

# GOOD YEAR BOOKS

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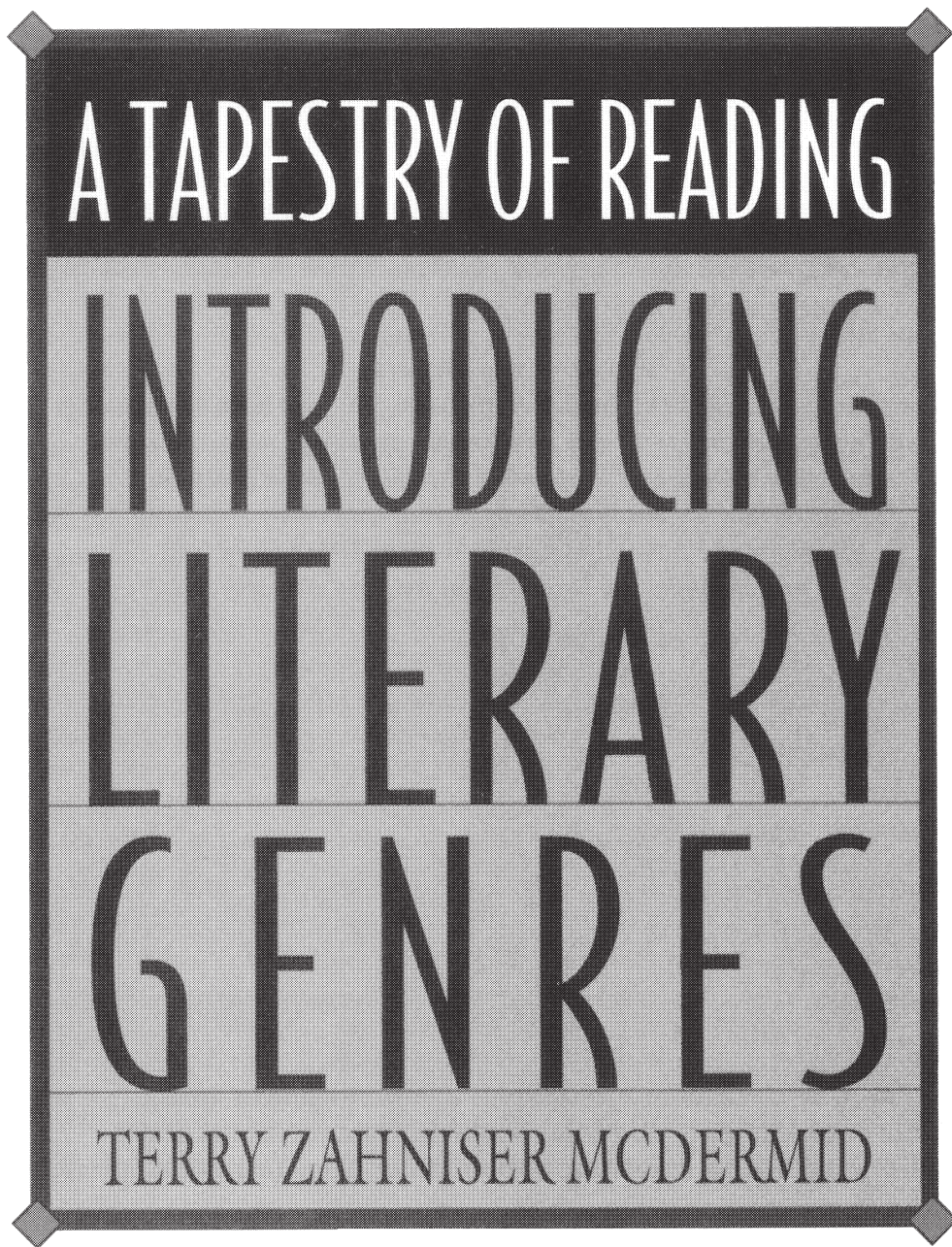
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*Illustrated by Yoshi Miyake*

 GOOD YEAR BOOKS

#### ACKNOWLEDGEMENTS

*Special thanks go to Donna Decedue and Katie Becker, who spent hours brainstorming and planning activities to use with the units; Bill Armstrong, who, as principal, supported and encouraged us; the many teachers of Hillcrest Elementary, especially Kristie Carlsen Jewel, Shirley Jorgensen, and Betty Thornburg, who inspired me with their dedication to the students and teaching; and my family, who believed in me every step of the way.*



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Book Design by Foster Design

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Printed in the United States

ISBN 978-1-59647-212-9

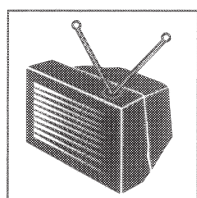
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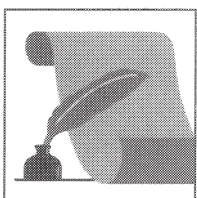
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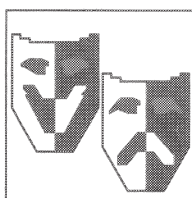
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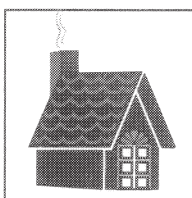
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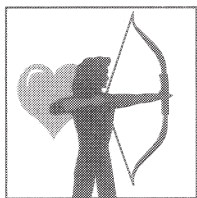
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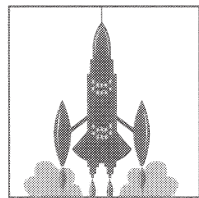
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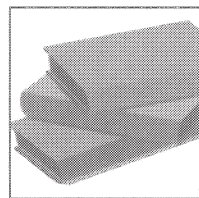
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A TAPESTRY OF READING

UNIT 1:

INTRODUCTION

TO MEDIA



## **GOAL: To familiarize students with the media.**

### **OBJECTIVES: The learner will:**

1. examine different forms of media
2. identify techniques used in advertising
3. present an advertising campaign for a selected book
4. participate in the voting process

### **Background for the Teacher**

No one can get away from the media. Driving down the road, signs from businesses stare at travelers. Radios and televisions are common in most homes. Newspapers in every language are available, and any interest can be supported by a magazine.



Because of the constant media blitz, students must become informed consumers. The world of advertising is also used to present candidates for public office. The following activities provide the students with information to make wise decisions.

The culminating activity is an ad campaign that will be presented to younger students. Each ad group will try to convince their listeners to read their book based on their presentation. The books the presenters read should be at the grade level of the voters. (For example, sixth-graders could read fourth-grade books and then present the campaign to the fourth-graders for a vote.) The ad campaign includes directions for the

students to prepare a radio ad, videotape, or filmstrip for their campaign. After taping the radio commercials, if possible, have the students play the tape over the school intercom for the appropriate rooms. When scheduling visits to the voting classrooms, help the students understand that each group will have the same amount of time. However, they may want to distribute flyers, bookmarks, or buttons at other times during the campaign. (Remind them that no campaign material can be distributed near the voting tables.)

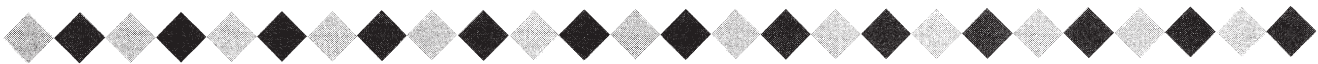
### **Tying Units Together**

The media unit is an important one to present to the students as an introduction to the issues of slant and bias. As the students later work on a research project, remind them that the author's bias affects the information presented. The publisher will also consider what will be marketable when selecting materials to be published.

The other literary genres in this book (mystery, fairy tales, myths, romance, and science fiction) are often used as the plots of movies. Modern stories or movies may be based on stories from long ago. The Broadway musical "Into the Woods" is one example of a new telling of several old fairy tales. Drama is seen in plays, television shows, and movies. Documentaries and miniseries try to present information about people in entertaining ways.

Students also need to recognize that the media is a business and is interested in making money. Looking at ratings for TV shows and movies will help students understand why some shows are cancelled after a short time. Magazines that are success-





ful will stay around a lot longer than ones that have few subscribers. A book will not make it onto a bookshelf unless the publisher feels it will sell.

As students proceed to the other units, the issues discussed in the media unit can help them become more aware and involved as consumers.

The Book Talk material presented in this unit (see page 16) can be used with all units.

### **Advance Preparation**

1. Contact speakers from radio, newspaper, or television stations to talk about their media. Local authors, artists, and musicians could also visit with the students. Booksellers and others involved in the business of mass communication could present their views on the world of media.
2. Schedule field trips.
3. Contact a speaker from the County Clerk Office to talk about mechanics of the voting process.
4. Select four to six titles for the students to read. Provide enough copies for small groups to work together.
5. Meet with the librarian to schedule times for students to work on projects.
6. Schedule films or videotapes to watch with this unit.
7. Videotape several minutes of commercials to show different styles.
8. Make or copy necessary activity sheets.
9. Gather materials needed for book campaigns.

### **Vocabulary**

The following words can help the students learn about the world of media. The words can be used as an introductory activity, with the teacher asking for definitions; as a pre-test and post-test, with the students defining the words at the beginning and end of the unit; or as a regular activity.

**Advertising:** To call public attention by emphasizing desirable qualities to arouse a desire to buy

**Anchor:** The host of a news program

**Circulation:** The number of copies sold over a specific period

**Demographics:** The statistical study of human populations

**Format:** The arrangement or scheduling of something, such as radio programming

**Libel:** A spoken or written statement injuring a person's reputation

**Logo:** Symbol of a company

**Media:** means of mass communication

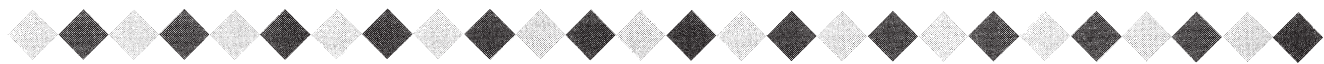
**Slant:** point of view of the material presented

**Stereotype:** use of one-dimensional characteristics to represent a person or belief

### **Suggested Activities**

1. Present an overview by inviting speakers from the local radio station, local newspaper, and local television/cablevision station. Also plan a field trip to a printing or publishing house.





2. Discuss examples of slant/bias in materials. Look at reading stories for examples of stereotypes (for example, sexism and racism).
3. Discuss the qualifications of authors for non-fiction and fiction material. What qualifications does the author have to write about a particular subject? How does this affect the reader's decision?
4. Have the students write a paper trying to persuade someone to their point of view. They may want longer recesses, more playground equipment. Discuss those ideas that were positively persuasive.
5. Talk about propaganda techniques. (see "Propaganda Techniques," page 12).
6. Look for examples of the different propaganda techniques in magazines. Have the students create collages showing one particular technique.
7. Watch the videotape *The Music Man*. Discuss the uses of persuasion and propaganda in this movie.
8. Have a speaker talk about advertising and how he/she uses it in business. Invite both an advertiser and a business person to get both sides of the advertising story.
9. Examine logos. *Games* magazine (May/June 1981; December 1982; August 1983) has logo puzzles the class could try to solve. Have students create their own logo puzzles using magazines.
10. Watch a video of commercials. Discuss the various techniques used to make the commercials appealing. Answer the questions on the "Commercial Activity Sheet" (see page 13).
11. Compare newspaper and magazine advertising to television and radio commercials. How are they the same? How are they different?
12. Take a field trip to the local newspaper.
13. Write a class newspaper.
14. Have each student keep a "Media Chart" for one week (see page 14). Discuss the findings. How is time spent? What messages are presented?

### Propaganda Techniques

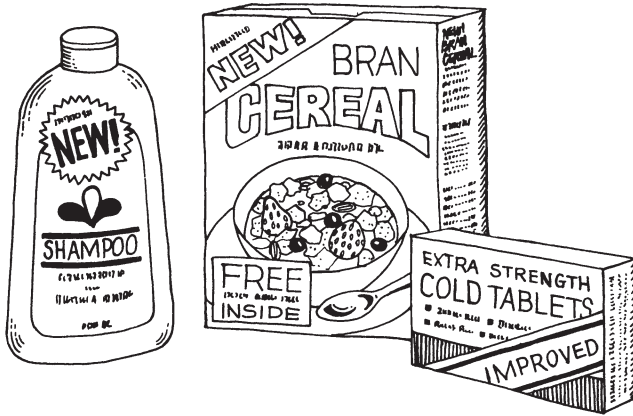
(Listed below are common techniques used by advertisers and their definitions. This sheet can be reproduced and used with other activities in this unit.)



Advertisers try to sell products by appealing to people's needs. The techniques listed below are some of the ways companies try to persuade consumers to buy their product. While you may not agree with the ideas presented, advertisers know that people will respond to these techniques. Informed consumers are aware of the techniques and watch for them when viewing commercials and ads.

**Bandwagon:** “Everyone is doing it.”  
**Testimonial:** A famous person endorses the product (actually speaks for the product)

**More for your money:** The product presented provides more than a similar product at the same price.



**Youth Appeal:** Use this product to look younger, feel younger, regain youth.

**Plain Folks:** Just ordinary people use this product. Nothing fancy.

**Snob Appeal:** Not everyone uses this product. To stand out from the crowd, this product is the one to use.

**Concern for the Public Good:** The community will be better off if this product is used. (For example, eco-friendly products)

**Humor:** A funny situation or saying is used with the product.

**Symbol or Trade Figure:** A recognized figure is used to provide viewer recognition.

**Convenience:** This product will simplify life.

**Happy Family:** People that use this product feel good about themselves.

**Search for the Good Life:** Life will be better by using this product.

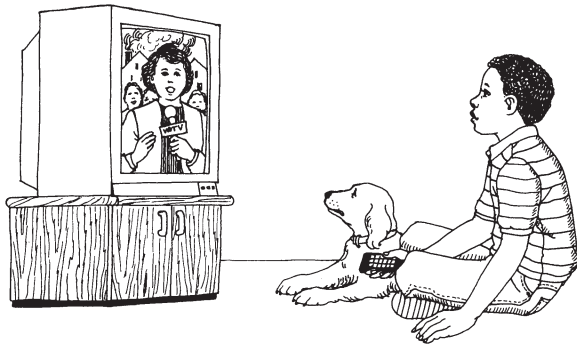
**New and Improved:** The product has gotten better.

## (Student)

### Commercial Activity Sheet

After viewing an ad on TV or reading one in a magazine or newspaper, answer the following questions.

1. What is the main idea of this ad?
2. For whom is this ad intended? Adults? Kids? Men? Women?
3. Why do you think some people like this ad? What makes it appealing?
4. What is the product being advertised?
5. Why does the ad say you should buy this product, belief, or service?
6. What propaganda techniques are used in this advertisement?
7. What memory do you have after you see this ad? Do you remember a song, a phrase, a picture, a price?
8. Is there a logo or trademark used in this ad?
9. Is the ad successful in encouraging you to buy the product? Would you buy it? Why or why not?
10. How would you improve the ad?
11. To what human need does this ad appeal?
12. Does the ad convey any values or stereotypes?



### **(Student)**

### **Media Chart**

How well do you know your own media tastes?

1. Name magazines read, in order of personal preference.
2. Name newspapers and magazines read, in order of personal preference.
3. Name movies seen in the last six months. Do not include movies seen on TV (but do include rented videotapes).
4. Name five favorite television programs.
5. Name the best news anchor. Why did you choose this person?
6. Keep a record for one week of your involvement with the media. List the amount of time you spend each day with the following:
  - Radio •Television •Newspapers
  - Magazines •Books •Movies •Voting

### **Background for the Teacher**

Less than half of all Americans vote in any election. Many feel that their vote will not make a difference. The following section is designed to help students understand the need for every vote.

The voting process in the United States is an excellent example of democracy in practice. If your school is the voting site during elections, make use of the booths and people who work there during this section. Scheduling the student vote before the local or national elections will also make the students more aware of the voting that is happening in their own community.



### **Tying Units Together**

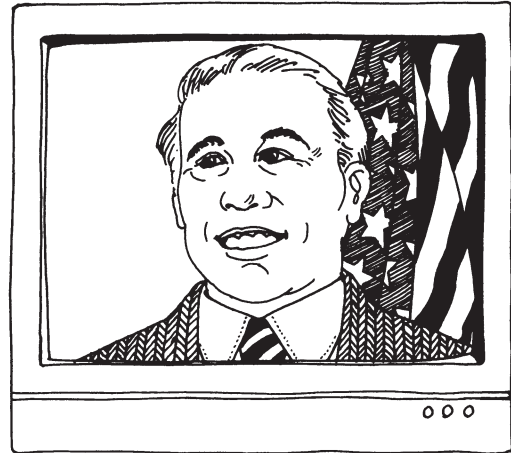
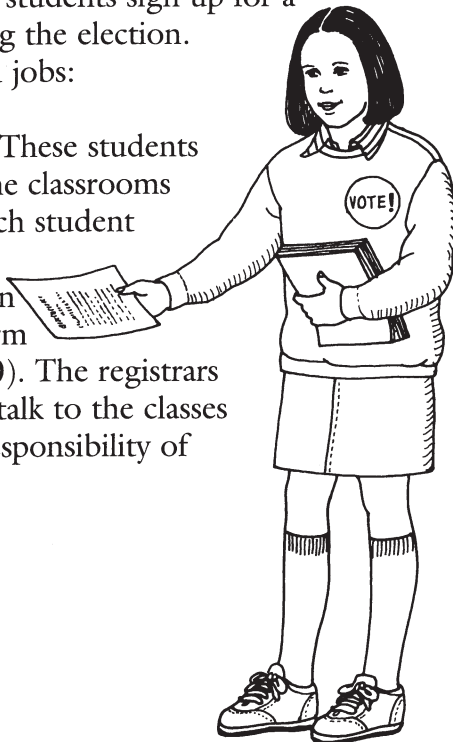
Students can create their own advertising campaign that will be presented to other students in the school. They can advertise a book they have read (working together in small groups) or a subject they research. Presidents and elections can be studied in the biography unit. This unit could also be used at the end of the genre study and students could prepare a campaign for the various genres.



## Suggested Activities

1. Invite a speaker from the courthouse to discuss the voting procedure. Ask this speaker to discuss the registration requirements and need to vote.
2. Have the students watch a political ad and fill out the Political Ad Critique sheet (see page 16).
3. Discuss the election process that is occurring at the time. Watch the news and have the students discuss their findings.
4. Create an "Election Coverage" bulletin board. Encourage the students to bring in articles, political cartoons, and ads that pertain to the elections.
5. Have the students complete the "Book Campaign Activity" (see page 16).
6. Schedule a day for the book election. Contact other classroom teachers.
7. Have the students sign up for a job during the election.  
Suggested jobs:

**Registrar** - These students will go to the classrooms and have each student fill out a "Registration to Vote" form (see page 20). The registrars should also talk to the classes about the responsibility of voting.



**Clerk** - These students will record the names of students who vote on Election Day. They will need to check off the names on a master list and record the names in order of voting.

**Judge** - These students will collect the ballots.

**Counter** - These students will count the ballots and tally the results. Depending on the number of students in your class, the jobs will need to be adjusted so that everyone is involved. Students could have certain classes to register and/or time periods to work.

8. On the day of the book campaign election, have the students run the election. Schedule the voting classes.
9. After the election, discuss the results. What were the problems? Concerns? Did the elections turn out the way they expected?