following components: a one-page summary of the campaign, campaign objectives, a description of the primary and secondary target markets, a detailed list of the advertising media needed for the campaign, a media calendar which represents the reach and frequency goals of the campaign and a budget or cost analysis sheet.

Critiquing Advertisements

Directions:

Students will identify different advertisements and critique them based on the questions provided in the *Project* sheet.

Advertising Industry

Directions:

For this *Project*, students will write a two page research paper about the history of advertising. Students will research an advertising company which was started before the 1940s. Papers should include the following: when the company started, who started it, where it started and what kind of advertising they did (include if they marketed for any well known companies). Students should also compare and contrast the advertising industries then and now, talk about what they would do which is the same and different and if the company is not open anymore find an advertising company which is and compare to it to the one selected.