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Word Generation - Unit 1.16

Focus Words

accumulation | contradict | exhibit | inevitable | manipulate

Weekly Passage

The effects of cigarette smoking cause nearly one in five deaths in the U.S. each year. Smoking is linked with cancer, heart disease, and lung disease. It is now widely acknowledged to be addictive. Once people start, they have trouble stopping. You can sometimes find it easy to tell whether someone smokes or not. Smokers often exhibit symptoms such as coughing, low energy, respiratory difficulties, and poor circulation. These problems often build over time. Doctors believe it is inevitable that smoking will eventually lead to an accumulation of health concerns.

So why do people smoke? Some say smoking keeps them calm. Others think it makes them look cool. Teen smoking rates are lower than they once were. Still, 23% of high school students and 8% of middle school students smoke. Many people think tobacco companies should follow stricter guidelines about marketing to teens.

Companies use appealing advertisements and other techniques to manipulate kids into

buying cigarettes. For instance, one brand developed flavored cigarettes and promoted them with fun, tropical images. Another brand advertised with hip-hop themes. Critics argue that these actions contradict statements by tobacco companies that they are trying to prevent kids from smoking.

These companies say they support laws that block kids' access to cigarettes. Should companies be held responsible for attracting kids to cigarettes? Is it the job of parents, teachers, and lawmakers to prevent teen smoking? Or should kids be responsible for their own choices?

TEACHER

Discussion questions:

- ▶ What kind of symptoms do smokers exhibit?
- ▶ What are some reasons why people smoke?
- ▶ Why do many people think that tobacco companies manipulate kids into smoking?
- ▶ What do tobacco companies say to try to contradict this accusation?
- ▶ Who is responsible for preventing teen smoking?

Unit 1.16 - Teen Smoking: Who is Responsible?

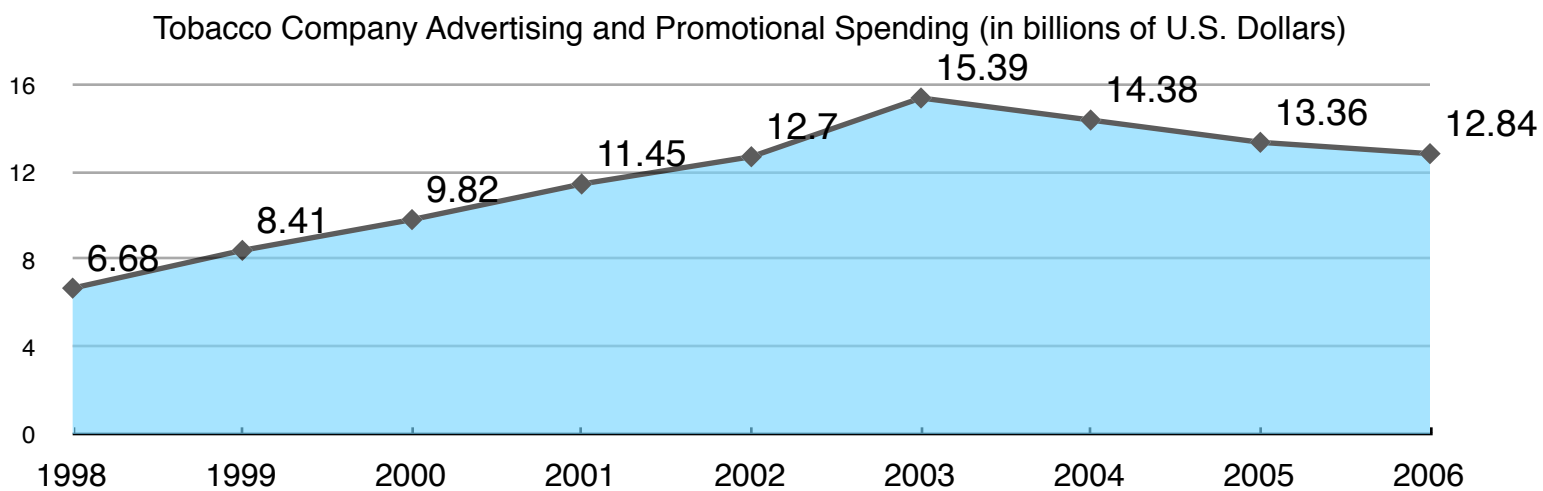
Focus Word Chart (teacher version)

Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/ Suffixes	
accumulation	(n.) – build-up	accumulations accumulates accumulating accumulated	accumulate (v.)		cumulative cumulus
contradict	(v.) – to argue against; to deny	contradicts contradicting contradicted		contradiction	diction dictate edict predict contradict
exhibit	(v.) - to show; to display	exhibit (n.) exhibits exhibiting exhibited		exhibition	inhibition inhibit
inevitable	(adj.) - expected; unavoidable			inevitability inevitably	
manipulate	(v.) – to influence; to persuade	manipulates manipulated manipulating		manipulation manipulator	manual

Unit 1.16 - Teen Smoking: Who is Responsible?

Problem of the Week

In 1998, the major tobacco companies agreed not to market cigarettes to people under the age of 18. However, a study on magazine advertising **contradicts** this agreement. The study says that, while tobacco companies stopped **exhibiting** ads in magazines that are strictly for kids, they placed more ads in adult magazines with many young readers, like *Entertainment Weekly*, *Sports Illustrated*, and *People*. The study claims that the **accumulated** effect of these new ads is that cigarette advertising reaches the same number of teens as before 1998. Have the tobacco companies **manipulated** the system? Do we need stricter rules? Or is it **inevitable** that teens will be exposed to cigarette ads? This graph shows the total amount spent by tobacco companies each year on advertising and promotions.



Option 1: What happened to tobacco companies' advertising and promotional spending between 1998 and 2003?

- A) it increased by over 200%
- B) it increased by 75%
- C) it increased by over 100%**
- D) it increased by over 300%

Option 2: Each year, all states combined receive over \$25 billion in settlement money from tobacco companies. Of this money, all states combined spend about \$500 million each year on anti-smoking programs like television ads and programs to help smokers quit. (The rest goes to smoking-related health care costs.)

In 2006, for every dollar states spent on anti-smoking programs, tobacco companies spent how many dollars advertising and promoting cigarettes? (Hint: use the graph; to solve quickly, use exponents!)

Answer: $12.84 \times 10^9 / 5 \times 10^8 = 2.568 \times 10^1$, or \$25.68

Math Discussion Question: The study mentioned above found that ads for the three most popular cigarette brands among teens (Marlboro, Newport, and Camel) were seen by 80% of teens an average of 17 times. Advertisers consider this much **accumulated** exposure more than enough to "reach" a potential customer. Does this **contradict** the 1998 agreement? Or are the tobacco companies doing their part by pulling ads from billboards and kid-only magazines? The companies say they have a legal right to advertise to adults, and it is **inevitable** that kids will sometimes see these ads. However, some say the frequency with which popular teen brands are **exhibited** in magazines that many teens read suggests that tobacco companies are being **manipulative** and dishonest. What do you say? Are tobacco companies playing fair?

Teen Smoking: Who is Responsible? Debating the Issue



I. Get ready...

Pick one of these positions (or create your own).

A Tobacco companies are responsible for the problem of teen smoking. They make products that appeal to kids, and create advertisements that suggest that smoking is cool and fun.

B Teenagers themselves are responsible for the problem. They know the risks, so they are responsible for their own choices.

C Parents and teachers are responsible for teen smoking. They should talk to teens and make sure they get all the right facts.

D Lawmakers are responsible for the problem of teen smoking. They should make it illegal for tobacco companies to market to kids, and create harsh consequences for people who supply cigarettes to teens.

E _____

2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

Be a strong participant by using phrases like these.

TEACHER

» Virtually all students will have some personal experience they bring to bear on the issue of teen smoking. They might have friends or family members who smoke, and they have all seen cigarettes advertised on billboards and in magazines. Tell students that despite the well-known health risks, about 4,000 kids under the age of 18 start smoking every day. Ask why they think this happens? Are teens not aware of the risks? Is smoking seen as cool? Do tobacco companies try to convince people that smoking is safer than it is?

» Some students may need help defining their position on the weekly topic. Here are some examples:

...because...

I disagree with part of that...

An example might help convince me. Can you give me an example?

What part of the passage makes you think that?

Unit 1.16 - Teen Smoking: Who is Responsible?

Science Activity



This activity is designed to help you practice thinking like a scientist and to use this week's focus words. Sometimes the data are based on real research, but they should never be considered true or factual.

Professors Seemy and Kahn have been reading a study on teens, movies, and smoking. **Inevitably**, all teens had seen some movies that **exhibited** smoking. The article talked about the **accumulating** evidence that teenagers who watch many of these movies are more likely to smoke.

“Smoking in movies is a fact of life,” said Professor Kahn. Professor Seemy wants to **contradict** her. He built a device called the S-Chip. It **manipulates** the image on a T.V. screen to erase cigarettes and smoke. Can the S-Chip keep teens from smoking?

Question:

Will teens who use the S-Chip be less likely to smoke?

Hypothesis:

After one year with the S-Chip, teens will be less likely to smoke than their peers who do not use the S-Chip.

Materials:

- ▶ 200 teens
- ▶ 100 S-Chips

Procedure:

1. Recruit 200 teens.
2. For 100 teens (the control group), do not install the S-Chip.
3. For the other 100 teens, install the S-Chip on their home televisions.
4. Wait one year.
5. Ask all 200 students if they smoke.
6. Count the total number of smokers in each category.

Data:

	Control Group	S-Chip
Number of smokers after 1 year	16	4

Conclusion:

Is the hypothesis supported or not by the data?

Supported

What evidence supports your conclusion?

Answer: After one year, fewer teens with the S-Chip smoked than teens in the Control Group.

TEACHER**Sources**

Consumer Affairs. (2005, November 8). Movies encourage teen smoking, study finds. Retrieved on October 15, 2009 from

http://www.consumeraffairs.com/news04/2005/tobacco_movies.html

How would you make this a better experiment?

Encourage students to consider sample size, number of trials, control of variables, whether the procedure is a true measure of the question, whether the experiment can be repeated by other scientists, data collection and recording systems, and other potential explanations for the outcome. Students should understand that these simple experiments represent the beginning of an exploration, not the end. If time permits, have students suggest how the experiment could be strengthened, emphasizing the use of the target words in the discussion.



Writing Prompt

Who is responsible for the problem of teen smoking?

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

Focus Words

accumulation | contradict | exhibit |
inevitable | manipulate

TEACHER

Ask students to write a response in which they argue a position on the weekly topic.

Put the writing prompt on the overhead projector (or the board) so that everyone can see it. Remind students to refer to the word lists in their Word Generation notebooks as needed.

A tool to help you think about your own writing!

Remember you can use focus words from any of the WG Units.

Check off what you accomplished:

Good Start

- ☐ Stated my own position
- ☐ Included 1 focus word

Pretty Good

- ☐ Stated my own position clearly
- ☐ Included 1-2 arguments
- ☐ Included 1-2 focus words

Exemplary

- ☐ Stated my own position clearly
- ☐ Included 1-2 arguments
- ☐ Included 1 counterargument
- ☐ Used 2-5 focus words

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