

Branding of America

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Standards

- IL.1 GOAL: Read with understanding and fluency.
- IL.1.A STANDARD: Apply word analysis and vocabulary skills to comprehend selections.
- IL.1.A.1a > Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.
- IL.1.A.1b > Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.
- IL.1.B STANDARD: Apply reading strategies to improve understanding and fluency.
- IL.1.B.1a > Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
- IL.2 GOAL: Read and understand literature representative of various societies, eras and ideas.
- IL.2.A STANDARD: Understand how literary elements and techniques are used to convey meaning.
- IL.2.B.1a > Respond to literary materials by connecting them to their own experience and communicate those responses to others.
- IL.4 GOAL: Listen and speak effectively in a variety of situations.
- IL.4.A STANDARD: Listen effectively in formal and informal situations.
- IL.4.A.1a > Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
- IL.4.A.1b > Ask questions and respond to questions from the teacher and from group members to improve comprehension.
- IL.4.A.1c > Follow oral instructions accurately.
- IL.4.B STANDARD: Speak effectively using language appropriate to the situation and audience.
- IL.4.B.1a > Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).
- IL.4.B.1b > Participate in discussions around a common topic.
- IL.5.C STANDARD: Apply acquired information, concepts and ideas to communicate in

- a variety of formats.
- IL.5.C.1b > Use print, nonprint, human and technological resources to acquire and use information.
- IL.11.A STANDARD: Know and apply the concepts, principles and processes of scientific inquiry.
- IL.11.A.1f > Compare observations of individual and group results.
- IL.15 GOAL: Understand economic systems, with an emphasis on the United States.
- IL.15.A STANDARD: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
- IL.15.B STANDARD: Understand that scarcity necessitates choices by consumers.
- IL.15.B.1 > Explain why consumers must make choices.
- IL.15.C STANDARD: Understand that scarcity necessitates choices by producers.
- IL.16 GOAL: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
- IL.16.A STANDARD: Apply the skills of historical analysis and interpretation.
- IL.16.A.1c > Describe how people in different times and places viewed the world in different ways.
- IL.18.B STANDARD: Understand the roles and interactions of individuals and groups in society.
- IL.18.C STANDARD: Understand how social systems form and develop over time.
- IL.18.C.1 > Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.
- IL.28.D STANDARD: Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.
- IL.28.D.1a > Copy/write words, phrases and simple sentences.
- IL.28.D.1b > Describe people, activities and objects from school and home.
- IRA.10 Assessment
- IRA.10.1 ...develop and conduct assessments that involve multiple indicators of learner progress
- IRA.10.2 ...administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning

- IRA.14 Research
 - IRA.14.2 ...conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical)
- IRA.2 Knowledge Base
 - IRA.2.5 ...demonstrate an understanding of the interrelation of reading and writing, and listening and speaking
 - IRA.2.6 ...show that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually
 - IRA.2.9 ...demonstrate an understanding of how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment)
- IRA.5 Creating a Literate Environment
 - IRA.5.6 ...promote the integration of language arts in all content areas
 - IRA.5.7 ...use instructional and information technologies to support literacy learning
- IRA.6 Word Identification, Vocabulary, and Spelling
 - IRA.6.2 ...use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning
 - IRA.6.3 ...teach students to use context to identify and define unfamiliar words
- IRA.7 Comprehension
 - IRA.7.1 ...provide direct instruction and model when and how to use multiple comprehension strategies, including retelling
 - IRA.7.2 ...model questioning strategies
 - IRA.7.3 ...teach students to connect prior knowledge with new information
- IRA.8.1 ...provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources

Resources

[Library of Congress Website - The Branding of America](http://memory.loc.gov/learn/features/branding/index.php)

The Library of Congress. The Branding of America. Retrieved April 8, 2008, from the World Wide Web: <http://memory.loc.gov/learn/features/branding/index.php>

Overview and Rationale

Overview:

First grade students will work in cooperative groups with their eighth-grade Book Buddies to research the internet and collect data from the Library of Congress regarding twenty-five popular brand-name products that have helped make America what it is today. They will select one of the products, research its origin, record their findings, survey a select audience, analyze the data, graph the results, and design their own box of the most popular brand to market to the class.

Rationale:

Students will learn how to utilize technology resources to locate specific information; understand how past decisions affect current practices; learn how to conduct research, gather data, analyze it, and graph the outcomes; improve fine motor skills when designing new boxes for their brand; and improve communication skills when working in cooperative group settings.

Objectives

Students will learn how to utilize the internet to locate specific information given to them. They will also learn how to create Power Point presentations, work together in cooperative groups, create product designs, analyze data, graph results, and present their findings based on their outcomes. They will learn about the democratic process and increase their knowledge of language arts, technology, history, and mathematics.

Materials

* Computers with internet access * Data Sheet (attached) * Heavy cardstock (one sheet per student) * Markers * Scissors * Tape * Pencils * 3x5 Notecards (one per student) * Pocket Chart

Procedure

1. First grade students will be paired with eighth-grade Book Buddies in cooperative groups of three.
2. Students will blind draw one of the brand name products to research from the memory.loc.gov address of The Branding of America.
3. Students will research their product and give specific details about it such as the product name, origin, date founded, founders name, products' slogan or logo, and products' purpose.
4. Each student will poll ten relatives or friends who have utilized this type of product to find out if they have used this brand. They will then record what two other brands they have utilized and rank the three products in accordance to their favorite.
5. Students will bring data sheets to school and graph their results.
6. The class will graph the results with 3x5 note cards and a pocket chart to visually see results.

7. The class will discuss which brands still exist, why, and other information from history they learned during their research.
8. Students will design two cartons of their product, one depicting the product during its origin and the other showing how it looks today.
9. Students will present their designs and state reasons why people purchased this brand 40+ years ago and why you would want to purchase it now as a power point and oral report with their cooperative group members.
10. Students will use ballot boxes to vote on their favorite brands.
11. Students will graph their final votes.
12. The class will discuss why they believe certain brands were more successful and why it will still remain popular in the future.
13. The class will orally review the procedures they took during their research and state their favorite part of the project and why.

*Students with fine motor difficulties will be paired with students with stronger motor abilities.

*First-grade students will be paired with eighth-grade students who can read the data results to them.

*Pictures will be attached to the name brands to assist first-grade students with identifying the most popular brands from the internet.

Assessment

Students will be orally and visually assessed on their abilities to complete the following criteria.

1. They located and recorded the following information on their product correctly: the product name, origin, date founded, founders name, products' slogan or logo, and products' purpose.
2. They surveyed ten individuals regarding their product, recorded the information, and shared it with their cooperative group.
3. They actively participated in discussing the data and organizing the information.
4. They gave one important detail during their oral presentation regarding their brand.
5. They actively participated in designing their product cartons.
6. They placed their vote for a particular brand.

7. They were able to list the steps it took to process their information and market it to the class.

After oral and visual assessments given by myself and the eighth-grade instructor, we will combine our results and give students the following marks based on their performance: S = Satisfactory N = Needs Improvement U = Unsatisfactory