

Allusions in Advertising Warm-Up Activity

About this Lesson

This activity uses advertisements to expand students' knowledge of allusions and their purpose. The lesson is based on a slide show of several advertisements with a set of guided statements to walk students through identifying and analyzing the allusions present in the ads.

Teachers can create their own slide shows with their choice of advertisements to conduct the lesson; however, the advertisements do not have to be presented in this format to conduct the activity. As long as students have a visual advertisement (that includes an allusion) in front of them, they can complete the activity.

This lesson is included in Module 15: Issues and Assertions.

Objectives

Students will

- examine a print advertisement and identify the allusion.
- consider the intended audience and analyze the effect of the allusion on the advertiser's purpose.
- complete analytical frame statements about the effect of the allusion in the ad.

Level

Grades Six through Ten

Connection to Common Core Standards for English Language Arts

LTF[®] Foundation Lessons are designed to be used across grade levels and therefore are aligned to the CCSS Anchor Standards. Teachers should consult their own grade-level-specific Standards. The activities in this lesson allow teachers to address the following Common Core Standards:

Explicitly addressed in this lesson

Code	Standard	Level of Thinking	Depth of Knowledge
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Understand	III
R.6	Assess how point of view or purpose shapes the content and style of a text.	Analyze	III
R.7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Evaluate	III

R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Evaluate	III
SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Evaluate	III

Implicitly addressed in this lesson

Code	Standard	Level of Thinking	Depth of Knowledge
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	Understand	II

LTF Skill Focus

The foundation for LTF English lessons is the Skill Progression Chart that identifies key skills for each domain, beginning with grade 6 and adding more complex skills at each subsequent grade level while reinforcing skills introduced at previous grade levels. The Skill Focus for each individual lesson identifies the skills actually addressed in that lesson.

Levels of Thinking					
Remember	Understand	Apply	Analyze	Evaluate	Create
Close Reading <i>written, spoken, and visual texts</i>		Grammar <i>purposeful use of language for effect</i>		Composition <i>written, spoken, and visual products</i>	
Reading Strategies Determining Audience Determining Author’s Purpose Inference Literary Techniques Allusion historical literary mythological					

Connections to AP*

The rigorous, complex passages that appear on the AP Language and Literature exams often include allusions that are central to reader understanding. Being able to identify and analyze an author’s use of allusion is a useful tool in analyzing both nonfiction and fiction.

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Materials and Resources

- copies of Student Activity
- copies of print advertisements or a slide show presentation of visual ads

Assessments

The following kinds of formative assessments are embedded in this lesson:

- completed analytical frame statements

Teaching Suggestions

Depending on how long it has been since the students have had lessons on allusion, teachers may need to review the concept of allusion.

Teachers should model the analysis of the first advertisement with the class as a whole. Show the first advertisement and ask students to write down everything they notice or know about the ad. Discuss the allusion present in the ad, and then walk students through the analytical frame statements on the handout.

Depending on student understanding, teachers may want to do more than one ad together as a class.

Eventually, teachers should group students and let them complete an analysis of an ad in their groups.

Answers

Answers for this lesson will vary depending upon the advertisements chosen. To obtain the maximum benefit of the lesson, ask students to go beyond the expected responses.

Allusions in Advertising Warm-Up Activity

Advertisement 1: Literary Allusion

The purpose of the ad is to _____.
(What does the creator of the ad want the viewer to do?)

The intended audience, _____,
(Identify the kind of people that the advertisement appeals to.)

might associate the allusion to _____ with
(Name the allusion and its source.)

_____, _____ and _____
(abstract noun: feeling or idea) (abstract noun: feeling or idea) (abstract noun: feeling or idea)

because _____
(Explain how the allusion is associated with these feelings or ideas.)

This association suits the purpose of the creators of the ad because it causes the audience
to _____.
(What do the allusion and its associations make the intended audience want to do?)

Advertisement 2: Historical Allusion

The purpose of the ad is to _____.
(What does the creator of the ad want the viewer to do?)

The intended audience, _____,
(Identify the kind of people that the advertisement appeals to.)

might associate the allusion to _____ with
(Name the allusion and its source.)

_____, _____ and _____
(abstract noun: feeling or idea) (abstract noun: feeling or idea) (abstract noun: feeling or idea)

because _____
(Explain how the allusion is associated with these feelings or ideas.)

This association suits the purpose of the creators of the ad because it causes the audience
to _____.
(What do the allusion and its associations make the intended audience want to do?)

Advertisement 3: Type of allusion _____

The purpose of the ad is to _____.
(What does the creator of the ad want the viewer to do?)

The intended audience, _____,
(Identify the kind of people that the advertisement appeals to.)

might associate the allusion to _____ with
(Name the allusion and its source.)

_____, _____ and _____
(abstract noun: feeling or idea) (abstract noun: feeling or idea) (abstract noun: feeling or idea)

because _____
(Explain how the allusion is associated with these feelings or ideas.)

This association suits the purpose of the creators of the ad because it causes the audience
to _____.
(What do the allusion and its associations make the intended audience want to do?)