

# The Advertising Game

**Subject:** Language Arts

**Duration:** 2 class periods

**Location:** Classroom

**Key Vocabulary:** Endangered, threatened, extinct

**Related Activities:** Where Have Our Plants and Animals Gone?; What Extinct or Endangered Species Am I?; And Then There Were None; Incredible Shrinking Habitat; Survival: Risky Business

**Florida Sunshine State Standards:** LA.4.4.2.1, LA.5.4.2.1, LA.6.4.2.1



## Materials

- Research materials from library
- A variety of art materials
- Copies of “Will I Survive?”

**Objectives:** The student will be able to: a) research and develop a creative, informative advertisement about an endangered plant or animal, and b) describe their own thoughts and feelings about endangered plants or animals.

**Method:** The students will create/construct an original poster for an advertising campaign on an endangered species from South Florida’s national parks.

**Background:** South Florida’s national parks are home to a tremendous diversity of plants and animals. Many of these habitats are being destroyed or altered by humans. Diversion of water, construction of roads, agricultural pollutants, and many other factors affect the ecosystem and the plants and animals that live here. As habitats are destroyed, danger of extinction increases for these plants and animals. Today, South Florida’s national parks are home to fourteen threatened or endangered animal species. Refer to the “Natural History” section of this guide for more information.

## Suggested Procedure

1. Familiarize the students with the endangered species found in South Florida’s national parks. You may need to define the term endangered.
2. Divide the class into small groups of 3-4 and ask each group to research one assigned species of an endangered plant or animal in a South Florida national park. Each group should use a copy of “Will I Survive?” as a guide.
3. After students have finished their research, discuss the possibilities of advertising to make people more aware of endangered species in South Florida’s national parks.
4. Tell them that they are going to pretend that they are an advertising agency, and that their assignment will be to design a poster advertising the endangered species that they have researched.

You may wish to ask the following questions:

- Is a drawing or an outline/silhouette of an organism more attention-getting or informative?
- What will make people stop and read the poster?
- Would charts or maps be useful?
- How can you convince others that these issues are important?
- Can you use the poster to make a point about the present or the future?
- What idea do you want to sell?
- Do you want to persuade others to do something? What?
- Should you describe an action others can take? Which one?
- Would a slogan be useful? (Ask students to name some slogans and products with which they are familiar.)

## Evaluation

When the students have finished, create a hallway to display their work. Ask these kinds of questions:

- How well do the posters communicate why the issue of endangered species matters?
- What are the chief features of a poster that communicates concerns well?
- What do you hope people will do as a result of reading and viewing these posters?

Contact the local media and invite them to look at the hallway of posters that the students have created.



# Will I Survive?

An autobiography of an endangered plant or animal

Endangered Species Name \_\_\_\_\_

1. I have lived on planet earth for \_\_\_\_\_

2. Draw a map or write the places (range) on planet earth where I am found:

3. Scientists know these things about me:

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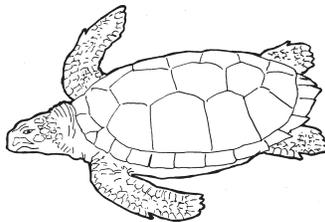
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4. My job in the community/habitat where I live is:

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5. Scientific words to describe my profession in a community are:

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6. I am endangered because:

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7. Organizations involved in making sure I don't go extinct are:

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8. The benefits I provide to humans are:

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9. Things people can do to help me are:

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