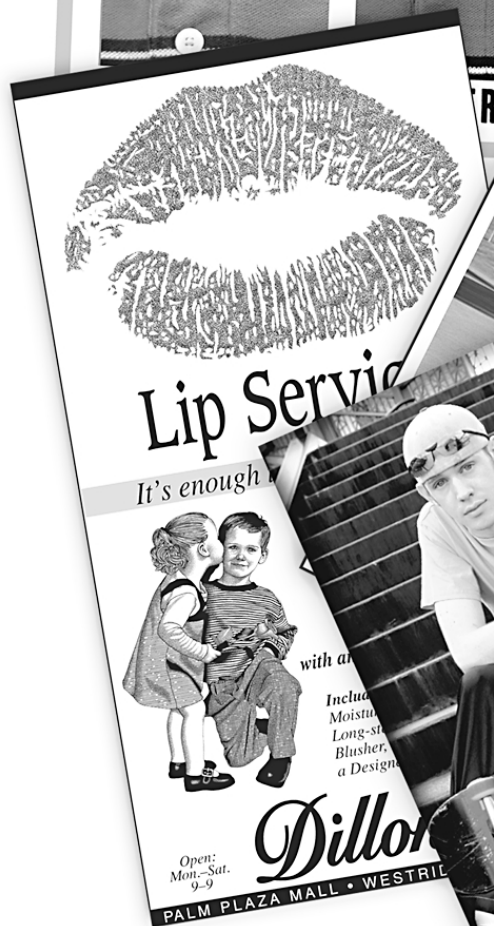


Advertisements

CURRICULUM Visual Literacy



Advertisements

The goals presented in headings and parentheses come from the English/Language Arts section of the NC Standard Course of Study.

Making connections, comprehending text, expressing individual perspectives, using informational text (icebreakers)

- 1** Have students choose one item for themselves from ads in the newspaper and share their choices with classmates. As a class, they should determine if any items prove to be popular choices and discuss why. They should discuss whether the items are more popular with their age group than with other age groups. Ask who the ad most appeals to. Have students write the targeted individuals and/or groups on the actual ads or record their answers on the student sheet, **TARGET AUDIENCES for ADS**.
- 2** If they need to purchase a gift for someone (a friend, family member or classmate) and have \$5, \$10, \$20, \$30 and unlimited amounts of money, ask students what they would choose from the newspaper. Consider conducting this activity around a holiday or special occasion, such as Mother's Day or Valentine's, Christmas, Hanukah or other. Ask what affects their choices. Ask if their choices change as they look through the ads.

Students can also use ads to create their own wish list by identifying items in the newspaper that they want or need and discuss budgeting. Provide the sheet **GIFT SHOPPING**.

- 3** Discuss the difference between wants and needs and explain that they change over time. From newspaper ads, have students cut out items that represent their wants and needs and place them in separate bags. As items are drawn from the bags, have students discuss whether they agree on what wants and needs are.

Help students understand the difference between goods and services by having them categorize items as goods or services. About selected ads, ask: Would you buy any of the goods and services? Why would someone buy a certain good or service?

- 4** Ask students to create a time capsule that shows people in the future how it was to live during this period of time. Have them choose six or more advertisements that show things that are typical of today's society and compare their choices with their classmates. They should explain how they decide what to put into their time capsules. Ask if they include many of the same things and if the class can agree to items for one time capsule.

- 5** Ask students whether reading, listening, viewing or a combination enable them to recall information. Then test students recall. Have them read an ad and ask the next day what they remember. Tape a TV ad and a radio ad. Have students see and listen to them one day. Ask what they recall the next day. Ask them to take note of any ads that they remember from newspapers, other print publications, radio and TV and explain what makes any ad memorable. Ask: Does reading help you remember? Do photos or other graphics aid recall?



Comprehending text, using informational material, using critical thinking skills and creating criteria to evaluate text

6

Point out that there are two types of advertising in the newspaper, retail and classified. Have students check the front page index for the Classifieds and locate the section. Explain the differences between Classified and Retail advertisements:

- Classified ads are grouped together, usually at the back of the newspaper, under headings. Classifieds provide opportunities for readers to buy and sell new and used goods and services. Retail or display ads for autos and real estate often run in the Classified section.
- Retail ads appear throughout the newspaper and are often called "run of the paper" or ROP ads. Businesses also pay to have retail ads inserted into the newspapers.

Explain that ads need to answer the 5W questions. Have students examine a large display ad for a good or service and answer the key questions: What is for sale? Who is selling it? When and where can you buy it? Why do you want it? How can you use it? How much does it cost? Is the ad clear? Is the ad informative? What words go beyond giving information and try to persuade? Does the ad's photo or illustration show you more about the product? Provide the student guide sheet titled **FACT FINDING in an AD**. Have them choose a Classified ad and determine if the ad answers the key questions.

Follow up by having students discuss ways the advertiser appeals to the reader: Is the ad eye-catching? Does it use appealing art? Is the art informative? Is the art symbolic? Is it startling? Ask them to find examples of art that provide information, use symbols and/or startle the reader.

7

Direct students to the Classifieds section and ask them to explain how those ads differ from display ads. Students should note that classified ads are distinct in their use of classifications or categories, the types of items sold, size of type and use of few words. They do not feature graphic elements. Businesses list available jobs in Classifieds, but most ads come from readers. Ask: How do classified ads help the community (readers, sellers, newspapers)? Direct students to write a classified ad for something they want to sell. Have them calculate the costs based on the pricing provided in the newspaper.

Follow up by asking how they think classified advertising on the Internet has affected the Classified section of newspapers and having them conduct research on the question. Have students compare the print and online Classified sections of a newspaper. Ask if they have had experience buying and selling through the print newspaper, if they have used the newspapers online Classifieds and/or if they have used other online services to buy and sell goods and services or find a job.

8

Ask students the purpose of advertising in any media: What do the advertisers want the consumers/readers to think or do? Have them look through several newspaper ads and cite examples. Ads may offer products, encourage travel to certain places, promote a company's or organization's viewpoint.... Students should come up with purposes such as to inform, sell and/or promote. Able readers read with questions in mind. Broaden the discussion to include a variety of media. Ask: What are the questions you have, as you read, listen to and/ or view ads in different media?



9

Advertising representatives who work for newspapers describe their efforts as "enabling a free press" because ads pay most of the cost of publishing a newspaper. Newspapers in the United States do not receive financial support from the government. The First Amendment of the Constitution establishes the rights of free speech and press on which newspapers, other media and citizens depend. Ask: If newspapers were beholden to the government or one or more key advertisers, how might that affect their ability to make independent judgments? Would newspapers be able to evaluate government actions or cover news about the companies in the same way?

10

Explain that advertising, not paid subscription or single-issue sales, is the chief source of revenue for the newspaper. For every \$1.00 in operation costs, advertisers pay 75 cents. Subscribers pay only 25 percent of the cost of their newspapers. Ask: If advertising were eliminated from newspapers, how would subscribers/readers be affected? How does a reduction in advertising affect readers? Explain some possibilities, such as an increase in costs to the subscriber, a reduction in the news hole or fewer news stories, a reduction in other costs and/or a reduction in profits for the newspaper.

11

Have students separate the advertising inserts, the classified ads and any sections that are primarily ads (real estate, food, etc.) from the sections that are mostly news. Then ask the following questions and offer clarifications and explanations, as needed:

- Which pile is bigger?
Often, the news pile will be smaller. Point out that the amount of advertising largely controls the size of the overall newspaper and the size of the news hole, the amount of space available for news. Most newspapers run an average of six pages of ads for every four pages of news copy.
- Who is advertising and what are they advertising? Are the ads mostly for stores? Who else advertises?

Direct students to "walk" through the newspaper and, on a classroom chart or other paper, write down the kinds of individuals, businesses and/ or organizations that advertise.

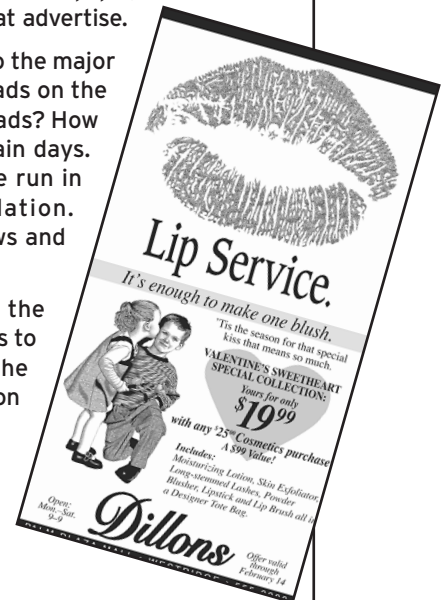
On which day of the week do grocery store ads appear and which day do the major entertainment ads appear? What purpose is served by running those ads on the same day of the week? How many pages are in the paper with grocery ads? How many with entertainment ads? Readers know to look for ads on certain days. Grocery ads generally run on Wednesdays and Thursdays, and some run in Sunday newspapers when newspapers have their largest circulation. Entertainment ads often run just before the week-end, along with news and information about choices of entertainment.

- Why do you think newspapers carry advertising? How do they help the reader? How do they help the advertisers? Advertisers pay newspapers to carry their ads in order to reach consumers and ad revenue pays the newspaper's expenses. The public or readers benefit from the information carried in ads.
- How do you think newspaper advertising compares with the costs and benefits of direct mail advertising? Have students find out the newspaper's circulation and find out any readership numbers (one newspaper may be read by three people). Based on those numbers, have students determine how much an ad costs per reader, if the advertiser pays the newspaper \$500.

Direct students to compare the cost of mailing a post card to the same number of households that receive a newspaper and the cost of placing an ad that size in the newspaper. Ask them to consider other benefits of advertising by mail and through a newspaper.

12

Encourage students to visit the newspaper's Web site, compare the ads to print ads and evaluate the impact of the advertising on the reader. Have them talk about other advertising on the Internet and their reactions. Discuss its effectiveness. Ask: Does advertising on a newspaper's Web site offer the same benefits as advertising in the print product? Why or why not? What kind of advertising works best on the Internet?



Advertisements

5

13

Ask students to identify retail ads in each of the three styles, discuss the strengths and weaknesses of each approach and suggest ways to improve individual ads:

Formal style takes a low-key approach. If an imaginary line is drawn through the center of the ad, the weight falls equally on both sides.

Informal style is livelier, more visually exciting, more random and uneven than the formal style.

Hard-sell style employs heavy, bold type and illustrations to attract attention but runs the risk of having elements of ad compete with each other.

14

Have students identify the layout elements in ads that interest them. Provide the student worksheet **LAYOUT in ADS**:

The **Headline** is dominant and communicates the overall message.

The **Sub-headline** supports the headline by pointing out specific items or driving home points in the ad.

Price is a selling point and may be featured small or large in an ad.

Body copy gives facts, often offered with flair, and should answer key questions about size, color, style, composition, benefits, comparisons with similar products, etc.

An **illustration** may a photo, drawing or symbol and conveys the message quickly.

The **logo** is a symbol or trademark associated with the business and often includes slogans, store hours, phone numbers, Web site and the address.

15

Ask students to evaluate an ad and discuss their assessments with other students. Offer the following questions provided by the Newspaper Advertising Bureau:

Is there a dominate illustration or headline that immediately telegraphs the message?

Is the ad well organized and easy to follow?

Does the ad have a clean, uncluttered look?

Is more white space needed?

Is the illustration large enough?

Is the headline aimed at the market?

Are benefits or news in the headlines?

Is the copy written in terms of benefits?

Is the copy complete and specific?

Is the language simple and direct?

Provide the student sheet **EVALUATE an AD**.

16

The size and type of font vary from one advertisement to another. Have students note the variety in your newspaper. Ask them to cut out the different size fonts and display what they find.

And, similarly, have them cut out and display different fonts or types of writing (some may be bold, italic, straight or script).

Each font has a name and word processing programs allow writers to choose fonts.

Then, have them focus on one or more ads that students find effective, determine how many different fonts the ad designer used and conclude whether an effective ad uses one, two or more fonts. Ask which fonts make reading easier. Ask if using several fonts in one ad detracts from or adds to the appeal of the ad. Ask if they see a trend toward using a certain number of fonts in an ad.

Follow up by having them judge the emotional impact of certain fonts. For example, how does bold type affect your response to an ad?



17

Have students look through different sections of the newspaper and determine if certain types of advertisements appear in specific sections on regular basis. For example, tire ads appear most often in the Sports section. Ask students who is likely to read the section and ask if that audience is the same for the items in the ads. Tape chart or large sheets of paper around the classroom with the flag of a section written at the top of each sheet. From newspapers, have students cut out ads that appear in each section. They should draw conclusions about the sections and ads that run on a regular basis.

18

Ask students to list all of the attributes that make a consumer want to buy a specific product and classify the attributes according to size, shape, color and function. Have them think of something they want to sell and decide which attributes to emphasize.

19

Point out and then have students find ads for products that have hidden costs, such as interest rates, installment fees, loan fees, service charges, delivery fees, deferred payments and local, state or federal taxes.

20

In ads, have students underline these and other words that sell or persuade: you, money, new, results, save, discovery, easy, free, health, proven, love and guarantee. Ask: Why are those words persuasive?

21

Have students look for words and phrases in ads that are purposely misspelled and have them explain why they think advertisers alter words. Also have them look for slogans and explain their literal and implied meanings.

22

Have students look at ads from two points of view, advertiser and consumer. Provide the student worksheet **TWO SIDES TO ADVERTISING**:

What is a good ad from the point of view of the advertiser?

- The consumer will want to buy the product.
- The consumer will believe the product is a good buy, or that others will recognize the product as expensive and the consumer as one who could afford it.
- The consumer will purchase items at regular price as well as items on sale.
- The consumer will become a regular user of the product.
- The consumer, on examination in the store of the item on sale, will recognize its undesirable characteristics and switch to a more expensive item.
- The consumer will have a favorable attitude toward the advertiser or his goods or services.

What is a good ad to the consumer?

- A logical, practical need for the product is stated.
- Information that permits quality comparisons is included.
- The total price for a specified product is included.
- Ads are for products in sufficient stock to meet demand or make clear that quantity is limited.

23

Have students identify ads based on the following appeals to consumers:

- Desire for a bargain
- Convenience for the user
- Elimination of pain or discomfort
- Desire for high social status
- Desire to be more attractive or desirable
- Fulfillment of physical needs
- Desire to be recognized as economically affluent

Provide the student worksheet
APPEALING TO CONSUMERS.



Advertisements

7

24



(comprehending text, creating oral, written and visual texts, analyzing informational text)

Advertisers appeal to consumers, using the following approaches:

- The bandwagon approach cites conformity or “everyone” is doing it.
- A brand loyalty ad wants consumers to continue to buy well-established brands.
- Convenience appeals to saving time and money.
- Ads based on female or male attractiveness appeal to their physical attractiveness or strength.
- A testimonial ad uses endorsements from famous people, often big name entertainers and sports figures.
- An ad that uses glittering generality makes big flowery claims, such as “the biggest and best ever.”
- A humorous ad entertains but may say little about the product.
- A security ad appeals to emotional, social and financial security.
- An appeal to status is based on a buyer’s class-consciousness.
- An ad based on style changes urge buyers to keep up with the times.
- A vanity ad appeals to ego or self image or personal happiness.

Have students search through newspapers and find examples of the advertising appeals. Have students draw examples from other media such as radio and TV. After they discuss different appeals, have them think of three real or imaginary products or services and create ads. They create an advertising campaign that involves newspapers and other media. Be sure students include a drawing of the product or service in each ad. Provide the student worksheet, **COMMON ADVERTISING APPEALS**

Refer to this Web site for another set of advertising techniques and ask which list of appeals is better and why: www.mediaworkshop.org/bwc/johnston_gonzalez/ads/glossary.html

25

(comprehending text, analyzing informational text, using argument)

Have students look for two ads for the same type of product. Based on the ad, ask them to describe how the two products are alike and how they differ. Ask questions: Which of the two products is more expensive? Why do you think it costs more? Is the higher-priced product worth the extra money? Why or why not?

26

Have students choose furniture to furnish their room. Ask them to identify businesses that offer good buys for those items. Direct them to list all factors other than price that affects their choice and discuss the factors with other students. Compile a list so that students will understand all factors that should be considered when shopping. Build an argument to support buying the furniture you choose. Refer to the factors that should be considered when making purchases.

27

Based on what they learn from comparing ads for products, have students build an argument for or against buying a specific car, home, electronic device or smaller item such as item of clothing or gift item. Provide students sheets titled **DRESSING RIGHT** and **THOUGHTFUL CHOICES**.

28



(comprehending text, creating oral, written and visual texts, analyzing informational text, using critical thinking skills and criteria to evaluate text)

Have students examine movie advertisements in the entertainment section. Ask them the purpose of the ads and have them determine if they answer when and where the movie will be shown. Ask questions: Does the ad give enough information to determine the audience? What is the rating? What does that tell you about appropriateness of the movie for your age group? Do you use the ratings to decide which movies to see? How effective do you think the ratings are? Provide the student sheet titled the **RIGHT MOVIE**.

Ask students to examine the photos, illustrations and accompanying text and write what they think the movies will be about. Have them choose one of the movies to view. After viewing the movie, ask them whether the ad provided a snapshot of the movie or if it misled them in any way. Ask them to design an ad for the movie that provides some idea about the movie but does not give away the ending. They can also get ideas for movies from newspaper stories. Ask them to a movie ad that presents a main event or idea drawn from news stories.

Advertisements

29

(comprehending text, analyzing informational text, using argument, using critical thinking skills and criteria to evaluate texts)

Extend students' work with movie ads. Choose among the following activities: Classify the movies as science fiction, westerns, comedies, dramas, mysteries, horror movies or musicals. Or, come up with more or better ways of classifying movies. Create graphs to show your results. Which type of movies is most common at this time? Which is least common? Is this a seasonal trend?

Based on the movies, what can you conclude about the entertainment values of our culture? Support your conclusions with examples.

Why do you think certain movies become popular while others do not? What makes people want to see some movies and not see others?

Choose and read a movie review about a movie that interests you. Read the review, view the movie and compare your thinking about the movie to the reviewer's. Do you recommend it to your friends? In particular, who is likely to enjoy the movie and who is not?

Recent news stories have reported a decline in ticket sales at movie theaters. Are you going to fewer movies than in the past? What do you think is causing the decline? Direct students to interview friends, family members and others about their movie choices and habits.

30

Ask students what how they describe public service ads and ask if they can offer examples from different media. Through the discussion, help them understand that public service ads deal with services performed for the benefit of the public, especially by a nonprofit organization, and/or involve publicly-funded agencies. Generally, the ads aim to raise awareness about or promote education, health, safety and other concerns and may request donations. Examples would be public service advertisements featuring the United Way or Red Cross.

As a follow-up to the discussion, over a period of time, have students look through their newspapers for public service ads. They should collect the ads and record the services that each agency performs. Through news and other sources, they can learn more about and evaluate the activities of different non-profits and government agencies. They should also judge the effectiveness of the different public service ads and explain their criteria.

31

(comprehending text, analyzing informational text)

Ask students if they were in charge of advertising in a newspaper, what policies and practices they would set up to make sure the ads that run in the newspaper do not deceive consumers. Have them come up with questions. Identify a student to interview the advertising manager at their local paper and learn more about protections and safeguards that the newspaper has in place.

Follow up by having students conduct research into laws governing advertising in North Carolina and United States. Have them find out about the role of state and federal laws, the Federal Trade Commission and court cases. They might choose to focus on advertising in one specific medium, such as the Internet, or learn more about laws designed to combat fraud or protect intellectual property.

Resources:

Newspaper Advertising Bureau

http://www.mediaworkshop.org/bwc/johnston_gonzalez/ads/glossary.html



Advertisements



TARGET

audiences for ads

In classroom newspapers,

identify one or more advertisements designed to appeal to the groups listed on the chart below. Describe the product and store.

	Product and Store
you and your friends	
women	
men	
children	
teenagers	
older adults	
upper income	
people in specific occupations	
other	
other	
other	

THINKmore!

Compare your list with other students and discuss any differences in opinion about the target audiences. Explain why and how the ads make their appeals to the different groups. Note any ads that appeal to more than one group.

Advertisements

Think of a special occasion that is coming up for your family. Keeping within the price ranges below and shopping for the best value, choose gifts for one or more family members or friends.



gift SHOPPING

Name _____
Occasion _____
UNDER \$5

item	price

Name _____
Occasion _____
UNDER \$10

item	price



Name _____
Occasion _____
UNDER \$20

item	price

Name _____
Occasion _____
UNDER \$30

item	price

THINKmore!

Think of an occasion when you receive a gift(s) from a friend or family member. Use newspaper ads to create a wish list of your wants and needs. Identify items in each category.

Advertisements

6

FACT FINDING^{in an ad}

Choose an eye-catching advertisement for a product or service that interests you. Answer the questions:

WHAT'S for sale?

WHO'S selling it?

WHEN and where can you buy it?

HOW MUCH does it cost?

WHY do you want it?

HOW can or should you use it?

THINK more!

Is the ad clear and informative? What words go beyond giving information and try to persuade the buyer? Does the photo or illustration provide additional information about the product or service? What more would you want to know before buying the product?



THEY NEED LOVE FIRST
AFFECTION TRAINING
BY DREW RANDOLPH

- IN-HOME TRAINING
- OBEDIENCE TRAINING
- PROBLEM SOLVING
- PUPPIES FROM 3 MONTHS
- ALL SIZES, ALL BREEDS

BowWow 555-0000 CELL 555-0000
School for Dogs 232 HESTER ROAD

Choose an advertisement for a product or service that appeals or interests you. What did you choose?

EVALUATE an ad



Use the following questions to evaluate the ad:

1. Is there a dominate illustration or headline that immediately telegraphs the message?
2. Is the ad well organized and easy to follow?
3. Does the ad have a clean, uncluttered look? Is more white space needed?
4. Is the illustration large enough?
5. Is the headline aimed at the market?
6. Are benefits or news in the headlines?
7. Is the copy written in terms of benefits?
8. Is the copy complete and specific?
9. Is the language simple and direct?

Advertisements

THINKmore!

What could be done to make the ad more effective for the seller?
For the buyer?

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Advertisements



LAYOUT in ads

Have students identify and label the layout elements in newspaper ads for goods or services that interest them:

1. The **Headline** is dominant and communicates the overall message.
2. The **Sub-headline** supports the headline by pointing out specific items or driving home points in the ad.
3. **Price** is a selling point and may be featured small or large in an ad.
4. **Body copy** gives facts, often offered with flair, and should answer key questions about size, color, style, composition, benefits, comparisons with similar products, etc.
5. An **illustration** may a photo, drawing or symbol and conveys the message quickly.
6. The **logo** is a symbol or trademark associated with the business and often includes slogans, store hours, phone numbers, Web site and the address.

THINKmore!

Select ads that contain all of the layout elements of a strong ad. Are some ads more effective than others? Other than layout elements, what makes a strong ad, in your opinion?

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Advertisements

TWO SIDES to advertising

Choose an advertisement and evaluate it from the point of view of the advertiser and consumer.

1. What is a good ad from the point of view of the advertiser?

The consumer will want to buy the product.

The consumer will believe the product is a good buy, or that others will recognize the product as expensive and the consumer as one who could afford it.

The consumer will purchase items at regular price as well as items on sale.

The consumer will become a regular user of the product.

The consumer, on examination in the store of the item on sale, will recognize its undesirable characteristics and switch to a more expensive item.

The consumer will have a favorable attitude toward the advertiser or his goods or services.

2. What is a good ad to the consumer?

A logical, practical need for the product is stated.

Information that permits quality comparisons is included.

The total price for a specified product is included.

Ads are for products in sufficient stock to meet demand or make clear that quantity is limited.

THINK more!

Which of the above can be determined only by visiting the store? Have you had experiences at stores that led you to return to the store? Have you had experiences that made you not want to shop at the store again? What do you consider best practices that benefit both the buyer and seller?

Register for
Volleyball
Clinic Today!



THREE WEEK CLINIC
\$00.00

RIPPLY'S GYM
555-0000
2120 Oak St.

appealing to **CONSUMERS**

Have students identify ads that appeal to consumers using the following approaches:

Register for Volleyball Clinic Today!



THREE WEEK CLINIC

\$00⁰⁰



555-0000
2120 Oak St.

1. **Desire for a bargain**
2. **Convenience for the user**
3. **Elimination of pain or discomfort**
4. **Desire for high social status**
5. **Desire to be more attractive or desirable**
6. **Fulfillment of physical needs**
7. **Desire to be recognized as economically affluent**

THINKmore!

Which approaches seem most common in newspaper ads?
Find examples in other media and compare the impact of advertising appeals through the different media.

Advertisements



COMMON advertising appeals

Advertisers use appeals to convince consumers to buy products. Find examples in newspapers and other media:

1. The bandwagon approach cites conformity or “everyone” is doing it.
2. A brand loyalty ad wants consumers to continue to buy well-established brands.
3. Convenience appeals to saving time and money.
4. Ads based on female or male attractiveness appeal to their physical attractiveness or strength.
5. A testimonial ad uses endorsements from famous people, often big name entertainers and sports figures.
6. An ad that uses glittering generality makes big flowery claims, such as “the biggest and best ever.”
7. A humorous ad entertains but may say little about the product.
8. A security ad appeals to emotional, social and financial security.
9. An appeal to status is based on a buyer’s class-consciousness.
10. An ad based on style changes urge buyers to keep up with the times.
11. A vanity ad appeals to ego or self image or personal happiness.

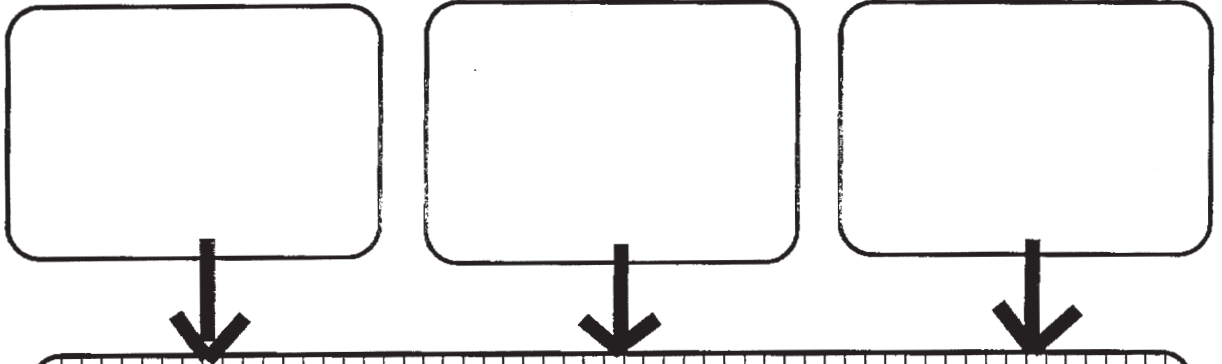
THINK_{more!}

Which were easy and which were hard to locate in media?
Were any approaches hard to find in newspaper advertising but easy to find in other media?

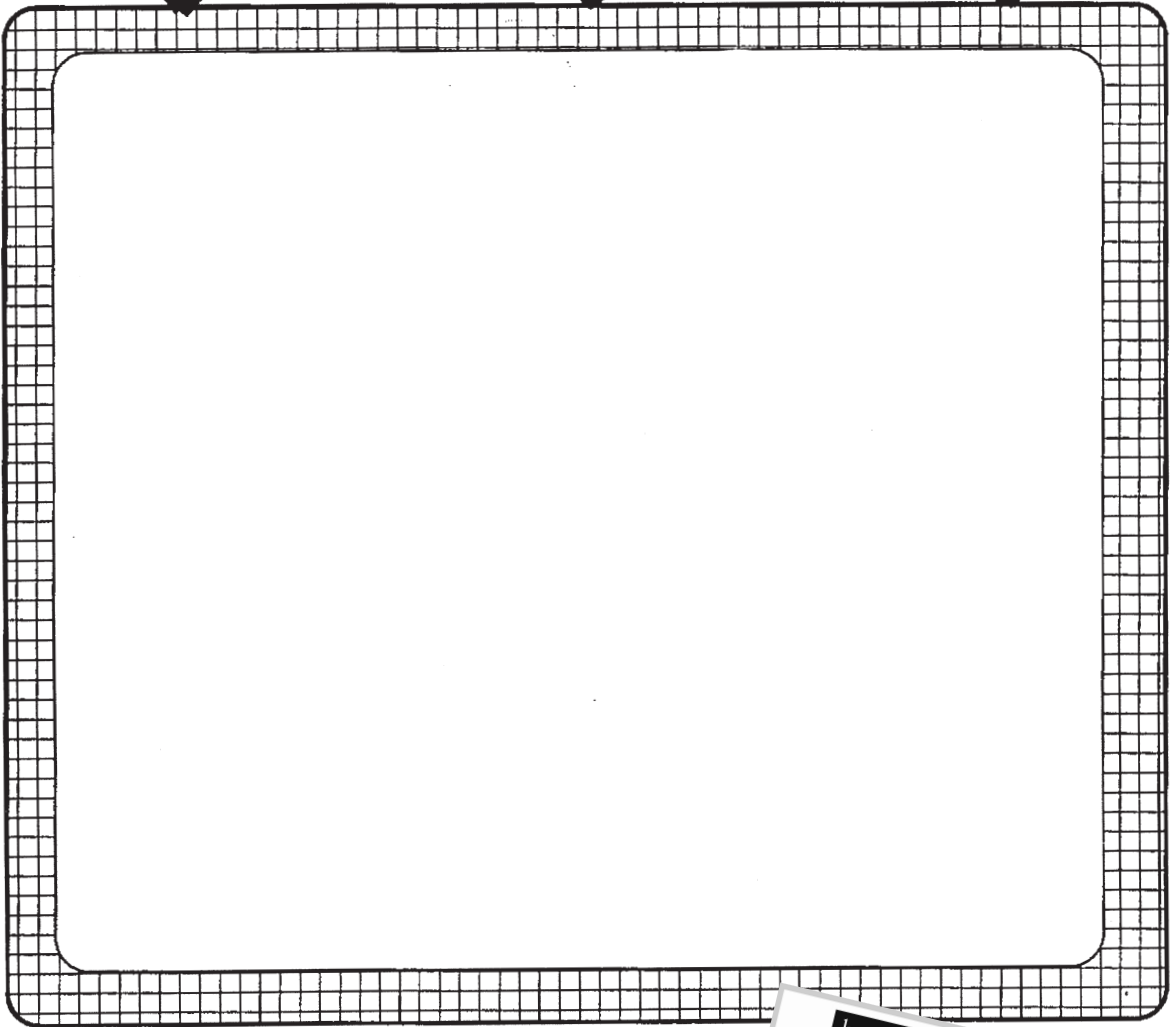
Advertisements

DRESSING_{right}

Apply good judgment in your selection of clothes. Cut out three appealing items of clothing found in newspaper ads. Place these in the rectangles. Then consider what you need, what you enjoy wearing, the cost and other factors. Which would you choose? Explain your choice in the large square.



Three empty rounded rectangles arranged horizontally, intended for pasting cut-out clothing advertisements. Each rectangle has a downward-pointing arrow below it, indicating where to place the chosen item.



A large square grid with a thick border, intended for writing an explanation of the chosen clothing item. The grid is composed of small squares, with the central area being a larger, empty square.

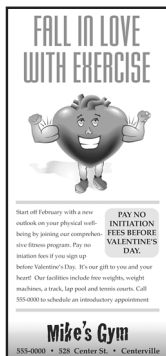
THINK_{more!}

Consider your priorities. List the reasons for your choices in their order of importance.



27a

Advertisements



Rather than buy on impulse, ask important questions.

Select an ad for something

that appeals to you. It may be something big such as a car, home or computer or something smaller such as a CD player or special item of clothing. In the rectangles, write three important facts about the item. Draw more rectangles as needed. In the box, write the question that you need to answer before making the purchases.

thoughtful **CHOICES**

Item chosen: _____

↓

↓

↓

THINKmore!

When shopping for an item, ask key questions and report back what influenced your decision.

Build a case for making a purchase based on what you learn in the ads and on the other information you learn from the shopping trip.

27b

Advertisements

Choose three interesting movies advertised in the newspaper. Evaluate the movies, using the illustrations and text in the ads. What do the movie ads tell you about the content of the movies? What are the ratings? (R, PG13, etc.) can you tell whether any involve offensive language, sex or violence?

the right **MOVIE**

What are the movies? What do you think happens in the movies, based on the ads?

movie	movie	movie

What more do you learn about the movies based on summaries and reviews you read elsewhere in the newspaper?

movie	movie	movie

Based on what you learn from the newspaper, choose a movie to see this week and explain your choice.



THINKmore!

After you see the movie, evaluate the ads and other information. Was the movie ad clear, accurate and informative or did it mislead in any way? Were the summaries and reviews helpful to you in deciding which movie to choose? Create an image that could be used in an ad for the movie you saw.