

Title: Advertising for the Tributes

Grade Level: 6th grade

Subject Area: Language Arts

Concept: Creating an advertisement

Target Audience: Individual and whole class

Time Frame: 60 minutes

I. Preparing to Teach

A. Goals:

- 2. B.3a-Respond to literary material from personal, creative, and critical points of view.
- 3. B.3a- Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

B. Objectives: Students will review what they have read in the book so far and then create an advertisement that would influence the sponsors to send their tribute a gift that could save their life, like the trainers did in *The Hunger Games*. They will brainstorm what they are going to put on their advertisements based on the attached questions and then create and design them.

C. Materials:

- The book “*The Hunger Games*”
- Poster Paper
- Markers, crayons, etc.
- Advertisement guidelines and rubric
- Tribute Gifts Worksheet

D. Resources:

- The book “*The Hunger Games*” by Suzanne Collins

II. Instructional Sequence

A. Focusing Activity: Finish any skits that were left over from yesterday. Then begin by telling the students that, “Since you are in the process of reading chapters 24-27 for the quiz tomorrow, today we are going to review the gifts the tributes have received so far.” Pass out the attached worksheet that requires them to fill in the

tributes and their gifts in the corresponding boxes. Give them a few minutes to start filling out what they know and then go over it as a class, asking them these questions to fill the blanks:

- Who is a tribute we've read about?
 - What gift(s) have they received?
 - What did these gifts do?
- (Answers are on answer key)

B. Purpose:

- Tell the students that the purpose for discussing this and doing this worksheet is because "all of you are going to be mentors today by creating an advertisement in order to convince a sponsor to send your tribute a gift that could save their life. Your job is to make a sponsor want to send this gift to your tribute, like in the book."

C. Instruction:

- "What was the mentor's job in the story?"
To train the tributes, let them in on secrets, and get sponsors to send them gifts during the game to save their life.
"Why are the mentors important?"
Because they have to convince people to help save their tribute's life
- "First, I'm going to pass out a paper that gives you some questions that I want you to think about before creating your advertisement. Once you get this handout, take out a sheet of paper and start writing down your ideas to these questions and sketching pictures."
- "Make sure your advertisement includes the name or picture of the tribute you choose and the gift they need."
- "Once you're finished sketching and brainstorming, come grab piece of poster paper on my desk and a couple markers to begin making your advertisement."
- Pass out the rubric for the advertisements. "Here is the rubric I will be using to grade your posters, so look over it and keep the requirements in mind while you're working." Read over the rubric.

- “You have until there are ten minutes left to the class period to finish your advertisements, and then we will begin presenting them to the class”.
- Once there is only ten to fifteen minutes left in the class period, have them stand up and present their advertisements to the class.
- Tell them that, “All of you are acting as sponsors, so after each person presents I will ask you to raise your hand if you would send the gift to the tribute based on the advertisements to see how convincing they were”
- “After you present it to the class, you may take it home to touch it up if you like and bring it back tomorrow and turn it in.”

D. Modeling:

- The teacher will give the students ideas and guidelines of what to put on their advertisements
- The teacher will go through the worksheet with the class, telling them what to put in the boxes
- The teacher will model what is expected on the advertisements by handing out a rubric stating the expectations

E. Check for Understanding:

- Students will fill out the tributes and gifts worksheet to show they understand what is going on in the book and that they’ve been reading
- “What was the mentor’s job in the story?”
Let the teacher know that they’ve been reading and understanding what is going on in the book
- “Why are the mentors important?”
Let the teacher see if the students are making connections and thinking about the characters

F. Guided Practice:

- The class will fill in the tribute and gifts worksheet together and allow for questions and discussions to arise
- Students will be given a question sheet to guide their work on their advertisements

G. Independent Practice:

- Students will create their own advertisement that tries to convince sponsors (their classmates) to send a gift to their tribute that could save their life, like the mentors did in the story.
- This activity allows the students to show their creativity and make connections with characters in the book.

III. Conclusion: “Great job everyone! Those were really creative advertisements! If you would like to take them home to do more coloring or touch-ups, that’s fine, but bring it back tomorrow morning to turn it in. Also, make sure that you finish reading the book for homework tonight, because you’ll have a final quiz tomorrow.”

IV. Evaluation:

A. Student Evaluation: The teacher will collect the advertisements after they are presented or the next morning and will evaluate them based on the attached rubric that the students were given.

B. Teacher Evaluation:

- How did I ensure the high quality of this lesson?
- What could be done differently?
- Was the assessment effective?
- Is there evidence that the students were interested in it?