

Christmas Tree Advertisements NC Christmas Tree Ag Mag Companion Activity

K-8 Subject Areas: English Language Arts, Visual Art

Purpose:

Students will learn and understand the importance of Christmas trees as an agricultural commodity using informational text found within the North Carolina Christmas Tree Ag Mag. Working in groups, students will create advertisements for Christmas trees through artistic media and informational writing.

Essential Questions:

1. What makes Christmas trees unique to North Carolina?
2. How can I use what I have learned about writing informational texts in ELA to write about Christmas trees in an advertisement?
3. What are some ways to draw, paint, and create images of a Christmas tree in the form of an advertisement?
4. How can I use what I learned in the Ag Mag to advertise the use of Christmas trees as an agricultural commodity?

Materials:

- [North Carolina Christmas Tree Ag Mag](#) (1 per student)
- White, plain paper or construction paper
- Pens, markers, paint, pencils, and/or any other art supplies available

Procedures:

1. After reading and discussing the North Carolina Christmas Tree Ag Mag, have each student individually go through their Ag Mag and record five of their favorite facts from reading.
2. Place students in groups of 4-5.
3. Instruct students to discuss each of their favorite facts to the group and tell why they thought their facts were interesting.
4. Tell the groups that they will be creating a name for their Christmas tree farm to produce an advertisement for selling their NC Christmas trees.
5. After students have discussed and determined their farm name, pass out paper and art supplies for each group.
6. Next, have students use facts and images from the Ag Mag they like the best to create a hypothetical advertisement for their Christmas tree farm.

7. Explain to students that they must incorporate a minimum of three facts from the Ag Mag within their advertisement. Encourage students to use their creativity and talk amongst their groups about their ideas.
8. Next, tell the students they will be selling their trees during the COVID-19 pandemic. They must consider what format they will use to display their sales flyer and how they will sell their trees without having in-person contact with the buyers.
9. Give student groups time to sketch and complete their sales flyer. Walk around the room and observe their work. Listen to their conversations to help guide them in the direction for making a good product and keeping them on task.
10. Once students have completed their sales flyers, ask students to present their artwork and include each member of the group to explain one portion of the advertisement. Items that must be included in the presentation:
 - What time of year will your flyer be available for viewing?
 - How will you make your flyer visible for your local community?
 - What format(s) will you use to display your flyer? Ex. Social media, local newspaper, and/or local businesses. However, keep in mind that this season is during the COVID-19 pandemic.
 - What are the prices of your trees?
 - What sizes of trees will you have available for purchase?
 - What will be the protocol for selling your trees without in-person contact?
 - How will the buyers receive their trees without in-person contact?

Extension Activities:

- **English Language Arts:** Use this lesson to discuss how specific word choices found within advertisements have an effect on consumers (use of exclamation points, use of phrases such as, ‘limited time offer,’ etc.). Then, encourage students to use these persuasive writing techniques with their advertisements.
- **Visual Art:** Explore the ways in which other commodities have been used in advertising in the past, such as vintage supermarket ads. Use these older advertisements as inspiration for when students begin creating advertisements for Christmas trees.
- **Math:** Have student groups determine profits from their sales from selling 25%, 50%, 75% of the available trees.
 - **Ex.** 1000 trees sold x \$50.00/tree = \$50,000.00
 - **Ex.** 1000 available trees x 0.25 = 250 trees sold x \$50.00/tree = \$12,500.00 profit before production costs are subtracted.

K-8 Content Standards (NC DPI Standard Course of Study)

Kindergarten

Language Arts:

W.K.2 Use a combination of drawing dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.

L.K.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts.

Visual Art:

K.CX.1.2 Recognize that art can depict something from the past (long ago) or present (today).

K.CX.2.2 Identify relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.

1st Grade

Language Arts:

RL.1.5 Know and use various text features to locate key facts or information in a text.

Visual Art:

1.V.2.3 Create art from imaginary sources of inspiration.

1.CX.1.2 Identify images in art as depicting something old (historic) or new (contemporary).

1.CX.1.5 Understand that art is a reflection of the artist's ideas, environment, and/or resources.

1.CX.2.2 Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.

2nd Grade:

Language Arts:

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.

RI.2.7 Explain how specific images contribute to and clarify a text.

W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Visual Arts:

2.V.2.3 Create art from real and imaginary sources of inspiration.

2.CX.2.2 Understand relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.

3rd Grade

Language Arts:

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis the answers.

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Visual Art:

3.V.2.1 Create art through a process that includes generating ideas, planning solutions, and producing original art.

3.V.2.2 Use personal point of view and experiences as sources for creating art.

3.V.2.3 Create art from realistic sources of inspiration.

3.CX.2.2 Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts.

4.CX.2.3 Use appropriate collaborative skills to create a work of art.

4th Grade

Language Arts:

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.

W.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Visual Art:

4.V.1.2 Apply personal choices while creating art.

4.V.2.2 Use ideas and imagery from North Carolina as sources for creating art.

4.CX.1.1 Understanding how the visual arts have affected, and are reflected in the culture, traditions, and history of North Carolina.

4.CX.2.2 Apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts.

4.CR.1.1 Use visual clues to interpret the content of art.

5th Grade

Language Arts:

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic of subject area.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.6 Recall relevant information from experience or gather relevant information from print and digital resources; summarize or paraphrase information in notes and finished work and provide a list of sources.

Visual Art:

5.V.1.2 Create art that reflects personal voice and choice.

5.V.2.2 Use ideas and imagery from the global environment as sources for creating art.

5.CX.2.1 Analyze the relationship between arts and daily life in product design, print, and digital media.

5.CX.2.2 Exemplify how information and skills learned in art can be applied in other disciplines.

5.CX.2.4 Interpret visual images from media sources and the immediate environment.

6th Grade

Language Arts:

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.7 Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.

Visual Art:

6.CX.2.2 Understand the connection between art and other disciplines.

7th Grade

Language Arts:

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Visual Art:

7.V.2.2 Use observation skills of the environmental and personal experiences to create original imagery.

8th Grade

Language Arts:

RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

W.8.2 Write information/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Visual Art:

8.V.2.3 Create original art that conveys one or more ideas or feelings.

National Agricultural Literacy Outcomes

Agriculture and the Environment Outcomes

K-2

- Describe how farmers/ranchers use land to grow crops and support livestock
- Describe the importance of soil and water in raising crops and livestock
- Identify natural resources

3-5

- Describe similarities and differences between managed and natural systems (e.g., wild forest and tree plantation; natural lake/ocean and fish farm)
- Identify the major ecosystems and agro-ecosystems in their community or region (e.g., hardwood forest, conifers, grasslands, deserts) with agro-ecosystems (e.g., grazing areas and crop growing regions)

6-8

- Compare and contrast the advantages and disadvantages involved when converting natural ecosystems to agricultural ecosystems
- Describe benefits and challenges of using conservation practices for natural resources (e.g., soil, water, and forests), in agricultural systems which impact water, air, and soil quality
- Recognize how climate and natural resources determine the types of crops and livestock that can be grown and raised for consumption

Plants and Animals for Food, Fiber & Energy Outcomes

K-2

- Explain how farmers/ranchers work with the lifecycle of plants and animals (planting/breeding) to harvest a crop
- Identify the importance of natural resources (e.g., sun, soil, water, minerals) in farming

3-5

- Explain how the availability of soil nutrients affects plant growth and development

6-8

- Identify farm practices for plant protection (e.g., using a pesticide, integrated pest management, cultural practices) and the harvest of safe products for consumers

Culture, Society, Economy & Geography Outcomes

K-2

- Identify places and methods of exchange for agricultural products in the local area
- Identify plants and animals grown or raised locally that are used for food, clothing, shelter, and landscapes
- Trace the sources of agricultural products (plant or animal) used daily

3-5

- Explain the value of agriculture and how it is important in daily life