

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Can You Sell This?

05.AR.04

Common Curriculum Goal:

2nd Language: Topics: XCIM (Intermediate – Mid)

2nd Language: Speaking: XCIM (Novice – High)

2nd Language: Listening: CIM (Novice – High)

2nd Language: Reading: XCIM (Intermediate – Low)

2nd Language: Writing: XCIM (Intermediat – Low)

Social Studies: Media Literacy

Arts: AR.05.CP.01; AR.05.CP.04

Ed Tech: Communication and Collaboration: A, B, D

Ed Tech: Creativity and Innovation: B

Ed Tech: Operations and Concepts: A

Season/Location:

Associated with any seasonal cultural activity or event that could be “promoted” via video advertising.

Partners/Guests/Community:

Students could collaborate with other grades and community members as actors and equipment operators; Rob Bovett (PSA grants); OSU (KBVR and SMILE); Local TV and radio folks.

Cultural Component(s):

Arts and Aesthetics	Family	Medium of Exchange
Belief -World View	Food	Science
Clothing	Fun	Shelter
Communication	History	Transportation
	Government	
	Medicine	Tools and Technology

Project/Activity Lesson Objective Components:

Vocabulary:

- *Collective vocabulary from prior lesson(s):*
 - *Any lesson within the curriculum*

- *Vocabulary chosen by students to describe and persuade in advertising appeals.*

Grammar:

- *3 – 5: Complex written and spoken sentence structure; noun and verb conjugation, including past/present/future aspects of time; spelling (teacher-generated).*

Phrases (Writing, Speaking, Reading, Listening):

- *Student – generated scripts, including dialogue, set descriptions, direction, casting, etc.*

After completing the lesson, Students and/or Instructors will be able to:

1. *Identify the various types of advertising appeals found in popular media.*
2. *Operate video equipment and video editing software.*
3. *Use Dee Ni language to create a script, including dialogue/monologue and slogans.*
4. *Perform in an advertisement skit.*

Assessment:

- **Translation**
- **Effort/Visual Form**
- Percentage
- **Conversation**
- **Collaboration**
- **Conventions**
- **Delivery**
- **Ideas and Content**
- Percentage

Activity/Project Description:

- *Students study “Advertising Appeals”. (There are a variety of lesson plans on line; also, Joe Scott has one he’s used for years.*
- *Students study a variety of current advertising “tag lines”, and create Dee Ni translations of them. (“Just Do It”, “I’m Lovin’ It”, for example.)*
- *Students observe and/or participate in seasonal cultural activities and events. During this time, they decide which advertising appeal would best fit the “product” produced by the activity.*
- *Students decide who their target audience is, and create a Dee Ni “tag line”.*
- *Students should develop a list of descriptive Dee Ni words and phrases indicating what the product does, what it tastes like, what it feels like, etc.*
- *Students view examples of scripts, making note of format and elements.*
- *Students create a storyboard and script for a 15 or 30 second commercial. (This could be all audio, if video equipment is not available.)*

- *Student produce, direct, act, edit, and publish their commercial.*
- *Students could also create other promotional materials – stickers, key chains, blimps, t-shirts, etc.*
- *Students should be able to critique their own work by expressing evaluations using Dee Ni vocabulary and phrases.*

Materials/Supplies:

- *Audio/video equipment, including a computer with software (Final Cut, iMovie, etc.)*
- *Media literacy curriculum (advertising appeals)*
- *Sets, props, and costumes*
- *Vocabulary and phrases associated with seasonal cultural activities*
- *Examples of popular advertising in a variety of media, with emphasis on memorable “taglines”.*
- *Dee Ni dictionary (Print and digital)*
- *Fine arts curriculum dealing with digital media (optional).*