



*Thinking  
strategies  
to enhance skills  
of analysis,  
creativity,  
and problem  
solving.*

## THE POWER OF ADVERTISING

**Lesson Description:** Students work in small groups to explore the reactions of people with different life experiences to print advertisements.

**Pre-assessment/Prior Knowledge:**

- Students have indicated a basic understanding of the Point of View strategy through the introductory lesson (p. 37).

**SOL/POS Objective:**

**Eng. 3.1** The student will use effective communication skills in group activities.

- Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- Ask and respond to questions from teachers and other group members.
- Explain what has been learned.

**Eng. 3.2** The student will present brief oral reports.

- Speak clearly.
- Use appropriate volume and pitch.
- Speak at an understandable rate.
- Organize ideas sequentially or around major points of information.
- Use grammatically correct language and specific vocabulary to communicate ideas.

**Eng. 3.6** The student will continue to read and demonstrate comprehension of nonfiction.

- Identify the author's purpose.
- Make connections between previous experiences and reading selections.
- Draw conclusions.
- Summarize major points found in nonfiction materials.

**Instructional Strategy:**

*Identifying Similarities and Differences-* Students compare perspectives in order to assess the effectiveness of advertisements.

**Materials:**

- Various full-page magazine advertisements
- 5–6 decks of Perspective Cards (p. 102)



## POINT OF VIEW

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**Enduring Understanding:**

- There are many different ways to view and interpret events or situations.
- Personal experiences may impact one's perspective.
- An individual's perspective may affect his or her actions.
- A person's perspective can be enhanced and may change as a result of new knowledge.
- Multiple perspectives apply within and across disciplines.
- Asking questions and listening is key to understanding others.

**Introduction/Essential Questions:**

- Why do people advertise?
- Why might a person who views an advertisement react differently from the way the advertisers hoped they would react?
- Does advertising change the people who view it? Why or why not?
- Do advertisements show multiple perspectives?

**Teach and Explore Strategy:**

- Launch the lesson by asking students if any of them have a favorite advertisement. Provide a few minutes for students to describe their favorites.
- Ask the students why they like particular advertisements, and then ask, "Does it make you want to buy the product or use the service?"
- Select one of the magazine advertisements to display. Ask students to look at it and write down a sentence or two explaining how they feel about it. Explain that they will be allowed to share their response in a few minutes.
- Shuffle a Perspective Card deck and draw a card. Ask students to imagine looking at the same advertisement through the eyes of the person described on the Perspective Card. Have them write another sentence or two to describe their impression from the perspective of the individual described on the card.
- Ask students if the perspective of the individual described on the card would be different from their own perspective. Allow a few minutes for discussion.
- Divide the class into groups of 4–6. Give each group a deck of Perspective Cards and several different magazine advertisements. Students in each group will each draw a Perspective Card. They view the advertisements through the eyes of the individuals described on their cards. Groups discuss their perceptions of the advertisements.
- Lead a discussion on perspective. Ask students, "Why might a person who views an advertisement react differently from the way the advertisers hoped they would react?"
- Explore the idea that advertisements are sometimes designed to appeal to multiple perspectives, and raise the question, "Can advertisements change people's ideas or behaviors?"
- Using a Venn diagram, students select two perspectives from the cards and compare the views each perspective may have about an object in an advertisement.
- Students consider the ideas shared by both perspectives to decide whether the advertisement would be effectively persuasive.
- Students make recommendations for updating advertisements to be more persuasive to both perspectives.



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**Assessment Evidence**

- Student responses to various perspectives and during discussion
- Venn diagram responses
- Student recommendations for altering advertisements

**Metacognition:**

- Either in Thinking Journals or during a class discussion, students can reflect on how viewing advertisements from different perspectives can help advertisers make the most of their ads.
- Ask students to explain how they might view advertisements differently in the future.

**Extensions:**

- Students create an advertisement scrapbook that includes personal reactions to the ads and 1–2 alternative responses.
- Students create a series of advertisements for the same product that would appeal to different types of people.



POINT OF VIEW

Perspective Cards

Thinking strategies to enhance skills of analysis, creativity, and problem solving.

<p>You are a 12-year-old boy who enjoys playing soccer, baseball, and video games. Your favorite subject in school is PE.</p>	<p>You are an 11-year-old girl who loves horses but is allergic to all furry animals. Your favorite subject in school is math.</p>	<p>You are an 87-year-old man who lives in a retirement home. You use a motorized wheelchair to get around. You love history, and often watch The History Channel.</p>
<p>You are an elementary school principal and have two children of your own. You are allergic to peanuts and seafood.</p>	<p>You are a 6-year-old boy who lived at the beach before moving to Fairfax County. You love surfing, studying the ocean, and eating seafood.</p>	<p>You are an 8-year-old girl who enjoys camping. You often pick up trash from the playground during recess, and care a lot about the environment. Your favorite subject in school is science.</p>
<p>You are an NFL wide receiver. You are paid to wear certain brands of shoes and other clothing. You need to eat healthy food so you'll stay in shape for playing football.</p>	<p>You are a mother of three elementary school children. You worry about what they watch on television, make them do their homework, and don't let them eat junk food.</p>	<p>You are a woman elected to the United States Senate. You travel a lot, and eat in many restaurants. Finding clean sources of energy is very important to you.</p>