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| **Social 9 – Chapter 7 UbD Lesson Plan** |

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| **Teacher Name** | Kristin Kobbert | **Unit** | Ch. 7 – Consumerism and Our Economy |
| **Subject** | Social Studies 9 |
| **Lesson \_\_of \_\_** | 5 of 11 | **Date:** | April 13, 2016 |

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| **General Learner Outcome(s)**  *(from Program of Studies)* | SLO: 9.2.1 appreciate the values underlying economic decision making in Canada and the United States  SLO: 9.2.2 appreciate the relationship between consumerism and quality of life  SLO: 9.2.5 critically assess the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon:   * How does marketing impact consumerism? |
| **Learning Objectives**  *What do you want your students to learn?* | Students will be able to:   1. Examine how marketing guides consumer behavior 2. Identify different marketing techniques |
| **Materials**  *What resources will teacher/student need?* | - Students will need their textbook for this class  - Consumerism Project Descriptions and Note Webs |

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| **Introductory Set**  *(Attention Grabber)* | * *Promote student understanding as to why this information is important/relevant* | **Time Budget** |
| **Body**  *(How will you teach them?)* | **Learning Activity One –** *Marketing Factors*   * Go over marketing slides with students as they fill in their note webs. * Discussion on *How to Analyze Advertising* – Different techniques that marketers use to get you to buy their products. * Show the students various types of advertisements and commercials – students will find examples for each technique or effect.   **Commercial/Ad Notes:**   * Nicole Kidman was paid $3 million to appear, and the 2003 commercial cost $33 million * Abercrombie has long been criticized for its hiring practices. * **Different ways of marketing** – Not just through ads * A class action lawsuit was [filed against Abercrombie & Fitch in 2003](http://www.naacpldf.org/case-issue/abercrombie-fitch-employment-discrimination). The lawsuit alleged that the company discriminated against minority applicants because they didn't fit the retailer's look. * But in 2006, CEO Michael Jeffries admitted in an interview with Salon that he only wanted beautiful people working at his stores because the business was based on sex appeal. * “It’s almost everything. That’s why we hire good-looking people in our stores. Because good-looking people attract other good-looking people, and we want to market to cool, good-looking people. We don’t market to anyone other than that,” [Jeffries said](http://www.salon.com/2006/01/24/jeffries/). * **False Advertising -** A New Balance sneaker that reportedly helped users burn calories were called out when studies [did not find any boosted health benefits](http://www.reuters.com/article/2011/01/04/us-shoes-lawsuit-idUSTRE7035TP20110104?feedType=RSS&feedName=domesticNews" \t "_blank)from wearing the shoe * Plaintiffs discovered that the shoe was instead an injury hazard, without any secret technology, and are seeking $5 million in compensation. The sneakers cost about $100. * Dannon's popular Activia brand yogurt lured consumers into paying more for its purported nutritional benefits -- when it was actually pretty much the same as every other kind of yogurt. * Falsely touting the "clinically" and "scientifically" proven nutritional benefits of the product, Dannon even got a famous spokesperson, Jamie Lee Curtis, for the supposed digestion-regulator. But after a while, some customers didn't buy it. * A class action settlement last year forced Dannon to pay up to $45 million in damages to the consumers that filed the lawsuit and others who said they'd been bamboozled. The company also had to limit its health claims on its products strictly to factual ones. * **How Advertisers Make Food Look Delicious**   **Ask:**  *How do they put different techniques to work in the way they choose words and visuals? How do these influence consumer behaviour?* |  |
| **Assessment for Activity One –**  *Purpose: Formative*  *Modality: Write*  *Assessor: Teacher* | **25 minutes** |
| **Learning Activity Two –** *Product Advertisement or Commercial Project*   * Each team will pick their product and the format of their projects (commercial or print). Remind students to consider the audience of their product and how the format fits. They must have this completed by the end of class and tell me. * Marketing teams can then begin to outline the features of the product. List the features they want to show in their advertisement. * Come up with product name by the end of class and slogan. * Start creating their commercial/ad.   **Ask:**  *Who is the audience of your product? What type of advertising format would best appeal to them?* | **20 minutes** |
|  | **Assessment for Activity Two –**  *Purpose: Formative*  *Modality: Do*  *Assessor: Teacher* |  |
| **Closure**  *(Consolidation of Learning for activity one)* | * *Mission: Between now and next class, I want you to think about how the choices you make as a consumer reflect your identity – who you are. If you buy anything – think about why? Does it show anything about who you are, what you believe and value, or maybe the groups you belong to?* | **1 minutes** |