## Action Plan for Learning (APL)
Teacher’s Summer Institute 2010

Jeanette Markle

<table>
<thead>
<tr>
<th>Title</th>
<th>Coca Cola Advertisement Themes that Entice you to Drink Coca Cola.</th>
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</thead>
<tbody>
<tr>
<td>Subject area/Course</td>
<td>Language Arts 5th Grade</td>
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<tr>
<td>Investigative Question</td>
<td>What elements of Coca Cola’s advertisement themes makes you want to drink the product?</td>
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<tr>
<td>PA Standards</td>
<td>Reading, Writing, Speaking and Listening</td>
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<td></td>
<td>R5.A.2.3.1: Make inferences and/or draw conclusions based on information from text.</td>
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<td></td>
<td>R5.A.2.6.2: Identify, explain, and/or describe examples of text that support the author’s intended purpose. Note: informational, persuasive, biographical, instructional (practical/how-to/advertisement), and editorial/essay text</td>
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<tr>
<td>History</td>
<td>8.1.5.A: Identify and explain the influences of economic features on continuity and change over time.</td>
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<tr>
<td>Objectives</td>
<td>Students will reflect on how each theme impacted them to choose Coca Cola.</td>
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<td></td>
<td>Students will make inferences on how the themes have changed over time and how it would influence different age groups.</td>
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<td></td>
<td>Students will develop questions for their Oral History project after discussing the Coca Cola advertisement themes presented.</td>
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<tr>
<td>Duration</td>
<td>45 Minutes</td>
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Materials


Inquiry-Based Learning Model

**Ask** - The teacher will ask the student’s questions about the Coca Cola advertisement themes presented.

**Investigate** - The teacher will facilitate ideas the students present on different aspects of each advertisement theme that caught their attention.

**Create** - The students will create questions about the Coca Cola Themes that will address their selected age groups.

**Discuss** - The students and teacher will discuss what questions would they use for each age group.

**Reflect** - The students will share their results on questions they developed within their assigned groups.
| Description of procedures | The Action Plan for Learning (APL) will consist of the students utilizing resources from the Library of Congress on Coca-Cola advertisement themes over time. The students will use their research and the illustrations of Coca Cola Advertisement themes over time to create interview questions. They will interview selected age groups to find out how the advertisement themes have made an impact on them. The students will finally use their interview and research to create an advertisement theme to present that would appeal to their assigned age group.

The teacher will open with a discussion reflecting how yesterday the classroom looked at advertisement themes from Coca Cola over time on the Library of Congress website. The students will review how they gathered research on advertisements themes from Coca Cola during different time lines and how advertisement themes changed and why, focusing on the influences of economic factors during those times.

The teacher will introduce today's lesson using the Coca Cola, Polar Bear commercial from the Library of Congress. The teacher will ask the students, “what stood out to you when watching this commercial?” The teacher and students will brainstorm on the ideas presented. This section comprises the “Ask” component of the IBLM.

The teacher will then explain during today's lesson how they will look at advertisement Coca Cola themes through chosen illustrations from the Library of Congress from 1924 until 1999. Then explain to the classroom they will learn to develop questions in assigned groups to interview people of a certain age groups on how the Coca Cola advertisements themes have made an impact on them.

The teacher will show the students the illustration from the Library of Congress that reflects the following themes: year 1924, “Refresh Yourself” which depicts a store picture of a grocer selling Coca Cola to a woman, year 1969 “It’s The Real Thing” which depicts a bottle of coke, year 1978 “Coke Adds Life” which depicts a football player Mean Joe Greene drinking a |
bottle of Coca Cola, year 1986 “Catch The Wave, Coke” which the depicts a can of coke flying through building in a city making a wave, and year 1999 “Always Cool”, which depicts a Polar Bear. This section comprises the “Investigate” component of the IBLM.

The classroom will look at the illustrations from the Coca Cola advertisements themes selected by the teacher. They will explain how different parts of the advertisement themes got their attention and why. The teacher will then guide the students to look at the variety of age groups from elementary, middle school, high school, adult, and senior age groups. The teacher will remind the students to remember their research on the themes changing over time and to use what they learned to brainstorm on ideas to share. The teacher will ask how each age group might be influenced by the illustrations presented and to share their thoughts with the classroom. This section comprises the “Discuss” component of the IBLM.

The teacher will have the students go to their pre-selected groups. The students will be given a selected illustration chosen for each age group. The teacher will give a reminder on group participation and the roles of each member.

For today’s lesson, the teacher will discuss how to interview a person in their assigned age group and how to develop questions that would bring about the information they desire to eventually develop a advertisement for Coca Cola that will appeal to their selected age group. Each group of students will be given one illustration to address in their interview. The group will look at each illustration and discuss as a classroom what they think would be good questions to get their end result. The teacher will remind the students to recall the research information that shows the different economic times during the time line when creating their questions. The teacher will facilitate the ideas shared in the classroom guiding each question to meet a particular age group. After a several examples of questions the students will collaborate in their groups and come up with more questions using information from their research and classroom discussion. This section comprises the “Create” component of the
Finally, after the students had time to work on developing their questions in their assigned groups, the students will share their questions and reflect on how the illustration and their research helped them develop their questions for their assigned age group. This section comprises the “Reflect” component of the IBLM.

The students will be assessed by using the attached rubric specific to their participation and developing questions for their oral history project.

Following the lesson throughout the week the students will be encouraged to make any correction and practice their interviews for the assigned Oral History project. The students will then complete their interviews. Finally, the students will use the resources and information from their interview to develop a new Coca Cola advertisement theme that would appeal to their assigned age group.
### Assessment

(1) connection of oral history project to class learning;
(2) Using Coca-Cola primary sources to create questions for oral history project
(3) Development of a particular topic/theme via an investigative question and interview guide;
(4) Participant selection criteria; and,
(5) Student reflection.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Points=4</th>
<th>Points=3</th>
<th>Points=2</th>
<th>Points=1</th>
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<tbody>
<tr>
<td><strong>Create questions for oral history project</strong></td>
<td>Before the interview, the student prepared several in-depth AND factual questions to ask.</td>
<td>Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.</td>
<td>Before the interview, the student prepared several factual questions to ask.</td>
<td>The student did not prepare any questions before the interview</td>
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<tr>
<td><strong>Student Reflection</strong></td>
<td>The team clearly understood the topic in-depth and presented their information forcefully and convincingly.</td>
<td>The team clearly understood the topic in-depth and presented their information with ease.</td>
<td>The team seemed to understand the main points of the topic and presented those with ease.</td>
<td>The team did not show an adequate understanding of the topic</td>
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<tr>
<td><strong>Participant Selection</strong></td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
<td>Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
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Sample Interview Guide for Coca Cola Advertisement Themes

Jeanette Markle's Language Arts 5th Grade Classroom

Example interview question for the Adults age group:

GENERAL BACKGROUND (FAMILY, EARLY CHILDHOOD, ETC)

1. Name of the interviewee
2. Place of date and birth
3. Family life (history, members, cultural activities, occupations)

HOBBIES

1. What kind of hobbies do you enjoy?
2. What do you enjoy about your hobby?
3. What is all involved with your hobby?

BEVERAGE PREFERENCES

1. Do you enjoy drinking Coca Cola? Why or Why not?
2. Looking at this illustration of the Coca Cola Theme can you point out some things that would make you want to drink the product?
3. What comes to mind about the time the illustrations took place?
4. Does this Coca Cola illustration bring back any memories?