The Pursuit Of Happiness

A reading packet for Mr. Varani-Edwards’ 7th Grade Language Arts class.

This Packet Belongs to: ____________________
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Unit 3 Syllabus

Goal:
What makes people happy? What do we need to be happy? Do advertisements reveal to us what happiness is? What messages do advertisers bombard us with—and how do these messages change our self-esteem and shape our ideas about happiness? In this unit, students will explore the answers to these questions by critically analyzing ads and evaluating perspective on consumer culture. By the end of this unit, students will complete a final project in which they will critically analyze consumer culture and present their own ideas of what true happiness is.

Special In-Class Activities:
During this unit, students will have the chance to interpret and analyze consumer culture by watching video, reading magazines, and by close reading several texts. In class, we will use drama, collage art, illustrations, and creative writing to explore different linguistic and symbolic ideas of happiness. Finally, students will have nearly half a dozen final project options to choose from that can best-fit their learning style and interests.

Prep/Homework:
Every day in class, we will be practicing reading, writing, and speaking. Students will receive constructive feedback, but daily in-class assignment will not be graded. Student completion of this daily practice will be recorded online as “Skills” assignments. All graded homework assignments will give students feedback, but will not count towards their final grade. On Home Access, this will be labeled “Prep” in the gradebook. Assignments will be updated on the class calendar (the first week of which is included below). “Proofs” will require students to demonstrate knowledge and mastery of the skills we’ve practiced, and will count as 1000% of students’ grades. All proofs will be completed in class for this unit.

Unit Learning Targets:
During this unit, we will focus on three skills: (1) analyzing the craft, structure, and point of view of a text, (2) researching to build knowledge and (3) presenting arguments and opinions through a range of writing activities, including drama, multimedia, and graphics.
**Grading:**

**Proofs:**

- **Class Presentation:** 30%
- **Final Project:** 70% (there is a rubric on page 39)

**Class Information Available Online:**

All grades will be posted and updated biweekly on the Home-Access gradebook. To find Home Access, please visit [www.bethel.k12.or.us](http://www.bethel.k12.or.us), click on the “Parents” tab, then click on “Home Access.”

To find missing assignments, view samples of student work, or to learn more about our class, please visit our class website at [www.thethunderguard.com](http://www.thethunderguard.com). The Thunder Guard is my class website and the portal for a student-run magazine that will be publishing work soon. On that site, you can find our class calendar, download in-class handouts, print worksheets or copies of our class packet, and see picture and samples of what students have been working on!
# “The Pursuit of Happiness” Unit 3 Calendar

<table>
<thead>
<tr>
<th>Weeks:</th>
<th>Goals:</th>
<th>Due Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>- Lesson 1: Changing Expectations, pgs. 8-11</td>
<td>Family Interviews due Friday</td>
</tr>
<tr>
<td>(11.10)</td>
<td>- Lesson 2: The Power of Ads, pgs. 13-15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reading: Billion Dollar Babie$, pgs. 15-20</td>
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<tr>
<td></td>
<td>- Class Discussion Activity</td>
<td></td>
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<tr>
<td></td>
<td>Tuesday no school: Veterans Day</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>- Lesson 3: 5 Advertisement Principles, pg. 21</td>
<td>“Ad Busters” assignment due Friday</td>
</tr>
<tr>
<td>(11.17)</td>
<td>- Deconstructing Media, pgs. 22-23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reading: Children Targets of $1.6 Billion in Food Ads, pgs. 24-28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Presentations</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>- Reading: The Good Life, pgs. 31-33</td>
<td>Reflection due Tuesday</td>
</tr>
<tr>
<td>(11.24)</td>
<td>- Analyzing Ads, pgs. 34-37</td>
<td></td>
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<tr>
<td></td>
<td>- Review Final Project Guidelines and Choices, pgs. 38-39</td>
<td></td>
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<tr>
<td></td>
<td>Wednesday-Friday no School: Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>Week 4-5</td>
<td>Final Projects</td>
<td>Final Projects due 12.14</td>
</tr>
<tr>
<td>5</td>
<td>(12.3-12.14)</td>
<td></td>
</tr>
</tbody>
</table>
Warm Up Challenges:  
The Game of Happiness

**Directions:**  
Come in to class on time, fill in the blanks to each question, and then make a guess by writing in your answer! If you’ve filled in the blanks within the first minute of class, then you’ll get a Token. Get 5 in a row, and you’ll get 5 caught in the act tickets and a raffle ticket. Get all 10, and you’ll get a grand prize! The answer will be posted at the end of each class period.

**Question**

1. Which of the following is ____________ to the size of a typical ___________ ___________?

   MY ANSWER: _ _ _ _ _ _ _

2. The percentage of ____________ calling themselves ____________ ____________ reached its highest ____________ in what year?

   MY ANSWER: _ _ _ _ _ _ _

3. How much of an ____________ American's ____________ will be ___________ (on average) watching ____________ ____________?

   MY ANSWER: _ _ _ _ _ _ _

4. ____________ or ____________? Americans carry ____________ in personal ____________, not including real estate and mortgages.

   MY ANSWER: _ _ _ _ _ _ _
5. In the ________ world, where is the ______ ranked in terms of its _______ equality between the ______ and the ______?

MY ANSWER: __________

6. The world's ______ __________ together _______ as much _______ as the poorest _____ of the world's population?

MY ANSWER: __________

8. Since 1950, Americans alone have used more resources than:

MY ANSWER: __________

9. Americans' total yearly ____________ would fill a ____________ of ____________ trucks long enough to:

MY ANSWER: __________

10. Of the Americans who __________ cut back their ____________, what percent said (in ________) that they are _________ as a result?

MY ANSWER: __________
Directions:
Prior to starting our new unit, in the “Before” column, respond to each statement by writing “true” if you agree with it, or “false” if you disagree with it.

**Beginning of Unit (Anticipation)**

1. I would most likely value a gift that is handmade and thoughtful than one that is expensive and store bought.

2. People who have more things -material possession, moneys, etc… are usually happier.

3. The purpose of an advertisement is to make us unhappy with what we have.

4. If I see people my age with fashionable clothes, cool gadgets, or things I want -then it makes me feel anxious or envious.

5. Advertisements (commercials, billboards, movie trailers, etc…) don’t change me or my opinion about what I want.

**End of Unit (Reaction)**
Lesson 1:
Changing Expectations

Directions:
Listen carefully during the lesson and fill in the blanks

In 1958, only __________ percent of American homes had

5 __________. Now more than ___________ do.

Less than ____ percent had color televisions. Now ______ percent do. In addition, in the '50s there were ________________,

______________, or ________________.

Today, many new homes have 3-car garages and are nearly

10 _____ square feet (the same as an entire ________ in the 1950s).

Americans fly ________ times as many passenger miles as they
did in the 1950s.

Although Americans had fewer ____________, the number of
Americans who say they are very happy peaked back in ________.

15 ________________ of Americans visit malls each week, more than
attend ____________ or ____________. On average, Americans shop
______________ a week and spend only ______ minutes playing with
their children.
Family Interview

Directions:
Use the following questions to interview a parent or other adult member of your family. Record your answers in the space provided.

1. Did your family eat dinner together? How often? Did they eat other meals together?

2. What kinds of things did you do with your family?

3. Did your family have a color television, VCR, answering machine or personal computer? What kinds of electronic equipment did you have?

4. Did you share a bedroom or bathroom with a brother or sister?

5. Was the house you grew up in bigger or smaller than the home you live in now?
6. As a teenager, did you have a job? What did you do with the money you made?

7. Where did you go shopping? What did you buy?

8. How did you pay for things? Did you have a credit card?

9. Did you drive or own your own car?

10. What fashions were popular? Was it important to wear certain brand names?
Lesson 2:
The Power of Ads

Directions:
Listen carefully during the lesson and fill in the blanks

By the age of ______, the average American has seen some one
_____________ commercial messages.

Advertising accounts for _________ of the space in
_______________, and _________ percent of our ____________.

The average American spends ______________ of their lives
watching TV commercials.

____________ are the fastest growing segment of the
____________ _________. In ______________ alone, companies
spent ______________ marketing their products to young people.

Each year advertisers spend__________ of dollars trying to
convince people to buy products. Most people don’t know that
advertising is not _______ to the buyers of ____________. This
business expense is added to the ____________ of the product so that
we _______ _____________ at the store. In fact, you are

______________ for products you don’t buy!
There are other, less obvious ways we __________ for advertising. Ads __________ on our __________ of __________ and __________. Ads often suggest that a person could be more __________, __________, even __________ if they use "Brand X." People, both young and old, need __________ to separate the message from the advertiser’s __________ to make a sale.

We are all __________ about the above, because it seems so obvious...but we are __________ with advertising daily. If we hear something often enough, we start to __________, and this can affect our __________ __________. Sometimes when people don’t feel __________ about themselves, they want to do a little __________ __________ -- buying things because they think it will make them __________ __________. This is a __________ of Affluenza.
Evaluating the Message

**Directions:**
As we watch a short ad in class, answer the following questions and be prepared to share out with a partner.

1. How does the message make you feel?

2. What product is being advertised?

3. What are the advertisers trying to sell?

4. Note the body language of the people in the ad. What does the body language say?

5. Does the ad play on the emotion of envy or anxiety?

6. Who is the message intended for?

7. Does the ad "work?" Would you like to buy the product?
Billion Dollar Babie$ 

By Jenna Schnuer, American Way Writer, Thursday, December 1, 2005

Thanks to their spending and influence power, tweens and teens are a marketer’s dream. Teens today are a part of a new generation, called “millennials,” and they spend more time watching media and ads than any other generation. But what's the best way to reach them, and where should marketers draw the line?

It's not easy being a teen (or tween) these days. Along with school, homework, first jobs, first romances, and figuring out who you really are (not to mention keeping your little brother out of your room), there’s a whole load of marketers doing their darnedest to get your attention. More than any other generation in history - even those infamous Gen Xers - the current crop of tweens (ages nine to 12) and teens (ages 13 to 17) is the apple of the marketing community's eye.

In 2004, teens alone ponied up about $109 billion of their own money and another $60 billion of their parents' for purchases, according to Getting Wiser to Teens, by Teenage Research Unlimited's president, Peter Zollo. But the dollars don't stop there: Teens have incredible influence on what people around them spend. From cars to houses, today's youths are speaking out on what they want - and their parents are listening.
"If you want to understand consumer culture, [the growth in youth marketing] is the most important major consumer development of this era - even more profound than the Internet," says Juliet Schor, author of Born to Buy: The Commercialized Child and the New Consumer Culture. Kids are being targeted "almost from birth," she says.

One company that has built several businesses - from catalogs to research - around youth marketing is Alloy Media + Marketing. "Teen marketing is probably the sweet spot, whereas 10 years ago, college was," says executive vice president Derek White. "The rest of society is taking their cues from this age group - even what kinds of cars the parents should consider. They have an amazing impact on every segment." Today's youths also stand a much greater chance of being exposed to marketing throughout their day than ever before. The average eight- to 18-year-old spends nearly six and a half hours a day with media, according to the Kaiser Family Foundation's report, "Generation M: Media in the lives of 8- to 18-year-olds." And 26 percent of the time, they're multitasking and using more than one form of media. "Marketing to young people is at the heart of what everybody in the youth media thinks about," says Victoria Rideout, vice president and director of the Kaiser Family Foundation's Program for the Study of Entertainment Media and Health. "Most of the media is marketing itself as a platform for marketing." Along with classic advertising vehicles like television and magazines, tweens and teens are avid consumers of technologies like the Internet, cell phones, and beyond.
Who are these kids?

Today's tweens and teens are known as the Millennials. Though they're not a homogenous group, they share traits that are markedly different than those of their predecessors, Generation X. "Everybody has to retool their assumptions and expectations," says Neil Howe, a historian, an economist, and a coauthor of Millennials Rising: The Next Great Generation. "People get a generation right just when it's leaving." Howe says some of the hallmarks of the Millennials include:

- They feel collectively special in the eyes of their parents and their community.
- They believe they're protected - they've grown up in the age of home-safety gadgets, Amber Alerts, and urban curfews.
- They're confident - they think their generation will do big things and change the world.
- They're risk-averse.
- They believe in the benefits of teamwork.
- They're conventional - they accept society's markers of success and believe that rules are important.
- They believe in making long-term plans.

How do you reach them?

Since the Millennials have grown up being marketed to, they've become rather savvy at figuring out the fakes. Slapping a few what-you-think-are-cool
words into an ad campaign does not impress them - authenticity does. Add to their life instead of just co-opting their ideas for the good of your product, and there's a much better chance that they won't kick you to the curb. "If it's a world they believe in, then they don't mind you being there," says Tim Stock, managing director of ScenarioDNA, a research and brand-planning consultancy.

Although there are threads that unify Millennials, savvy marketers recognize that this is a diverse lot. From their ethnicity to their passions, today's millennial tweens and teens don't want to be lumped. At ScenarioDNA, kids are grouped according to their passions much more so than their age or location. It's essential to define them in the context of their passions, says Stock, from skateboarders to rodeo queens and beyond. It's also important to understand that, unlike the cliquey Xers, this is no Breakfast Club generation: Millennial kids float from group to group much more than their predecessors did.

Though it's also tempting to just lump age segments together, it's a bad business move. "Now, microtargeting is the way to go," White says. "There are nuances between 14- and 16-year-olds." Just shoot something out to them instead of taking some time to figure out who they are and, well, they won't give your product a second look. This is especially important when talking to tweens: They're "an interesting crossover," says Stock. "They look up to older brothers, sisters, and friends, but they're not quite ready to cast off their own childhood."

One way to get all of the above going: Bring them into the process from the get-go. "Marketing starts with product development," says Marie Lena Tupot, research director of ScenarioDNA, which publishes the "Ignite! Youth" report.
Adds Stock: Marketers should be about making products more customizable and thinking about getting kids involved in the product development.

Involve your target audience as you define the features set of a product, says White. Make sure it's really designed for them. Along with creating a better product, you'll get your audience excited and get a jump start on building word-of-mouth marketing.

But, for all their independence and desire to define their own personalities, it's also important to recognize that Millennial kids trust their parents - much more so than those parents trusted their own elders. Unlike the Baby Boomers or Generation X, Millennials want feedback from their folks about almost every purchase of more than a couple bucks. Back when Nickelodeon debuted in the 1980s, says Howe, the all-kids channel even had a parent-free zone. But Millennials want to see adults on the scene - parental characters don't just make cameos; they're integral to the shows. Take, for instance, The O.C. The Fox powerhouse drama features story lines about teens, about their parents, and about teens interacting with the parents - even taking advice from the parents. That influence cannot be ignored. "You have to gain the trust of the parents. Shopping decisions for teens and tweens are made in the context of the family," says Stock.

Where to draw the line?

With the expansion of youth marketing programs has come a growing concern that marketers are taking things too far in pursuit of sales. Three of
Juliet Schor’s biggest concerns are the “preponderance of unhealthy products being marketed,” especially junk food; that there’s a “serious question” of how capable kids are of understanding and resisting advertising; and that, as marketing programs are expanded, parents have less control over how much marketing their kids are exposed to.

Stock insists that marketing programs themselves are not at fault — it’s the type of products some people are pushing that are the real problems. “I think teens are a lot more sophisticated at taking in these messages and parsing them,” says Stock. “The problem isn’t the advertising; the problem is the products.”

Schor is also worried about the push to put marketing in formerly off-limits zones like schools and museums. “They’re trying to get kids everywhere they are,” says Schor. “Schools should be for learning, not for advertising.”

In a competitive marketing environment, schools offer up a place of “no clutter,” says White. “Our approach has been under the radar screen, and I can count on one hand the number of complaints in one year,” says White. He stresses that their in-school campaigns are “passive advertising,” such as posters and book covers.

But Howe also says that marketers should beware before they tread on school grounds or other formerly off-limits ad zones. “There’s already a backlash against companies buying their way into schools,” says Howe. “The more kid marketers abuse their privileges, the more they’ll get drummed out.”
Lesson 3:
5 Advertisement Principles

1. Ads are created by ____________.

2. Ads are _______ ________ of social life.

3. Different people _______ to the same Ads _________.

4. Ads are produced with ____________, political, ____________, ____________ and artistic purposes.

5. Ads have specific ________ and ________ systems.
Deconstructing Media

**Directions:**

Use the five media principles to analyze several media messages.

<table>
<thead>
<tr>
<th>Message</th>
<th>Who created it?</th>
<th>What kind of story does it show?</th>
<th>What is its purpose?</th>
<th>What is your reaction?</th>
<th>What are its ad techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class: Video clip of a television commercial</td>
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<tr>
<td>Whole class: Video clip of a movie trailer</td>
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<tr>
<td>Group 1: Magazine ad</td>
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<td>Group 2: Gaming ad</td>
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<td>Group 3: Photograph from a story in a magazine or newspaper</td>
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<td>Group 4: Hard copy of an Internet ad</td>
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<tr>
<td>Group 5: Informational brochure for a tourist or historic site</td>
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</tbody>
</table>
Children Targets of $1.6 Billion in Food Ads

By Kendra Marr, Washington Post Staff Writer, Wednesday, July 30, 2008

One in three children in this country are overweight. But, until now, it was unclear how much the nation’s largest food and beverage companies spent influencing kids to eat unhealthy foods.

The companies spent about $1.6 billion marketing their products -- mainly soda, fast food and cereal -- to children in 2006, according to a Federal Trade Commission report on food marketing to children released yesterday.

The biggest category, $492 million, was carbonated-beverage advertising. In contrast, the Milk Processor Education Program -- which sponsors the celebrity-studded "Got Milk?" ads -- spent about $67 million on advertising in 2006.
For years, nutrition advocacy groups and researchers have attempted to estimate the amount of youth-targeted advertising, usually pegging it at $10 billion to $15 billion a year.

"We were a little surprised about the dollar value," said Lydia Parnes, director of the FTC's Bureau of Consumer Protection.

Previous estimates included non-food products as well as coupons and discounts at restaurants that targeted adults, perhaps accounting for some of the disparity, according to the commission.

This was the first report with hard facts. Last year, the FTC issued subpoenas to 44 companies, including Coca-Cola, Kraft Foods, General Mills and Procter & Gamble, as well as chains such as McDonald's and Burger King. The commission sought confidential financial data on advertising and promotions targeting children ages 2 to 17. The report, however, did not identify how much companies spent individually, and it did not separate junk food from healthier options.

"More and more we see advertising for kids to get them hooked on high-fat, high-sugar, high-salt diets," said Sen. Tom Harkin (D-Iowa), who commissioned the study in 2005. "Something had to be done. We weren't getting honest information from companies."
Margo Wootan, nutrition policy director of the Center for Science in the Public Interest, said other estimates included items, such as promotion events and travel, that the FTC didn't, knocking $5 billion off previous calculations.

"So much of the data is proprietary that all marketing professors could do is estimate," Wootan said. "We always knew those numbers floating around weren't ideal, but they were what we had."

Still, government healthy-eating initiatives are dwarfed by the $1.6 billion. The Centers for Disease Control's budget for nutrition, physical activity, and obesity is about $41 million for Americans of all ages. The U.S. Department of Agriculture's Team Nutrition, whose goal is to improve children's eating and physical-activity habits, has an annual budget of about $10 million.

Lawmakers' concerns about the rise of childhood obesity -- the percentage of children who are obese has tripled since 1980 -- prompted the commission to conduct the study, but the link between marketing and obesity was not specifically addressed.

"The obesity problem is a complex problem," Parnes said. "It's certainly not only about advertising. It's about fewer physical education programs. It's about the fact that our children watch more TV and play more video games and are more sedentary."

The study measured traditional media outlets, as well as the Web, sponsorship, promotions in schools and packaging. The $1.6 billion, directed
toward children ages 2 to 17, represented 17 percent of the total annual marketing budgets for the reporting companies' brands.

Fast-food restaurants spent nearly $294 million on promotions, evenly targeting young children and teens. Cereal advertising totaled $237 million, with a vast majority aimed at children under 12.

Television continues to dominate as the most popular way to reach consumers, as companies spent 46 percent of marketing budgets on this medium.

New media -- including the Internet, digital and viral marketing -- have become an important part of promotional activities but account for only 5 percent of marketing. Web sites, less costly than television, appeal to teens and can feature free ring tones, music and add-ons for MySpace pages. Cross-promotion campaigns, which make up 13 percent of youth marketing, were designed so that young consumers would be reminded of products nearly everywhere they turned.

For instance, in 2006, "Superman Returns" and "Pirates of the Caribbean" were used to promote a number of items such as fast-food meals, frozen waffles, fruit snacks and chips. Ads appeared on television, the Web, packaging, in-store displays and in movie theaters. Limited-edition foods were created in their honor. Young consumers could go online to play movie-themed games and
enter sweepstakes. And companies gave out free toys, posters and other
trinkets with proof of purchase.

A number of programs aimed at curbing obesity have already swept the
business community since the commission collected data for its report -- a study
intended as a benchmark to measure those efforts in the future.

Launched last July, the Council of Better Business Bureaus' Children's
Food and Beverage Advertising Initiative has enlisted 14 large companies, who
have pledged to reduce child-directed advertising or to feature "better-for-you"
products in youth advertising.

The Alliance for a Healthier Generation, which aims to fight childhood
obesity, is working with major beverage companies and the American Beverage
Association to reduce portion sizes, cut calories and remove sugary sodas from
schools nationwide by the 2009-10 school year. Snack food companies have
also announced nutrition guidelines with the alliance.

Some media and entertainment companies have promised to limit the
licensing of popular characters and to promote only healthy foods.

"As a nutrition professional, I talk to companies and hear what they
pledge to do," said Wootan. "As a mom, I don't see a big difference in the
marketplace yet. When I watch Nickelodeon with my daughter or walk down the
aisle of a grocery store, it seems overwhelmingly foods marketed to kids are
unhealthy."
**The “Why” of Media**

**Directions:**
*Pay close attention to media messages you will view in this lesson. Analyze the purpose of each, looking for more than one reason for each. Record your responses on the chart below. Be prepared to share answers with the class.*

<table>
<thead>
<tr>
<th>Video Clip</th>
<th>Print Ad</th>
<th>Political Ad</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the subject of the message?</td>
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<tr>
<td>Who is responsible for creation and transmission of this message?</td>
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<tr>
<td>Who benefits from this message?</td>
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<td></td>
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<tr>
<td>Who could be hurt by this message?</td>
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<tr>
<td>Video Clip</td>
<td>Print AdVehicle</td>
<td>Print Ad- Political</td>
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<tr>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>What economic and/or political interests are reflected in this message?</td>
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<tr>
<td>What do you see as the explicit purpose of the message?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you see as the implicit purpose of the message?</td>
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<td></td>
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<tr>
<td>How could this message influence you?</td>
<td></td>
<td></td>
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<tr>
<td>Will this message influence you? Why?</td>
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</tr>
</tbody>
</table>
What is the good life? The good life is to be a good neighbor, to consider your neighbor yourself. —K. Vishwanathan, Kerala, India

Living the good life is a subject that has been featured often in YES! stories since the magazine's first issue, for the simple reason that this issue is so central to human culture.

In the first book I wrote with David Suzuki, back in 1999, we had a chapter called "Complex Pleasures" that tried to analyze what it is that we humans really want.

Today there are even more studies, polls and surveys that attempt to answer this most compelling of questions. And what they’ve uncovered has been a little surprising, in that it has been repeatedly demonstrated that once basic human needs for shelter and food are met, people are not made very much happier by even vastly larger quantities of material goods. In fact, decently nourished villagers in India or U.S. blue-collar workers are often just as happy with their lives as society matrons and rich businessmen.
What makes people unhappy is easier to gauge: feeling too isolated, unappreciated, insecure (both materially and socially), or unloved will do it. But people are also miserable if they have to try to function in a society that is inegalitarian, makes no sense, and over which they have no influence.

What people thrive on is love and intimacy within a family; stability within societies where the gap between the rich and poor, as well as the gap between people of high and low status is not extreme; and a feeling of usefulness and worth within both family and society. We don't get those things by buying goods, but rather by participating with each other, helping each other, even, dare we say, giving to each other. As Bill McKibben has often put it, when you help someone out, the pleasure is mostly yours. That seems to be true because it's actually the way we're made.

The reason David and I called the chapter "Complex Pleasures," is because immature beings, like babies, are made happy by simple pleasures: a bottle or a dry diaper. But mature beings need a good deal more. Many YES! contributors, among them a well-known champion of simple living, Vicki Robin, have noted that most young mammals, for example, need enormous amounts of food and warmth, while they later do not require as much. Mature beings not only demand less, but can produce something new out of themselves--fruit, children, creations--that creates a positive future for their entire group. As we grow up, we learn to share, to give, even to sacrifice; to find joy in community
and also in creating ideas, which are very different kinds of "happiness" from eating, sleeping or consuming any material good.

The consumer society that we have developed has to keep its members in a state of perpetual infancy because if consumers ever become satisfied with their material lives, they will cease to play the game of expanding desire that keeps the perpetual economy going. The fact that we're surrounded by so much advertising is, in a perverse way, a positive sign. It means that absolutely desperate (and very expensive) efforts have to made to stimulate human material desires, which naturally fade as we mature. In this context, it's not so surprising that as the simple-pleasures model has proliferated, so has the complex one. In fact, over the last 10 years, thousands of movements involving millions of people working for truly positive futures have spontaneously sprung up around the world.

*YES!* has been devoted to documenting these positive examples, and in the second book David Suzuki and I wrote, *Good News for a Change*, we managed to isolate what real sustainability is and how to recognize it. There are five criteria that are repeated, independently and through both space and time, all over the world. These are: imitating nature; using democratic organization; remaining humble; staying flexible; and setting very high goals. When these are present, you know you're onto something.
Analyzing Ads

1. What product or service is being advertised?

2. What advertising technique does the ad employ? Choose from one of the following:
   - Humor—Is the ad funny?
   - Celebrity Endorsement—Does a celebrity promote the product/service?
   - Personal Testimonial—Is a user of the product/service promoting it?
   - Image—Will the product/service enhance your image? Does it look cool or sexy?
   - Product Quality—Is the product/service of high quality?
   - Sale or Promotion—Is there a special sale or limited-time offer advertised?
   - Other (explain):

3. What is the message of the ad?

4. What about the ad immediately appeals to you?
5. What demographic (age and sex) do you think the ad is targeting?

________________________________________________________________________

________________________________________________________________________

6. Does the ad provide you with information related to what is most important to you when choosing what to buy? (If not, why do you think this information is not included?)

________________________________________________________________________

________________________________________________________________________

7. Do you think the ad is misleading? Why, or why not?

________________________________________________________________________

________________________________________________________________________

8. What are ways you would change the ad to make it meet your needs as a consumer?

________________________________________________________________________

________________________________________________________________________

9. Do you think the product/service advertised would improve your life? Why, or why not?

________________________________________________________________________
10. Think about things you have bought recently (in the last few weeks). Which one of the following MOST influences what you buy?
   • Advertising: Encouragement from a company to buy its product
   • Appearance: How a product looks
   • Brand loyalty: You have a commitment to a certain brand and continue to buy this brand repeatedly
   • Country of origin: Where a product was made
   • Durability: How long something lasts
   • Environmental impact: Environmental damage caused by creating the product
   • Labor: How the workers who made the product are treated and paid
   • Popularity: Bought and used by many people
   • Price: How much something costs
   • Product warranty/guarantee: A promise from a company to repair or replace something that breaks
   • Recommendation: Someone you know encouraged you to buy a product that he/she uses

11. Do you think this is a good reason to buy a product? If not, how will you shop differently in the future?
Final Projects: Choices and Guidelines

1. **Marketing Real Happiness:** What makes up the good life? What should people do to be happy? Create a skit, poster, or brochure to inform other students about the problems with consumer society, and to offer meaningful alternative to shopping and overspending. Here’s one idea: families all across Bethel are in need of basic essentials—like healthy food, toiletries, books, and other important things; you’re public service reminder could inform people about overconsumption and encourage people to donate money to a charity (like the Giving Tree fundraiser). What do people really need to be happy? Choose a topic that matters to you and tell a deeper truth about it.

2. **Create a Public Service Announcement:** Choose one of the ads posted on the wall or another one you find from a magazine (or TV). Write about that product in the way you think it should be written about. "The people who make this product want you to think ... but really. ..." Make an "ad" to teach people how to read the deeper meaning of an ad.

3. **Create an “Uncommercial”:** Model an ad after the Adbusters "Uncommercials" that try to raise awareness about over-consumption. Choose an idea about what you think is important for “the good life” (ie: spending more time with family, relationships, the outdoors, etc…). Find a creative way to "advertise" that idea. You could do it as a short play, like the girls in the "Affluenza" video.
4. **Write and Illustrate a Children’s Book:** Write and illustrate a children's book in which you talk about and define “the good life.” In your book, you must include illustrations and answers to show what makes the “good life” and what does not. Additionally, you should address questions like, “What do we need to be happy?” “Do advertisements reveal to us what happiness is?” “How do we find happiness in a consumer society?”

5. **Write an Argumentative Essay About Happiness:** How are teens views today about money and possession different from their parents or grandparents? Would a more simple life be more rewarding for young people? Are young people exposed to too many ads? Write an argumentative essay in which you address these questions. To start, look back at your family interview and compare and contrast your attitude about possessions and money with your parents or grandparents. Additionally, refer to our in-class surveys and notes, our texts, and any credible outside sources you can find.
# Final Project Rubric

<table>
<thead>
<tr>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = STRONG</td>
<td>4 = SOLID</td>
<td>3= ALMOST THERE</td>
</tr>
<tr>
<td><strong>Claims and Evidence</strong></td>
<td>Claims are clear, focused, and clearly address the topic. Evidence includes facts, examples, and details that are strongly connected to the claim and convincing.</td>
<td>Claim is clear and evidence is convincing, but not consistent. Some combination of details, facts, and examples provide support for the claim, and are connected.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The introduction previews the speakers claims and helps explain purpose; smooth transitions; details add to speech; clearly introduced purpose, strong conclusion.</td>
<td>Clear introduction, easy to follow; transitions work but may be basic; details fit; intro. and conclusion are included but may lack refinement.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Strong, descriptive, colorful words; jargon/slang add to speech; effective use of technical language grammar is correct.</td>
<td>Good, original language but may be overdone, awkward, or lack precision; clear use of technical language; grammar is mostly correct.</td>
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<tr>
<td><strong>Develop An Interpretation</strong></td>
<td>Explains ideas and relationships that aren’t obvious, are unstated but understood, and shows deeper thinking. Gives meaningful, convincing examples from the text.</td>
<td>Presents reasonable, maybe obvious, interpretations, conclusions, connections or predictions. Give some examples from the text.</td>
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<tr>
<td><strong>Analyze Texts</strong></td>
<td>Explains the ads purpose and clearly give “deep-thinking statements” about ads ideas, (e.g. support, reasoning, use of sources) explain (in detail) a deep analysis of the strategies used by the ad -give specific, strong, accurate examples from the text</td>
<td>Identifies ads purpose and gives solid opinions about ads ideas (e.g. support, reasoning, use of sources) with strong evidence. Explains strategies the ad uses in how well they worked. Gives some examples from the text.</td>
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</tbody>
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TOTAL SCORE _____ / _____

A B C D F
**Prep-Work Checklist**

**Directions:**
How will you prepare for your final project? You will need to work hard and complete each of the assignments below.

<table>
<thead>
<tr>
<th>Prep work number</th>
<th>Prep Work Title and Description:</th>
<th>My Checklist</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Anticipation/Reaction Guide</td>
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<td>2</td>
<td>Family Interview</td>
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<tr>
<td>3</td>
<td>Evaluating the Message</td>
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<tr>
<td>4</td>
<td>Deconstructing Media</td>
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<tr>
<td>5</td>
<td>The “Why” of Media</td>
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</tr>
<tr>
<td>6</td>
<td>Analyzing Ads</td>
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