



Advertising and Persuasion Through Car Design Grades K-5

Objective: Students will learn about how advertisements use persuasion to influence people and apply these ideas to design their own unique car for a specific audience. This lesson encourages younger students to use their imagination while teaching them the basic idea of how advertisers persuade people to buy products by appealing to both their logic and emotions.

Illinois State Social Studies Standards:

SS.K-2.IS.7 Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create actionable steps

SS.3-5.IS.7 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and examples

Illinois State Visual Arts Standards:

VA:Re7.2.K Describe what an image represents.

VA:Re7.2.1 Compare images that represent the same subject.

VA:Re7.2.2 Categorize images based on expressive properties.

VA:Re7.2.3 Determine messages communicated by an image.

VA:Re7.2.4 Analyze components in visual imagery that convey messages.

VA:Re7.2.5 Identify and analyze cultural associations suggested by visual imagery.

Materials:

- Drawing paper or poster board
- Crayons, markers, colored pencils
- Notebook paper

Directions:

1. Introduce students to the basics of persuasion in advertising by asking students if they have ever seen a commercial or ad for a car. What did the car look like? What kind of music or words were used to describe it? How did it make them feel? Did they want the car? Why or why not?
 - Next, introduce students to the elements of persuasive advertising techniques using the following prompts:
 - Logical Persuasion:
Some ads show facts about the car, like how fast it goes, how much gas it uses, or how safe it is. This is the type of ad that gives people information to help them decide if the car is good for them.



- Emotional Persuasion:
Some ads try to make people feel excited or happy. For example, they might show a fun car driving really fast or a family smiling in a safe car. These ads make people feel good about the car so they want it.
- Once students have been introduced to methods of persuasion, discuss the importance of understanding your audience by explaining that car ads can target different people. Some people want a car that is safe, while others want a car that looks cool or is really fast. For example:
 - A family might want a car with a lot of room and safety features.
 - A teenager might want a car that looks stylish and drives fast.
 - A person who cares about the environment might want a car that uses less gas or is electric.
- 2. Now that students are familiar with some methods of effective advertising, they will apply these skills to design their own advertisement for a car.
 - Before students design their car and advertisement, prompt them to think about the specific audience they are trying to appeal to, as well as the method of persuasion that makes the most sense (i.e. logical or emotional). Use the following prompts to help your students brainstorm these ideas:
 - Choose Your Audience: Who is this car designed for? Who would want to drive this car?
 - Is it for kids, families, or adults?
 - Does it need to be safe, fast, or fun?
 - Does it help the environment, or is it just a cool car to drive?
 - Use Persuasion to Design the Car: How will your design appeal to your specific audience?
 - If the car is for a family, make sure it has lots of space and safety features.
 - If it's for a teenager, make the car look sporty or cool.
 - If it's for the environment, show features like electric power or a small carbon footprint.
 - Using poster boards or printer paper, students can begin their designs. Their car should be creative and have special features that make it unique. They should think about what design elements make their car special.
- 3. To conclude the activity, have your students respond to reflection questions to get them thinking more deeply about their design and advertisement:
 - a. Who is your car for? (e.g., kids, families, teens, eco-friendly drivers)
 - b. What makes your car special? (e.g., It's fast, it's safe, it's fun, it's eco-friendly)
 - c. How does your car design show that it's perfect for your audience? (e.g., "My car is for families because it has a big trunk and lots of seats.")



- d. If you were to make an ad for this car, what would it look like? (e.g., Would it show a family driving safely on a road trip, or a fun teenager driving fast on a sunny day?)
- e. How would your ad make people feel? (e.g., excited, safe, happy, cool)



Bring this lesson to the museum!

Help students connect their learning to real-world contexts by exploring these related vehicles on display at Klairmont Collections:

- 1941 Packard 110 Deluxe Station Wagon
- 1950 Studebaker XF58 Ice Princess
- 1957 BMW Isetta
- 1960 Munster's Coffin Mobile Dragula Car
- 1964 Amphicar 770 Convertible
- 1966 Ford Econoline Van (Scooby Doo Mystery Machine)
- 1983 Rolls Royce Silver Spur covered in 1 million Swarovski crystals
- 2011 Avid Magnum Roadside Aircraft