

The Have a Good Day Cafe

By Frances Park and Ginger Park / ISBN: 978-1-60060-358-7

Lesson Author

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Standards and Benchmarks (see page 15)

Lesson Description

In this lesson, students learn how businesses use advertising to influence the choices consumers make. Using magazine advertisements, students see that advertisements use a combination of facts and opinions to influence tastes and preferences. Students also listen to a story about a Korean-American family that owns a food cart. They learn how the business changes as a result of competition and how business owners can influence consumers' tastes and preferences. Working in groups, students create print advertisements for the food cart in the book to see firsthand how advertisements can influence consumers' choices through tastes and preferences.

Grade Level

3 to 5

Concepts

Advertising
Consumer
Facts
Opinions
Price
Producer
Tastes and preferences

Essential Question

How do advertisements use facts and opinions to influence consumers' choices?

Objectives

Students will

- define consumers, producers, and price;
 - explain why businesses use advertising;
 - determine the difference between facts and opinions in advertising; and
 - explain the relationship between advertising and tastes and preferences.
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Time Required

75 minutes

Materials

- *The Have a Good Day Cafe* by Frances Park and Ginger Park (ISBN: 978-1-60060-358-7)
 - Visuals 1 and 2, with Visual 2 cut apart
 - Handouts 1 and 2, one copy of each for each student
 - Various magazines with advertisements, about three to five magazines for every three students
 - Paper or poster board
 - Colored pencils, markers, and/or crayons and other art supplies for making advertisements
 - A small prize for three students
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Procedure

1. Introduce the lesson by asking the following questions:
 - What do we call someone who buys a good or service? (*A buyer, or a consumer*)
 - What do we call someone who sells a good or service? (*A business, a seller, or a producer*)
 - What are some things you have recently bought? (*Answers will vary.*)
 - Why did you decide to buy those items? (*Answers will vary but might include that students think the price was right, they liked it, they wanted it, or they saw an advertisement for it.*) If students mention only price, tell them there are things other than price that also influence our buying choices.
 - What are some things you bought because of an advertisement you saw or heard? (*Answers will vary.*)
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2. Explain that businesses, also called **producers** or sellers, are the people who provide or make goods and services. **Consumers** are the people who buy and use goods and services. Businesses often use **advertising** to influence consumers to buy certain goods or services. Advertising is showing and/or saying something to try to get people to buy a particular good or service. Advertising includes placing advertisements—ads—in newspapers and magazines and on television, radio, and the Internet.
3. Display *Visual 1: Bicycle Advertisement*. Discuss the following:
 - With a show of hands, how many of you would like to buy this bike at a price of \$50? (*Record the number on the board at a price of \$50.*)
 - For those of you who want to buy this bike, why did you make that decision? (*Answers will vary, but students could talk about the price, the description of the bike, the picture of the bike, the fact that they want a bike, and so on.*)
 - What makes this advertisement appealing? (*Answers will vary but could include the picture, the price, or the descriptions.*)
 - For those of you who don't want to buy this bike, how did you come to that decision? (*Answers will vary, but students might mention that the price is too high, they do not have enough money for the bike, they already have a bike, or they don't like the description of the bike.*)
4. Explain that advertisements are frequently used to influence consumers' **tastes and preferences**. Tastes and preferences are consumers' thoughts and feelings about things such as quality, design, flavor, and size that affect whether or not they buy a particular good or service. In our example, students picked out things that they liked or did not like about the bike ad that influenced their decision. The things they liked and didn't like were based on their tastes and preferences.
5. Explain that businesses use a mixture of **facts** and **opinions** in advertisements to try to get consumers to buy their goods or services. A fact is a piece of information that is true. For example, the price of a good is a fact. The color of a good is a fact. Dates and times are facts. An opinion is a view based on beliefs or values, not fact. For example, an ad for a candy bar might say "It tastes yummy"—that's an opinion. Some people may think it tastes yummy, others may not.
6. Refer to Visual 1 and discuss the following:
 - In this ad, which of the statements are facts and which are opinions? (*Facts: \$50, brand-new, comes with a horn, phone number; Opinions: best bike ever, great for kids, will sell fast*)
 - Remind the students how many of them wanted to buy the bike at the price of \$50.
 - What if the price were lowered to \$25? How many of you would buy the bike then? (*Record the number on the board at a price of \$25.*)

- What if the price were raised to \$100? How many of you would buy the bike then? (*Record the number on the board at a price of \$100.*)
7. Explain that a **price** is the amount of money that consumers must pay for one unit of a good or service. Price is a factor that influences whether or not consumers want to buy a specific good or service. There are factors other than price that can also influence what consumers want to buy. Discuss the following:
 - What did you notice about the number of students who were willing to buy the bike as the price changed? (*The higher the price, the fewer students wanted to buy the bike. The lower the price, the more students wanted to buy the bike.*)
 8. Explain that price is one thing that influences consumers' tastes and preferences and that businesses try to influence consumers' tastes and preferences through advertisements.
 9. Distribute a copy of *Handout 1: Product Advertisements* and a magazine to each student. Place extra magazines near groups of students. Instruct the students to each find three ads. They may select all of the ads from one magazine or use different magazines. On Handout 1, they are to analyze each ad as follows:
 - Note the product, the magazine (source), and the page on which it is found.
 - Identify one fact and one opinion.
 - Circle "Yes" if they would buy the item advertised, "No" if they would not, and explain why.
 10. Allow time for students to complete the task and then invite a few students to share what they found in their ads. Collect Handout 1. Discuss the following:
 - Did you see more facts or more opinions in the advertisements? (*Answers will vary.*)
 - Did you want to buy most of the products? Why or why not? (*Answers will vary. Students should notice that some of the appealing parts of the ads would make them want to buy the goods and/or services.*)
 - How did the ads try to influence your tastes and preferences? (*The ads likely tried to appeal to certain groups of people, make the product seem like the best, and so on.*)
 11. Tell the students that you will read a story called *The Have a Good Day Cafe* by Frances Park and Ginger Park. The story follows Mike, whose family owns a food cart that sells food in a local park. The story demonstrates how businesses respond to changes in consumer tastes and preferences.
 12. Read the story. As you are reading the story, you may want to use the cards from *Visual 2: Korean Vocabulary Words* to help with some of the Korean vocabulary words in the story.

13. After reading the story, distribute a copy of *Handout 2: Story Map* to each student. Instruct the students to fill in the story map as you discuss the following (refer to *Handout 2—Answer Key* as needed):
- What did Mike’s family do for a living? (*They sold food from a food cart in the park.*)
 - Who are producers? (*The people who provide or make goods and services; businesses or sellers*)
 - Who were the producers in this story? (*Mike’s family, the other food cart vendors*)
 - Who are consumers? (*People who buy and use goods and services; buyers*)
 - Who were the consumers in this story? (*People at the park*)
 - In what locations does the story take place? (*In the family’s house and at the park*)
 - What was the main problem in the story for the family’s business? (*There were too many other food carts selling the same foods; there was too much competition.*)
 - Who gained from the increased competition? (*The consumers because they had more choices in food*)
 - Who lost due to the increased competition? (*All of the producers, including, at first, Mike’s family*)
 - What solution did Mike and Grandma come up with to sell more food? (*They decided to make Korean dishes for their food cart instead of pizza and hot dogs.*)
 - What was the new name of the food cart? (*Have a Good Day Cafe*)
 - How did consumers respond to the change in food? (*More people bought food from the family’s food cart.*)
 - What did Mike’s family do to influence or change consumers’ tastes and preferences? (*They provided something new and different for customers, which led to more customers.*)
 - What might the other food vendors do now that Mike’s family is selling Korean food? (*The other vendors might decide to start selling other types of food in response to the competition or they might go out of business or lower their prices.*)
 - What can Mike’s family do in the future to get more consumers to buy their food? (*Advertise and/or offer more options*)
 - What are some of the economic terms or words that we learned in this lesson that go with this book? (*Producer, consumer, tastes and preferences*)
 - What is the title of the book? (*The Have a Good Day Cafe*)
 - Who are the authors of the book? (*Frances Park and Ginger Park*)
14. Tell the students they are going to try to influence consumers’ tastes and preferences by creating print advertisements for the Have a Good Day Cafe in the story. Divide the

class into small groups of three to five students. Provide each group with a poster board and craft materials. Explain that each group's task is to create an ad that is (i) appealing and informative and (ii) includes both facts and opinions. Let them know that each group will share its ads in front of the class and explain how the ad will influence customers' tastes and preferences and attract more customers.

15. After the students have finished their posters, give each group a few minutes to present and explain its ad as noted above. When each group is finished, ask the following:
 - How did you decide on your approach? (*Answers will vary.*)
 - What makes your ad appealing? (*Answers will vary.*)
 - What makes your ad informative? (*Answers will vary.*)
 - How do you think your ad attracts customers? (*Answers will vary.*)
16. After all group have presented, discuss the following:
 - What are some examples of facts given on the ads created?
 - What are some examples of opinions given on the ads created?
17. If you'd like, for each created advertisement, ask the students to raise their hands if they would buy food from Have a Good Day Cafe based on that advertisement. Record each group's total number of "customers." Give the group with the most customers a small prize.

Closure

18. Discuss the following to review the important concepts from the lesson:
 - What is advertising? (*Showing and/or saying something to try to get people to buy a particular good or service*)
 - What are common places to see/hear advertisements? (*Answers will vary but may include on TV, radio, or the Internet and in magazines and newspapers.*)
 - What are tastes and preferences? (*Consumers' thoughts and feelings about things such as quality, design, flavor, and size that affect whether or not they will buy a particular good or service*)
 - What is the difference between a fact and an opinion? (*A fact is a piece of information that is true; an opinion is a view based on beliefs or values, not fact.*)
 - How do advertisements influence consumers' choices through tastes and preferences? (*Advertisement use both facts and opinions to get consumers to want to buy goods and services.*)
 - Why do businesses use advertising? (*To get more customers and make more money*)

- Who are producers? (*People who provide or make goods and services; businesses or sellers*)
- Who are consumers? (*People who buy and use goods and services; buyers*)
- When are you a consumer? (*Answers will vary but should resemble the following: when they buy and use something; when they buy food, clothing, or toys; or when they get a haircut.*)
- Are you ever a producer? (*Answers will vary. Students may note that they are producers when they provide something that others use—for example, if they make cookies that others eat [producing a good], rake leaves for a neighbor [producing a service], or create a gift for a friend [producing a good].*)

Assessment

19. Instruct the students to use their imaginations to write a script for a television commercial for a new candy bar of their choosing. Their scripts must be appealing and use a combination of facts and opinions to appeal to consumers' tastes and preferences and convince them to buy their candy bar. Tell them that they will be graded on these three things:
 - creativity,
 - their use of facts and opinions, and
 - how well they work to influence tastes and preferences (or how appealing their commercial is).
20. Instruct the students to write at least one paragraph that explains the elements of their commercial and why they think it will influence consumers' tastes and preferences.
21. Instruct the students to each write two sentences that describe a time (i) when they were a consumer and (ii) who the producer was.

Extension (Optional)

22. Give students time to videotape or act out their advertisements and show them to the class.

Visual 1: Bicycle Advertisement



BRAND-NEW!!!

ONLY \$50

**COMES WITH
A HORN!!!**

**BEST BIKE
EVER!!!**

**GREAT FOR
KIDS!!!**

**This is the perfect bike for your child
to ride around the neighborhood!
It is a brand-new bike with a horn, and it is the best bike ever!
Only \$50! Act now—this bike will sell fast!!!
Contact Bill at 555-1212**

Visual 2: Korean Vocabulary Words (page 1 of 3)

Guk bap
(*KUK bahp*)



Rice soup

Omoni
(*AH-mah-nee*)



Mother

Mandoo
(*MAHN-due*)



Dumplings stuffed with meat, tofu, and vegetable paste

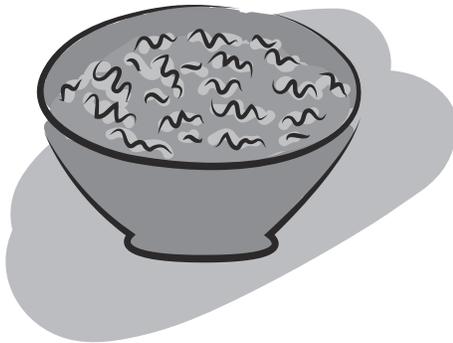
Annyonghi kasipsio
(*ahn-nyong-HEE*
KAH-ship-she-oh)



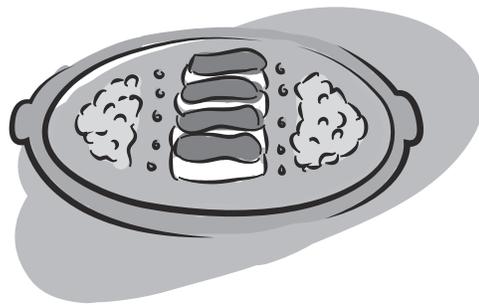
Have a good day!

SOURCE:freepik.

Visual 2: Korean Vocabulary Words (page 2 of 3)

Chajang myun*(JAH-janhg myong)*

Noodles in a thick brown sauce

Bulgogi*(PUHL-goh-ghee)*

Strips of marinated beef

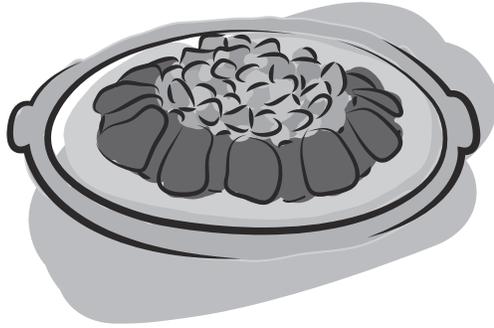
Chop chae*(CHOP cheh)*Stir-fried noodles, beef,
and mixed vegetables**Bibim bap***(BEE-bim bahp)*Rice with beef, mixed
vegetables, and a fried egg

SOURCE:freepik.

Visual 2: Korean Vocabulary Words (page 3 of 3)

Jijim

(JEE-jeem)



Bean pancakes with pork and cabbage with red peppers

Naeng myun

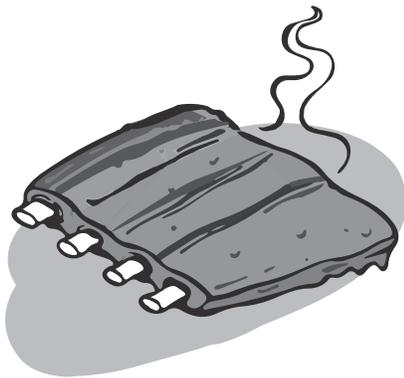
(NAEHNG myong)



Cold beef broth with noodles, vegetables, pork, and boiled eggs

Kalbi

(KAHL-bee)



Barbequed beef ribs

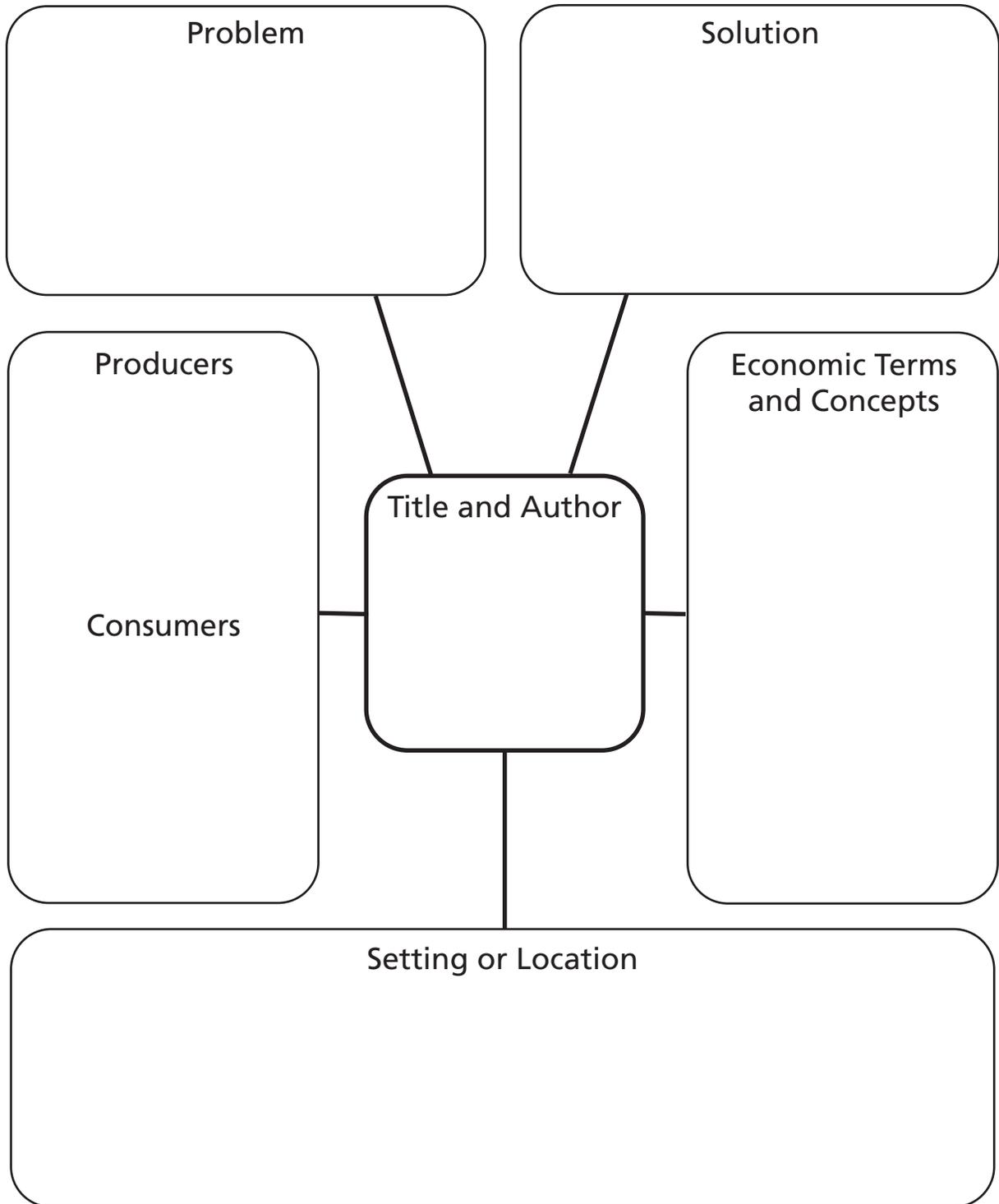
SOURCE:freepik.

Handout 1: Product Advertisements

<p>Product 1: _____</p> <p>Source: _____</p> <p>Page: _____</p> <p>Product 2: _____</p> <p>Source: _____</p> <p>Page: _____</p> <p>Product 3: _____</p> <p>Source: _____</p> <p>Page: _____</p>	<p>Fact: _____</p> <p>Opinion: _____</p> <p>Buy it? (circle one) Yes No</p> <p>Why? _____</p> <p>_____</p> <p>Fact: _____</p> <p>Opinion: _____</p> <p>Buy it? (circle one) Yes No</p> <p>Why? _____</p> <p>_____</p> <p>Fact: _____</p> <p>Opinion: _____</p> <p>Buy it? (circle one) Yes No</p> <p>Why? _____</p> <p>_____</p>
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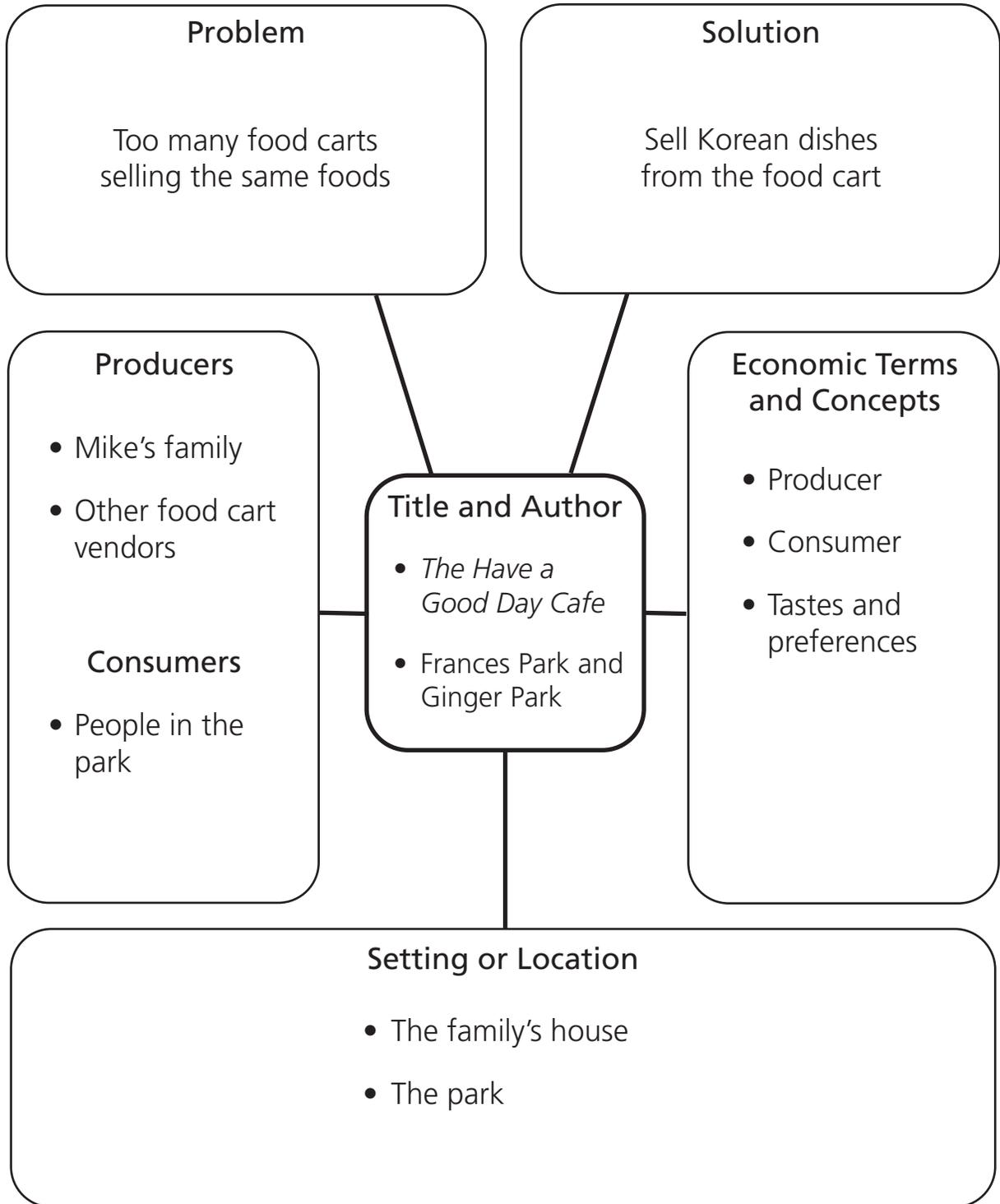
Handout 2: Story Map

Story Map



Handout 2: Story Map—Answer Key

Story Map



Standards and Benchmarks

National Content Standards in Economics

Standard 8: Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

- **Benchmark 1, Grade 4:** Higher prices for a good or service provide incentives for buyers to purchase less of that good or service, and for producers to make or sell more of it. Lower prices for a good or service provide incentives for buyers to purchase more of that good or service, and for producers to make or sell less of it.

National Content Standards in Financial Literacy

Standard 2: People cannot buy or make all the goods and services they want; as a result, people choose to buy some goods and services and not buy others. People can improve their economic well-being by making informed spending decisions, which entails collecting information, planning, and budgeting.

- **Benchmark 6, Grade 4:** People's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.

Common Core State Standards: English Language Arts

Writing

- **Text Type and Purposes**

CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Reading: Literature

- **Key Ideas and Details**

CCSS.ELA-Literacy.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-Literacy.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Speaking and Listening

- **Comprehension and Collaboration**

CCSS.ELA-Literacy.SL.4.1: Engage effectively in a range of collaborative discussions

(one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- **Presentation of Knowledge and Ideas**

CCSS.ELA-Literacy.SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.