

Unit 5/Week 2

Title: We'll Be Right Back After These Messages

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.4; RF.4.4; W.4.1, W.4.4; SL.4.1, SL.4.2; L.4.1, L.4.2, L.4.4

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Understanding that TV advertisers intend to persuade people to buy something will empower viewers to make good choices.

Synopsis

This informational article is about how TV advertisers intend to persuade viewers to buy products through television advertising. Information about the effectiveness of TV ads, the techniques advertisers use, and how government places some limits on advertisers are included.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.

2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions

What “messages” are the author referring to in the title of the article, “We’ll Be Right Back After These Messages”? (Pg. 426)

Why do networks air commercials during programs? Aside from commercials, name some other forms of television advertisements.

Reread page 427. What evidence does the author provide that television ads are effective at convincing viewers to buy products? What are the similarities between music videos and “regular” commercials?

Why do advertisers use the technique of repeating ads over and over again? (Pg. 428)

Answers

The author is referring to advertisements or

Commercials pay for most of the programs w
charge advertisers to air the advertisers’ ads
money to cover the costs of producing the sh
of television advertisements are infomercials
cartoons with popular characters that are als
and products prominently displayed during a
show.

The author uses the example of music videos
found that people were more likely to buy th
and concert tickets if they saw the bands per
constantly changing camera shots, unusual c
memorable music are exactly the same thing
regular commercials to make sure people re

Networks repeat ads over and over so that p
familiar with the product. Studies have show
more likely to buy an advertised brand than a
brand. If people are familiar with the produc
more likely to buy the product over an unfa

Advertisers use “**premiums**” as a technique to sell products. What are **premiums** and why are premiums used as an advertising technique? (Pg. 429)

Premiums are the toys or prizes that are found in products. Advertisers use premiums as an advertising technique because the special gift might persuade viewers to buy the product.

The author writes about the “public interest”. Who are the citizens of the “public interest”? Why are they important? (Pg. 429)

The author refers to the public interest of the American citizens. They are important because radio airwaves and networks are only allowed to broadcast what meets the needs of the citizens.

How is the public protected from advertisers **not** showing how products actually are in real life? Who limits advertisers? (Pg. 429)

The public are protected by rules that are placed on the government to restrict or limit the techniques used to persuade people to buy their products.

Reread page 430. Why there are special restrictions for advertising to children under the age of twelve?

There are special restrictions for advertising to kids under the age of 5 don't understand that they are there to sell something. Also, until about the age of 12, kids do not understand that commercials aren't always honest.

Reread page 431. What is one condition advertisers must follow when using computer generated effects?

Computer generated effects are okay in commercials as long as there's at least one part of the ad that shows the product as it actually is. For example, an ad for a toy plane that is computer generated will show someone's hand holding the plane as part of the ad.

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided.
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<p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p>	<p>Page 426 - network, advertisers (advertisers, advertised, unadvertised), producing (product) Page 428 - techniques, brand, Page 429 - borrow, Page 431 - endorse</p>	<p>Page 429 - conduct Page 430 - literally; restrict Page 431 - particular; impression</p>
<p>STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text</p>	<p>Page 426 - intended; prominently; displayed; viewer; persuade; messages Page 427 - effective; convincing; boomed; unusual; angles Page 429 - premiums; promote</p>	<p>Page 426 - charge Page 427 - constantly; exactly Page 428 - actually Page 429 - limits</p>

Culminating Task.

- *Reread the story and consider what you now know about the techniques advertisers use to persuade people to buy things and how the government has rules to protect you. Write a paragraph about how you may think differently about being persuaded by advertisers' techniques to buy things as seen on TV. Introduce your topic, use details from the story to support your answer, and provide a concluding statement.*

Answer:

I will be smarter about watching commercials and not be so easily persuaded, because I know now that advertisers can use things like special effects and close-ups to make their products look better than what they really are actually. The government has rules to keep advertisers from misrepresenting their product, but advertisers still use techniques that make their products look good. For example, close-ups can make a product look larger than it is in real life and computer-generated effects can be used to make toys look like they can move, when they really can't. So somebody may buy that toy and bring it home and then find out it doesn't move by itself. One rule is that an ad has to have at least one part that shows the product as it actually is. If a toy plane can't fly on its own, then at least one part of the ad has to show a hand holding the plane. Also, there are special rules about advertising to children under the age of twelve years. I am under twelve years of age, so there are even more rules about advertising to me. It isn't until children are about the age of eight years that they may understand that commercials aren't always literally true. I understand that commercials are not really all true and I now know more about the techniques advertisers use to make their products look their best. I will think more about the products I see on commercials and know that they may not really be that way.

Additional Activities

- View a commercial your teacher has recorded for you and analyze the techniques used to sell the product. Identify at least three techniques used as described in the text.

Answer:

Example: GI Joe

This commercial uses camera effects and rapidly changing picture frames. It also uses special words like "New" and "Adventure" to heighten interest. It also uses a musical jingle which is evidence of the use of memorable music.

- Assign fluency practice with partner reading given select pages. There are various ways to practice fluency. For example, use a timer, choral read with a team or teammate, listen and repeat, etc.

Note to Teacher

- This story has many domain-specific words that may be challenging to some students (airways, broadcast, etc)
- Offer students a checklist of the advertising techniques that they will watch for during the commercial viewing as part of the additional activities.
- Although the suggested time for this lesson is three days, ELL students may require more time or scaffolding to successfully complete this lesson.
- The G.I Joe commercial was viewable on YouTube. However, many schools have restricted access to YouTube, so a prerecorded commercial may be necessary. Consider requesting permission from your district technology department for access to websites you request or to assist you in saving a copy of the commercial from a restricted website.

Name _____ Date _____

“We’ll Be Right Back After These Messages”

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