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| About this Lesson |
| Students analyze popular advertisements to see how different forms of marketing can shape individual needs, wants and purchasing decisions. |

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| **Grade Level** | **Course(s)/subject(s)** | **Learning Goal(s)** | **Suggested****Timing** |
| 7 | Language, grades 1-8 (2006)  | At the end of this lesson, students will:* understand the difference between needs and wants (i.e., real needs vs. manufactured wants
* analyze the impact of marketing and advertising on purchasing decisions (i.e., how advertisements sell a product to us)
 | 40-50 minutes |

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| Curriculum Links |
| Language, grades 1-8 (2006) LanguageMedia literacy 1.2 Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (e.g., identify the editorial positions of two different newspapers by comparing the selection of stories and the composition of elements [photos, images, text] on their front pages; identify the themes in a contemporary action movie or comedy and explain how these themes contribute to the popularity of the film; explain how standards of beauty are established in advertising). 3.4 Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions and technique. |

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| Inquiry Question |
| How do we differentiate between needs and wants, and how does advertising impact our decisions? |

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| Materials List |
| * Thick card stock paper (63 mm x 89 mm – size of a hockey card or slightly larger) (5 per student)
* A variety of advertisements featuring brands or branded products
* Behind the Image Rubric (Appendix B)
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| **Timing**(Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| MINDS ON |
| 5-10 minutes | WHOLE CLASSPost advertisements (popular items such as cellphones, shoes, clothing, etc.) on the blackboard. Leave ample room between each advertisement. Ask students what they think the advertisement is overtly “telling” the consumer to buy. Ask students to discuss with a partner what age group/demographic they believe the advertisement is targeting. Encourage students to provide at least one justification to support their view. Next, invite students to consider the implicit message, which refers to what is left out of the explicit message (e.g., negative health effects arising from the product’s use, how it is produced, how the product is disposed of) or what is implied (e.g., implicit claims about how it will make you feel, behave or appear).Draw text bubbles from particular details or images on the advertisement to underscore the more subtle or disguised message that students have described (e.g., text bubbles might include, “This product will make me happy,” “I’ll be more popular if I buy this,” etc.). Next, record other messages that have been left out of the ad (this product will make me unhealthy, this product was made in a factory with poor working conditions, this product is dangerous and addictive, etc.) and draw those additional text bubbles on the board around each ad. |  |

| **Timing**(Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| MINDS ON (cont’d.) |
|  | Context for Learning* Knowledge of advertising methods (Implicit vs. Explicit, Subtle vs. Disguised)
* Review what a “brand” is
* Ensure a variety of products from multiple companies
* Prior knowledge of what an “audience” is for advertising
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| ACTION |
| 20-30 minutes | WHOLE CLASSDistribute Behind the Image Rubric (Appendix B) and discuss the criteria that students will use to create and analyze their own set of ads. Explain that they will be designing a series of ads and analyzing the overt and implied or disguised messages in each. Activity: Redrawing advertisements * Hand out five blank cards (Appendix A) to each student and instruct them to draw an advertisement for any familiar product on one side of the card (students can choose existing products for this exercise and should be encouraged to flip through recycled magazines for inspiration).
* On the other side of each Advertising Trading Card, have the students draw an advertisement in the same style as the original, but this time include what the original advertisement leaves out (e.g., health drawbacks, production circumstances, environmental impact, etc.).
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| CONSOLIDATION/DEBRIEF |
| 5-10 minutes | WHOLE CLASSDisplay students’ work, and/or share in groups. Ask students to collectively group their Advertising Trading Cards into “needs” and “wants.” Ask the following questions: 1. Do you think that most ads target wants or needs? If wants, why do you think this is the case? 2. How does advertising influence our purchasing decisions? 3. How can we become more aware of how advertising is influencing our purchasing decisions? 4. What did this activity help you to understand about the hidden messages in advertising? Students can share their Advertisement Trading Cards with other students in the class. | Advertising Rubric (Appendix B) |

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| Advertising Trading Card**APPENDIX A** |
| Blank cards students can use to draw an ad (newspaper ad teachers provide). |
| Behind the Image Rubric |
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| Category | Level 1(50%-59%) | Level 2(60%-69%) | Level 3(70%-79%) | Level 4(80%-100%) |
| Knowledge and understanding: The conveying of meaning through various forms |
| Media: Production of Media Texts | Student produces media texts with limited technical complexity for specific purposes and audiences. | Student produces media texts with some technical complexity for specific purposes and audiences. | Student produces media texts with considerable technical complexity for specific purposes and audiences. | Student produces a variety of media texts with a high degree of technical complexity for specific purposes and audiences. |
| Thinking: The use of knowledge and skills to make connections within and between various contexts |
| Media: Interpretation of Texts | Student interprets overt and implied messages in media texts with limited effectiveness. | Student interprets overt and implied messages in media texts with some effectiveness. | Student interprets overt and implied messages in media texts with considerable effectiveness. | Student interprets overt and implied messages in media texts with a high degree of effectiveness. |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mark: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent initials: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**APPENDIX B**