

Kid's TV Ads Essay Organization (model paragraphs)

(For this essay you need to have an introduction, 3 body paragraphs, and a conclusion. The topics for the body paragraphs for both themes (minority and gender) are the same, **stereotypes, roles, and representation** (numbers of minorities vs whites or boys vs girls). The topics are NOT OPTIONAL. You must use these topics. You also need to decide which theme (minority OR gender representation) you want to work with. You cannot do both!

All of the following paragraph models should be followed like a road map. Start out doing what comes first, then go to the second element and so on to the promised land (hopefully an A grade for the essay).

INTRODUCTION PARAGRAPH

You need a title for the essay that in some creative way reflects your thesis. (Kid's TV Ads Essay is not a title; it is the assignment.)

- Start off your paragraph with a hook to draw your reader into the essay. The hook can be a personal anecdote, a statistic about the issue or a rhetorical question that you then go on to answer in some way.
- **Then** you will start to build the context for your thesis statement that you will place at the end of the paragraph. How you build the context will depend partly on what you use for a hook. You need to have good transitions from one element to the other. You may go from general to specific or the reverse depending on what your hook is. But you do know that you need to build context for your selection of theme which will be either minority representation or gender representation (not both!).
- You may or may not introduce your home study in your introduction, but **you absolutely do need to introduce your home study before you use something from it** (either in the introduction or in your first body paragraph).
- **Then** you need to introduce O'Connor with a complete pattern utilizing all the elements carefully from the quotations handout. Pick a quotation or paraphrase something from his article that supports ***what you are writing about just above*** so that you have good transitions in your paragraph.
- **Thesis statement goes last** in your introduction you need to write your thesis statement using the formula I gave you in class. No matter how much you are tempted **do not say "I agree" with O'Connor** at the beginning of your thesis statement. When you use a quotation, the reader assumes that you agree with what you use as support. Your thesis needs to stand on its own merit without saying I agree. Use the following formula for your thesis statement. All elements of the formula need to be there.
 - Thesis Statement = Kid's TV ads + theme (minority or gender) + opinion
 - It is important that you do not put a list of your topics in the thesis (5 paragraph essay high school crutch), and that you do not mention **just one** of the topics, or you will have to write the entire essay on **one topic only**.

(see next page for first PIE paragraph model)

STEREOTYPE PIE BODY PARAGRAPH (one of 3 PIE body paragraphs)

(your topics can go in any order you like for good transitions)

- **P Portion of the PIE** (Point or topic sentence) needs to follow the Topic Sentence formula
 - Topic Sentence = Kid's TV ads + theme + topic [in this case stereotypes] + opinion [4 REQUIRED ELEMENTS]). You need to mention the word stereotypes so that the reader can see what the topic is that you are developing.)
- **I Portion of the PIE**
 - When I say "YOU FIRST," I mean that this is YOUR essay so your reading support should support something YOU are writing about. Reading support has to come **after** the claims you make and **after** the support you offer from your study. You **do not put the reading support first** in your PIE paragraphs. THIS IS THE CASE FOR ALL OF YOUR PIE PARAGRAPHS so I will not repeat this principle in all the paragraph models.
 - **Then** you need to find examples of stereotypes for your theme (minority or gender) from your home study of commercials. You probably should include two examples of stereotypical representation in your paragraph. So now you need to DESCRIBE AND ANALYZE. By that I mean you need to take a step back and carefully and with details describe the commercial you want to use so that a person who had not seen the ad could actually visualize what it contains. You need to SHOW AND NOT JUST TELL. Telling a reader something is so does not carry your argument in a convincing manner. You have to show them it is so with evidence in the form of your descriptions. Then after you carefully describe the ads (3 to 5 lines of text) then you need to ANALYZE it to show how it makes your point for you. ANALYZE EACH EXAMPLE RIGHT AFTER YOUR DESCRIPTION. Do not give your examples and then analyze them all afterwards. If you do that the reader will have a hard time making the connections from the analysis to the description. THIS IS TRUE FOR ALL YOUR BODY PARAGRAPHS THAT CONTAIN DESCRIPTIONS, so I will not repeat this in the "roles" paragraph model.
 - **Then** (only after you provide your own support), you need to give support from the reading from whatever source material you can. Primarily O'Connor and the Kiri Davis video, *A Girl Like Me*, are best for this topic, but if you can find support in the reading study, you can use that too.
- **E Portion of the PIE**
 - As we have discussed in class, you do not want to end paragraphs with support or something detailed. You should explain how the support makes your point for you in your topic sentence and also in your thesis. Don't skip on this element. This where you actually argue your case. Do not expect the reader to read your mind. Be clear and expand on how you have made your case for whatever it is you are arguing.

(see next page for 2nd PIE paragraph model)

ROLES PIE BODY PARAGRAPH

You need to be able to tell the difference between roles and stereotypes. That is why you may need to look up stereotypes in the dictionary. The roles we will be using will have to do with background as opposed to leadership roles for both minority and gender AND for gender roles you also have the option of relating it to homemaking or child rearing for girls (women).

- **P Portion of the PIE** (Point or topic sentence) needs to follow the Topic Sentence formula
 - Kid's TV ads + theme + topic [in this case roles] + opinion [4 REQUIRED ELEMENTS]) = topic sentence. You need to mention the word roles, so that the reader can see what the topic is that you are developing.)
- **I Portion of the PIE**
 - **“YOU FIRST”** (see paragraph 1 for explanation of YOU FIRST)
 - You need to find examples of minority or gender representation roles from your home study of commercials. You probably should include two examples of inappropriate roles in your paragraph. So now you need to DESCRIBE AND ANALYZE. By that I mean you need to take a step back and carefully and with details describe the commercial you want to use, so that a person who had not seen the ad could actually visualize what it contains. You need to **SHOW AND NOT JUST TELL**. Telling a reader something is so does not carry your argument in a convincing manner. You have to show them it is so with evidence in the form of your descriptions. Then after you carefully describe the ads (3 to 5 lines of text) then you need to ANALYZE them to show how it makes your point for you. ANALYZE EACH EXAMPLE RIGHT AFTER YOUR DESCRIPTION. Do not give your examples and then analyze them all afterwards. If you do that the reader will have a hard time making the connections from the analysis to the description.
 - **Then** (only after you provide your own support), you need to give support from the reading from whatever source material you can. Primarily O'Connor and the Kiri Davis video, *A Girl Like Me*, are best for this topic, but if you can find support in the reading study, you can use that too.
- **E Portion of the PIE**
 - As we have discussed in class, you do not want to end paragraphs with support or something detailed. You should explain how the support makes your point for you in your topic sentence and also in your thesis. Don't skimp on this element. This where you actually argue your case. Do not expect the reader to read your mind. Be clear and expand on how you have made your case for whatever it is you are arguing.

(see next page for 3rd PIE paragraph model)

REPRESENTATION PIE BODY PARAGRAPH

You need to be able to tell the difference between representation and your other two topics. Representation relates to HOW MANY girls vs boys OR minorities vs whites. This is a numbers issue just like they do it in the reading study. You will need to count up the characters in your study and present your statistics. Use the reading study for a model on how to organize your count.

THERE SHOULD BE ABSOLUTELY NO DESCRIPTIONS IN THIS PARAGRAPH

so it will necessarily be shorter than both of the other paragraphs.

- **P Portion of the PIE** (Point or topic sentence) needs to follow the Topic Sentence formula
 - Kid's TV ads + theme + topic [in this case representation] + opinion [4 REQUIRED ELEMENTS]) = topic sentence. You need to mention the word representation, so that the reader can see what the topic is that you are developing.)
- **I Portion of the PIE**
 - **"YOU FIRST"** (see paragraph 1 for explanation of YOU FIRST)
 - **Then** you need to present your statistical findings on representation from your home study.
 - **Then** (only after you provide your own support), you need to give support from the reading from whatever source material you can primarily **the reading study** since that is the source that can support your own findings on how many minorities vs whites OR girls vs boys.
 - You will need to present at some point the REAL WORLD situation with how many girls vs boys OR minorities vs whites there are in society to make your case that the representation in the ads is not fair.
- **E Portion of the PIE**
 - As we have discussed in class, you do not want to end paragraphs with support or something detailed. You should explain how the support makes your point for you in your topic sentence and also in your thesis. Don't skimp on this element. This where you actually argue your case. Do not expect the reader to read your mind. Be clear and expand on how you have made your case for whatever it is you are arguing.

CONCLUSION

We have discussed possible ways to develop a conclusion in class. Please do not run out of energy here. It is the last thing I read, so it is very important that you do a thoughtful job with this essay element. The conclusion should answer the larger question of "So what?" Why should the reader care about your argument?