**Dishonest Tactics Lesson**

**Grade Level:** 5th Grade

**Subject Area:** Language Arts

**Materials Needed:** magazine ads, computer, projector, YouTube video commercials, English 5 workbooks, notebooks, pencils

**Standard:**

* ***5.W.4-*** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience

**Objectives:**

* Students will recognize uses of dishonest tactics used in advertising.
* Students will utilize dishonest tactics to create their own advertisements.

**Learning Activities:**

* Let’s get ready for Language Arts. I want everybody to go grab your workbooks and your notebooks and bring them to your desks.
* So this week we are working towards the goal of persuasive writing. Whether or not we realize it, we are surrounded by persuasive writing all the time: in the car while listening to the radio or driving past billboards and at home as we watch commercials on TV. Anytime somebody is trying to convince you that you need to buy and use their product, or that you should agree with them, they are using tactics of persuasion.
* Today we are going to learn about some of the dishonest tactics we see in persuasive writing. There are 4 basic tactics that we are going to talk about today: bandwagoning, name-calling, promises, and testimonials. We can go deeper into each of these as we start looking at some examples.
  + Let’s take a look at some familiar ads we see and figure out why these tactics are used.
    - *Teacher will pass around magazine articles and project images and YouTube videos for students to see how these tactics are used in advertising. Students will get together in their rows and talk about the ads.*
      * Do these seem like convincing advertisements?
      * What about these ads would make you want to buy their product?
        + What are some of the words or what is it about the pictures that they used to persuade you?
      * Like I said, these are called dishonest tactics meaning that they tend to stretch the truth a bit because they think it will help them persuade more people.
  + Let’s turn to page 65 in our workbooks.
    - In the blue box is an example of an ad we might see. While I read through this, I want you to be thinking about some of the things in the ad that might not be totally honest.
      * *Teacher will read through the ad.*
    - This ad suggests that eating this type of cereal will make you smarter by saying that “bright kids” are eating it. Can eating certain foods actually make us more intelligent?
      * *Students should answer “no.”*
    - Would people assume that you are smart just because you eat a certain type of cereal?
      * *Student should answer “no.”*
    - Of course not! Everyone in this room is smart and I’m sure many of us had different things to eat for breakfast.
    - So why would the writer of this ad write it this way? What do you think his goal was?
      * *Answers should refer to wanting to make people believe that they need to buy this cereal to prove they are smart.*
  + Let’s go through some of the tactics that this writer used. At the bottom of our page we have a chart that shows us the 4 types of dishonest tactics he used and how he used them.
    - When we look at bandwagon, we see that this tactic hopes to make the potential customer feel like they are joining the part of the group by buying in to this ad. However, the writer did not just say, “Buy this cereal and join our group.” He used more creative language to trick us into thinking that without just coming right out and saying it. Instead he said, “Everyone else is eating Bright Bites. If you want to fit in with the group, you need to eat them too.”
      * Did any of the ads we looked at earlier use this type of technique? Which ones?
        + *McDonalds*
      * Let me show you a video clip of a popular Old Navy Commercial and you tell me why this is an example of the bandwagon tactic.
        + *Students should catch on to the part where the boy says they look so cool.*
    - The next tactic is name-calling. This does exactly what it sounds like, it puts down the competitor so the customer wants to distance themselves from them and buy the better product.
      * Did any of you have an ad that did something like that?
        + *Cornerstone Bank*
      * Here is another example of name-calling. How does this ad from Burger King discourage people from going to McDonald’s?
      * You may have also seen the Verizon commercials where they put down other companies such as Sprint and AT &T this would also be an example of name-calling.
    - If we look at the next box, we will see promises. Let’s look at the example, “If you eat Bright Bites, you will be viewed as intelligent, and you will be liked and respected.” Now, what effect might a slogan like this have on a customer?
      * *People will want to buy it so other people think good things about them.*
      * In our examples, who had an ad that made promises to the customer? What were they?
        + *Slippers and dental ads*
      * This ad for Maple Leaf bacon promises to change your life. Bacon may be awesome but I hardly think it will change your life.
    - The last tactic is Testimonials. These are perhaps the most recognized form of dishonest tactics used in advertising. Another term for this might also be celebrity endorsement. This is when a famous person comes out and says, “I use this product and it works.” For some reason, people tend to trust celebrities, they look up to them and say, “They look so beautiful I should buy that makeup or he is so athletic I should buy those tennis shoes.
      * Who had the testimonial ad? Does hearing good things from another person about that product make you want to try it?
        + *Restaurant ads*
      * Here are some other ads that use celebrities to promote their products.
        + *Justin Bieber for Proactiv; Taylor Swift for Coca Cola*
  + Does everybody understand how these tactics work? Does anybody have any questions about any of these?
* Now that we have been exposed to these types of advertising tricks, let’s figure out a way that we can convey the same message and sell our products without having to trick our customers.
  + *As a class, go through the examples and come up with ideas for changing the slogans to be more honest.*

**Assessment:**

* I am going to have each of you choose one random item out of this bag and a slip of paper out of this bag.
* The slip of paper will have one of the tactics we talked about written on it. I want you to use that tactic and write me a slogan about your object that will persuade me to buy it.
* I want you to get out your notebooks and an on new page I need you to write your name, object, tactic and slogan. You can use the information on page 65 of your workbook to help you remember how to use these tactics.
* Once you have your slogan, I want you to re-write it in a way that conveys the same message which will help you sell your product but is honest.
  + *Teacher will draw piece of paper on the board and will show name on top, product, tactic, slogan and honest slogan.*

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| TESTIMONIAL | TESTIMONIAL | TESTIMONIAL |
| BANDWAGON | BANDWAGON | BANDWAGON |
| PROMISE | PROMISE | PROMISE |
| NAME-CALLING | NAME-CALLING | NAME-CALLING |
| TESTIMONIAL | TESTIMONIAL | BANDWAGON |
| BANDWAGON | PROMISE | PROMISE |
| NAME-CALLING | NAME-CALLING | TESTIMONIAL |