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# Product Instructions

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*This part of the manual explains basic product operations.*

***The Product at a Glance*** provides a brief summary of the product, including grade range, hardware requirements, and learning objectives.

***The Product in Detail*** gives step-by-step product instructions. You may refer to this section to help you answer students' questions about how the product works.

***Management Options*** explains how to customize ***Treasures for Sale*** to fit your precise curriculum needs.

# The Product at a Glance

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The *Treasures for Sale*™ language arts program is designed to engage students in creating an advertisement for a “personal treasure” they will sell at a neighborhood garage sale. Students search for the possessions they will sell, conduct interviews with neighborhood children to gain valuable market-research information, and create an advertisement by selecting from a variety of propaganda strategies.

**Curriculum Area:** Language arts

**Subject:** Advertising

**Topic:** Propaganda strategies

**Grade Range:** 3–6

**Program Type:** Discovery-learning

**Required Hardware:** Apple II series computer with 128K RAM; color monitor recommended but not required

**Classroom Use:** Individual students or small groups

**Learning Objectives:**

- explore the relationship among product, research, and advertising
- explore the relationship between research and the market potential of a product
- recognize and use various types of propaganda
- explore propaganda strategies to increase product appeal
- explore the importance of visual appeal, readers’ bias, and word choice in advertising
- use persuasion to convince an audience

# The Product in Detail

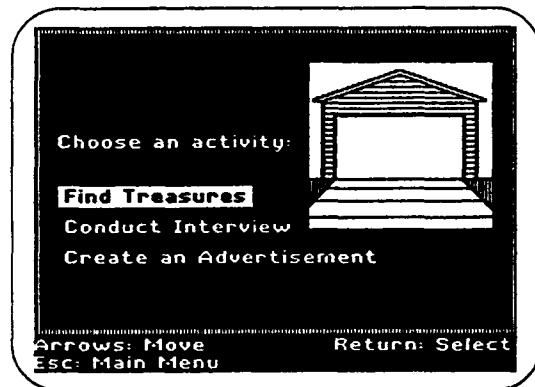
There's going to be a garage sale in the neighborhood and it's just for kids! Here's your students' chance to sell their collections and treasures that once were their prized possessions. Students will find the best treasures to sell, conduct market research, and promote their treasures as they explore advertising as a form of persuasive writing.



The Main menu of *Treasures for Sale* provides students with five options:

- **Notice!** announces the neighborhood garage sale.
- **Garage Sale**, the main program, lets students choose among Find Treasures, Conduct Interview, and Create an Advertisement.
- **Portfolio** provides access to the student advertisements created and saved on the *Treasures for Sale* program disk.
- **Information** provides a description of *Treasures for Sale*.
- **Quit** ends the current session of *Treasures for Sale*.

Students select an option from the Main menu by moving the cursor with the arrow keys and then pressing the Return key.

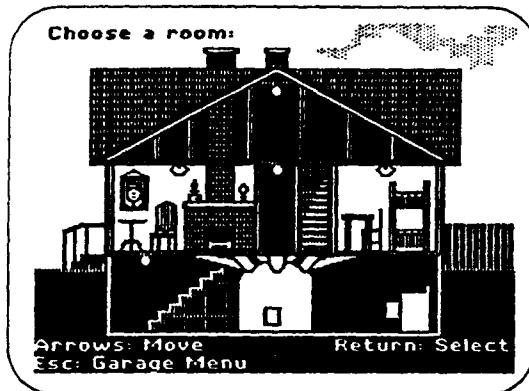


Selecting **Garage Sale** invites students to enter their name and then takes them to a screen that invites them to:

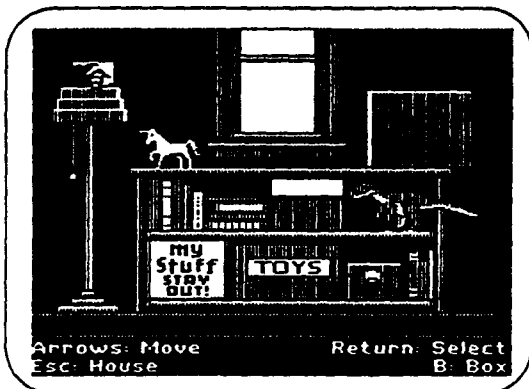
- **Find Treasures**
- **Conduct Interview**
- **Create an Advertisement**

Students move the cursor with the arrow keys and then press the Return key to make their selection.

## The Product in Detail



**Find Treasures** invites students to locate treasures they would be willing to sell at a neighborhood garage sale. Students can begin their search in either the attic, bedroom, or basement. The room can be selected by moving the cursor with the arrow keys and then pressing the Return key.



Once inside the room, students use the arrow keys to move around the room. The room view invites students to search along all four walls of the room.

When they have found a location in the room where they would like to look for a hidden treasure, they press the Return key.



If a treasure is hidden in that location, a data card is displayed. The data card provides a picture and a description of the treasure.

Students may add the treasure to their garage sale box by pressing the B key. If they choose to leave the treasure in the room, pressing the Space Bar will allow them to resume their search for treasures.

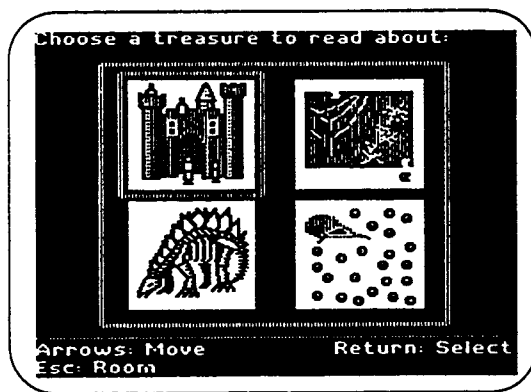
## The Product in Detail



If no treasure is hidden in the location selected, the message, "There are no treasures hidden here," will be displayed. When students press the Space Bar to continue, they resume their search in the room selected.

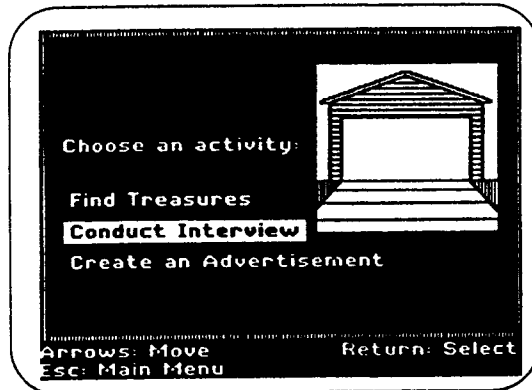


The garage sale box can hold up to four treasures. Students can replace treasures in the box if they find another treasure they would prefer to sell.



Students may read the descriptions of the treasures currently in the box by selecting the treasure and pressing the Return key.

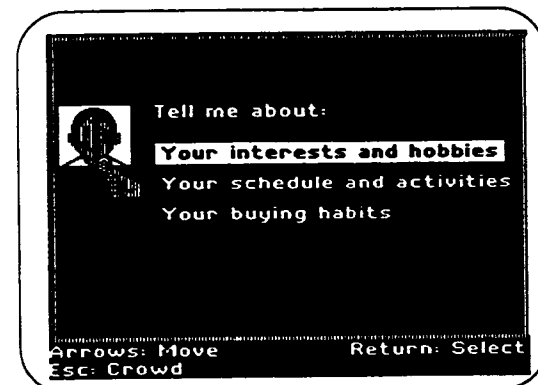
## The Product in Detail



Selecting the **Conduct Interview** option invites students to interview neighborhood children to determine the market potential of their treasure, gain insights into the best day and time for their sale, and determine the propaganda strategy that will appeal to their potential customer.



Students select the neighborhood child they wish to interview by moving the cursor with the arrow keys and then pressing the Return key.

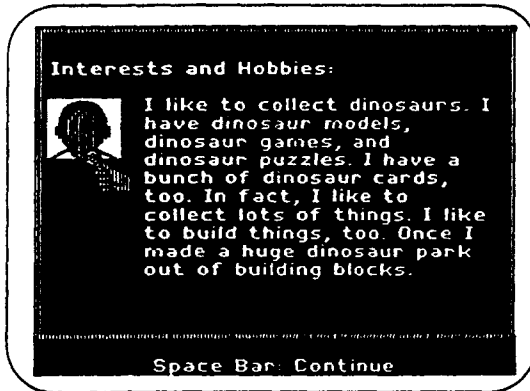


The Dialog Screen provides several questions to engage the neighborhood child in conversation.

Students select an interview question by using the arrow keys and then pressing the Return key.



## The Product in Detail



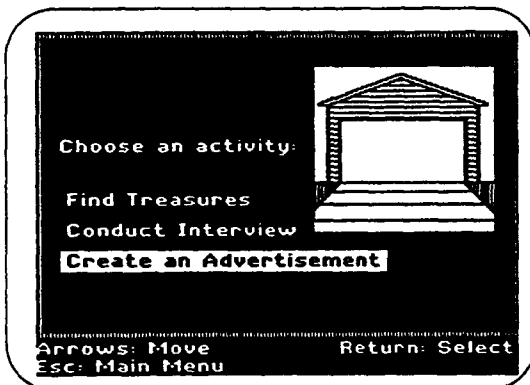
The neighborhood child's response provides information and valuable clues which help students to create their advertisement.

After reading the response, press the Space Bar to ask another question.



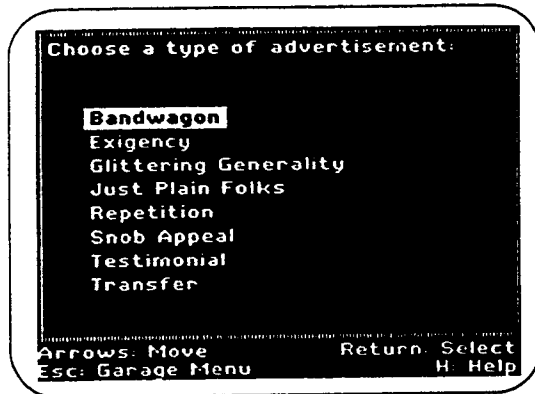
Students may interview as many children as they wish.

When the interview is complete, press the Esc key to conduct another interview or return to the Garage Sale menu.

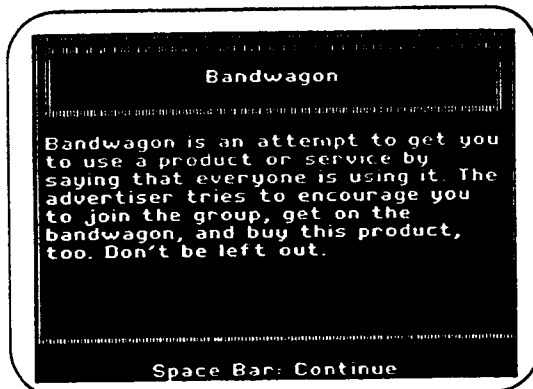


Selecting the Create an Advertisement option invites students to create an ad for one of the treasures in their box.

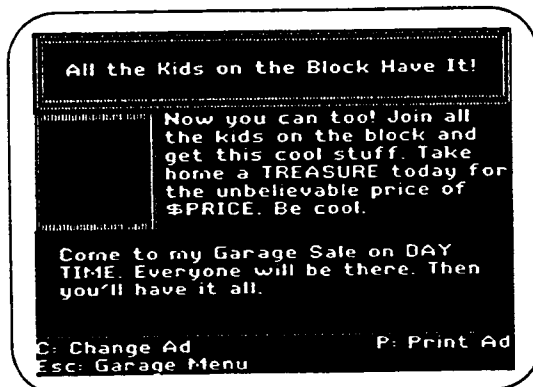
## The Product in Detail



Students select the propaganda strategy they wish to use by moving the cursor with the arrow keys and then pressing the Return key.



By highlighting the type of advertisement and then pressing the H key for Help, students may read a description of the propaganda strategy.



After selecting the type of advertisement and pressing the Return key, the advertisement is displayed with a headline, copy, and place for an illustration.

## The Product in Detail

Specify the following information about the sale of your treasure:

Type of Ad	Bandwagon
Treasure	dinosaur model
Price	\$3
Day	Friday
Time	afternoon
Copy	Add your own

Arrows: Move      Return: Select  
Esc: Ad

By pressing the C key, students may change the information that will be displayed in the ad.

Using the arrow keys to move and pressing Return to select, students may change the type of ad, the treasure for sale, and the price, day, and time.

All the Kids on the Block Have It!



Now you can too! Join all the kids on the block and get this cool stuff. Take home a dinosaur model today for the unbelievable price of \$3. Be cool.

Come to my Garage Sale on Friday afternoon. Everyone will be there. Then you'll have it all.

C: Change Ad      P: Print Ad  
Esc: Garage Menu

Students may return to their advertisement by pressing the Esc key.

Ads may be printed by pressing the P key for Print if printing has been turned on in Management Options.

If printing has been disabled in the Management Options, P: Print will not appear in the current instruction line.

Now add your own copy to the advertisement. When you're finished, press return.

Imagine, a dinosaur of your very own. You and your friends will have fun creating your own dinosaur park.

Enter Text      Return: Done  
Esc: Change Ad

Selecting Copy from the Change menu invites students to enter their own advertising copy to accompany the information displayed on the advertisement selected.

Pressing the Escape key at any time during the program takes students to the previously displayed screen.

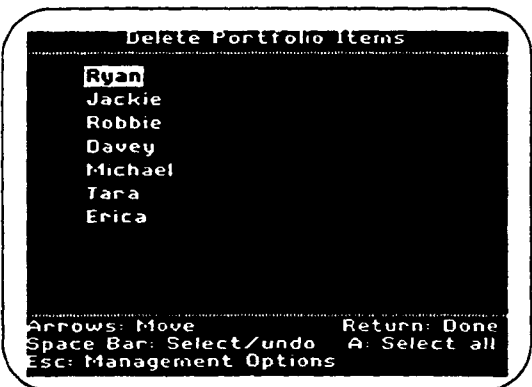
## The Product in Detail



Selecting Portfolio from the Main menu of *Treasures for Sale* provides access to any portfolios students have saved on the *Treasures for Sale* disk.



Students use the arrow keys to highlight their name and then press the Return key. The Garage menu will be displayed, inviting students to resume their previously saved portfolio.



The *Treasures for Sale* program disk provides space for 20 student portfolios to be saved. When this limit is reached, portfolios must be deleted using the Delete Portfolio Items in Management Options.

# Management Options

## Accessing Management Options

**Management Options**

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1. **Student Printing**
2. Printer Options
3. Delete Portfolio Items

---

Arrows: Move      Return: Select  
Esc: Main Menu

Management Options can be accessed from the Main menu by typing Control-A (press the Control key and the A key simultaneously). The Management Options menu enables you to access three options.

**Student Printing**

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The student printing in *Treasures for Sale* is currently ON.

Do you want to turn the student printing OFF?

Yes **No**

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Arrows: Move      Return: Select  
Esc: Management Options

Student Printing for *Treasures for Sale* is initially set to On. Student Printing, Option 1, allows you to turn off student printing if desired.

**Printer Options**

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Current Slot: Search Slots 1 & 2  
Printer Type: Apple

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1. **Set Printer Slot**
2. Set Printer Type
3. Test Printer Setup
4. Restore Default Setup

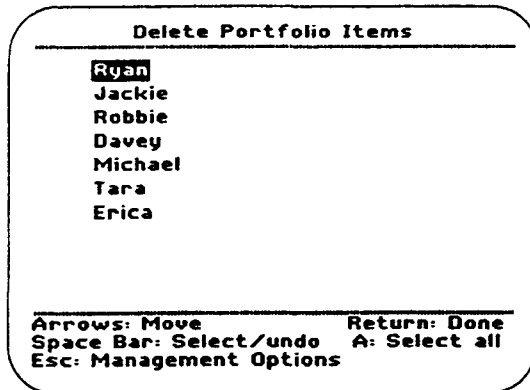
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Arrows: Move      Return: Select  
Esc: Management Options

Printer Options, Option 2, allows you to specify your printer setup (see "Using a Printer," beginning on page 12).

You may select Apple (Black and White), Epson (Black and White) or Apple (Color) printing.

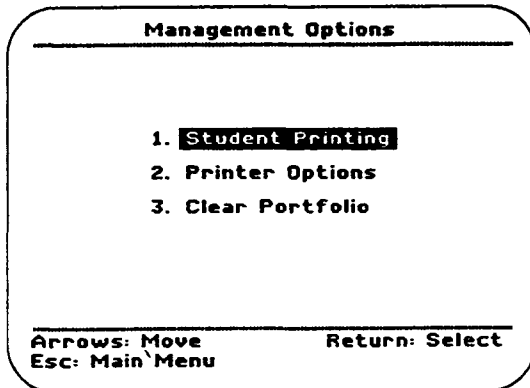
## Management Options



Option 3 on the Management Options menu allows you to delete portfolio items students have created and saved on the *Treasures for Sale* disk. *Treasures for Sale* can store up to 20 student portfolios.

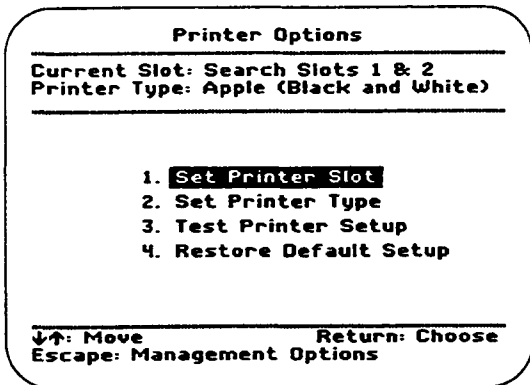
Any setting changes you make in Management Options will remain in effect until the option is accessed and the settings changed again.

## Using a Printer



This product is initially set to work with a standard Apple printer card located in either Slot 1 or Slot 2. If you have this setup, you do not need to do anything further. Use Printer Options if your printer uses another setup.

Printer Options appears on the *Treasures for Sale* Management Options menu. You can access the Management Options from the Main menu by typing Control-A.



From the *Treasures for Sale* Management Options menu, selecting Option 3 takes you to the Printer Options menu. The current printer settings are shown at the top of the screen.

You may select Apple (Black and White), Epson (Black and White), or Apple (Color) printing.

Note: If you have selected an Epson (Black and White) printer, the product requires you to print from Slot 1.

## Management Options

### Set Printer Slot

Current Slot: Search Slots 1 & 2  
Printer Type: Apple (Black and White)

1. Slot 1
2. Slot 2
3. **Search Slots 1 & 2**
4. Slot 4
5. Slot 5
6. Slot 6
7. Slot 7
8. AppleShare (R) Network

↓↑: Move                      Return: Choose  
Escape: Printer Options

Option 1: Set Printer Slot allows you to specify the slot in which your printer interface card is located. If you are using an AppleShare® Network, choose Option 8. This setting will automatically select the correct printer slot for each computer on the network.

### Set Printer Type

Current Slot: Search Slots 1 & 2  
Printer Type: Apple (Black and White)

1. **Apple (Black and White)**
2. Epson (Black and White)
3. Apple (Color)

↓↑: Move                      Return: Choose  
Escape: Printer Options

Option 2: Set Printer Type allows you to select the type of printer you are using: either an Apple (Black and White), an Epson (Black and White), or an Apple (Color) printer.

### Test Printer Setup

Current Slot: Search Slots 1 & 2  
Printer Type: Apple (Black and White)

Please prepare your printer.

Space Bar: Continue  
Escape: Printer Options

Option 3: Test Printer Setup prints the screen. If the screen is not printed correctly, check the settings on your printer or interface card, check to see whether your printer has been connected correctly.

Note: To ensure that previous printer commands are cleared, turn the printer off, wait several seconds, and then turn it back on again before performing this test.

## Management Options

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### Restore Default Setup

Current Slot: Search Slots 1 & 2  
Printer Type: Apple (Black and White)

Ready to restore the default printer options.

Space Bar: Continue  
Escape: Printer Options

Option 4: Restore Default Setup returns all printer settings to their original state. The original printer setup provides a search of Slots 1 and 2 for an Apple (Black and White) printer.

All changes made to the Printer Options settings are saved on the disk and are permanent until you use the Printer Options again to change the printer settings.



# Classroom Resources

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*This part of the manual provides a variety of materials to help you use **Treasures for Sale** in the classroom.*

**Classroom Ideas** *provides lesson plans and other materials to help you integrate **Treasures for Sale** into your curriculum.*

**Student Worksheets** *provides materials that you can copy and distribute to your students.*

**Background Information** *provides information about how the product was designed.*

**Textbook Correlation** *matches the product's instructional objectives with those of several popular textbooks.*

**Thinking Skills** *defines core thinking skills and indicates how **Treasures for Sale** addresses them.*

# Classroom Ideas

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This section provides suggestions for the use of *Treasures for Sale* within the computer environment as well as ideas for extending the concepts of advertising, propaganda, and persuasion beyond the computer environment.

What kind of sales pitch gets your attention? Advertisers have a magic trunk filled with gimmicks designed to sell their product. They are looking for the deal that you, the buyer, can't resist.

## Finding Treasures

### Picture Books to Stimulate Ideas

Children's books are a great way to introduce *Treasures for Sale* to your students. Here are two picture book titles that set the stage for this program.

#### *Our Garage Sale*

Anne Rockwell

Illustrated by Harlow Rockwell

Greenwillow Books, 1984

This family finds many items that are no longer needed and decide to sell them at a garage sale.

#### *Clean Your Room, Harvey Moon!*

Pat Cummings

Illustrated by Pat Cummings

Bradbury, 1991

For Harvey Moon, Saturday morning is time to watch his favorite cartoons on television. But Harvey's mother says it's time to clean house.

### **The Messy Room**

Most children have had the experience of “losing” a favorite toy or game amid a clutter of treasures. Ask children to think about an object they have misplaced, perhaps in their own bedroom or classroom. Invite them to finish the sentence: “I can’t find my \_\_\_\_\_ because it is hiding \_\_\_\_\_.”

Students may use their sentences to create their own *Treasures for Sale* class story. On chart paper, begin the story with the words, “Our room is a terrible mess!” As students read their sentence, write it on the chart paper. When the story is complete, read it aloud as a class.

### **The Perfect Room**

Invite students to imagine their bedroom. What toys, books, or games are in your room? What does the room look like? Are there any special features? Using Worksheet 4: “The Perfect Room” on page 32, have students draw pictures of themselves in the room of their dreams.

### **Your Own Treasures**

Identify some treasures that you would consider selling in a neighborhood sale. Box four treasures for the sale using Worksheet 5: “What Treasures Would You Sell?” on page 33. As you plan your advertisement for one of these four treasures, consider the following questions:

- What type of treasure is this?
- What are the selling points of this treasure?
- How is this treasure unique?
- What will this treasure do for the customer?
- How will it do what you promised?

### **Treasures Collage**

Invite students to look through magazines and cut out pictures of personal treasures they might be willing to sell. Ask them to paste their pictures onto a sheet of paper. Display the collages on a bulletin board entitled “Treasures for Sale.”

### **A Classroom Store**

Invite students to bring in a treasure that they might be willing to sell. Or, have students create large cutouts of treasures. Invite students to suggest prices for the treasures. Ask them to make price tags and use the tags to label the treasures.

Display the treasures on shelves or a table. Then encourage students to use play money and invite them to shop at the classroom store. Encourage them to take turns playing the roles of seller, cashier, and customer.

### **School Sale**

Conduct a school garage sale. Students may wish to set a goal for the profits, for example, buying new books for the school library or equipment for the school playground.

## **Conducting Market Research**

### **Survey to Find Out**

Conduct a survey to determine the products that kids at this age group are likely to purchase and why. Use the survey on page 34 (Worksheet 6: "Ask Around") to record responses. Survey five peers. Compile the results for a larger profile.

### **Neighborhood Interview**

Interview neighborhood children to determine their hobbies and interests, activities, and buying habits. Record their responses on Worksheet 7: "Neighborhood Interview" on page 35.

### **Advertising Influences Purchasing Decisions**

Talk about advertising's impact on children, especially at certain times of the year. How does advertising influence their requests or decisions to purchase a product?

## **Advertise! Advertise!**

### **Parts of an Advertisement**

Use Worksheets 11–12: "Parts of an Advertisement" on pages 39–40 to learn about the elements of a print advertisement. Select an advertisement from a newspaper or magazine. Identify the elements in the ad.

- What's Being Advertised?** What type of products—toys, clothes, food—are advertised most often in children's magazines and during children's television programs? Make a bar graph to display your data. Using Worksheet 10: "Propaganda Strategies" on page 38, categorize the type of product advertised and the propaganda strategy used.
- What's Propaganda** Create a videotape with a variety of television commercials. Discuss how these commercials are attempting to persuade people to buy certain products.
- Methods of persuasion are called propaganda. Propaganda can lead you to believe something that is not true. How have propaganda strategies convinced you to buy something? Have you used any of these methods yourself? Have you ever been unhappy with products you bought because they weren't what you expected?
- Messages in Media** Select a magazine and count the number of ads. Categorize the advertisements according to the propaganda techniques used. Identify the target audience of each advertisement. Compare these results to the advertisements found in another magazine. How do the products, propaganda techniques, and advertising appeals found in a health and beauty magazine compare with the products, propaganda techniques, and advertising appeals found in a sports magazine?
- Label and Categorize** Have students collect a variety of print advertisements. Post the advertisements around the classroom. Read the advertisements and have students decide who is the target audience and how each ad appeals to that group of people. Which ads have the "bandwagon" approach? Which ads use testimonials? Have students categorize the advertisements by the propaganda strategies found on Worksheets 8–9: "Propaganda Techniques" on pages 36–37.

### Analyze the Game Plan

Gather a variety of magazines that are read by students in your class. Review the magazines looking for ads that reflect the advertising techniques found on pages 36–37.

Try to find at least three advertisements that fit each category. List the product name and explain why the ad fits that category.

Use Worksheet 13: “How Do Advertisers Influence You?” on page 41 to analyze one of your favorite ads.

### Super Sellers!

One propaganda technique that is very familiar is testimonials. Using *Treasures for Sale*, locate several treasures and decide on a character or personality who would best endorse or promote the product. Explore how testimonials may be biased.

### Playing with Your Emotions

Some advertisements are created to make the customer feel uncomfortable. The target audience feels nervous, tired, or overweight and these feelings are emphasized for commercial reasons. Look at a favorite magazine or watch an evening of commercials. Make a list of the advertisements that use negative feelings to sell a product. Are any of these advertisements misleading? Are any of these advertisements offensive? Consider writing to the manufacturer to express your views.

### Powerful Words

Advertisers use words that suggest certain feelings. These emotions can be pleasant or unpleasant. Many words suggest no feelings at all. The emotion attached to a word is called a “connotation.”

Look at several magazine ads and predict which words in the ads would evoke favorable reactions. Glue or tape four ads on a piece of paper. Highlight all the words with favorable connotations. How is language and data misused in advertising? Write your analysis of the ad you think is most appealing.

	<p>Design two ads for the same treasure using Worksheet 17: "Design Your Own Advertisement" on page 45. Write one ad using words with unfavorable connotations and the other ad using words with favorable connotations.</p>
<b>Alliteration, Assonance, and Repetition</b>	<p>Ad writers play with words to grab our attention. Alliteration, assonance, and repetition are three techniques used.</p> <p>Alliteration: repeating the same consonant sound at the beginning of several words near each other (spring sandal sale)</p> <p>Assonance: repeating the same vowel sound inside words near each other (a truly fruity taste)</p> <p>Repetition: repeating the same word or phrase (for a clean, clean shine)</p> <p>Look at ads for products similar to those found in <i>Treasures for Sale</i>. Identify which words in the ads show alliteration, assonance, or repetition.</p>
<b>Recognizing Propaganda Techniques and Advertising Appeals</b>	<p>Generate a list of the many ways in which advertisements convince people to buy products. Use Worksheet 18: "Advertising Appeals" on page 46 to have students discuss the similarities between the propaganda techniques and advertising appeals. Have students identify the techniques used in a variety of media advertisements, including newspapers, magazines, billboards, commercials, etc.</p>
<b>Copy Writers</b>	<p>Prepare a sales pitch for a treasure. As a copy writer, keep the following guidelines in mind:</p> <ul style="list-style-type: none"><li>• How could this product be useful?</li><li>• Is there any particular sort of person that might need this product more than others?</li><li>• What modifications or accessories are available?</li><li>• Why would a person definitely be getting his or her money's worth in buying this product?</li></ul>
<b>Wacky Ads</b>	<p>Have students take an existing advertisement and change it into a Wacky Ad. For example, take Doublemint Gum® and change it to Doublelint Gum. When you're through chewing it, use it to remove lint from your clothes.</p>

### **Popular Product Performances**

What makes a good commercial? A slogan? A popular tune? A catchy phrase?

In small groups, invite students to create and perform their own versions of popular commercials. Some groups may enjoy composing an original jingle or song by changing the lyrics to an existing song. Ask the class to compare the performance to the actual television commercial.

## **A Few More Ideas**

### **Consumer Generalizations**

After using *Treasures for Sale*, lead a class discussion about the following consumer-related generalizations:

- People make purchases based on their values, goals, and life-styles.
- No matter how well a product is advertised, it must fulfill a consumer need in order to be purchased a second time.
- Personal choice is a major factor in determining what products are manufactured and how long they remain on the market.
- Advertising is designed strictly to sell a product regardless of its social benefit.
- Consumers should study ads and commercials carefully and try to understand exactly what they are saying about the product. A person's decision to buy an item should be based on his or her needs and values.

Use Worksheet 19: "Consumer-Education Terms" on page 47 to help familiarize your students with the language advertisers use to describe their business.

### **Building an Image Not Selling a Product**

Some advertisements are designed to build the image of a company rather than sell a product. Find several examples of advertisements like this. Why would companies spend money to build a company image? What effect do these messages have on your feelings about the company?



## Classroom Ideas

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### **Ask a Professional**

Invite the creative director from a local advertising agency to be a guest speaker in your classroom. Have students prepare questions and conduct an interview. How is an advertisement created? Who is involved in the process and what are their roles? How do you determine the effectiveness of an advertisement?

### **The Cost of Advertising**

Call a television station, a radio station, a newspaper, and a local magazine to find out about the cost of advertising in their media. Record the findings and report to the class. What does the cost of advertising have to do with the cost of a product?

## A Cooperative-Learning Activity

Involving students in cooperative-learning activities while using *Treasures for Sale* capitalizes on their natural interest in working together and sharing their ideas with peers. Working with a partner or in a group stimulates children's creativity as they brainstorm and share ideas. Discussing ideas with peers in turn helps children refine and elaborate on their original ideas.

Cooperative groups also provide a safe environment for children to learn and practice important social skills: taking turns, listening to what others have to say, expressing their own ideas, and making decisions together.

The activity described below involves students in cooperative groups at the computer. This activity provides general guidelines for structuring the interaction of students, determining the size of the groups, and assigning roles to students.

This activity has been designed with the following cooperative-learning principles in mind:

- The group must work as a team to complete a common task and achieve a common goal.
- Each member has a designated responsibility to help the team meet its common goal.
- Team members support each other by offering explanations, asking questions, providing feedback, sharing information, and encouraging each other to learn and participate in the discussions.
- Teams are made up of students with varying ability levels, ethnic and social backgrounds, gender, etc.

Familiarity with these principles and the techniques that support them will enhance the effectiveness of this activity. For a thorough discussion of cooperative-learning principles, consult the works of David and Roger Johnson, Spencer Kagan, and Robert Slavin.

### Preparation

**Time Required:** One class period at the computer, lasting approximately 40–45 minutes.

**Group Size:** Three students per group

**Equipment:** One computer per group

**Materials:** Team Job cards (see page 27)

### Procedure

#### Introduction

1. Prior to using the program, involve children in a discussion about advertising. To facilitate the discussion you may want to display a variety of print advertisements and ask students questions including:
  - What products are being sold in these advertisements?
  - What is the message of the advertisement?
  - What propaganda techniques or advertising appeals are used to get the consumer's attention?
  - Are you interested in the product because of the advertisement or are you interested in the advertisement because of the product?
2. Explain that they will be using *Treasures for Sale* to locate personal possessions that they would be willing to sell at a neighborhood garage sale. Briefly demonstrate the program to the entire class, explaining the various options and how to operate the program.

#### At the Computer

1. Assign students to groups. Tell students that each group will be working together at one computer to create an advertisement for a treasure. Explain that in addition to writing or telling about their product and their ad, they will have some specific things they will have to do while at the computer.
2. Distribute a copy of the "Team Jobs" card, found on page 27, to each student. Explain that each group is an advertising agency responsible for creating an ad campaign for a treasure of their choice. Go over the roles explaining what each student has to do. Give examples of what to say and ask children to suggest alternative ways of saying the same thing. Stress the need for them to decide together about the advertisement campaign. Also point out that after they finish an advertisement, they will present their ads to the class. After all the ads are presented, have the class evaluate the effectiveness of each ad.

#### Product Developer

- Operates the keyboard while in **Find Treasures**
- Searches for treasures
- Consults with partners to select treasures

#### Market Researcher

- Operates the keyboard while in **Conduct Interview**
- Asks questions to determine market potential of treasures
- Consults with partners to analyze market potential

### **Copy Writer**

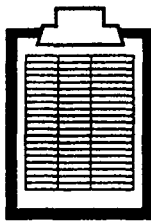
- Operates the keyboard while in **Create an Advertisement**
  - Asks questions to select the key elements of the ad
  - Consults with partners to create the print advertisement
3. Tell the groups that you will go around watching and listening to see if they agree on what to say about their treasure.
  4. Allow students to work at the computer. Circulate among pairs, observing how well they discuss and agree on the direction of their advertising campaign.
  5. After the children finish their ad, have them tell their partners something good about working with each of them. For example, a student may say, "Ryan, you had many good ideas for our advertisement." Give students feedback regarding how well you saw them working together.
  6. Next, have each group share their advertisement with the whole class. After all the ads are presented, have the class evaluate the effectiveness of each ad.

# Team Job Cards

## Product Developer

?????

- Operates the keyboard while in Find Treasures
- Searches for treasures
- Consults with partners to select treasures



## Market Researcher

- Operates the keyboard while in Conduct Interview
- Asks questions to determine market potential of treasures
- Consults with partners to analyze market potential



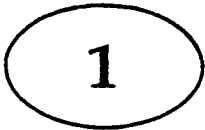
## Copy Writer

- Operates the keyboard while in Create an Advertisement
- Asks questions to select the key elements of the ad
- Consults with partners to create the print advertisement

# Student Worksheets

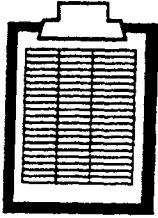
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Student Worksheet 1: Treasures Recording Sheet	page 29
Student Worksheet 2: Treasure Hunt	page 30
Student Worksheet 3: Sorting Treasures	page 31
Student Worksheet 4: The Perfect Room	page 32
Student Worksheet 5: What Treasures Would You Sell?	page 33
Student Worksheet 6: Ask Around	page 34
Student Worksheet 7: Neighborhood Interview	page 35
Student Worksheet 8: Propaganda Techniques	page 36
Student Worksheet 9: Propaganda Techniques (continued)	page 37
Student Worksheet 10: Propaganda Strategies	page 38
Student Worksheet 11: Parts of an Advertisement	page 39
Student Worksheet 12: Parts of an Advertisement (continued)	page 40
Student Worksheet 13: How Do Advertisers Influence You?	page 41
Student Worksheet 14: Creating an Effective Ad	page 42
Student Worksheet 15: Planning Your Advertisement	page 43
Student Worksheet 16: Four Steps to a Terrific Ad	page 44
Student Worksheet 17: Design Your Own Advertisement	page 45
Student Worksheet 18: Advertising Appeals	page 46
Student Worksheet 19: Consumer-Education Terms	page 47



Search through the attic, bedroom, and basement of the house to find treasures you would be willing to sell at the neighborhood garage sale. List the treasures you have found, where you found them, and your decision to sell each treasure.

[illegible]



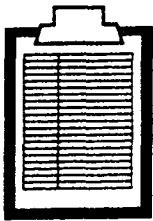
2

# Treasure Hunt

Search through your own house to find treasures that you would be willing to sell at a neighborhood garage sale. List the treasures you have found and where you found them. What decision did you make about selling your treasures?

[illegible]





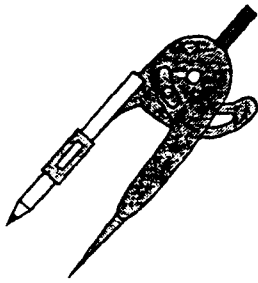
3

## Sorting Treasures

Categorize the treasures you have found in *Treasures for Sale*. List the treasures in the following categories.

Art and Creativity	Building and Construction	Collections and Gadgets	Electronics	Leisure/Enjoyment

Music	Practical	Sports	Toys/Games	Other



4

## The Perfect Room

Imagine that you could have the perfect room. Draw the room of your dreams.

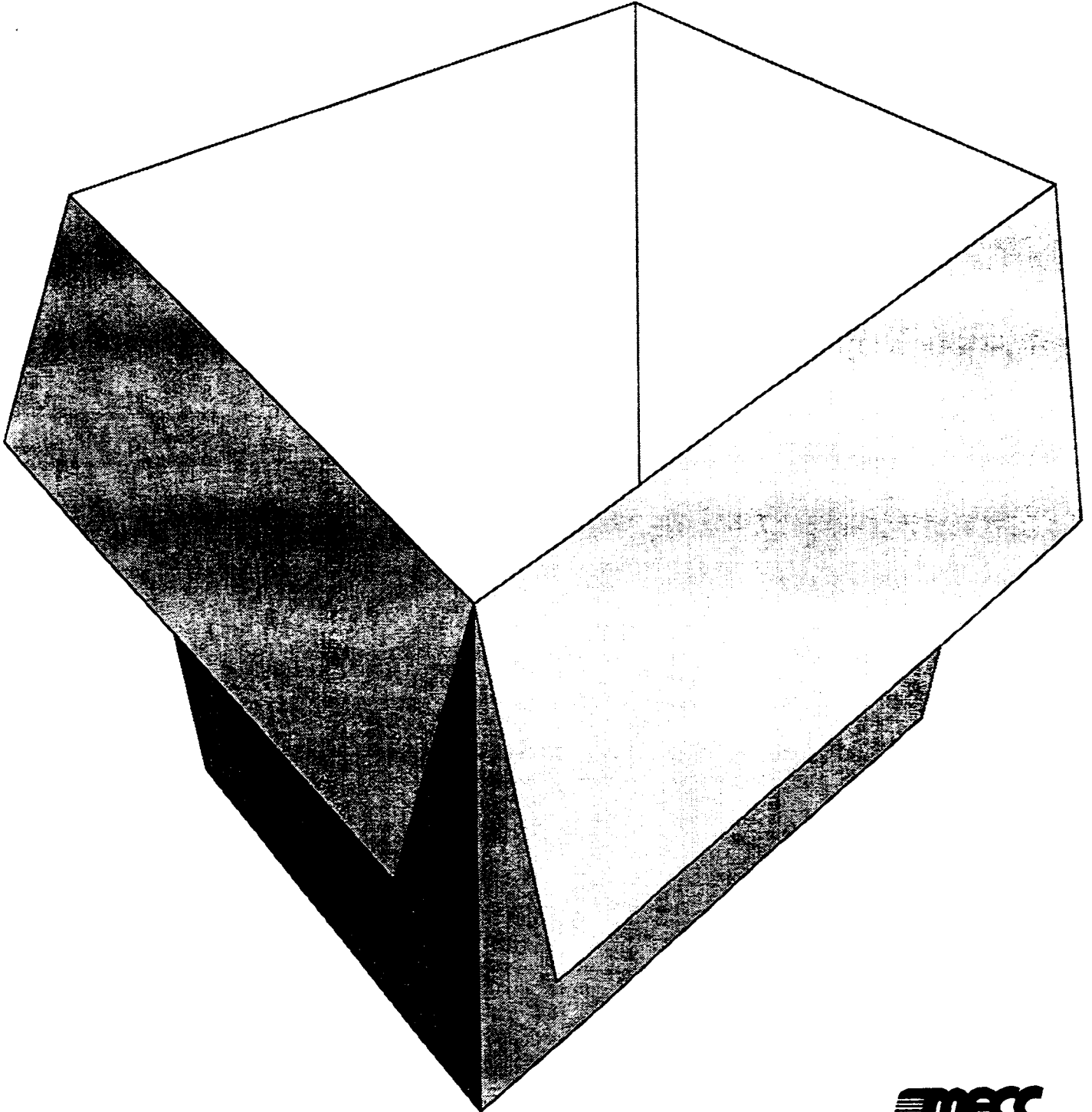
A large, empty rectangular box with a thin black border, intended for a student to draw their dream room. The box occupies most of the page below the instructions.

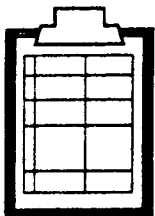


5

## What Treasures Would You Sell?

In the box below, draw the personal treasures you would consider selling at a neighborhood sale. On the back, write a description of each treasure. Why are you willing to sell these possessions?





## Ask Around

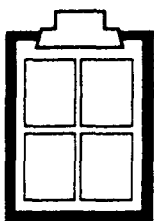
Conduct your own product survey to determine what products kids your age are most likely to purchase. How does research provide information you need for your advertisement?

	Food	Clothes	Toys	Books and Magazines	Other
What products have you bought with your own money?					

	Food	Clothes	Toys	Books and Magazines	Other
If you had enough money, what would you like to buy?					

	Food	Clothes	Toys	Books and Magazines	Other
What products have you asked adults to purchase for you?					

	Contests	Friends	Magazines	Prizes	Radio	TV	Other
Which of the following items have influenced you to buy a product or to ask an adult to buy one for you?							



## Neighborhood Interview

Interview kids in your neighborhood to gather information about the treasures that might sell at your own neighborhood sale. To conduct this research, ask several children the same question. Then write their responses in the boxes below.

Question: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_



## Propaganda Techniques

Propaganda is one-sided communication designed to influence people's thinking and actions. Advertisers have a magic trunk filled with gimmicks designed to sell a product or service. They are looking for the deal that you, the customer, can't resist. Here are descriptions of several propaganda techniques that will help you zero in on the tricks of the trade. What examples have you seen in advertisements?

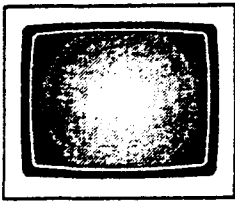
Propaganda Technique	Example
<b>Bandwagon</b> An attempt to get you to use a product or service by saying that everyone is using it. The advertiser tries to encourage you to join the group, get on the bandwagon, and buy this product, too. Don't be left out.	
<b>Exigency</b> The old "now or never" routine. Order today! Limited time only! The hope is to persuade you, the consumer, to order immediately for fear of not being able to get the product later. If the product is in such great demand, it must be terrific.	
<b>Glittering Generality</b> Makes use of high-sounding, flowery, delightful, and extremely positive words and phrases to describe a product or service. The words and phrases are an overly enthusiastic statement that is really just an opinion.	
<b>Just Plain Folks</b> Uses ordinary, everyday people to endorse or speak favorably of a product or service. "Plain folks," just like you, have been delighted with the product or service, so you probably will be, too.	



# Propaganda Techniques

(continued)

Propaganda Technique	Example
<b>Repetition</b> Uses a phrase, word, symbol, or the product name over and over, hoping if you see or hear the message often enough, you won't forget it and will buy the product.	
<b>Snob Appeal</b> Attempts to associate goods or services with a social or cultural elite. The advertiser tries to make you think that this product or service will make you a bit better than the average person.	
<b>Testimonial</b> An endorsement or favorable statement by a famous person or an expert about a product or service. The advertiser hopes that your admiration of this person will cause you to believe the claims they make about the product or service.	
<b>Transfer</b> Uses beloved and respected symbols, words, and illustrations to promote a product or service. The advertiser tries to get you to transfer positive feelings about something else to the product or service being advertised.	

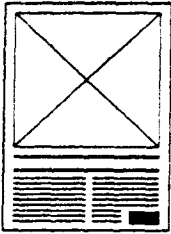


## Propaganda Strategies

What type of products do you think are advertised most often in children's magazines and during children's radio and television programs? What propaganda strategies do advertisers use to gain children's attention? Record the types of products and the propaganda strategies used on the chart below.

	Clothing	Food	Sports	Toys and Games	Other
Bandwagon					
Exigency					
Glittering Generality					
Just Plain Folks					
Repetition					
Snob Appeal					
Testimonial					
Transfer					





## Parts of an Advertisement

Print advertisements may include some or all of the elements listed below. Select an advertisement from a newspaper or magazine. Identify the part of the advertisement that you find.

<b>Headline or Display Line</b>	<ul style="list-style-type: none"><li>• An attention-getting device</li><li>• The key factor in getting people to read the body copy</li><li>• Selects an audience by appealing to a specific group</li><li>• Because the headline is the part most likely to be read, it is especially important</li></ul>
<b>Illustration</b>	<ul style="list-style-type: none"><li>• Found in most ads</li><li>• Also an attention-getting device, it selects the audience and stimulates interest in the body copy</li><li>• Is invaluable in showing the product or product use and explaining graphically certain ideas or situations that are difficult to put into words</li></ul>
<b>Body Copy or Text</b>	<ul style="list-style-type: none"><li>• All the reading material in the advertisement</li><li>• Its job is to stimulate interest in the product, service, or idea being advertised</li><li>• Creates a desire for the product and urges action; this calls for the right words</li><li>• Must carry the burden of the selling job</li></ul>
<b>Slogan</b>	<ul style="list-style-type: none"><li>• The phrase or words that sum up the campaign, fight the competition, and internally, give the salesperson and others something to live up to</li><li>• The memorable statement of the campaign theme; hence, it is tremendously important to continuity</li><li>• Generally appears automatically in all the company's advertisements</li></ul>



## Parts of an Advertisement

(continued)

<b>Trade Characters</b>	<ul style="list-style-type: none"> <li>• Best described as a characterization developed from a human being, an animal, or an inanimate object made animate</li> <li>• The idea is to encourage greater identification and to provide a vehicle around which to build a promotional program</li> <li>• Must frequently be updated</li> <li>• Can reflect an image of humor and warmth; they also may add credibility and authoritativeness</li> <li>• Examples include Betty Crocker, the Jolly Green Giant, and the Campbell Kids</li> </ul>
<b>Seals</b>	<ul style="list-style-type: none"> <li>• Offered by some organizations to companies whose products meet the standards established by these organizations</li> <li>• Valuable as an endorsement by a recognized authority and add prestige to the advertiser</li> <li>• Examples include Good Housekeeping Seal of Approval, Underwriters Laboratories, and Parent's Choice</li> </ul>
<b>Logo types</b>	<ul style="list-style-type: none"> <li>• Special designs of the name of the advertiser or product that are used repeatedly in that products' advertising</li> <li>• Give the product individuality and provide for quick identification at the point of purchase</li> <li>• Are constantly in need of updating to keep the company image modern</li> </ul>
<b>Other marks</b>	<ul style="list-style-type: none"> <li>• Trademarks are automatically included in most ads</li> <li>• Other notice of patents, copyrights, and guarantees may be included</li> </ul>

# ???? How Do Advertisers Influence You?

Select one of your favorite magazine advertisements. Answer the questions below to determine how advertisers influence your purchasing decisions.

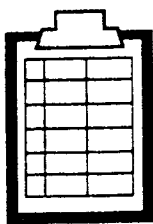
What product is sold in your favorite advertisement?	
Describe the product.	
Why is it your favorite?	
Do you or anyone in your family use the product?	
What is the message of the advertisement?	
What propaganda techniques or advertising appeals are used to get your attention?	
What other advertisements use the same attention-getting methods?	
Are you interested in the commercial because of the product or are you interested in the product because of the commercial?	



## Creating an Effective Ad

As you plan your advertisement, use these questions to help you create an effective ad.

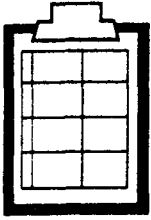
<b>What is your product?</b>	
<b>What is the name of your product?</b>	
<b>What will your product do?</b>	
<b>Why will people buy your product?</b>	
<b>What special features or ingredients does your product have?</b>	
<b>What types of propaganda will you use to help sell your product?</b>	
<b>What jingle or slogan will you use to persuade consumers to buy your product?</b>	
<b>Sketch your product or product package.</b>	



## Planning Your Advertisement

Once you have decided on a treasure to sell and have conducted your interviews with neighborhood children, ask yourself the questions below. Your answers will be helpful as you create an advertisement that will appeal to your customer.

<b>WHO?</b>	Who would buy your treasure?	
<b>WHAT?</b>	What would the buyer do with your treasure?	
<b>WHEN?</b>	When is the best day and time for this buyer to attend your sale?	
<b>WHERE?</b>	Where will your sale take place?	
<b>WHY?</b>	Why does the buyer need or want this treasure?	
<b>HOW?</b>	How much would the buyer be willing to pay for this treasure?	



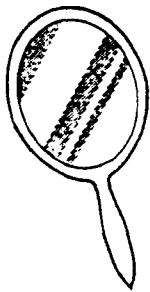
## Four Steps to a Terrific Ad

The goal behind writing advertisements is to get people to buy products! As you create an advertisement for your treasure, follow the steps below to help you plan your ad.

1.	<b>Know your audience.</b> <b>Who will buy your treasure?</b>	<b>Audience:</b>
2.	<b>Grab their attention!</b> <b>Ask a question or use music, a slogan, or a song, etc.</b>	<b>Attention Grabber:</b>
3.	<b>Prove your treasure is terrific!</b> <b>Why can't people live without it?</b> <b>Use facts and words which appeal to their emotions.</b>	<b>Proof:</b>
4.	<b>Ask for action.</b>	<b>Action:</b>

## Design Your Own Advertisement

Choose a treasure that you would be willing to sell at a neighborhood sale. It could be one of the treasures found in *Treasures for Sale* or a personal possession of your own. Create an advertisement for the treasure. Include a headline, copy, and an illustration.

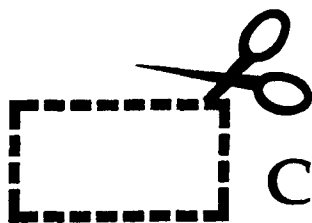


## Advertising Appeals

To make products that appeal to customers, companies use a variety of strategies. Read the following list of advertising appeals. Can you think of examples of each?

Advertising Appeal	What is the message?	Example
Brand loyalty	Buy the established brands especially those from older, well-established businesses.	
Conformity	Everybody is buying this particular brand.	
Convenience	This product is a work-saver or time-saver.	
Creativity	You can add a personal touch to the product's use.	
Economy	You can economize while spending.	
Feminine attractiveness	A wishful-thinking ad will appeal to girls and women who wish to be more beautiful.	
Hero worship	A big name in entertainment or sports endorses a product.	
Humor	An entertaining but deceptive ad says very little about the product.	
Luxury	This product symbolizes wealth and excess.	
Masculine attractiveness	A wishful-thinking ad will appeal to boys and men who wish to be "he-men."	
Security	This is an appeal to your emotional, social, or financial security.	
Status	This is an appeal to the buyer's class-consciousness.	
Style changes	This is an appeal to the buyer to keep up with the times. This may include fad items.	
Vanity	This is an appeal to the buyer's self-image. The buyer's happiness is placed first in importance.	





## Consumer-Education Terms

These consumer-education terms may help you understand the language advertisers use to describe their business.

Term	Definition
consumer	a person who buys goods or services for his or her own needs
coupon	a certificate that allows the consumer a certain amount of money off the price of a product
credit	payment of a debt
guarantee	a pledge that something will be replaced if it is not as represented
limited offer	to present for sale for a restricted period of time
list price	retail price as given in a list or catalog
luxury	anything giving such enjoyment; usually something considered unnecessary to life and health
market price	the price that an item brings when sold in a given market
necessity	something that you cannot do without
persuade	to cause to do or believe something
product	something made by nature or by human beings
profit	the sum remaining after all costs are deducted from the income
retail	the sale of goods in small quantities, directly to the consumer
sale	a special selling of goods at prices lower than usual
wholesale	the selling of goods in relatively large quantities, especially to retailers who then sell them at higher prices to consumers

# Background Information

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MECC's language arts programs value children and the experiences, knowledge, and resources they bring to the learning environment. The programs MECC develops for today's language arts classroom reflect these values. MECC's language arts programs:

- are process-oriented, providing pathways for students to construct their own meaning;
- emphasize a thematic focus that can be integrated across the curriculum; and
- foster reading and writing for a variety of purposes.

The arts of language—reading, writing, speaking, listening, and thinking—are integrated into an environment that invites children to construct meaning, and constructing meaning is at the core of today's language arts curriculum.

Advertising is part of our everyday lives. Media, both print and non-print media, send information and messages that we must evaluate to be wise consumers of goods and services. Media literacy is a worthwhile goal. *Treasures for Sale* is a language arts program designed to engage students in creating an advertisement for a personal treasure they will sell at a neighborhood garage sale.

With *Treasures for Sale*, third- through sixth-grade students can search for the personal possessions they would sell, conduct interviews with neighborhood children to gain valuable market-research information, and create an advertisement by selecting from a variety of propaganda strategies. As students read for detail, use persuasion as a form of writing, and explore the relationship among product, research, and advertising, they engage in project-based learning. Reading and writing are tools for learning and exploration.

*Treasures for Sale* encourages students to become actively involved in creating advertisements. *Treasures for Sale* is based on the philosophy of the integrated language arts classroom and

- is designed to facilitate its independent use by children, thus giving them control;
- is process-oriented, encouraging exploration and discovery;
- provides flexibility in the writing process, inviting students to explore language purposefully through their own voice;
- emphasizes language development and higher-level thinking skills;
- presents concrete and familiar objects and themes; and
- is easy to use.

## Background Information

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*Treasures for Sale* invites students to:

- explore the relationship among product, research, and advertising;
- explore the relationship between research and market potential of a product;
- recognize and use various types of propaganda;
- explore propaganda strategies to increase product appeal;
- explore the importance of visual appeal, readers' bias, and word choice in advertising; and
- use persuasion to convince an audience.

Engaging students in reading and writing through a purposeful and playful process, *Treasures for Sale* supports language development as students construct their own meaning.

# Textbook Correlation

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## Macmillan/McGraw Hill 1993—A New View

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### Catch a Sunflake (Level 8)

Page	Language Arts Activities and Themes	Programs
31A	Writer's Choice: Advertisement Write a newspaper advertisement	Create an Advertisement
93A	Writer's Choice: Advertisement Write a newspaper advertisement	Create an Advertisement
183A	Writer's Choice: Advertisement Write an ad for a magic show	Create an Advertisement

## Macmillan/McGraw Hill 1993—A New View

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### Beat the Story Drum (Level 10)

Page	Language Arts Activities and Themes	Programs
113A	Writer's Choice: Advertisement Writing a description	Create an Advertisement
199A	Writer's Choice: Advertisement Writing a want ad	Create an Advertisement
329A	Writer's Choice: Advertisement Create an ad for an old product that uses little energy	Create an Advertisement

## Macmillan/McGraw Hill 1993—A New View

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### Don't Forget to Fly (Level 11)

Page	Language Arts Activities and Themes	Programs
519A	Writer's Choice: Advertisement Write an ad that would attract customers to try the trick	Create an Advertisement

## Textbook Correlation

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### Macmillan/McGraw Hill 1993—A New View

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#### Just Past the Possible (Level 12)

Page	Language Arts Activities and Themes	Programs
267A	Writer's Choice: Ad Describe the perfect home telephone of the future	Create an Advertisement
437A	Writer's Choice: Advertisement Write an ad that will convince others to attend the horse show	Create an Advertisement
532	Illustrated Information: Advertisements	Create an Advertisement

### Scott Foresman 1993—Celebrate Reading!

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#### Pigtales and If You Meet a Dragon (Grade 3 Book A-B)

Page	Language Arts Activities and Themes	Programs
A69	Modes of response to "Thinking About It" Design an ad	Create an Advertisement
B45	Modes of response to "Thinking About It" Work in groups to design ads	Create an Advertisement

### Scott Foresman 1993—Celebrate Reading!

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#### Dinner with Aliens and In Your Wildest Dreams (Grade 3 Book E-F)

Page	Language Arts Activities and Themes	Programs
E57b	Write an ad for a friend	Create an Advertisement

### Scott Foresman 1993—Celebrate Reading!

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#### Don't Wake the Princess and The World Is Round (Grade 4 Book A-B)

Page	Language Arts Activities and Themes	Programs
A123	Modes of response to "Thinking About It" Write a want ad	Create an Advertisement
A131	Media Connection Write radio commercials	Create an Advertisement

## Textbook Correlation

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### Scott Foresman 1993—Celebrate Reading!

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#### We're All in This Together and Y.O.U. (Grade 4 Book C-D)

Page	Language Arts Activities and Themes	Programs
C37e	Writing-Reading Opportunity Descriptive writing to be persuasive Write a want ad	Create an Advertisement
D91	Modes of response to "Thinking About It" Write an ad for your company	Create an Advertisement

### Scott Foresman 1993—Celebrate Reading!

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#### Flight of Fancy and Before Your Very Eyes (Grade 5 Book A-B)

Page	Language Arts Activities and Themes	Programs
A29	Modes of response to "Thinking About It" Design a persuasive newspaper ad	Create an Advertisement
A45h	Design ad campaigns for your town	Create an Advertisement
A67	Modes of response to "Thinking About It" Writing to convince others	Create an Advertisement
B125	Modes of response to "Thinking About It" Write an ad for a job	Create an Advertisement

### Scott Foresman 1993—Celebrate Reading!

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#### Many People, Many Voices and Within My Reach (Grade 5 Book C-D)

Page	Language Arts Activities and Themes	Programs
D62c	Prepare flyers for a treasure hunt	Create an Advertisement

### Scott Foresman 1993—Celebrate Reading!

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#### Handle with Care and Ask Me Again Tomorrow (Grade 5 Book E-F)

Page	Language Arts Activities and Themes	Programs
E19	Modes of response to "Thinking About It" Write ads for a pet show	Create an Advertisement

## Textbook Correlation

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### Scott Foresman 1993—Celebrate Reading!

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#### Mom, My Ears Are Growing and Look Both Ways (Grade 6 Book A-B)

Page	Language Arts Activities and Themes	Programs
B6d	Write advertisements using vocabulary words	Create an Advertisement
B38	Compose a classified ad	Create an Advertisement
B85c	Using connotative words to write advertisements Strategies for writing ads Persuade through advertisements	Create an Advertisement

### Scott Foresman 1993—Celebrate Reading!

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#### Free to Fly and Journey Home (Grade 6 Book C-D)

Page	Language Arts Activities and Themes	Programs
C100	Make a commercial	Create an Advertisement
C119l	Campaign for a King	Create an Advertisement

### Scott Foresman 1993—Celebrate Reading!

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#### Arriving Before I Start and Just Like a Hero (Grade 6 Book E-F)

Page	Language Arts Activities and Themes	Programs
E6b	Create an advertisement	Create an Advertisement
E31	Make a proclamation	Create an Advertisement
E46	Investigate advertisement claims and the penalties for promising what cannot be delivered; research Federal Trade Commission guidelines.	Create an Advertisement
E118c	Make an advertising poster	Create an Advertisement

## Textbook Correlation

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### Houghton Mifflin 1992—The Literature Experience

#### Just Listen (Grade 3)

Page	Language Arts Activities and Themes	Programs
61B	Create an advertisement for a home-made product	Create an Advertisement
159	Create an advertisement for an all-purpose coat	Create an Advertisement
162	Neighborhood newspaper	Conduct Interview

### Houghton Mifflin 1992—The Literature Experience

#### Golden Threads (Grade 3+)

Page	Language Arts Activities and Themes	Programs
31	Writing Advertisements	All programs
69	Interviewing	Conduct Interview
71	Interviewing	Conduct Interview
133	Writing an Advertisement: Use to promote persuasive writing	Create an Advertisement
153	Writing a Newspaper Ad: Develops imagination and writing ability	Create an Advertisement
189	Taking a Survey Conducting an Interview	Conduct Interview

### Houghton Mifflin 1992—The Literature Experience

#### Dinosauring (Grade 4 Book 1)

Page	Language Arts Activities and Themes	Programs
147B	Interviewing	Conduct Interview

### Houghton Mifflin 1992—The Literature Experience

#### Dinosauring (Grade 4 Book 2)

Page	Language Arts Activities and Themes	Programs
404E	Interviewing: Writing Process	Conduct Interview



## Textbook Correlation

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### Houghton Mifflin 1992—The Literature Experience

#### **Fast As the Wind (Grade 5 Book 1)**

<b>Page</b>	<b>Language Arts Activities and Themes</b>	<b>Programs</b>
63	Creating a Billboard	Create an Advertisement
130A	Advertising Slogans	Create an Advertisement
130C	Interviewing	Conduct Interview
215C	Consumer Awareness	All programs

### Houghton Mifflin 1992—The Literature Experience

#### **Fast As the Wind (Grade 5 Book 1)**

<b>Page</b>	<b>Language Arts Activities and Themes</b>	<b>Programs</b>
443G	Advertising Slogans	Create an Advertisement

### Houghton Mifflin 1992—The Literature Experience

#### **Beyond the Reef (Grade 6)**

<b>Page</b>	<b>Language Arts Activities and Themes</b>	<b>Programs</b>
391B	Advertisements	All programs
449C	Advertisements	All programs
552A	What We Are Like: Taking a Poll	Conduct Interview
H99	Interviewing	Conduct Interview

## Textbook Correlation

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### Silver Burdett & Ginn 1989—World of Reading

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#### Castles of Sand (Level 8 Grade 3)

Page	Language Arts Activities and Themes	Programs
112	Interview	Conduct Interview
390	Interview	Conduct Interview
543	Interview	Conduct Interview

### Silver Burdett & Ginn 1989—World of Reading

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#### Silver Secrets (Level 10 Grade 4)

Page	Language Arts Activities and Themes	Programs
35	Create an Advertisement	All programs
82	Creating Advertisements	All programs
96	Interview	Conduct Interview
102	Conducting an Interview	Conduct Interview
318	Conducting Interviews	Conduct Interview
402	Writing Advertisements	All programs
511	Creating Advertising Jingles	Create an Advertisement
534	Creating Poster Advertisements	Create an Advertisement
534	Interviewing and Note-Taking	Conduct Interview
534	Creative Thinking: Writing a Slogan	Create an Advertisement
800–801	Evaluating Advertisements	Create an Advertisement

### Silver Burdett & Ginn 1989—World of Reading

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#### Dream Chasers (Level 11 Grade 5)

Page	Language Arts Activities and Themes	Programs
157	Writing a Want Ad	
158	Conducting Interviews	Conduct Interview
159	Creating an Advertising Slogan	Create an Advertisement
159	Creating a Television Commercial	

## Textbook Correlation

### Silver Burdett & Ginn 1989—World of Reading

#### Dream Chasers (Level 11 Grade 5)

Page	Language Arts Activities and Themes	Programs
160-161	Advertisements	Create an Advertisement
209	Creating a Classified Advertisement	
345	Advertisements	Create an Advertisement
493	Interviews	Conduct Interview
655	Creating a Television Commercial	
766	Writing an Advertisement	Create an Advertisement
791	Creating an Advertising Campaign	All programs
873	Interviews	Conduct Interview

### Silver Burdett & Ginn 1989—World of Reading

#### Wind by the Sea (Level 12 Grade 6)

Page	Language Arts Activities and Themes	Programs
33	Conducting an Interview	Conduct Interview
284	Giving a Persuasive Speech: Sales Presentation	Create an Advertisement
285	Writing Slogans	Create an Advertisement
288-289	Advertisements	All programs
369	Writing and Analyzing Advertisements	All programs
446	Creating TV Commercials	
449	Advertisements	All programs

# Thinking Skills

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## Using Computer Software in a Thinking Skills Environment

Teachers are faced with the tremendous task of preparing today's students for tomorrow's world—a world characterized by change in an information-rich environment. Thinking skills are at the heart of this thriving, changing environment, for these are the behaviors students must practice in school and continue to apply for the rest of their lives.

It wasn't long ago that thinking skills were considered exclusive to gifted and enrichment classes. Today, however, thinking skills are viewed as an essential component of the total school curriculum. Developing these skills is the goal of each individual discipline. Many educators have, in fact, come to view thinking skills as perhaps the most basic of the basic skills because they facilitate the acquisition of all other learning.

At MECC, we view computer software as a vehicle for fostering students' thinking. Our products are curriculum-based, with thinking skills as a thread within subject areas. This provides an environment with many opportunities for teachers to highlight and reinforce thinking skills.

We believe teachers play a critical role in determining the classroom environment for thinking. Naturally, many teachers have taught thinking skills and will continue to do so using a variety of strategies. Our commitment is to provide teachers with the materials that help them do their job well: high-quality software that promotes the application of thinking skills.

Our approach to thinking skills reflects what both research and effective classroom practice has shown. That is, the approach that is most effective and appeals to most teachers is one that infuses thinking skills into existing content areas. Educators have told us they are interested in thinking skills as a method used in the instruction of a topic, not as a subject. By infusing thinking skills into existing content areas, MECC products integrate easily into teachers' curricula while providing a rich environment for students to practice skillful thinking. We strive to meet the challenge teachers face in promoting the skills that students need.

If schools are to integrate the teaching of thinking with regular academic instruction, they need to know what aspects of thinking to teach. After exploring the research that has been done in the area of thinking skills, MECC has chosen as a base the *Dimensions of Thinking* framework, published in 1988 by the Association of Supervision and Curriculum Development (ASCD). We chose this framework because it pulls together research and models from a variety of sources and brings the theory to the classroom level, applying it to that environment. In addition to knowing the subject matter that is covered, teachers now can see the specific thinking skills that are challenged within a product.

This section highlights ways in which teachers can use *Treasures for Sale* to promote thinking skills with their students. The following pages provide examples of how *Treasures for Sale* relates to the ASCD core thinking skills framework. Although only one thinking skill per category is correlated to a specific part of the product, each skill can be practiced on many levels and in many aspects of the product.

We realize the importance of thinking skills in the curriculum. We believe it is essential that students be taught thinking skills so that they have the tools to understand the past, deal with the present, and prepare for the future. We are confident that you will find *Treasures for Sale* of considerable value in your classroom as you foster student thinking.

## A Framework for Thinking

The components used in thinking are referred to as *core thinking skills*. This framework defines those skills that appear in the repertoire of the model learner. Each skill selected is documented in research as important to learning or thinking, is teachable, and is valued by educators as important for students to learn.

The core skills of the ASCD framework are listed and defined below with examples of applications within *Treasures for Sale*. The skills are neither discrete nor hierarchical. In fact, individual skills draw on other skills and can be used repeatedly in the thinking process. The selected examples are not exhaustive but highlight ways in which these thinking skills are used in *Treasures for Sale*.

Source: *Dimensions of Thinking*, Association for Supervision and Curriculum Development (ASCD), 1988.

Definition of Core Thinking Skills Categories	Core Thinking Skills Components	<i>Treasures for Sale</i> Application
<b>Focusing Skills</b> allow students to attend to selected pieces of information and ignore others. Focusing occurs when students sense a problem, an issue, or a lack of meaning.	<b>Focusing Skills</b> <ul style="list-style-type: none"> <li>• Defining Problems</li> <li>• Setting Goals</li> </ul>	In <i>Treasures for Sale</i> , students search for the personal possessions they would sell at a neighborhood garage sale. Students conduct interviews and create an advertisement for their treasure.
<b>Information Gathering Skills</b> involve obtaining information and clarifying issues and meanings through inquiry.	<b>Information Gathering Skills</b> <ul style="list-style-type: none"> <li>• Observing</li> <li>• Formulating Questions</li> </ul>	As students conduct interviews with neighborhood kids, they obtain information that will be helpful in constructing an advertisement for their treasure.
<b>Remembering Skills</b> are those activities or strategies that students consciously engage in to store and retrieve information from long-term memory. Activating prior knowledge falls under this category.	<b>Remembering Skills</b> <ul style="list-style-type: none"> <li>• Encoding</li> <li>• Recalling</li> </ul>	<i>Treasures for Sale</i> focuses on advertising and propaganda strategies within the scenario of a neighborhood sale. As students make decisions about which treasures to sell and which propaganda strategies to use, personal experiences and preferences will influence their decisions.

Definition of Core Thinking Skills Categories	Core Thinking Skills Components	<i>Treasures for Sale</i> Application
<b>Organizing Skills</b> are used to arrange information so that it can be understood or presented more effectively.	<b>Organizing Skills</b> <ul style="list-style-type: none"> <li>• Comparing</li> <li>• Classifying</li> <li>• Ordering</li> <li>• Representing</li> </ul>	As students explore various propaganda strategies, they can compare the advertising appeal and propaganda strategy within the advertisement they have created.
<b>Analyzing Skills</b> are used to clarify existing information by examining parts and relationships. Through analysis, students identify and distinguish components, attributes, claims, assumptions, or reasoning.	<b>Analyzing Skills</b> <ul style="list-style-type: none"> <li>• Identifying Attributes and Components</li> <li>• Identifying Relationships and Patterns</li> <li>• Identifying Main Ideas</li> <li>• Identifying Errors</li> </ul>	As students explore the components of <i>Treasures for Sale</i> , they identify relations and patterns between the treasures they select for the sale, the market research data gleaned in Conduct Interview, and the advertisement they have created.
<b>Generating Skills</b> involve using the students' prior knowledge to add information beyond what is given. Connections between new ideas and prior knowledge are made as new information and ideas are recast into new structures.	<b>Generating Skills</b> <ul style="list-style-type: none"> <li>• Inferring</li> <li>• Predicting</li> <li>• Elaborating</li> </ul>	As students become familiar with the propaganda strategies in the Create an Advertisement program, they may elaborate on their advertisement, adding their own copy to the current advertising template.
<b>Integrating Skills</b> involve putting together the relevant parts or aspects of a solution, understanding, principle, or composition and incorporating this integrated information into a new understanding.	<b>Integrating Skills</b> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Restructuring</li> </ul>	As students explore the relationship between the treasure, the market potential, and the propaganda strategies, they may restructure their choices to find a combination of elements that lead to a "successful" sale.
<b>Evaluating Skills</b> involve assessing the reasonableness and quality of ideas.	<b>Evaluating Skills</b> <ul style="list-style-type: none"> <li>• Establishing Criteria</li> <li>• Verifying</li> </ul>	As students share their advertisement with others, they gain feedback on their ad, helping them to evaluate the choices they have made in <i>Treasures for Sale</i> .

# Presentation Materials

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*This part of the manual provides materials that help you demonstrate **Treasures for Sale** to teachers, curriculum specialists, and administrators. The materials are designed to enable you to give an effective presentation with a minimum of preparation.*

**How to Use the Presentation Materials** *provides tips for using the other two sections.*

**Product Information** *includes annotated transparency masters that you can use to provide a quick overview of **Treasures for Sale**.*

**Product Demonstration** *provides step-by-step instructions for a live demonstration of **Treasures for Sale**.*

# How to Use the Presentation Materials

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## Introduction

This section is designed for instructional computing coordinators, curriculum coordinators, training specialists, and other educators who want a quick yet detailed review of *Treasures for Sale*. These materials can be used as leaders' pages for staff-development workshops or for individual study.

## Organization

There are two subsections—Product Information and Product Demonstration.

The Product Information subsection has two parts—Overview and Features. Each part consists of a copy master that you can use to make transparencies or handouts and suggested commentary that you can use in a presentation.

The Product Demonstration subsection contains step-by-step instructions for demonstrating *Treasures for Sale* with simple notes on what to do, what you will see, and what to explain. It can also be used as a self-study guide.

To prepare for a workshop demonstration, sit down at your computer and go through the Product Demonstration once or twice. The step-by-step instructions are written with the assumption that you know how to use an Apple computer. Feel free to edit the notes. The Product Demonstration is designed to show the essentials of the product as concisely as possible. If you want to prepare a more in-depth demonstration, you can consult previous sections of this manual.



# Planning Your Time

You can use these materials for a range of activities:

<i>1-Minute Spot</i>	Use the Overview transparency for a quick overview of the product.
<i>5-Minute Overview</i>	Use the Overview transparency with its accompanying commentary for a more detailed overview of the product.
<i>10-Minute In-Depth Review</i>	Use the Overview and Features transparencies with their accompanying commentary for an in-depth product review.
<i>20-Minute Walk-Through</i>	Add the Product Demonstration section to the 10-Minute In-Depth Review for a product walk-through.
<i>60-Minute Hands-On Review</i>	Do the 10-Minute In-Depth Review; then give the Product Demonstration section to the participants for a hands-on review.

# Equipment Required

If you make transparencies of the Overview and Features masters, you'll need an overhead projector.

If you intend to use the Product Demonstration in a workshop, a display device such as a large-screen color monitor or LCD palette is very helpful.

If you want workshop participants to use the product, we recommend one computer for every two participants.

# Treasures for Sale

## Overview

A discovery-learning program to explore  
advertising and propaganda strategies

Curriculum Area: Language Arts

Subject: Advertising

Grade Levels: 3–6

Topic: Propaganda  
Strategies



## Menu Options

- **Notice!** announces the neighborhood garage sale
- **Garage Sale**, the main program, lets students search for treasures, conduct interviews with neighborhood children, and create an advertisement for a treasure
- **Portfolio** lets students access advertisements they have written and saved

## Students

- Find treasures to sell at a neighborhood garage sale
- Interview neighborhood kids to determine the market potential for your treasure
- Explore a variety of propaganda strategies to create an advertisement for a treasure
- Use persuasion to convince an audience

## Teachers

- Erase **Portfolio** and change Printer Options
- Get the most out of *Treasures for Sale* by using the information provided in the manual

### *Treasures for Sale*: Overview Commentary

#### Description

*Treasures for Sale* is a discovery-learning program in which students create an advertisement for a personal treasure to be sold at a neighborhood garage sale. Students search for the personal possessions they would sell, conduct interviews with neighborhood children to gain valuable market-research information, and create an advertisement by selecting from a variety of propaganda strategies.

The program is designed for third-grade through sixth-grade students with average reading ability.

*Treasures for Sale* runs on Apple II series computers with 128K. It can be used on Corvus Omninet, Digicard, and AppleShare networks. A color monitor is recommended.

#### Menu Options

The following menu options are available:

- **Notice!** announces the neighborhood garage sale
- **Garage Sale** allows students to find treasures, conduct interviews, and create an advertisement
- **Portfolio** provides access to student advertisements created and saved on the *Treasures for Sale* program disk
- **Information** gives information concerning this and other MECC products
- **Quit** allows students to exit the program

*Treasures for Sale* invites students to explore advertising and propaganda strategies. Students search rooms to determine which personal possessions they would sell at a neighborhood garage sale. As they conduct interviews with neighborhood children, they explore the relationship between research and the market potential of a product. When students are ready to create an advertisement for a treasure, they explore a variety of propaganda strategies as well as use persuasion to convince an audience.

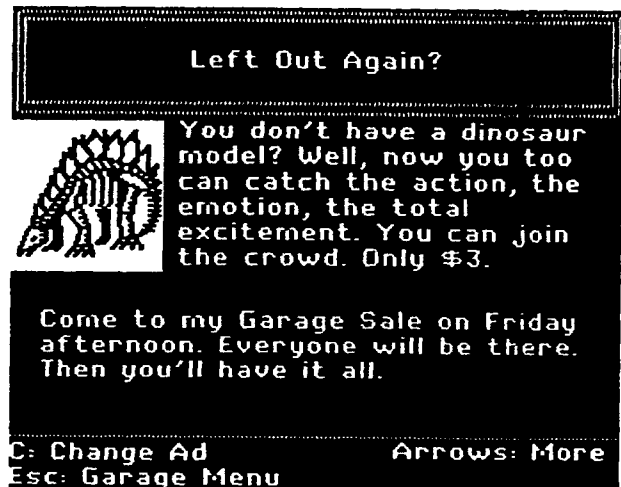
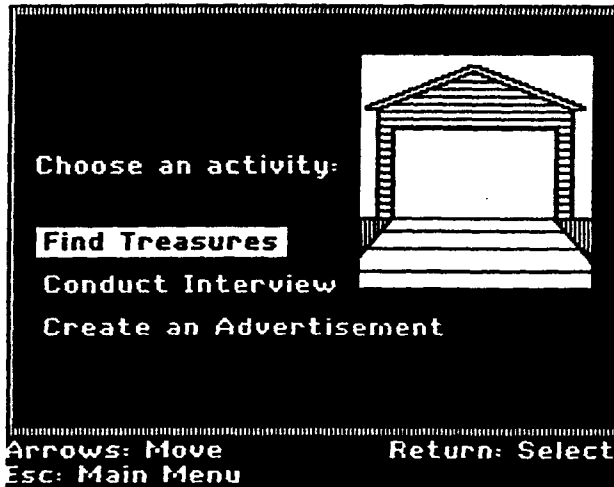
#### Teachers

Teachers can erase one or more items in the **Portfolio** and change Printer Options.

Teachers will find that they'll get the most out of *Treasures for Sale* by using the manual, which contains instructions, textbook correlations, classroom activities, background information, and a discussion of thinking skills.

# Treasures for Sale

## Features



## Treasures for Sale Screens

### Program Elements

- Reflects process-oriented focus by inviting students to search rooms to locate treasures they would sell at a neighborhood garage sale, conduct interviews of neighborhood children, and create an advertisement for a personal treasure
- Introduces students to advertising and propaganda strategies
- Reflects a student-centered, student-controlled learning environment
- Presents material that is firmly anchored in the language arts curriculum
- Includes a manual with complete instructions, plus textbook correlations, classroom activities, background information, and a discussion on thinking skills

### Learning Objectives

In *Treasures for Sale*, students learn about the following concepts:

- product, research, and advertising
- market potential
- propaganda strategies
- product appeal
- visual appeal, readers' bias, and word choice in advertising
- persuasion to convince an audience

### *Treasures for Sale*: Features Commentary

#### Program Elements

**Process-oriented approach:** In a motivating and educational environment, students search rooms to locate treasures they would sell at a neighborhood garage sale, conduct interviews of neighborhood children, and create an advertisement for a personal treasure.

**Skills Focus:** The program invites students to explore advertising and a variety of propaganda strategies.

**Graphics and Interface:** Clear, bright graphics draw students into this educational environment. A simple key-stroke interface allows students to move quickly from one room to another to search for treasures.

**Language Arts Curriculum:** *Treasures for Sale* features a strong process orientation while presenting material that is firmly anchored in the elementary language arts curriculum.

**Manual:** *Treasures for Sale* includes a manual containing complete instructions for using the program, classroom activities, textbook correlations, background information, and a discussion on thinking skills.

#### Learning Objectives

*Treasures for Sale* introduces students to advertising and propaganda strategies at an appropriate developmental level for grades 3–6. Secondary objectives for thinking processes, such as making decisions and reading-comprehension skills, are also appropriate for the ages of the students.

# Product Demonstration

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	Do	See	Explain
1	Start the program	Main menu	<p><b>Notice!</b> announces the neighborhood garage sale.</p> <p><b>Garage Sale</b> invites students to find treasures, conduct interviews, and create an advertisement.</p> <p><b>Portfolio</b> lets students access advertisements they have written and saved.</p> <p><b>Information</b> gives access to several screens of general information about <i>Treasures for Sale</i>.</p> <p>We'll start by reading the <b>Information</b> screens. Then we'll look at <b>Garage Sale</b> and <b>Portfolio</b>, and we'll see how you can adapt the program using the Management Options.</p>
2	Use the arrow keys to highlight <b>Information</b> , and then press the Return key	First general information screen	

## Product Demonstration

	Do	See	Explain
3	Read the information, pressing the Space Bar to move from one screen to the next	Several screens and then the Main menu	Now we'll get ready for our garage sale.
4	Use the arrow keys to highlight <b>Notice!</b> , and then press the Return key	First Notice! screen	
5	Read the information, pressing the Space Bar to move from one screen to the next	Several screens and then the Main menu	It's time to search for treasures.
6	Use the arrow keys to highlight <b>Garage Sale</b> , and then press the Return key	Enter a name	I'll type in my name and press the Return key.
7	Type in name and press the Return key	Garage menu	This screen lets you choose to find treasures, conduct interviews, or create an advertisement.
8	Use the arrow keys to highlight <b>Find Treasures</b> , and then press the Return key	House menu	This screen lets you select a room to search for treasures. You may choose the attic, the bedroom, or the basement.

	Do	See	Explain
9	Use the arrow keys to highlight the basement, and then press the Return key	Basement wall	
10	Use the arrow keys to move the hand cursor around the room; press the Return key to select a location for a hidden treasure	A description of the hidden treasure or a message that indicates no treasure is hidden in this location	Is a treasure hidden here?
11	Continue to search for treasures; when treasures are located, select <b>B: Box</b> ; place four treasures in the box		Let's put these treasures in a box for our garage sale.
12	Press the Esc key until you return to the Garage menu	Garage menu	Now that our box is full, let's find out what neighborhood children might buy.
13	Use the arrow keys to highlight <b>Conduct Interview</b> , and then press the Return key	Neighborhood children	Let's choose someone to interview.



## Product Demonstration

	Do	See	Explain
14	Use the arrow keys to select a child, and then press the Return key	Interview questions screen	We can ask each child three questions. Let's ask about their hobbies and interests.
15	Use the arrow keys to highlight <b>Your interests and hobbies</b> , and then press the Return key; read interview response	Interview response	Conducting interviews gives us clues about the treasures that interest neighborhood children.  Let's ask another question.
16	Press the Space Bar to continue; use the arrow keys to highlight <b>Your buying habits</b> , and then press the Return key; read interview response	Interview response	We can continue to interview as many neighborhood children as we would like.
17	Press the Esc key until you return to the Garage menu	Garage menu	Now let's begin to create our advertisement.
18	Use the arrow keys to highlight <b>Create an Advertisement</b> , and then press the Return key	Advertising strategies	First, we select a type of advertisement. Descriptions of these advertising strategies are available by pressing the H key: Help. Let's choose Bandwagon.

	Do	See	Explain
19	Use the arrow keys to highlight Bandwagon, and then press the Return key	Bandwagon template	The advertisement is displayed. Now I can change the ad to match the treasure I want to sell.
20	Press the C key: Change Ad	Options for changing the information displayed in the advertisement	These choices let me change the type of ad, select the treasure I want to advertise, specify the price I'll charge for the treasure, select the day and time of the sale.  I can even ad my own copy to the advertisement.
21	Use arrow keys to select each option and change information, and then press the Esc key to return to the advertisement	Completed advertisement	There, now my advertisement is complete. If a printer is attached to my computer, I can print my advertisement.
22	Press the Esc key to return to the Main menu; when the program asks if you want to save your portfolio, select Yes, and then press the Return key	Save portfolio dialog	Now let's go back to the Main menu and try the <b>Portfolio</b> option.  I'll also save my portfolio.

	Do	See	Explain
23	Use the arrow keys to highlight Portfolio and press the Return key	List of saved portfilios	
24	Use the arrow keys to highlight the portfolio you just saved and press the Return key	Garage menu	I can select my saved portfolio and continue to find treasures, conduct interviews, or create an advertisement for another treasure.
25	Press the Esc key to return to the Main menu	Main menu	Now let's take a look at the Management Options.
26	On the Main menu, press Control-A (hold down the Control key and press the A key)	Management Options menu	The options on this menu let you turn student printing on or off, change Printer Options, and delete Portfolio items.
27	Explore the Management Options if you wish; when you're ready, return to the Management Options menu and then press the Escape key to display the Main menu	Main menu	Now you're free to explore <i>Treasures for Sale</i> on your own. When you're done, choose <b>Quit</b> for the Main menu.

# Credits

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The MECC development team responsible for *Treasures for Sale* included Lon Koenig, John A. Persoon, Jean Sharp, John Wlazlo, and David L. Wood.

This manual was written by Jean Sharp.

The MECC Technical Support Team responsible for *Treasures for Sale* included Todd George, Dan Megears, Dawn Wichmann, and LaDonna Williams.

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St. Paul, Minnesota

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To the Reader:

MECC has made every effort to ensure the instructional and technical quality of this courseware package. Your comments—as a user or reviewer—are valued and will be considered during any revision of the product. Please address your comments to:

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