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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 \_\_** | 3 of 11 | **Date:** | April 11, 2016 |

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| **General Learner Outcome(s)**  *(from Program of Studies)* | SLO: 9.2.2 appreciate the relationship between consumerism and quality of life  SLO: 9.2.4 compare and contrast the principles and practices of market and mixed economies by exploring and reflecting on upon the following questions and issues:   * What is the role of the consumer in market and mixed economies? * To what extent do consumer actions reflect individual and collective identity? |
| **Learning Objectives**  *What do you want your students to learn?* | Students will be able to:   1. Describe which factors guide their behavior as a consumer. 2. Explain how the products they consume define who they are and what’s important in life. |
| **Materials**  *What resources will teacher/student need?* | - Students will need their textbook for this class |

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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 –** *What is “cool”? Who decides what is “cool”?*   * Remind students that the social chapter 6 test re-write is on Tuesday at lunch hour. * Last week we started into discussing consumerism and we watched *The Merchants of Cool – A Report on the Creators & Marketers of Popular Culture for Teenagers* * Teenagers have more money and independence than ever before. Marketers trying to get you to buy their products have caught on to this. They are trying to figure out who you are and what you want. All the TV and magazine and advertising that the marketers do (the media) influence your identity. But your identity – Who you are also plays a big role in influencing the media. Together you are deciding what is “cool.” * Students will share their thoughts on the movie – using one word and go around the room. * Re-cap the chapter introduction – using the PowerPoint as students fill in their note webs. * Identity – From your “*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?”* what were your findings. * Would you rather activity – students will vote with their feet for each option.   **Ask:**  *To what extent did your identity play a role? Think about how your purchases reflect who you are, what you believe in and value, the groups you belong to, and your way of seeing the world.*  *Why do you buy the things you do? (Ex. Because everyone else is buying it, it is cool…who decides what is cool? How do we know what is cool? Trending?)*  *Did other factors play a role? Such as price and quality?*  *How do you explain the similarities and differences between your consumer behaviour and theirs?* |  |
| **Assessment for Activity One –**  *Purpose: Formative*  *Modality: Say*  *Assessor: Teacher* | **25 minutes** |
| **Learning Activity Two –** *Product Advertisement or Commercial Project*   * Hand out project descriptions to students * Read over as a class * Students will form their marketing teams (groups of 2 -3 students) * 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.   **Ask:**  *To what extent did your identity play a role? Think about how your purchases reflect who you are, what you believe in and value, the groups you belong to, and your way of seeing the world.*  *Why do you buy the things you do? (Ex. Because everyone else is buying it, it is cool…who decides what is cool? How do we know what is cool? Trending?)*  *Did other factors play a role? Such as price and quality?*  *How do you explain the similarities and differences between your consumer behaviour and theirs?* | **20 minutes** |
| **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** |