

UNIT 2

Read aloud the Unit Overview, asking students to **mark the text** by highlighting words and phrases that help them predict what the unit will be about. Share responses in partner, small-group, or whole-class discussion.

Have students look at the image and respond to the visual prompt. You may want to have students **think-pair-share** to write a short response or discuss their responses as a class.

TEACHER TO TEACHER

Students are bombarded today with information. You may want to encourage students to think about how they filter that information. What are their sources of information? Which ones are reliable?

What Influences My Choices?

Visual Prompt: How do you use different sources of information to help you make decisions about what to buy or to do?

Unit Overview

People choose to do something, buy something, or think a certain way for many reasons. Often, it's because they have seen something in the media promoting it. In this unit, you will analyze print, visual, and film texts that are common in the media and advertising. You will also investigate how advertising influences the lives of youth by critically reading and viewing informational text and film. You will analyze the components of argumentation by reading argumentative essays, news articles, and speeches. By the end of the unit, you will become a skilled reader and writer of a variety of nonfiction texts, an engaged collaborator in discussion groups, and an effective argumentative writer.

Gist:
 Unit 2 in Grade 7 intends to develop student learners by becoming skilled explanatory writers of nonfiction texts and argumentative texts.
 EA 1 & 2

ELL Support

ELD Modes and Processes

Collaborative: Students work with partners to prepare for activities such as research and debates. Students also work in groups to discuss the influence of advertisements and how a conclusion contributes to an essay.

Interpretive: Students draw conclusions about a text and support their conclusions with text evidence. Students evaluate the key ideas and

support that an author includes in a text. Students also analyze roots in order to understand the meaning of various words.

Productive: Students write to analyze an informational text and to record research.

Structuring Cohesive Texts: Students analyze expository and persuasive text structures and explain how text features support text structure. Students also create a bank of transition words to add to their writing.

UNIT 2 continued

Have students read the goals for the unit and mark any words that are unfamiliar to them. Have students add these words to the classroom Word Wall, along with definitions.

You may also want to post these goals in a visible place in the classroom for the duration of this unit, allowing you and your students to revisit the goals easily and gauge progress toward achieving goals throughout the unit.

VOCABULARY DEVELOPMENT

Important terms in this unit are divided into Academic Vocabulary (those words that are used in multiple curriculum areas) and Literary Terms, which are specific to the student of literature and language arts.

Adding to vocabulary knowledge is essential for reading fluency. Students will encounter new vocabulary in this course in multiple ways:

- Academic Vocabulary
- Literary Terms
- Academic Vocabulary in Context (unfamiliar terms glossed in text selections)
- Word Connections
- Oral Discussions

Continue encouraging students to keep a **Reader/Writer Notebook** in which they record new words and their meanings (and pronunciations if needed). Having students use word-study graphic organizers to study key vocabulary terms in depth will greatly enhance their understanding of new words and their connection to unit concepts and to the broader use of academic terms.

See the Resources section at the back of this book for examples of graphic organizers suitable for word study. As students become more familiar with using graphic organizers to explore the meaning of a word, you may want them to create their own graphic organizers.

UNIT 2

What Influences My Choices?

GDALS:

- To understand how our lives are affected by media and advertising
- To engage in collaborative discussions
- To write an expository essay
- To identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts
- To write an argumentative essay

ACADEMIC VOCABULARY

text features
credibility
primary source
secondary source
claim
valid
counterclaim

Literary Terms
expository writing
rhetoric

Create a word wall
• Possibly use a bellringer/closure
Vocab. Development:
use the word in a sentence

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ELL Support (continued)

Connecting and Condensing Ideas: Students use transitions to combine ideas in order to create a variety of sentence patterns.

English Language Development Standards

ELD.PI.7.1 Bridging* Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on

responses, and providing useful feedback.

ELD.PI.7.6a Bridging* Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.

ELD.PI.7.6c Bridging* Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

LANGUAGE AND WRITER'S CRAFT

Each unit includes Language and Writer's Craft features as well as Grammar & Usage content. You may want students to devote a section of their Reader/Writer Notebooks to their study of language and grammar. Encourage students to make notes about their understanding of specific grammar rules and how to use language in their writing to create specific effects.

CONTENTS

Have students *skim/scan* the activities and texts to find a *Wow* (an activity that looks interesting) and a *Whoa* (an activity that looks challenging). Share responses in partner, small-group, or whole-class discussion.

INDEPENDENT READING

In this half of the unit, while working on analyzing informational and argumentative texts, students will have the opportunity to read other texts related to marketing and advertising. The Planning the Unit section of the Teacher's Edition and the Resources section of the Student Edition contain information, Reading Logs, and Reading Lists to help your students find the right text.

TEACHER TO TEACHER

The SpringBoard program has been designed to allow students to interact with the text by making notes in their books and marking text to facilitate *close reading*. In addition to making notes in the text, students are expected to use their Reader/Writer Notebooks often for vocabulary study, reflections, some writing assignments, notes about texts they read, capturing thoughts about learning strategies and how to use them, and so on. The Reader/Writer Notebooks are not listed as part of the materials for each activity, but the expectation is that students will have access to them.

2.14 Differing Opinions: Acknowledging
 Opposing Claims146
Online Article: "Failure To Ban Violent Video Games Makes Job Harder For Parents," by Tamika Mallory
News Article: "It's Perverse, but It's Also Pretend," by Cheryl K. Olson

2.15 To Introduce and Conclude154
Student Essay: "Screen Time?"

Embedded Assessment 2 Writing an Argumentative Essay157

Language and Writer's Craft

- Revising for Cohesion and Clarity (2.4)
- Revising for Precise Language and Formal Style (2.6)
- Sentence Variety (2.8)
- Sentence Structure and Transitions (2.12)
- Using Rhetorical Devices (2.13)
- Phrases and Clauses (2.14)

*Texts not included in these materials.

MY INDEPENDENT READING LIST

Skim & Scan
 the Text
 Wow!
 WHOA!

ELL Support (continued)

ELD.PI.7.10a Bridging* Write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and growing understanding of register. **ELD.PII.7.1 Bridging*** Apply understanding of the organizational structure of different text types to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives. **ELD.PII.7.2b Bridging*** Apply increasing

understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to comprehending texts and writing texts with increasing cohesion. **ELD.PII.7.6 Bridging*** Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to show the relationship between multiple events or ideas or to evaluate an argument.

*The citation reflects the highest level supported. Support is also offered for the lower levels.

ACTIVITY 2.1

▶ PLAN

Materials: a poster of a graphic organizer to unpack EA1 prior to the lesson, highlighters
Suggested pacing: 1 50-minute class period

▶ TEACH

- 1 Have students read the introductory text in the SE and share their responses to the questions about what advertising they notice every day.
- 2 Ask students to work in a **think-pair-share** to respond to the Essential Questions. Students will revisit these questions throughout the unit.
- 3 Preview the Table of Contents. Guide students to use a **QHT** with the Academic Vocabulary and Literary Terms, labeling each term based on prior experience. Add these terms to the Word Wall.
- 4 Instruct students to **mark the text** of the EA1 assignment by underlining or highlighting the places that mention a skill or knowledge necessary to succeed on this Embedded Assessment.
- 5 Instruct students to **paraphrase** with a partner or small group the skills/knowledge they have marked. As you conduct a group discussion, create a web **graphic organizer** that identifies the knowledge and skills needed.

▶ ASSESS

While looking at student paraphrasing, check that students were able to:

- Identify the two parts of the assignment.
- Identify “expository” as a focus skill.
- Understand what advertising is.

▶ ADAPT

During the unpacking of the EA, you may want to use **think aloud** to model the process, depending on how experienced your students are with this process.

ACTIVITY 2.1

Previewing the Unit

LEARNING STRATEGIES:

Think-Pair-Share, Close Reading, Marking the Text, Paraphrasing, Brainstorming, Free Writing

LT1
LT2

Learning Targets

- Preview the big ideas and vocabulary for the unit.
- Identify and analyze the skills and knowledge needed to complete Embedded Assessment 1 successfully.

Making Connections

You see some form of advertising around you every day. What catches your attention? Is it television? Internet ads? Print ads? Radio? Advertising influences the choices that you make. You might also be influenced by other things, such as what people are saying on social media or what people are wearing or doing on television. In this unit, you will examine various types of media and the techniques they use to convince you to buy their products.

Essential Questions

Based on your current knowledge, how would you answer these questions?

1. What role does advertising play in the lives of youth?
2. What makes an effective argument?

Developing Vocabulary

Mark the Academic Vocabulary and Literary Terms on the Contents page using the **QHT** strategy.

Unpacking Embedded Assessment 1

Read the assignment for Embedded Assessment 1: Writing an Expository Essay and Participating in a Collaborative Discussion.

Your assignment is to write an expository essay that explains the role of advertising in the lives of youth and then to exchange ideas in a collaborative discussion. For your essay, you may use as sources the articles in this unit and at least one additional informational text that you have researched.

With your classmates, identify what you will need to do for the assessment. Create a graphic organizer to list the skills and knowledge you will need to accomplish these tasks. To help you complete the graphic organizer, be sure to review the criteria in the Scoring Guide for Embedded Assessment 1.

* Unpack EA1 on Page 122 - Rubric
 circle skill/und
 Have students paragraph word pairs

My Notes

LT1

Create interactive wall- Post-It Notes with student answers

LT1

INDEPENDENT READING LINK

Read and Respond

In the first part of this unit, you will be reading informational texts about marketing to kids. For outside reading, read and respond to articles about advertising or view online advertising. You might also choose one of your favorite brands and read about how the company markets its products. Use your Reader/Writer Notebook to create a reading plan and respond to any questions, comments, or reactions you might have to your reading. You can also record notes in your Independent Reading Log. Refer to those notes as you participate in discussions with classmates about how advertising affects the choices we make.

LT1

LT2

COMMON CORE STATE STANDARDS

Focus Standards:

L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Additional Standards Addressed:

RI.7.10

Road Map to Success

82 SpringBoard® English Language Arts Grade 7

EA1 Presents
 Write Explanatory Essay

What Is the Issue?

ACTIVITY
2.2

Learning Targets

- Identify text features in informational texts as a strategy to better comprehend ideas and information. *LT1*
- Closely read an informational text to identify issues and questions. *LT2*
- Participate in a collaborative discussion about a text. *LT3*

Text Features *LT1*

In this part of the unit, you will be reading informational texts. Informational texts usually follow a different structure than short stories or other fiction. For example, you might find the following **text features** in an informational text:

- Organizing features** such as a table of contents, glossary, index, and references
- Text divisions** such as introductions, summaries, sections with headings, footnotes or endnotes, and author information
- Graphics** that present information in a visual format, such as diagrams, charts, tables, graphs, maps, timelines, and so on. Graphics support the information and ideas presented in the text.
- Special formatting** such as boldface, italics, numbered or bulleted text, or the use of different typefaces and sizes. For example, in this list, the types of text features are placed in boldface to draw attention to them.

Preview

In this activity, you will read an informational text about advertising to children and then participate in a **collaborative discussion** about the text. ★

Setting a Purpose for Reading *LT2*

- As you read the article, underline interesting or surprising statistics or information.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.
- Put a star next to any text features you notice in the article.

LEARNING STRATEGIES:
Marking the Text, Skimming and Scanning, Paraphrasing, Brainstorming

ACADEMIC VOCABULARY
Text features are aspects of a text designed to help you locate, understand, and organize information.

My Notes

→ Anchor chart

Call out:
"This can be one of your sources for your EA."

This supports EA1 by building knowledge on the writing topic - ideas (supports topic within ideas, evidence.)

COMMON CORE STATE STANDARDS

Focus Standards:

RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.5a: Analyze the use of text features (e.g., graphics, headers, captions) in popular media. *LT1*

SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Additional Standards Addressed:

RI.7.2; RI.7.10; W.7.10; SL.7.6; L.7.6

ACTIVITY 2.2

PLAN

Materials: highlighters

Suggested Pacing: 2 50-minute class periods

TEACH

1 Paying attention to text features will help students comprehend informational texts and analyze the structures an author uses to organize a text. Begin by asking students what they think of when they hear the term *text features*. Conduct a **guided reading** of the five broad categories of text features and ask students to highlight words or examples they understand.

2 Next, ask students to **skim and scan** to predict what kind of information the article will present based on quickly reading the text features.

3 Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand what to annotate as they read the text.

4 FIRST READ: Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small group reading
- choral reading
- read aloud

ACTIVITY 2.2 continued

Text Complexity
Overall: Complex
Lexile: 1330L
Qualitative: Low Difficulty
Task: Accessible (Understand)

5 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating the text for interesting statistics and text features. Evaluate whether the selected reading mode is effective.

6 Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

TEACHER TO TEACHER

Use a **think aloud** to model marking the text as needed. Spend time helping students understand words that may be unfamiliar to them, such as “passive” and “tween” (twens are 8–12 year olds).

ACTIVITY 2.2 continued

What Is the Issue?

My Notes
 Close Reading (Text structure)
 Knowledge Building Topic (Advertising)

among: 5,077 U.S. youth participated in the online study.

passive: not active

Informational Text

and So Much to Buy
 American Youths, the New Big Spenders

Youths are extremely engaged in all aspects of technology and media and influence family purchases. Plus they have huge spending power of their own.

1 New York, N.Y. – October 26, 2011 – Eight to 24 year olds are ready to spend money in 2012. Two-hundred eleven billion dollars, to be more precise. According to the 2012 Harris Poll Youth PulseSM study, the purchasing power of today’s youth is something that should not be overshadowed by the spending power of adults. Over half of eight to 12 year olds will spend their own money on candy (61%) and toys (55%) while a quarter will buy books (28%) and one-in-five will purchase clothing (19%). Teens, those 13–17, still crave candy, and half (51%) will make a point of treating themselves to sweets. However, clothing (42%) and entertainment, like movie tickets (33%) have become bigger priorities for this older group.

2 The 2012 Harris Poll Youth Pulse study was conducted online among 5,077 U.S. youth ages 8–24 in August 2011.

3 While the purchasing power of today’s youth is strong, it is made even stronger when coupled with the influence these kids have on what parents buy. For example, seven-in-ten teens have cell phones (69%) and three-in-ten have smartphones (30%). When it comes to smartphone or cell phones, one-third of teens (34%) say they influenced that purchase decision. With over 23 million teens in the United States, that’s a lot of influence.

4 “When we look at what youth today personally own, it’s definitely more than the generation before them and immensely more than what kids owned two generations ago. What is also important to remember is that youths are not passive receivers of things,” said Regina A. Corso, Senior Vice President for Youth and Education Research at Harris Interactive. “Today’s youth actively have input into what they have and what their families have.”

Youth and media

5 Tweens, teens, and young adults have not only more things than previous generations, they also have more consistent, available access to vast amounts of information than their parent or grandparent could have imagined in their youths. Accessibility is made easy by the click of a mouse or the tap of a screen. In fact, over three-quarters of 8–9 year olds (76%) and up to nine-in-ten 16–17 year olds (91%) are on the Internet an hour or more a day, excluding email.

6 When looking at all types of media, on average, tweens spend 8.4 hours engaged versus teens, who spend 12.6 hours engaged with media per day. On average, teens spend 3.6 hours per day online, 2.9 hours watching television, and 1.6 hours each playing video games and listening to an MP3 player.

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

1. Key Ideas and Details (RI.7.2) **Look again at the first four paragraphs of the article. In what ways are youth the “new big spenders”?** Look at the statistics in paragraph 1. What do they show about how kids spend money? What is the point that paragraph 4 makes about the power of kids over spending?
2. Craft and Structure (RI.7.5a) **What did you notice about how the author uses text features**

- to organize the information presented in this text?** What are text features of nonfiction articles such as this one? How does the author divide up the text with different type and fonts?
3. Key Ideas and Details (RI.7.1) **What examples does the author include to explain how kids influence what parents buy?** Re-examine paragraph 3 and the graph to find indications of how kids influence major purchases in the family.

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These visuals also show how tweens and teens spend money.

Percent that will personally buy or influence the purchase by others in the next few months



	8-12 year olds	13-17 year olds	18-24 year olds
Tickets to entertainment/sporting	40%	43%	45%
Hand held video games	35%	20%	17%
Video game system	31%	27%	24%
Cell phone/smart phone	22%	30%	29%
Digital media player	21%	24%	20%
Computer	17%	24%	28%
TV	12%	17%	20%
Camera	10%	20%	18%
Camcorder or video camera	7%	14%	13%
New car/truck/SUV	Not asked	18%	19%

Source: Trends & Tudes, Harris Interactive Youth & Education Research, 2010.

Second Read

- Reread the informational text to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. **Key Ideas and Details:** Look again at the first four paragraphs of the article. In what ways are youth the “new big spenders” as stated in the title?
Youths aged 8–24 are spending their own money and influencing their parents’ buying decisions in a major way.

2. **Craft and Structure:** What did you notice about how the author uses text features to organize the information presented in this text?
The author introduces the main idea of the text in an italicized tagline after the title. The focus of the second part of the article is introduced by the heading “Youth and media,” and then the article’s claims are supported with a data chart.

3. **Key Ideas and Details:** What examples does the author include to explain how kids influence what parents buy?

My Notes

Work independently through Q1-5
Partner share through each question
Time Partner A - 1 Min
Time Partner B Respond 30 Sec.

ACTIVITY 2.2 continued

7 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

8 Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

Leveled Differentiated Instruction

In this activity, students may need support preparing for a **collaborative discussion**. Have students complete a Conclusion Builder graphic organizer to help them prepare their response to the text. Explain to students that it will be helpful to have evidence for their conclusions handy when they are discussing the text.

Em Help students analyze the text by providing evidence and modeling how to draw a conclusion about the role of advertising.

Ex Guide students to draw a conclusion about the role of advertising and support it with text evidence.

Br Have students draw multiple conclusions based on the text and support each conclusion with evidence.

Support Have students support their conclusions with text evidence and then analyze the evidence to determine whether or not the conclusion could be challenged.

Stretch Challenge students to write a script for a collaborative discussion using conclusions, text evidence, and counterstatements.

4. **Key Ideas and Details (RI.7.1)** How does the chart support the introductory points made in the article’s first three paragraphs? Support your answer with evidence from the text. Paragraph 3 introduces the idea of kids having power over family purchases by offering statistics about smartphone purchases. Note that the examples from the chart deal with media purchases.

5. **Key Ideas and Details (RI.7.1)** Which details in the chart support the inference that there is a relationship between youth and advertising? Explain. If kids spend a lot of time on media as suggested in the two paragraphs on “Youth and media,” and they influence many family purchases as represented by the graph, what might advertisers want to do as kids view media?

ACTIVITY 2.2 continued

9 Have students read the guidelines for participants in a collaborative discussion and then individually complete the graphic organizer to tell what speaking and listening behaviors they will use as they work with a partner.

10 Next, set students up with partners to discuss the text and answer questions 6–9. Have pairs share their responses with the rest of the class.

ACTIVITY 2.2
continued

What Is the Issue?

My Notes

Use this
with TDQ
instead of
#6-9
Provide
Discussion
Norms/sentence
starters

Paragraph 3 includes these examples: “seven-in-ten teens have cell phones (69%) and three-in-ten have smartphones (30%). When it comes to smartphone or cell phones, one-third of teens (34%) say they influenced that purchase decision.”

4. Key Ideas and Details: How does the chart support the introductory points made in the article’s first two paragraphs? Support your answer with evidence from the text.

LTI
The first paragraph says, “Eight to 24 year olds are ready to spend money in 2012 . . . the purchasing power of today’s youth is something that should not be overshadowed by the spending power of adults.” The chart supports this by listing 10 categories of items and, for each category, showing the percentage of 8- to 24-year-olds who expect to “personally buy or influence the purchase by others in the next few months.”

5. Key Ideas and Details: Which details in the chart support the inference that there is a relationship between youth and advertising? Explain.

LTZ
In all three age groups, a high percent of respondents say they influence purchases of a range of mid-to-high-cost items. Because persuading consumers to purchase items in these categories is a goal of many advertisers, it is reasonable to infer that advertisers pay attention to these influencers.

Working from the Text *Teach/Model*

Collaborative Discussion: For the next questions, you will participate in a collaborative discussion of the text “\$211 Billion and So Much to Buy — American Youths, the New Big Spenders.” Before you and your partner discuss the text, review the guidelines for effective collaborative discussions. Practice effective communication as you and your partner discuss the article and your responses to the ideas in the text. Remember to add to and adjust your own ideas as you hear and discuss your partner’s thoughts. To review the elements of collaborative discussion, read the following table.

Collaborative Discussions

All group members should:

- Be prepared for the discussion by reading or writing ahead of time.
- Be polite; discuss the topic, not a person in the group.
- Be alert; use appropriate eye contact and engage with other group members.
- Take turns speaking and listening; everyone should have an opportunity to share ideas.
- Keep the goals of the discussion in mind; stay on topic and watch the time to make sure you meet deadlines.
- Ask questions to help guide the discussion.
- Paraphrase others’ comments to ensure understanding; adjust your own ideas based on evidence provided by group members.

*Academic
Discussion
Opportunity*

ACTIVITY 2.2
continued

Paraphrase the points above by writing the actions you will take in group discussions, as both a speaker and a listener.

As a speaker, I will ...	As a listener, I will ...

- 6. What information or statistic did you find most surprising or interesting in this text? Explain why and cite a specific example from the text.
- 7. How does the structure of the text and presentation of information help readers understand this writer's ideas?
- 8. What do you think is the writer's purpose in writing this text? What is the point of view?
- 9. Based on the article and your discussion, what are some questions you have about the issue of advertising, media, and youth? Record the questions in your Reader/Writer Notebook.

Check Your Understanding

LTZ

WRITING to SOURCES **Expository Writing Prompt:** To begin exploring the topic of the role of advertising in the lives of young people, respond to the following questions: *How is advertising to young people different from other advertising? Can you begin to predict possible issues relating to advertising and youth?* Be sure to:

- Start your paragraph with a topic sentence.
- Include relevant details from the text you just read and from your collaborative discussion.

My Notes

*RACE
Format*

ACTIVITY 2.2 continued

11 Expository Writing Prompt: Encourage students to expand their thinking about the topic. Push them to predict possible issues relating to advertising and youth based on their prior knowledge and on evidence from the text.

ASSESS

In looking at the responses to Check Your Understanding, confirm that students understand information presented in the text and have begun thinking about related issues or questions.

ADAPT

Ensure that students are using textual evidence to support their ideas as they discuss the text with their partner and as a class. With each text they encounter, they will have opportunities to practice this skill.

*R - Restate the ?
A - Answer the ?
C - Cite Source
E - Explain the evidence*

ACTIVITY 2.3

▶ PLAN

Materials: highlighters, sentence strips
Suggested Pacing: 2 50-minute class periods

▶ TEACH

1 Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand how to paraphrase the central idea of each section.

2 FIRST READ: Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small-group reading
- choral reading
- read aloud

Text Complexity

Overall: Complex
Lexile: 1340L
Qualitative: Moderate Difficulty
Task: Accessible (Understand)

Bellringer:
 "What do you think this article will be about?"
 and

* How does the word "target" relate to the picture?

ACTIVITY 2.3

Analyzing Informational Text

LEARNING STRATEGIES:
 Skimming and Scanning,
 Marking the Text

Learning Targets

- L1.1 Identify factors that affect consumer choices and discuss relevant facts with a partner.
 L1.2 Draft and evaluate an original research question.

Preview

In this activity, you will read an informational text about marketing to children. Then you will use the information you have read to begin thinking about research on the topic.

Setting a Purpose for Reading

- L1.1 As you read the text, pause after each section and paraphrase the main idea of that section in your own words. Write your ideas in the My Notes section.
 L1.2 Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE AUTHOR

The Center for a New American Dream is an organization that aims to protect the environment, reduce consumption, and promote social justice.

WORD CONNECTIONS

Multiple Meaning Words

Market (noun) refers not only to a place to buy goods but also generally to the world of business and commerce.

Market (verb) means "to offer for sale." *Marketers* plan how products will be sold and advertised to customers.

My Notes

Project for bell work

Informational Text

Facts About Marketing to

Children

from The Center for a New American Dream

Children as Targets

- Advertising directed at children is estimated at over \$15 billion annually — about 2.5 times more than what it was in 1992.¹
- Over the past two decades, the degree to which marketers have



¹ Susan Linn, *Consuming Kids: The Hostile Takeover of Childhood* (New York: The New Press, 2004), 1.

COMMON CORE STATE STANDARDS

Focus Standards:

RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related,

focused questions for further research and investigation.

SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Additional Standards Addressed:

RI.7.1; RI.7.2; RI.7.5a; RI.7.10; L.7.4a; L.7.6

scaled up efforts to reach children is staggering. In 1983, they spent \$100 million on television advertising to kids. Today, they pour roughly 150 times that amount into a variety of mediums that seek to infiltrate every corner of children's worlds.²

- According to a leading expert on branding, 80 percent of all global brands now deploy a “tween strategy.”³

Commercial Television

- The average American child today is exposed to an estimated 40,000 television commercials a year — over 100 a day.⁴
- A task force of the American Psychological Association (APA) has recommended restrictions on advertising that targets children under the age of eight, based on research showing that children under this age are unable to critically comprehend televised advertising messages and are **prone to accept** advertiser messages as truthful, accurate and **unbiased**.⁵

Beyond the Tube

- According to the Kaiser Family Foundation, youth are multitasking their way through a wide variety of electronic media daily, juggling iPods and instant messaging with TV and cell phones. In fact, they pack 8.5 hours of media exposure into 6.5 hours each day, seven days a week — which means that they spend more time plugged in than they do in the classroom.⁶
- By the mid 1990s, direct marketing, promotions, and sponsorships actually accounted for 80 percent of marketing dollars.⁷

New Dream Poll, “Nag Factor”

According to a national survey commissioned by the Center for a New American Dream:

- American children aged 12 to 17 will ask their parents for products they have seen advertised an average of nine times until the parents finally give in.
- More than 10 percent of 12- to 13-year-olds admitted to asking their parents more than 50 times for products they have seen advertised.
- More than half of the children surveyed (53%) said that buying certain products makes them feel better about themselves. The number is even higher among 12- to 13-year-olds: 62% say that buying certain products makes them feel better about themselves.

² Juliet Schor, *Born to Buy: The Commercialized Child and the New Consumer Culture* (New York: Scribner, 2004), 21.

³ Ann Hulbert, “Tweens ‘R’ Us,” *The New York Times*, November 28, 2004, www.nytimes.com/2004/11/28/magazine/28WWLN.html?ex=1259384400&%2338;en=056ae35fb63f65eb&%2338;ei=5088& (accessed March 8, 2006).

⁴ American Psychological Association, “Television Advertising Leads to Unhealthy Habits in Children; Says APA Task Force,” February 23, 2004, (accessed March 8, 2006).

⁵ Ibid.

⁶ Donald F. Roberts, Ulla G. Foehr, Victoria Rideout, *Generation M: Media in the Lives of 8-18 Year-Olds*, The Henry J. Kaiser Family Foundation, March 9, 2005, www.kff.org/entmedia/7251.cfm (accessed March 9, 2006).

⁷ Schor, 85.

My Notes

prone to: likely to
unbiased: fair, impartial

GRAMMAR & USAGE

Colons

Use a colon to formally introduce the material that follows, such as a list or an explanatory statement that completes the sentence. For example, look at the colon preceding the list under the heading *New Dream Poll, “Nag Factor.”*

On this page, notice the colon after the short headings that introduce the topic of the sentences that follow.

Do not use a colon between a preposition or a verb and the rest of the sentence.

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

1. Key Ideas and Details (RI.7.2) **What is the central idea of each section of the text?** Look at the headings of each section and the bullets underneath the headings. How could you rephrase the headings in your own words?
2. Key Ideas and Details (RI.7.1) **According to the text, how much of a youth's day is spent using technology?** What might be the advantages and disadvantages for youth

to be “plugged in” this much? Examine the section titled “Beyond the Tube” to find a statistic about how much time kids spend using technology. How is this related to being targeted by advertisers?

3. Key Ideas and Details (RI.7.3) **What is the function of footnotes in an informational article such as this one?** Notice that almost every statistic is associated with a footnote that

LT 2

LT 1

ACTIVITY 2.3 continued

3 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating by paraphrasing and circling unknown words. Evaluate whether the selected reading mode is effective.

4 Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

Analyzing Informational Text

dividends: rewards

My Notes

track: follow after

- Nearly a third of those surveyed (32%) admitted to feeling pressure to buy certain products such as clothes and CDs because their friends have them. Over half of 12- to 13-year-olds (54%) admitted to feeling such pressure.
- The nagging strategy is paying **dividends** for kids and marketers alike: 55% of kids surveyed said they are usually successful in getting their parents to give in.⁸

What Kids Really Want

- According to a 2003 New American Dream poll, 57 percent of children age 9–14 would rather do something fun with their mom or dad than go to the mall to go shopping.⁹

In Schools

- The American Beverage Association (formerly National Soft Drink Association) at one point estimated that nearly two thirds of schools nationwide had exclusive “pouring rights” contracts with soda companies.¹⁰

Harming Children’s Well-Being

- Obesity: Rising levels of childhood obesity **track** an explosion of junk food ads in recent years.¹¹
- Emotional well-being: Author and Boston College sociology professor Juliet Schor finds links between immersion in consumer culture and depression, anxiety, low self-esteem, and conflicts with parents.¹²
- Financial self-control: National surveys reveal that kids are leaving high school without a basic understanding of issues relating to savings and credit card debt. No surprise, then, that over the past decade, credit card debt among 18–24 year olds more than doubled.¹³

⁸ “Thanks to Ads, Kids Won’t Take No, No, No, No, No, No, No, No, No for an Answer,” Center for a New American Dream, 2002, www.newdream.org/kids/poll.php (accessed March 5, 2006).

⁹ “What Do Kids Really Want That Money Can’t Buy?” Center for a New American Dream, 2003, www.newdream.org/publications/bookrelease.php (accessed March 8, 2006).

¹⁰ Katherine Battle Horgen, “Big Food, Big Money, Big Children,” in *Childhood Lost: How American Culture is Failing Our Kids*, Sharna Olfman, ed, 128. (Westport, Connecticut: Praeger Publishers, 2005).

¹¹ American Psychological Association 2004.

¹² Schor, 167–172.

¹³ “Young People Taking on More Debt,” www.pbs.org/newshour/extra/features/jan-june05/debt_5-25.html (accessed March 8, 2006).

provides the source of the information. What are a few of the sources? Why would an article include information from these sources?

4. Craft and Structure (RI.7.4) **Notice the author’s use of the terms infiltrate, deploy, and taskforce. What is the connotation of these terms? What might the connotation suggest**

about the author’s position on the topic? Find the meanings of these words and discuss the nuances of meaning and how they are often used in a military context. What could this connotative association imply about the author’s point of view?

LT 1

Second Read

- Reread the informational text to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. **Key Ideas and Details:** What is the central idea of each section of the text? *RI.7.2*

LT2 "Children as Targets" introduces the idea that companies marketing to children is a big business. "Commercial Television" focuses on TV advertisements targeting children. "Beyond the Tube" shares facts about other media types used to market to children. "Nag Factor" shares data about children responding to advertising by asking their parents to buy certain products. "What Kids Really Want" indicates that children say they would prefer spending time with parents rather than shopping. "In Schools" implies that marketing to children in schools is a widespread occurrence. "Harming Children's Well-Being" discusses some of the negative effects of marketing to children.

2. **Key Ideas and Details:** According to the text, how much of a youth's day is spent using technology? What might be the advantages and disadvantages for youth to be "plugged in" this much? *(RI.7.1)*

Kids spend an average of 6.5 hours per day using technology. An advantage is access to more information. A disadvantage is overexposure to advertising.

3. **Key Ideas and Details:** What is the function of footnotes in an informational article such as this? *(RI.7.3)*

They add to the credibility of the information and allow readers to check the accuracy and credibility of information.

4. **Craft and Structure:** Notice the author's use of terms *infiltrate*, *deploy*, and *taskforce*. What is the connotation of these terms? What might the connotation suggest about the author's position on the topic? *RI.7.4*

These terms have a military connotation. The use of these terms suggests that the author sees marketing to children as an assault that must be resisted.

Working from the Text

5. Advertising like that described in the article is directed at your age group. How might the information in the article influence your buying decisions? Cite specific examples of information from the text.

6. Based on this text, how do you think advertising directed at children influences what they buy or ask their parents to buy?

My Notes

*DAY ONE
EXIT TICKET*

ACTIVITY 2.3 continued

5 **SECOND READ:** During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

6 Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

Leveled Differentiated Instruction

Students may need support understanding how the text features support the text structure. Ask students to complete the sentence frames to help them understand the purpose of the text features.

Em *The footnotes gave information about _____. The section headings helped me predict _____.*

Ex *The purpose of footnotes is _____. The purpose of section headings is _____.*

7 Have students respond to the Working from the Text questions and the Check Your Understanding to think more about the ideas in the text and the role of text features.

ACTIVITY 2.3 continued

Leveled Differentiated Instruction

In this activity, some students may need help preparing to complete the research process. It may be useful for students to discuss each step in the research process with a partner.

Em Guide partners to answer literal *yes-no* questions about each step in the process.

Ex Guide partners to paraphrase each step in the process.

Br Have partners discuss how they plan to complete each step in the process. Encourage students to respond to their partners by offering useful feedback.

TEACHER TO TEACHER

These steps are a general guideline to the research process. Some steps are not always linear (e.g., one often generates additional questions after evaluating resources). Emphasize with students that a process is necessary but should be flexible. Add the steps of the Research Process to your Word Wall to serve as a visual reference throughout the unit.

8 Have students read the six steps of the research process. Ask students to paraphrase each step with which they are familiar and brainstorm resources they might use during each step.

9 Conduct a **shared reading** of each step. For each step, ask students to share their definitions. Use your own **think aloud** to clarify as needed. Do not spend too much time going into detail for each step. Explicit study and practice of the individual steps occur in the following lessons.

10 Choosing a Research Topic: Guide students to read the information. Students should recognize that they have already engaged in choosing a topic (the class topic for this half of the unit is the influence of advertising in the lives of youth) and have done some preliminary research in the first activity.

ACTIVITY 2.3 continued

Analyzing Informational Text

My Notes

Check Your Understanding

What text features did you notice in this text? How do they contribute to the development of the ideas in the text and to the text as a whole?

Preparing for Research

If you were using the previous article to research the topic of marketing to young people, what additional information would you want to know? Identifying what you need to know is a part of the research process.

1. How familiar are you with the research process? Read and paraphrase each step in the graphic organizer below. Then try to think of any resources (Internet, library, your teacher, a computer, etc.) you might use during each step.

LT2

RESEARCH PROCESS STEPS	PARAPHRASE	RESOURCES YOU MIGHT USE
1. Identify the topic, issue, or problem to be researched.		
2. Write questions that can be answered through research.		
3. Gather evidence; write additional questions to narrow or broaden research.		
4. Evaluate sources for reliability and relevance.		
5. Draw conclusions about findings.		
6. Communicate findings.		

UNPACK W/ STUDENTS

ANALYSIS CHART POSTER

Choosing a Research Topic

In this unit, you will be researching the influence of advertising on young people. When choosing your own topic for research, you might consider several approaches:

- Brainstorm ideas with a partner.
 - Write down any ideas that come to mind about topics that interest you.
 - Choose an interesting general topic about which you would like to know more. An example of a general topic might be "The Toy Industry in America" or "Films of the 1950s."
 - Do some preliminary research on your general topic to see what's already been done and to help you narrow your focus. What questions does this early research raise?
- LT2*

Writing a Research Question

A research question is a clear, focused, concise, and complex question around which you center your research. Research questions help you focus your research by providing a path through the research process. Creating research questions will help you work toward supporting a clear thesis.

To write a research question:

- **Think about your general topic.** What do you want to know?
 - **Consider the purpose of your research.** Will you be writing a paper, making a presentation, holding a discussion?
 - **Consider your audience.** For most school research, your audience will be academic, but always keep your audience in mind when narrowing your topic and developing your question. Would that particular audience be interested in this question?
 - **Start asking questions.** Ask open-ended “how” and “why” questions about your general topic to help you think of different areas of your topic.
 - **Evaluate your possible questions.** Research questions should not be answerable with a simple “yes” or “no” or by easily found facts. They should, instead, require both research and analysis on the part of the researcher. Which of these questions can be considered effective research questions?
 1. How did Abraham Lincoln get the 13th Amendment to the Constitution passed?
 2. When was slavery abolished in the United States?
 3. What book did Fredrick Douglass write during the abolitionist movement?
 4. Why were slave narratives effective tools in working to abolish slavery?
 - **Hypothesize possible answers.** After you have written your research question, use what you already know to think of possible answers or explanations. This will help guide your research.
2. Practice writing research questions about the influence of advertising on young people. Write at least five possible questions.

Research Topic: The influence of advertising in the lives of youth

Research Questions:

- What is the problem related to children being exposed to so much advertising?
- How might advertising lead young people to make poor choices?
- Should schools allow advertising by vendors?
- What impact does a “consumer culture” have on people’s lives?
- How do advertisers treat teenagers as a separate “target audience”?

My Notes

Academic
Discussion

ACTIVITY 2.3 continued

11 Guide students in reading the information on writing a research question. Conduct a class discussion to clarify ideas. Spend time stressing how the article as preliminary research helps create research questions and how the questions must be open-ended so the hypotheses can lead to meaningful research.

12 Seventeen facts, identified by bullets, are presented in the article “Facts About Marketing to Children.” To have students practice writing research questions, create pairs and assign one fact to each pair. Have students write viable questions on a sentence strip and in the My Notes space next to their bullet point. ★

13 Combine pairs into small **writing groups** of four. Assign a reporter from each pair to read their question to the other pair. Encourage students to evaluate the questions based on the criteria previously read. ★

14 Have each group create one question to share with the class, either by combining ideas into one question or by selecting one original question.

15 Give each group a sentence strip. Assign a recorder to write the chosen question clearly on the sentence strip. Assign a new reporter to share the question with the class. As groups share, post the questions on the board and have students take notes or select the top three research questions they are most interested in answering.

ASSESS

Check that students understand how research questions guide their research. Look for open-ended questions relating to the text and to students’ interests.

ADAPT

You may want to co-construct a question or two as a class to model the process of writing research questions. As students read future texts, have them write another question and add it to the list. Students should keep track of possible research questions in their Reader/Writer Notebooks to use in later activities.

Bellringer:

EA 2.1 - Uses transitions to create transitions
- Combining ideas from multiple resources

ACTIVITY 2.4

▶ PLAN

Materials: a variety of ads (print, online, television); samples of students' favorite ads
Suggested Pacing: 1 50-minute class period

▶ TEACH

1 Activate prior knowledge by asking students if advertisers always tell the truth; most will probably say no. Inform them that although advertisers legally must tell the truth, they often stretch the boundaries of the truth. Discuss the following questions: Has anyone purchased a product and later felt tricked? Can you think of claims made by advertisers that stretch the truth? Why do advertisers stretch the truth?

2 Have students read the techniques by which advertisers make claims. As they read, students should **paraphrase** the techniques and draw an image to **visualize** each one.

3 Show students a variety of advertisements: print, online, and/or TV. You may want to take a screenshot or project an example of an online advertisement. Allow students to explore these ads on their own, looking for the types of techniques described in this activity.

Bellringer
option

ACTIVITY 2.4

How Do They Do It? Analyzing Ads

Close Reading Text/Videos

LEARNING STRATEGIES: Paraphrasing, Visualizing, Graphic Organizer

Learning Targets

- LT1 Identify techniques used in advertisements.
- LT2 Determine the purpose of persuasive advertisements and analyze how they use language to achieve that purpose.
- LT3 Write an expository response describing the effectiveness of advertising techniques in an advertisement.



WORD CONNECTIONS

Roots and Affixes

Persuade comes from a Latin word meaning "to advise or urge." The root *-suad-* is also related to "sweet." To persuade, then, is to present an argument in a pleasing manner.

LT 1

Advertising Techniques

- To understand how advertisers market to teens, it is important to understand the many persuasive advertising techniques they use to make people want to purchase their products. Read the descriptions of advertising techniques that follow. Then paraphrase and create a visual representation of each technique. Your visualization may include both words and symbols.
- As you read about the techniques, think about the *cause-and-effect* relationship in advertising. For example, with bandwagon the persuasion may be that "Everyone is buying this product (*cause*), so you should buy this product, too (*effect*)." With the *avant-garde* appeal, it might be, "This product is the newest on the market (*cause*), and you should be one of the first to have it (*effect*)."

Technique	Paraphrase	Visualize
Bandwagon: Advertisers make it seem that everyone is buying this product, so you feel you should buy it, too. For example, an ad for a new video game may claim: "The ultimate online game is sweeping the nation! Everyone is playing! Join the fun!" This statement is intended to make you feel left out if you are not playing.	Sample response: This technique makes consumers feel left out if they do not buy the product.	
Avant-Garde: This technique is the opposite of bandwagon. Advertisers make it seem that the product is so new that you will be the first on the block to have it. The idea is that only supercool people like you will even know about this product.	This technique suggests that by buying the product, the consumer is part of the "in" crowd or the cool people.	
Testimonials: Advertisers use both celebrities and regular people to endorse products. For example, a famous actor might urge consumers to buy a certain car. Pay close attention: sometimes the celebrity does not actually say that he or she uses the product.	Positive statements about a product will convince the consumer to buy the same product.	

COMMON CORE STATE STANDARDS

Focus Standards:

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2a: Introduce a topic or thesis statement; organize ideas, concepts, and information,

using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Additional Standards Addressed:
 RI.7.6; RI.7.1; W.7.2b; W.7.2c; W.7.4; W.7.5; L.7.4b; L.7.6

Bellringer:

Do advertisers always tell the truth? Write about a time when you purchased an item and did not receive what you expected.

ACTIVITY 2.4 continued

4 When students complete the graphic organizer, discuss the influence of each type of claim conveyed using the technique. You may want to connect this to cause and effect.

Academic Discourse

LT 2

Technique	Paraphrase	Visualize
Facts and Figures: Statistics, percentages, and numbers are used to convince you that this product is better or more effective than another product. However, be aware of what the numbers are actually saying. What does "30 percent more effective than the leading brand" really mean?	The use of statistics and percentages may convince the consumer to buy a product, but consumers need to analyze whether the numbers are misleading.	
Transfer: To recognize this technique, pay attention to the background of the ad or to the story of the commercial. The transfer technique wants you to associate the good feelings created in the ad with the product. For example, a commercial showing a happy family eating soup may want you to associate a feeling of comfort and security with their soup products.	Associating good feelings with a product makes the consumer feel good about buying that product.	

TEACHER TO TEACHER

Once students understand the different techniques, show them an everyday object (such as a paper clip), and place them in collaborative groups (pairs work well). Assign a specific technique to each group. Allow students to craft a slogan or print ad to share with the class.

Academic Discourse Opportunity

3. What advertising techniques might you see together in one ad? Why would they work well together to influence an audience?

4. As you look at print, online, or television advertisements, analyze the use of advertising techniques. Circle the technique(s) used in the ads, and provide evidence for each technique used.

LT 1

Advertisement	Persuasive Techniques + Evidence from Ad
Source:	Bandwagon:
Product:	Avant-Garde:
Target Audience:	Testimonials:
	Facts and Figures:
	Transfer:

Close:

Which advertising technique is the most effective? Why?

ACTIVITY 2.4 continued

5 Guide students to read the information on expository writing. If possible, display an essay and show students each element of expository writing as you discuss it.

6 Have students respond to the writing prompt on the next page by writing an analysis based on the advertisement analyzed in steps 4 and 5. Students should remember to use the precise language of persuasive techniques in their writing.

ACTIVITY 2.4
continued

How Do They Do It? Analyzing Ads

Advertisement	Persuasive Techniques + Evidence from Ad
Source:	Bandwagon:
Product:	Avant-Garde:
Target Audience:	Testimonials:
	Facts and Figures:
	Transfer:
Source:	Bandwagon:
Product:	Avant-Garde:
Target Audience:	Testimonials:
	Facts and Figures:
	Transfer:

LT2

5. Think about an advertisement that you consider interesting and effective. You might consider if you or someone you know would buy this product based on the advertisement. Which persuasive technique does the advertiser use successfully? What is the cause-and-effect relationship being suggested? Why do you think that particular technique was selected for the advertisement?

Literary Terms

Expository writing is a form of writing whose purpose is to explain or inform.

WORD CONNECTIONS

Etymology

The word *bandwagon* comes from the wagon that carried the band in political victory parades. People who joined the cause once it became successful were described as having *jumped on the bandwagon*.

Expository Writing LT3

In contrast to narrative, whose purpose is to tell a story, the primary purpose of **expository writing** is to provide information. Expository paragraphs follow a specific structure:

- **Topic sentence:** A sentence that presents a topic and the writer's claim about or position on the topic
- **Transitions:** Words and phrases used to connect ideas (*for example, however, on the other hand*)
- **Supporting information:** Specific and relevant facts and details that are appropriate for the topic
- **Commentary:** Sentences that explain how the detail is relevant to the topic sentence
- **Concluding Statement:** A final piece of commentary (*as a result, overall, in conclusion*) that supports the explanation. The concluding sentence brings a sense of closure to the paragraph.

ACTIVITY 2.4 continued

WRITING to SOURCES Expository Writing Prompt: Write a response explaining how an advertisement you identified in question 4 tries to influence its target audience. Be sure to:

- Introduce and develop your topic with relevant details and examples from the advertisement.
- Use transitions, the precise language of advertising techniques, and formal style.
- Include a concluding statement that supports your explanation.

Language and Writer's Craft: Revising for Cohesion and Clarity

Cohesion and clarity in writing refer to how ideas flow together. A way to write with cohesion and clarity is to use the TLQ format when writing a detail sentence. The TLQ format includes:

T — Transition word or phrase such as:

- For example,
- According to
- To illustrate,
- In this case,
- In addition,
- Most important,
- Likewise,
- Finally,

L — **Lead-in:** The lead-in is usually a phrase that sets the context for the specific information that follows; it often answers the question *Where?* or *When?*

Q — **Quote:** A quote may be used to support the topic. The "quote" portion of the detail sentence does not always need to be a direct quote in quotation marks; it can be paraphrased material explaining the fact, detail, or example.

EXAMPLE: For instance [transition], in the magazine advertisement for Gatorade sports drink [lead in], the ad uses the technique of testimonial by showing a picture of Major League Baseball player Derek Jeter holding up his fist to the fans and by including text under the picture stating, "Gatorade has always been a part of Derek Jeter's team." [quote]

Check Your Understanding

Use TLQ to evaluate the writing you did for the Expository Writing Prompt. Revise to improve the lead-in, add quotations, or change or add transitions.

My Notes

words that are accurate/specific to advertising techniques.

L: opportunity to build use of precise language in writing that is more specific to advertising techniques. Quick tug-of-war visual

Opportunity for exemplar for writing to sources

- 7 Have students share their understanding of cohesion and clarity. The TLQ strategy is a technique that cues students to use transitions coupled with details in their writing. Share examples of how to use the transitions.
- 8 Have students revise their responses to the writing prompt by incorporating transitions and revising for cohesion.

ASSESS

This is the second opportunity students have to write in the expository mode during this unit. You may want them to return to the previous activity, which outlines the parts of an effective paragraph. Check for understanding, especially for the use of supporting details as evidence and for students' use of effective transitions.

ADAPT

Consider showing a successful student model of the writing prompt response. You may have students annotate their own writing based on the criteria and have them look at the Embedded Assessment Scoring Guide to help set writing goals.

Leveled Differentiated Instruction

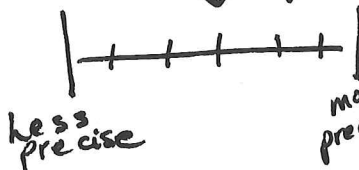
In this activity, have students create a bank of additional transitions to add to their writing.

Em Help students review their bank of transitions to be sure it includes everyday words and phrases such as *at the end* and *next*.

Ex Guide students to review their bank of transitions to be sure it includes a variety of words and phrases such as *for example*, *as a result*, and *on the other hand*.

Br Have students review their bank of transitions to be sure it includes an increasing variety of words and phrases such as *for instance*, *in addition*, and *consequently*.

L



more precise words? would students place words?

ACTIVITY 2.5

▶ PLAN

Materials: a print or online advertisement using celebrity endorsement, magazine covers featuring celebrities

Suggested pacing: 2 50-minute class periods

▶ TEACH

1 Conduct a **guided reading** of the first paragraph, stressing that this lesson focuses on examining product advertising and its influences on youth. Students should respond individually to the questions about advertisements. Students should take notes in their Reader/Writer Notebooks.

2 Have students discuss their ideas in **discussion groups**. Direct them to notice and use the “Collaborative discussion sentence starters.” You might consider posting these on the Word Wall or creating a class poster that can be displayed for the entire unit.

Bell ringer!

No text

EA: Supports the topic w/ specific relevant facts

ACTIVITY 2.5

Advertising for All

LEARNING STRATEGIES:
Webbing, Discussion Groups, Brainstorming

Learning Targets

- Analyze and discuss advertising for commonly used products and how it affects consumers.
- Analyze the purpose, claims, and techniques used in an ad.
- Explain the impact of brands and celebrity endorsements in an expository paragraph.

My Notes

The Effect of Advertising on Consumers

Just about every type of media is supported by advertising. Advertising refers to any form of communication — print, video, sound — that businesses and organizations use to try to convince people to buy their products. Commercials appear throughout TV shows, and ads fill many pages of a magazine. Both commercials and ads are common online.

When you go to your favorite website, you may see pop-up ads for several products. Advertising dollars support companies using the Internet, making many of their services free to users. Advertisers hope that their advertising dollars will draw Internet users to buy their products.

1. Respond to the questions that follow:

- Where else do you see ads?
- Do you ever see ads in your school? If so, where and when?

2. Now, with your discussion group, talk about your impressions, feelings, and reactions to advertisements. Are they necessary, annoying, interesting, or funny? Are they effective? Be sure to practice the skills necessary to engage in a collaborative discussion.

Collaborative discussion sentence starters

- Are you saying that . . .
- Can you please clarify?
- To share an idea, . . .
- Another idea is to . . .
- What if we tried . . .
- I have an idea, . . .
- I see your point, but what about . . .
- Another way of looking at it is . . .
- I'm still not convinced that . . .
- How did you reach your conclusion?
- What makes you think that?

COMMON CORE STATE STANDARDS

Focus Standards:

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2a: Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include

formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SL.7.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Additional Standards Addressed:
RI.7.1; W.7.2b; W.7.4; W.7.10; L.7.3a

Academic Opportunity

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Consumer Choices *LT 1*

3. Think about some of the things you have recently wanted to buy. Next to each category in the chart below, list at least one specific item that you wanted to buy or wanted someone else to buy for you within the past year. You may leave some categories blank. In the last column, note whether or not you saw an advertisement for the product.

Category	Brand, Name, or Title of Product	Saw Ad?
Personal Item (e.g., clothing, shoes, sports equipment, makeup, hobby supplies)		
Entertainment (e.g., music, movies, video games)		
Technology (e.g., computer, phone, mobile devices, accessories, apps)		
Food/Beverage (e.g., fast food, snacks, sports drinks, bottled water)		
Other:		

4. Choose one of the items for which you saw an ad. Who was the target consumer for this ad? How do you know? What techniques were used?

My Notes

5. Are you influenced by advertisements? Explain.

ACTIVITY 2.5 continued

3 Students will next examine the role that name brands play in consumer choices. Have individual students complete the **graphic organizer** and the questions beneath it to make the connection between their consumer choices and advertisements they may have seen.

4 When students have completed the graphic organizer and questions, engage in a **fishbowl** discussion of their responses. Ask students why they think we are more likely to buy certain brands over others. Lead students to see the role of advertising and marketing. The fishbowl arrangement will allow a smaller inner circle of students to discuss while the outer circle assesses peer interaction. Debrief the outer circle's observations before switching the inner and outer participants. See the Resources section for more information on the fishbowl strategy.

Academic Discourse Opportunity

5 After the discussion, ask students to reflect on the effectiveness of collaborative discussions and to brainstorm ways to identify and address issues when speaking and listening break down.

Leveled Differentiated Instruction

In this activity, students may need additional support to analyze the influence of advertisements. Have students gather in groups of four to discuss the issue. Students should complete a **Round Table Discussion** graphic organizer to record each group member's ideas.

Em Guide groups to answer literal *yes-no* questions about the effect of advertisements.

Ex Guide each group member to describe a familiar advertisement and then have the group ask the member questions about how the advertisement affected him or her.

Br Have groups discuss how they think advertisements influence their decisions. Encourage students to respond to their group members by offering useful feedback.

ACTIVITY 2.5 continued

6 To help students explore the influence of celebrities in our culture, display various magazines with celebrities on the covers. Ask students to consider questions such as: Who are our celebrities? Why do we find them fascinating? Why do we buy products endorsed by celebrities?

7 Then have students complete the first graphic organizer to consider the role of celebrities in influencing consumers through advertising.

8 Next, show students an advertisement you have chosen that uses a celebrity endorsement (e.g., you might find an advertisement of a phone company that uses an actor or actress or a sports-drink company that uses an athlete).

9 Ask students to complete the graphic organizer as they look through magazines and/or brainstorm celebrities who regularly promote particular products.

ACTIVITY 2.5
continued

Advertising for All

My Notes

Option
* Have students
Research ads
w/ celebrities
using magazine
ads, etc.

Celebrities and Marketing LT 3

6. With a partner or a small group, identify famous singers, musicians, actors, or sports figures who have influenced how people dress or behave.

Celebrity	Influence

LT 3

7. Many celebrities earn millions of dollars promoting products to consumers. Working again in pairs or groups, identify two celebrities who regularly promote particular products.

Celebrity	Product	Have you bought this product, or do you know someone who has?
Class example:		



INDEPENDENT READING LINK

Read and Discuss

In class you are reading about marketing to kids. What is another issue that interests you or affects your daily life? For outside reading, find articles or a book about an issue that interests you, and then share the information you learned from the reading in a collaborative discussion with classmates.

ACTIVITY 2.5 continued

WRITING to SOURCES Expository Writing Prompt: Using evidence from the advertisements you have analyzed so far, respond to the following question in a well-developed paragraph: *Why can celebrities have a significant influence on consumer choices?* Be sure to: **LT3**

- Introduce your topic clearly.
- Develop your topic with relevant details and examples from the advertisements you have analyzed.
- Express your ideas with precise, clear language, and avoid wordiness.

(Topic Sentence) Celebrities can have significant influence on consumer choices because . . .

Sample response: Celebrities can have significant influence on consumer choices because they are recognizable and admired by a target audience.

(Example/Detail) For example, . . .

Sample response: For example, Lea Michele, star of *Glee*, has been a spokesperson in advertising for the cosmetic firm L'Oreal.

(Commentary) This example shows . . .

Sample response: This example shows that a television star who is recognizable and popular can convince a population of TV viewers to buy their products.

(Example/Detail) Another example . . .

(Commentary) This example shows . . .

(Example/Detail) One last example, or Finally . . .

(Commentary) This example shows . . .

Writing Research Questions

Keeping the topic of marketing to children and young people in mind, write at least two more research questions.

Closure

My Notes

*L - opportunity
US students work
through adding
commentary here
is an opportunity
here to practice
using precise lang
in "commentary."
Students may be
directed to the
"commentary" sections
only when reviewing
and editing for
wordiness.*

10 Have students respond to the Writing Prompt using the sentence frames provided. Use this expository paragraph to gauge how independently students are able to write the paragraph.

11 Last, ask students to create two more research questions for the current research topic, based on the thinking and discussions in this activity.

Leveled Differentiated Instruction

In this activity, students may need support with organizing evidence for their writing. Have students complete an **Essay Writing** graphic organizer in order to organize their ideas.

Em After they have completed their organizers, ask students basic questions about why expository writing is organized in this way.

Ex After they have completed their organizers, ask students to explain why expository writing is organized in this way.

ASSESS

Check that students were able to respond to graphic organizers and short-answer responses in the activity with both reasons and clear evidence (examples) from real life. Look for specific examples rather than general comments with no explanations.

In observing discussion groups, listen for students to support their ideas with specific evidence, question and paraphrase each other, and give appropriate eye contact and use appropriate volume.

ADAPT

You may want to show a student sample of an appropriate written response that includes reasons and evidence in an explanation. Do this prior to future written responses.

Ask students to revisit their personal goals for collaborative discussion and refine one based on observations or trends you see in class. Continually ask students to refer to their goals and to the class norms posted with each speaking and listening opportunity.