

ADVERTISING

YOUR AD HERE

Believe the ad. Buy the product.

EVERY SECOND COSTS

A ten second slot can set you
back millions

SPREADING THE WORD

Creating a buzz about your product

Volume 8, Issue 7 Teacher Guide





High Wire Magazine – Advertising Teacher Guide

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Advertising

Teacher Guide

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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



Advertising

Key Reading Strategy: *Evaluating Information*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy of Evaluating Information. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 7. **Assessment Master 6** in the Program and Assessment Guide can be used for this strategy.

Curriculum Links: technology, social studies

Introducing the Magazine

Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about advertising. Ask them to share their ideas about advertising and what they already know about it. Look at the photograph on the cover. Ask questions such as the following:

- Look at all the examples of advertising. What is your opinion of them?
- Can you imagine a world without advertising? What would it be like?

Making Connections

Explain that the advertising industry provides jobs for millions of people every year. Ask questions such as the following:

- What professions can you think of that are supported by the advertising industry?
- Have you ever been involved in advertising in any way? Can you tell us about it?
- Is this an industry that interests you? Why/why not?

Lesson Focus

Text features
Evaluating information
Asking questions
Making connections

About This Selection

This article discusses the power of advertising and examines the various ways that advertisers persuade people to spend money. It also explores the way advertising affects people's surroundings, including public spaces and schools.

Word Talk

Glossary words: *slogans, bread, logo, trends*
Other vocabulary: *convince, stereotyping, persuade, trend, spotters, culture*

Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read a text.



Teaching Tip

When evaluating information, it's a good idea to review the strategies of finding the main idea, comparing and contrasting, and drawing conclusions. We use these strategies when we question the validity of information and how it affects us.

Extra Help

Remind students to reread any parts of the text they find difficult to help them monitor for meaning.

Before Reading

Anticipation Guide

Hand out copies of **BLM 1**, Anticipation Guide, which contains statements related to the article. Read each statement aloud as the students follow along. Ask them to rate how much they agree or disagree with each statement. Then encourage the students to share their opinions in a whole-class discussion.

K-W-L Chart

Introduce a K-W-L chart using the following steps:

1. Discuss the topic.
2. Brainstorm what the students already know about the topic, and record the information in the first column of the chart, "What I Know."
3. Ask the students to formulate questions that address gaps in their knowledge or that reflect their curiosity. Record these questions in the second column, "What I Want to Know."

During Reading

Text Features

Have the students look at pages 2 to 7 and note the text features (photos, title, headings, subheadings, captions, fact boxes, boldface glossary words). Ask them to follow along as you read aloud pages 2 and 3. Ask questions such as the following:

- Why do you think the designer has put some of the text in the first paragraph in red? Have you seen this done before? Where?
- What additional information do the photos, captions, and fact boxes give you that the main text doesn't?
- Why is this additional information not part of the main text?

Guided Reading

Take the students through the article section by section. Read aloud page 2 while the students follow along. Ask:

- What new information did you learn?

Introduce each section by reading the heading and asking:

- What do you think this section will be about?

When the students have read each section, ask them to check their predictions.



Teaching Tip

Write the questions for each section on cards and distribute them to help the students focus as they read.



Assessment Tip

Look for the students who are able to assess whether the information they read is logical, truthful, and consistent with their understanding of the topic.



Reflection and Metacognition

Have pairs or groups of students compare their responses to this article.

To focus the students' reading of each section, ask guiding questions such as the following:

Can You Believe It?

- Do you believe in the power of slogans? Can you think of any that make you really want to buy the product? What are they?
- How do slogans work?
- ★Has anything you have read in this section encouraged you to rethink your ideas about slogans? Explain.
- What are the pros and cons of stereotyping?
- Why is the woman in the photograph dressed the way she is?

Brands, Not Products

- How would you define “brands” and “products”? What is the difference between them?
- ★What do you consider when you are shopping for clothes or shoes? What about your parents?

The Art of Advertising?

- Do you think that advertising can be art? Why do you think that?
- What advertising images do you think Andy Warhol would use if he were alive today?

Out in the Open

- Do you think that advertising has gone too far? Why do you think that?
- ★Which parts of your body might you sell? How do you define “public”? How might your definition be different from an advertiser's?
- What rules should there be around advertising?

After Reading

To encourage discussion about the article, ask questions such as the following:

- ★What was the most interesting part of the article?
- What surprised you the most? Why?

K-W-L Chart

Record the information the students have learned in the third column of the K-W-L chart, “What I Learned.” Ask them to review the first two columns and use check marks to identify:

- the information in the first column that was confirmed by the reading;
- the questions in the second column that were answered by the reading.

Making Connections

To make connections, the students could analyze a series of advertisements. Have them discuss what they have learned.

Key Reading Strategy: Evaluating Information

Evaluating information can encourage readers to decide on the accuracy or relevance of a text, focus their reading, and make them think more critically about what they have read. When good readers receive new information, they judge whether it is true or false. They base this judgment on whether the information is supported by evidence in the text and fits with the reader's prior knowledge. Evaluating information helps readers to better understand what they are reading because it encourages them to think more critically about the ideas, opinions, concepts, and information they receive.

Reading and Discussing the Page

Read aloud the introductory section on page 8. Discuss how this reading strategy is one that advertisers might use. For example, an advertiser might ask a celebrity to endorse their product, because many people believe the celebrity is trustworthy. Ask:

- What do you do when you are shopping for a new cellphone or other expensive item? (For example, do you shop around to find out the features the different models have and how much each model costs? Do you then decide what is important to you and discard what doesn't seem to fit?)

Ask the students to read Evaluating Information at the bottom of the page. Reflect on the fact that every consumer has different wants and needs. Therefore, consumers need to find out as much as they can about a product before buying it: what the product does, why it is "cool," what it doesn't do, and whether each feature is important. The consumer then compares this new information with what he or she already knows and thinks. Based on that comparison, he or she makes a decision. Consumers evaluate information to help them decide what is the best product.

Take the students through Try It Out on page 9. Ask them to complete **BLM 2**, Evaluating Information, ensuring that they understand the instructions.

When they have finished, have them read through For Real. Ask them to think about any other times when they may have used this strategy, both in the classroom and in their everyday lives.

Lesson Focus

Making connections
Evaluating information

About This Selection

Using a fictional example, this article describes the process of turning an idea into an attention-grabbing commercial.

Word Talk

Glossary words:
voice-overs, elaborate, ferocious, exploiting, director of photography, technicians

Other vocabulary:
storyboard, bird's-eye view, shot

Word Splash

Key words from the text are “splashed” or written onto an overhead transparency or chart paper. Students use the words to predict the content of the text.



Assessment Tip

Look for the students who are able to make meaningful connections with the topic.



Reflection and Metacognition

Discuss examples of word play in advertising and the effect it can have on an audience. What is the word play in the slogan “Running shoes with hearts and soles”?

Every Second Costs

page 10

Before Reading

Word Splash

Using a Word Splash, write words from the article on chart paper or a transparency for the students to predict the content. These words could include “complex,” “attention-grabbing,” “brainstorm,” “project manager,” “storyboard,” and “action.”

Making Connections

Find out if any of the students have experience in the advertising industry. If so, discuss their experiences. If not, help them make connections by drawing their attention to the title. Ask questions such as the following:

- Have you heard the expression “every second costs” or anything similar before? In what situation?
- What does this expression mean?
- What other sayings mean the same thing?

During Reading

★Shared Reading

Read aloud pages 10 and 11 as the students follow along. Ask questions such as the following:

- Why has the advertising industry become so big and expensive?
- Is it necessary for a ten-second commercial to take several days to film and cost millions of dollars? Why/why not?
- How are things different for consumers today compared with 1941?

Reread the paragraph “In today’s commercials, images explode ...” and ask:

- What is your opinion of this? Why do you think that?

Making Connections

Ask the students to read *Selling Your Sole* independently and as they read, ask them to identify the different jobs in the making of the commercial. Discuss what kind of person would be best suited to each job. Ask questions such as the following:

- What qualities would you need to be a good creator of commercials?
- How suitable would you be? Explain.
- Which stage of the process would be the most interesting or exciting? Why?
- Look at the heading *Selling Your Sole*. Have you ever heard this expression? What does it mean? Why do you think the author has used this play on words?

After Reading

Graphic Organizer

Revisit the selection using **BLM 3**, Chain of Events, to summarize the process of making a commercial.

Creative/Aesthetic Response

The students could:

- write a poem about the advertising industry or about creating a commercial, using some of the descriptive language from the text;
- write and design a magazine or newspaper ad for the “sole-ful” running shoes.

Graphic Organizer

page 16

Featured Graphic Organizer: I Read, I Think, Therefore ...

This is a particularly useful graphic organizer for the key reading strategy of Evaluating Information. It helps students to evaluate information and make decisions about the importance and relevance of that information. It does this by having the students note the most important ideas (I Read), relate what they think of them (I Think), and write a conclusion based on this information (Therefore).

Reading and Discussing the Page

Before reading the text, discuss the purpose of the selection, which is to help the students understand how to use the graphic organizer effectively. Ask questions such as the following:

- Why do people use graphic organizers?
- Have you used this kind of graphic organizer before? How?
- How might we use this with the magazine?

Remind the students that the key reading strategy for the magazine is Evaluating Information.

★Ask the students to read page 16. This gives a clear description of how the graphic organizer works. Have them turn to page 17 and read the facts listed in the “I Read” column. Ask them to write down what they think of the ideas. They can then work in small groups to discuss their ideas and give reasons for their thinking.

As a class, read the text in the “I Think” and “Therefore ...” columns. Make sure the students understand exactly how the organizer works. Have them apply their understanding of the graphic organizer to “Catalog Power” using **BLM 4**, I Read, I Think, Therefore ...

Catalog Power

page 18

Lesson Focus

Visualizing
Making inferences
Evaluating information

About This Selection

Natalie, the main character in this story, is easily swayed by advertising. Obsessed with a new brand of cellphone, Natalie discovers that advertisers make everyday things sound a lot more appealing than they really are – and that she’s been caught up in the hype.

Word Talk

Glossary words: *hype*, *multi-functional*
Vocabulary: *GPS*, *multi-purpose*, *gigabytes*, *revolutionary*

Say Something

Students work in pairs, taking turns to read sections of text aloud. The reader pauses occasionally to say something about the text, for example, a prediction, question, comment, or connection.

Double/Triple Entry Journal

Two- or three-column charts are used for students to record parts of the text and their inferential or critical thinking about each part.



Reflection and Metacognition

Ask the students to reflect on their mind pictures. Have them discuss how visualizing helped them to understand the story. Did it make reading more enjoyable? Why?

Before Reading

Visualizing

Have the students close their eyes and visualize the scene while you read aloud the text on page 18. Ask:

- What mental images did you have while you were listening?
- Hand out copies of **BLM 5**, Visualizing, and ask the students to note down their mental images as they read.

During Reading

Say Something

Have the students work in pairs to carry out a Say Something activity. Ask them to focus on the characters’ motivations, particularly why they behave in certain ways.

Making Inferences

Ask the students to look back over the story and make inferences. Guide them with questions such as the following:

- What is Natalie’s mother’s attitude toward the Chameleon 522? How do you know?
- What about Natalie’s father?
- How does Natalie feel when she finds out that Juan has the new phone?
- How does her attitude change toward the phone? Why? How do you know?

Double Entry Journal

Ask the students to draw up a Double Entry Journal. Write the heading “Natalie’s attempt” in the left column and “How I would attempt it” in the right column. In the left column, have them note the ways Natalie tried to convince her parents to buy the new phone, and in the right column, they can note down how they might attempt the same thing.

After Reading

★Evaluating Information

Using the I Read, I Think, Therefore model, the students could show the decision-making process of buying a cellphone. Have them use the information about the Chameleon 522 from Natalie’s catalog. They will record information from the text in the first column of the chart. The second column will contain their opinions about such factors as the features, appearance, and price of the cellphone. The final column will contain their conclusion as to whether they need the Chameleon 522 or whether they are happy with a simpler, cheaper cellphone.

Somebody Wanted But So

Students choose a character from the text and create a sentence saying what the character wanted, what stands in the character's way, and how the conflict is resolved.

Somebody Wanted But So

Ask the students to choose a character from the story and generate a sentence saying:

- what the character wanted;
- what caused difficulties for the character;
- how the character resolved those difficulties.

Creative/Aesthetic Response

The students could:

- draw an illustration of what they imagine the Chameleon 522 to look like;
- create a collage that reflects the ideas and opinions of one of the characters in the story.

Ask an Expert: TV Advertising

page 26

Lesson Focus

Making connections
Monitoring for meaning

About This Selection

In this letter, a rock band asks a TV network how much it will cost to place a prime time TV commercial about their upcoming tour. The response explains the amount they should expect to pay and why and suggests some more economical ways of spreading the word.

Word Talk

Glossary word: *prime time*
Other vocabulary:
thirty-second spot,
money-making potential



Reflection and Metacognition

Have the students look at the issue from another angle and come up with other ideas for advertising the band's tour.



Assessment Tip

Look for the students who are able to assess whether the information they read is logical, truthful, and consistent with their understanding of the topic.

Extra Help

For struggling readers, you could suggest specific points at which they could stop and think.

Before Reading

K-W-L Chart

Have the students start a K-W-L chart to find out what they already know and would like to find out about TV advertising. Ask them to fill in the “What I Know” and “What I Want to Know” columns (although they may wish to add to this later).

Skimming

Have the students skim the text and identify any unfamiliar words or ideas. Discuss and clarify these words so the students will be able to read uninterrupted.

During Reading

Monitoring for Meaning

Discuss strategies the students can use to help them understand the more challenging parts of the text (reading on, consulting a dictionary or thesaurus, asking a friend, rereading). Read aloud the band's letter and ask questions such as the following:

- What is “prime time”?
- What do they mean by “have a loyal following”?
- What is a “spot”?

Have the students read the reply independently. Ask questions such as the following:

- Do any words or ideas still need to be clarified?
- What have you learned about the pros and cons of TV advertising?
- Do you have any questions that weren't answered by this selection? What are they?
- What does “eyeballs” mean in this text?
- What does “set you back” mean? How do you know?
- What other “ways to get the word out” do you think Alec Hovey is referring to?

Think Aloud

Model a Think Aloud by rereading the text aloud, stopping to share your thinking, and noting the words or ideas that triggered your thinking. The students can then use Think Aloud in pairs.

After Reading

K-W-L Chart

Have the students return to the K-W-L charts they began earlier and fill in the “What I Learned” column. If any of their “What I Want to Know” items have not been answered, they could do some research on the Internet or in a library to find the information.

Spreading the Word

page 28

Lesson Focus

Making connections
Text features
Evaluating information

About This Selection

This article examines the way advertisers use psychological tricks to grab people's attention and get them talking about certain products.

Word Talk

Glossary words:
subtle, subconscious, strategically, impulse
Other vocabulary: *viral advertising, gimmick, product placement, subliminal, campaigns*



Reflection and Metacognition

Have the students discuss how their prior knowledge of the topic helped them to predict the meaning of some of the new vocabulary.



Assessment Tip

Look for the students who are able to assess whether the information they read is logical, truthful, and consistent with their understanding of the topic.

Before Reading

Making Connections

Write the title of the article on the board. Ask questions such as the following:

- What does “spreading the word” mean?
- What are some different situations where this phrase could be used?
- When is it OK to spread the word and when is it not? Why?

Text Features

Tell the students they will be reading a nonfiction text called “Spreading the Word” which is about the different ways advertisers sell products. Ask:

- What are the features of a nonfiction text?

Have the students look at the headings and comment on the size, color, and type of font, the background color, and the graphics. Ask questions such as the following:

- Are these headings effective? Why/why not?
- Could other headings be more effective? Why/why not?

Draw the students' attention to the graphics throughout the article. Ask questions such as the following:

- What is the purpose of a graphic?
- What is the purpose of each of the graphics in the article?

During Reading

★Evaluating Information

As the students read through the text independently, have them use sticky notes to mark the different ways of “spreading the word” that appear in the text. When they have finished, ask questions such as the following:

- What were the most important pieces of information? Explain.
- What was your initial reaction to James Vicary's “subliminal advertising”? Did your reaction change when you found out that his research was a hoax? How? Why?

Focus on the Supermarket Psychology section. Ask questions such as the following:

- Did you already know about supermarket psychology? Were you surprised to find out the tricks supermarkets play to make you buy more?
- Will this make you view supermarket staff with suspicion? Why/why not?
- You might sometimes hear people say, “I never go shopping when I'm hungry.” Why do you think they say this? Is it sensible or are they just kidding themselves? Why do you think that?

- What do you think of the heading Guerrilla Tactics? Does it fit with the text? Why/why not?
- Which way of spreading the word makes the biggest impact?
- Did you find this selection interesting? Why/why not?

After Reading

Silent Exchange

Have the students use a Silent Exchange to share their points of view about the text.

Scale

Have the students complete a scale activity to rate the different ways of spreading the word from most effective to least effective. Ask them to provide evidence for their choices.

Silent Exchange

Students write an open-ended question. The questions are passed around the group, with each student writing a response to each question. At the end, they discuss the responses.

Scales

A Likert scale asks students to rate their level of agreement with a statement on a range from “strongly disagree” to “strongly agree.”

Featured Project: Create Your Own Advertisement

Materials required: drawing paper, pens/pencils

Read aloud the introduction and the project instructions. Brainstorm some things the students might take into account when thinking about advertising a product. For example, they might consider:

- who will be interested in the product;
- whether it is a useful product or something that people don't actually need;
- the similar kinds of products that are already for sale and how they are advertised.

The students should carry out the design and creative process independently. Discuss the concept of drawing storyboards, emphasizing the importance of clarity and labeling. Remind the students that their storyboards should be precise so that the director of photography will know exactly what to shoot.

Have the students share their storyboards with the rest of the class. They can also read aloud their paragraph about what the product is, who might buy it, why they have chosen this particular advertisement, and why they think it will be effective.

Anticipation Guide

Name: _____ Date: _____

What to do:

- Before reading “Your Ad Here” (*Advertising*, pages 2–7), read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
- Read the article, then look back at the statements. Have you changed your ideas? Write your new response, or rewrite your original response, in the final column.

Response before Reading	Statement	Response after Reading
	It is impossible to avoid advertising.	
	Advertisers try to persuade us to buy a product by telling us it will change our lives.	
	One advertisement can cost millions of dollars.	
	Advertising relies on stereotypes.	
	Advertising is an art form.	

Evaluating Information

Name: _____ **Date:** _____

- What to do:
- Think about what you already know about advertising. What is involved in persuading people to buy new products? Make notes in the first box below.
 - Read “Every Second Costs” (*Advertising*, pages 10–15) and think about what you learned from the article. Make notes in the second box.
 - Finally, look back at the first set of notes you made. Have you learned anything new? Have you changed your thinking? Write your evaluation in the final box.

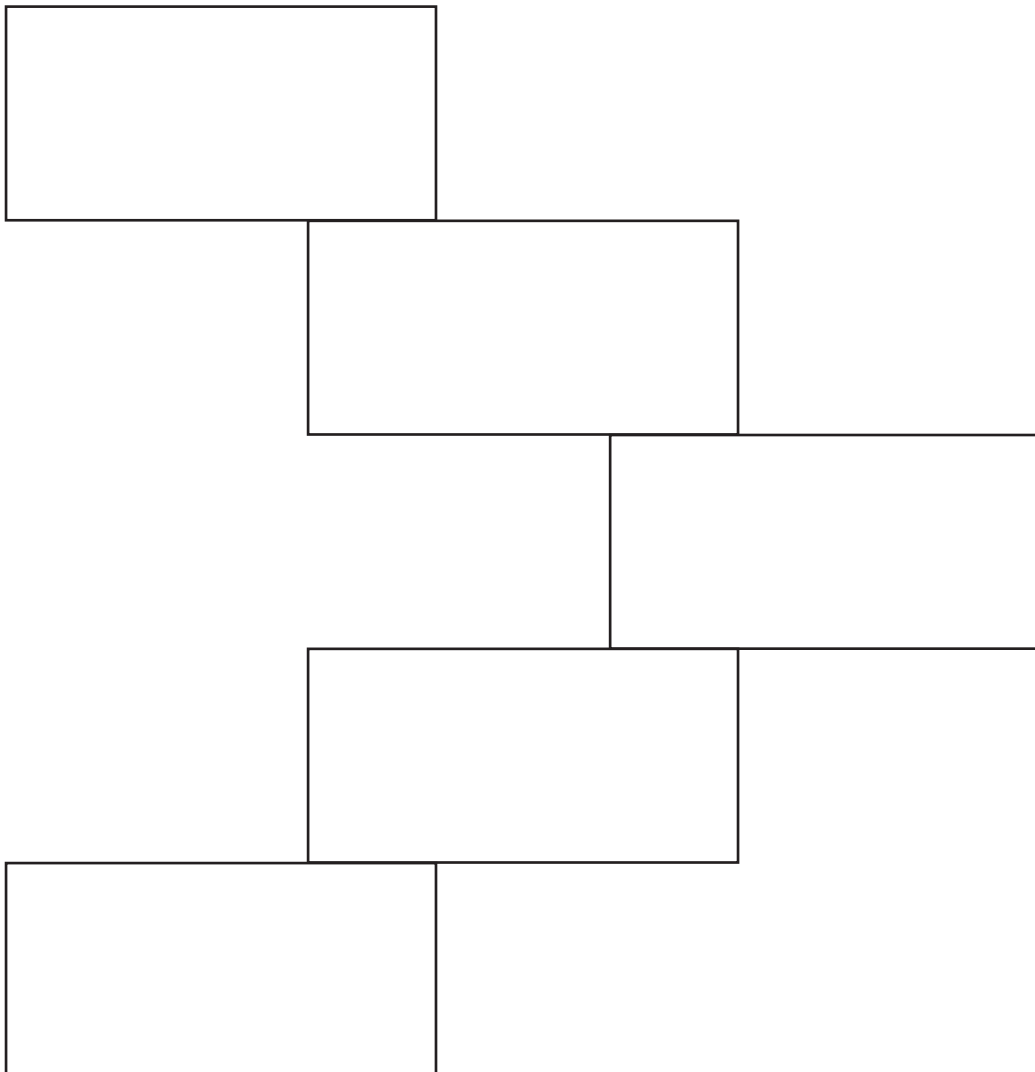
What I Already Know
What I Learned
My Evaluation

Chain of Events

Name: _____ Date: _____

What to do:

- Reread “Every Second Costs” (*Advertising*, pages 10–15).
- Summarize the chain of events for making a commercial by writing one step in the process in each box.
- Add more boxes if necessary.
- Check that you’ve put the steps in the right order so that your chain makes sense.



I Read, I Think, Therefore ...

Name: _____ Date: _____

- What to do:
- As you read “Catalog Power” (*Advertising*, pages 18–25), find the key points in the text and write them in the “I Read” column.
 - Note your reaction to these points in the second column. What do you understand from the information?
 - Use the information you’ve gathered to draw a conclusion about the topic of the story. Write it in the “Therefore ...” box.

I Read

I Think

Therefore ...

Visualizing

Name: _____ Date: _____

What to do:

- Before reading “Catalog Power” (*Advertising*, pages 18–25), discuss with a partner the mental image the title conjures up.
- Draw a quick sketch or jot down your mental image.
- As you read through the text, note the parts where you have strong mental images.
- Use the spaces below to either write about or draw your mental images.

1. When I read, (words from text)

my mental image was:

2. When I read, (words from text)

my mental image was:

3. When I read (words from text)

my mental image was: