



Teaching Tolerance: What's for Sale

Resource ID#: 30020 Primary Type: Teaching Idea

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Direct Link: <http://www.tolerance.org/activity/what-s-sale>

This resource is provided by [Teaching Tolerance](#), a project of the Southern Poverty Law Center, and encourages students to look critically at advertisements.

These activities will help students:

- define the meaning, purpose and influence of advertising.
- think about advertising as something that can be read and interpreted, like other written and visual texts.
- activate and communicate prior knowledge about the role advertising plays in their daily lives.

Subject(s): English Language Arts	Grade Level(s): 5
Intended Audience: Educators	Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection
Instructional Time: 1 Hour(s)	Freely Available: Yes
Keywords: advertisements, persuasion	Instructional Component Type(s): Teaching Idea
Instructional Design Framework(s): Direct Instruction , Cooperative Learning	
Resource Collection: CPALMS	

ATTACHMENTS

[Reading Advertisements.pdf](#)

PEDAGOGY

Subject(s): English Language Arts

Grade Level(s): 5

Nature of Instructions: [Direct Instruction](#), [Cooperative Learning](#)

Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection

Instructional Time: 1 Hour(s)

SOURCE AND ACCESS INFORMATION

Contributed by: Sheree Brown

Name of Author/Source: Teaching Tolerance ([Visit Website](#))

Web Address of Author/Source: <http://tolerance.org>

Is this Resource freely Available? Yes

Access Privileges: Public

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Related Standards

Name	Description
LAFS.5.RI.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LAFS.5.W.1.2:	c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	e. Provide a concluding statement or section related to the information or explanation presented.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, **building on others' ideas and expressing their own clearly.**

[LAFS.5.SL.1.1:](#)

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Other Resources Related to the Same Standards

Teaching Idea

Name	Description
	This resource is provided by Teaching Tolerance , a project of the Southern Poverty Law Center, and encourages students to look critically at advertisements.
Teaching Tolerance: Reading Advertisements:	These activities will help students: <ul style="list-style-type: none">• learn to conceptualize advertisements as texts that can and must be critically read.• develop explicit <u>strategies</u> for reading and interpreting advertisements.• recognize that advertisements are constructed messages.