Sometimes, advertisers use an object to represent their company. What kind of product is represented by the following objects?

1. an apple (computers)
2. a big yellow M (hamburgers)
3. a crown (hamburgers, hotels, margarine, greeting cards)
4. a shell (gasoline)
5. a man on a horse (clothing)
6. an alligator (clothing)
7. three leaves (running shoes)
8. a smiling face on a pitcher (drink)
9. a smiling baby (food)
10. a swan (women's perfume)

What kind of object would you use to represent the following things in an ad? Explain why you used the objects you did.

Peanut butter
Soap
A dishwasher
A car
A computer

Design your own bulletin board in the space below.
Advertisers use four main techniques to get you to buy their products. After we discuss the four different types, each group will be given several different types of ads. Each group will also be given a sheet naming a type of ad to collect and later evaluate. Each member of your group needs to be able to tell your type of ad apart from the others. The members of your group will trade-off your ads to other groups for the type of ads needed by your group. Got it? The first group to correctly collect all of the ads in the classroom of their assigned type will be awarded 3 bonus points! Good luck traders!

Four main advertising techniques:

*Bandwagon -- This approach tries to convince you that everyone else is buying the product and you should too. This approach stresses conformity (everyone needs to be like the majority).

*Testimonial -- This approach uses famous people or people "just like you" to convince you that the product is good for them and it will be just as good for you. Sometimes experts will be quoted to tell about the quality of a product.

*Intellectual -- This approach will try to prove that their product is better than others by offering scientific evidence (the results of experiments, laboratory research, or just big words)

*Emotional -- This approach tries to associate pleasant emotions, memories of happy times, or your dreams for the future with their product. They often suggest that their product will fill your emotional needs or dreams.
## Bandwagon

<table>
<thead>
<tr>
<th>Products being sold</th>
<th>Who is buying them</th>
</tr>
</thead>
</table>

Do you think these ads will sell their products? Why do you think as you do?

How would you change these ads to help them sell their products?

This approach is used less frequently today. Why do you think this is so?

What time period would this type of ad be common? Why?
## Testimonial

<table>
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<tr>
<th>Products being sold</th>
<th>Who is supporting them</th>
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Do the people speaking for their product know their type of product well? Are they experts in this field?

How can you tell if the people supporting a product know what they are talking about?

Which of the products above were recommended by experts? How do you know?

How do the non-experts make a living?

How might their career values affect what or if they advertise products?

Which speakers do you feel buy the product they are trying to sell you?
Which ads gave the best evidence that their product is better than others in the market? Why do you feel as you do?

What type of evidence do you find the most convincing? (experiments, illustrations, research, etc.) Why?

Which ad do you feel gave the least or poorest evidence that it was the product for you?

What would the ad need to say or show you to sell you their product?

Could they?
Emotional

<table>
<thead>
<tr>
<th>Products being sold</th>
<th>Emotions, wishes appealed to</th>
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Which of the above products fulfill the emotions and wishes appealed to?

Why do you feel as you do?

What products can you think of that use an emotional appeal?

What types of products are these?

What products can you think of that do not use an emotional appeal? Why do you think that is so?
Target Market

All ads try to catch the attention of the group of people most likely to buy their product. This group of people is called the target market. Advertisers get to know their target market very well. They interview, survey, and gather statistical data on potential buyers. This information is used to determine the needs, desires, and interests of the target market. Advertisers then use these desires and interests in their ads to catch the attention of this group of people. Mothers, single men, and middle schoolers are examples of target markets.

In your groups, discuss who the ad is appealing to. What qualities of the product are being stressed? Who is pictured in the ad? Try to determine the target market of your ad. You could be the target of the ad in your group!

Below, list the clues the ad gave you that helped you determine who was the target of the ad.

1)  
2)  
3)  
4)  

What would happen if advertisers missed their target market?
Commercials

You hear them over and over and over again for a reason.

For instance, I bet you'll all do great on the quiz below! Try matching the product with their slogan.

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</table>

1. ______ Frosted Flakes       a. "It really satisfies!"
2. ______ Lay's potato chips   b. "The unsinkable taste of..."
3. ______ Snickers candy bar   c. "They melt in your mouth, not in your hand."
4. ______ M & Ms               d. "They're gr-r-reat!"
5. ______ Coca-Cola            e. "It's the real thing."
6. ______ Charmin bathroom tissue f. "Please don't squeeze the..."
7. ______ Kentucky Fried Chicken g. "Nobody can eat just one."
8. ______ Cheerios              h. "We do chicken right."

You watch television for free because advertisers pay the costs of producing shows by buying commercial time. Public television is paid for by donations from viewers and corporations and grants from the federal government. Cable television is paid for by its customers every month.

Sponsors buy time during shows they think will be watched by people interested in their products. Remember, this group of people is called the advertisers' Target Market. Saturday morning cartoons are for young consumers. Often, cereal and toys are advertised. The evening target market is adults. Adults will see commercials for things they are more likely to buy (cars, trips, dinner, appliances) during this time.

As long as television is free, there will be commercials. For sponsors, television serves as a terrific way to reach millions of homes in many different areas. Although television advertising is very expensive, the number of people reached by one ad makes advertising profitable.
Life in an Advertising Agency

You work in an advertising agency. One of your clients is a large toy company which has just designed a new electronic game. They want you to plan a marketing campaign so that every middle grade student in the United States will want one of these games. Decide what you would do if you were in the position of each of the workers listed below.

1. Account Executive: Your job is to oversee the entire advertising campaign. You will work closely with the toy company to be certain they like the ideas your advertising agency designs. They only have enough money to use two different media to advertise their product. You must help them decide. Should they advertise the new game on television, on radio, in magazines, or on bulletin board posters used in schools? Consider what media would reach the most middle grade students as you choose two. Explain to the toy company why you made those choices.

2. Creative Director: You need to work with the account executive to design both artwork for magazine ads or posters and the ideas for a television or radio spot. Think about what would make students want to buy this electronic game. Will your advertising be funny? Will you use a famous person in the ads? Will they be flashy with lots of color? Using the media the account executive selected, decide the kind of image you want to give your audience about the new electronic game.

3. Media Planner: After talking to the account executive, your job is to choose exactly which magazines, radio or television stations should carry the advertising for the new electronic game. If the account executive has chosen radio or television for advertising, you also need to decide what times you want your advertisement aired. What do you decide?

4. Art Director: You work with the creative director and artists to design the actual magazine advertisements or posters. On a separate sheet of paper create two different designs that you would give to the account executive to show the client.

5. Producer: You work with the creative director as well as writers and actors to design what the actual television or radio commercial will be like. On a separate sheet of paper, write one 30-second advertisement for the electronic game. How many actors would you need? Where would the commercial take place? What are you going to do to make every student want to buy one of these games?
Job Skills

Listed below are several characteristics that are often important on the job. Which workers in the advertising agency would need these skills? Name the careers and explain why you think they would need these skills on the lines below.

Follows directions ________________________________________________________

Listens carefully ____________________________________________________________

Is creative _________________________________________________________________

Is accurate _________________________________________________________________

Works independently _________________________________________________________

Works as part of a team ______________________________________________________

Accepts responsibility ______________________________________________________

Choose one of the five advertising professionals listed on the following page. What do you think that person might have been like at your age? What subjects would he or she have been good at in school? What kinds of interests and hobbies might he or she have had? What skills for the job would this person have learned in the classes you are taking now? Would he or she have had any problems as a student? Write a description below.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
You're Fired!

Most workers are fired from jobs because they do not have the appropriate work habits and attitudes that employers want from their workers.

Listed below are 12 work habits which are needed both in school and in a paid job. Match the habits to the correct behaviors you might have in school.

1. Follows directions
2. Manages time well
3. Accepts responsibility
4. Cooperates
5. Takes pride in work
6. Does something without being asked (takes initiative)
7. Does a little more work than what is expected
8. Is prompt
9. Is accurate
10. Perseverses (keeps trying even when the work is difficult)
11. Takes pride in appearance
12. Is willing to learn

a. When you make several sloppy mistakes on a paper, you do it over.
b. The teacher assigns a 200-word report. You write 250 words and add an attractive cover.
c. You re-check your math problems to be certain you didn't make any careless errors.
d. You tell the teacher you broke a game piece and offer to replace it.
e. You have missed 7 or 8 spelling words on every test for the last 3 weeks. You take home the words for this week's test and study even more.
f. You volunteer to straighten the bookshelves on your own time because it needs to be done.
g. Your teacher says it is too wet to play ball outside after lunch. You leave the ball in the room even though you could sneak it out and he would never know.
h. You are on time for school every morning.
i. You bring everything you need (homework, paper, and pencils) to class every day.
j. You choose to begin your language homework during study time rather than daydream.
k. You do your best to work well with a small group in science when your best friends are all in another group.
l. You make certain your body, hair, and clothes are clean every morning.
While on your way to school today, you most likely passed several billboards. Everywhere we travel, we are bombarded with advertisements. Think of the items being advertised and how the company appeals to the needs and wants of the typical commuter.

Pick one billboard that you pass on a regular basis. Give a description of your chosen billboard:__________________________

________________________________________________________________________

How is the ad trying to appeal to you?__________________________

________________________________________________________________________

Does the ad aim at a target market?____ If so, who?____

________________________________________________________________________

What advertising approach does the ad use?(bandwagon, emotional, etc.) ______________________

________________________________________________________________________

Do you think that this billboard actually helps sell the product?__

________________________________________________________________________

Now you will be able to design your own billboard! Use the same product as in the billboard you chose above. Try to appeal to the intended target market. Be creative with your design because this is what can make or break you in the advertising world! After you're finished, the class will vote on the best ad.

GOOD LUCK!!!
In my classroom, fortune cookies have turned out to be filled with infinite language arts possibilities for my upper elementary students. I was amazed how much they enjoyed this activity and how much we all gained from the experience.

First I collected enough fortune cookies to give one to every child in the class. They ate their cookies and copied down the fortune.

The students were given 15 to 20 minutes to write about at least one of the following: the meaning of the fortune itself, the applicability or appropriateness of the fortune to the student who “got it,” or the general open-ended potential—one fortune fits everyone in some way because of the “quality of the saying.”

After twenty minutes, my students were still writing. When it came time to share, they were really eager to get up and talk. Almost everyone in class wanted to reveal his/her fortune. Consequently, our fortune readings took two full periods. They were punctuated by “What was your fortune?” queries, as well as “You bet” responses to (accompanied by laughter) student explanations of how a particularly “flattering” fortune was just “right” for him/her.

The class then began brainstorming possibilities to further this activity with large amounts of cookies.

Some of their suggestions are as follows:
1. Break them all open to see how many different fortunes there are.
2. Have students write what each saying means to them. Compare answers.
3. Glue the sayings on sheets of paper and illustrate what they mean.
4. Write stories to go with the fortunes.
5. Put all the sayings together. Each student picks two and then writes a story incorporating the two.
6. Tally how many fortunes were alike. Prepare a research paper on the frequency.
7. Research how authentic the cookies are to Chinese culture.
8. Compare and contrast fortune cookies brands.
9. Prepare a flow chart using the discoveries from the above activities.

So grab a collection of cookies and try out your own fortune finds. The results will be delicious!
Fortune Cookies Critics
Reactions and Reflections

Name: ____________________  Class: ____________________

My fortune says (copy or paste saying):
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

This saying means (write it down using your own words):
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

I agree/disagree with it because:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

I think this saying “applies” as “appropriate” for me because:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

If you think about it, this saying could apply to anyone because:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

This saying will help sell more Chinese food because it makes the reader (eater) feel:
_________________________________________________________________________
_________________________________________________________________________
On the other hand, it might not be good for the reader (eater) to accept it without thinking because it could make him/her:

______________________________

______________________________

Fortune Cookie “Fun” Follow throughs...

I think the author of this fortune earns his/her living by day as a (name a profession): ________
because: __________________________________________________________________________

If I were hired to write sayings for fortune cookies, here are some I’d write:

1. ________________________________________________________________________________

2. ________________________________________________________________________________

3. ________________________________________________________________________________

4. ________________________________________________________________________________

5. ________________________________________________________________________________

The best fortune I ever got read: __________________________________________________________________________

My favorite fortune cookie looks: __________________________________________________________________________

and tastes: ______________________________________________________________________________________

My ideal fortune cookie design would look like:
Sometimes companies try to lure consumers into buying their products by advertising sweepstakes on their products. Some of these ads are sneaky and do not tell us the whole story. Let's find out what they're not telling us. First, decide if you think the following statements are true or false. Then, we'll read a short article to check our predictions and learn more about sneaky sweepstakes.

1)______ You can enter a sweepstakes without buying the product containing an entry form.

2)______ If you write a company asking for an entry form for their sweepstakes, they have to send you one (even if you haven't bought their product).

3)______ If you mail in an entry form for a sweepstakes, you may get additional mail from the company you didn't expect.

4)______ If you enter a sweepstakes and win a trip to meet Michael Jordan, you will have to pay taxes on this prize.

5)______ If you win a sticker from a sweepstakes, you must pay taxes on it.

6)______ Of all the kids under 19 in the United States, only one had a chance of winning the grand prize in a sweepstakes sponsored by McDonald's. The odds were 1 in 75 million.

7)______ One's chances of winning a grand prize in a sweepstakes are pretty good.
Sweepstakes Surprises

Imagine shooting hoops with Michael Jordan! That was the top prize in McDonald's NBA Fantasy sweepstakes. Other recent sweepstakes prizes: a visit to the set of 90210 (from Hi-C), a week at Disney World (from Quaker Oatmeal). But before you buy a product just to try for a cool prize, check out these surprises.

- **You can try to win for free.** Companies hope you’ll buy their product to enter their sweepstakes. But you can write for a free entry form without buying anything. As long as it’s just a matter of chance whether you win, companies can’t make you buy stuff to enter a sweepstakes. Of course, you need super eyes to learn where to write. The address for free forms is usually in tiny letters.

  Are you more likely to win if you buy the product? No, that’s against the law. “We keep all entries in the same pile,” said a cereal company official. “You have just as good a chance of winning if you don’t buy the product.”

- **Look-alikes.** Products that have sweepstakes are often ones where there are several brands that are very much alike. For example, there are so many cereals it’s hard for one

  to stand out. Companies use sweepstakes to make a cereal seem different. “People might be persuaded by a neat sweepstakes prize to try our cereal instead of another,” said a cereal official. The same goes for other look-alike products (sodas, fruit drinks, fast food). But an ad expert said: “If companies need a prize to keep a product selling, they should change the product.”

- **They want your address.** If you send in an entry form, you may get mail you didn’t expect. Companies figure people who enter their sweepstakes are interested in their products. Some companies then mail ads about their other products to those people.

- **Likely to win?** NOT! TV ads for Hi-C’s 90210 sweepstakes made a big deal about winning that visit to the 90210 set. The ad said: “Thousands will enter. Hundreds will win great prizes.” That made Virginia angry: “There’s only one Grand Prize (the visit to the set). Only one person will win that.” The “hundreds” of winners mentioned in the ad will win a poster or CD.

  McDonald’s said only one person out of 75 million would win its top prize and go one-on-one with Mike. That’s about how many kids under age 19 live in the U.S. — 75 million. It’s as if only one kid in the whole country had a chance to win that prize. The prize you were most likely to win? A sticker worth $2.

- **Taxes.** If you win a $2 sticker, don’t worry. But win big and you may owe income tax. Prizes are income. Companies have to tell the government the names of big winners and what the prizes are worth. That trip to meet Michael Jordan is worth about $8,000. A 12 year old with no other income who won that prize might owe $600 in taxes. Surprise!

Send any Sneaky Sells you see to: The Sneaky Sell

Zillions, 101 Truman Avenue

Yonkers, NY 10703-1057

Sweepstakes prizes were sent in by these Zillions readers: Meg Bigelow, Simsbury, Connecticut; Virginia Lazarski, Tinley Park, Illinois.
Companies advertise sweepstakes all the time. Be on the lookout for sneaky sweepstakes ads. Search your grocery store, your kitchen cupboard, and your refrigerator. Bring the sweepstakes ad that didn't sneak past you into class. Be ready to explain the answers to the questions below to the class. Maybe your classmates will find the same not-so-sneaky sweepstakes and you can present your ideas together!

* Why does this sweepstakes ad have "sneak potential?"

* What information could the companies include about the sweepstakes to get rid of this sneakiness?

* Who is the targeted audience for this sweepstakes? Why?

* How could you contact the company and discuss the sneaky sweepstakes offer?

* What information should all sweepstakes offers be required to print on their products?

* How could you get these requirements to be mandated and enforced?
Discovery Learning

science experiments  surveys
research        interviews
letters of inquiry

Often times ads are suggestive. Allow your students to discover if there is any truth to some of the things the following ads suggest. Break your class into groups and present each with an ad. Allow them to determine what they would like to know about the following products in order to be a wise consumer and ad reader. Allow them to conduct their methods of learning in class or share their findings with their classmates. Below are some suggested questions and methods of investigation one might propose to stimulate student thought.

1) Neutrogena -- Doesn't all soap clean? Does Neutrogena contain something that makes one cleaner or healthier? Is it more expensive than other brands of soap?
   students can compare the ingredients and prices of different brands of soap, conduct experiments to determine level of cleanliness achieved after use, interview local doctors and pharmacists for information

2) Soft Scrub -- Does lemon juice clean grease? Is lemon added for smell? How much lemon does this product contain? Is Soft Scrub with Lemon a more effective cleanser than Soft Scrub original? Does it cost more?
   students can read the product ingredients to determine amount of lemon in the product, conduct science experiments to determine the effectiveness of lemon in cleaning grease and allow for comparison between the original soft scrub and other brands of cleansers (including generic brands)
3) **Hormel Bacon Pieces and Bits** -- How much real bacon is in Hormel Bacon Pieces or bits? What are the ingredients? What is the difference between the bits and pieces? Does the product really taste like real bacon? What is the difference in price between Hormel Bacon Pieces and Bits and real bacon?

   students can research the product's ingredients, write the company for information, take a random sample of the population and conduct a survey to determine others' taste preferences

4) **Parkay** -- If you use Parkay to make chocolate chip cookies, will they really look like the ones on the left? Does Parkay have a unique buttery taste? Do the ingredients of Parkay and other margarines differ? Do cooks really prefer to use Parkay when they cook? What is the difference in price?

   students can conduct an experiment using other margarine in the control group of cookies and Parkay in the experimental group (independent variable = type of margarine used, dependent variable = taste and appearance of cookies), research Parkay and other margarine ingredients and prices, interview chefs in local restaurants as to which type of margarine they prefer to use, write Kraft General Foods, Inc. asking which cooks use Parkay, take a random sample of the population and conduct a taste preference survey

5) **Hostess Lowfat Brownies** -- Do reduced fat brownies really have a lot of flavor? Are they just as good as regular Hostess Brownies? How much is in a serving? How much fat is in a regular serving of Hostess Brownies? What is the difference in price?

   Students can research the difference in ingredients and price in regular Hostess Brownies and Hostess Lowfat Brownies, conduct a taste survey to determine is the population feels Hostess Lowfat Brownies have great flavor

* Be sure to offer help in supplying the things your students need in order to conduct their methods of investigation.
The book above gave several examples of how companies used cats in their advertisements to set their products apart from the rest. Cats are versatile animals that can add pizzazz to ads in many ways. Cats can appear curious, cute, mysterious, and even regal. What other animals can be used in advertisements to set products apart from the rest?

On a separate sheet of paper create your own ad using your favorite pizzazz-filled creature. You can create an ad from the Victorian times, the pre-World War I years, the Roaring Twenties, the Great Depression, the World War II era, the fifties, sixties, seventies, eighties, or today. See The Cat Sold It and search for other reference material to help you create an ad from the past. Bonus points will be awarded to those students successfully able to create an ad from the past.

The creation of your ad is limited only by your imagination! You may make your ad by: using the computer, piecing together other ads, painting, attaching photographs of your pet in the ad, and whatever else you can think of. Good Luck!!
The Pizzazz Prize

The top ads in the class will be awarded Pizzazz Prizes. These prizes will be given to all those ads which:

1) are constructed according to the target audience, values, norms, and demanded products of the time

2) set their product apart from similar products by using an animal

3) are original and creative
A Role is a set of behaviors and characteristics society expects to be filled and shared by a group. In other words, one's role in life is similar to an actor or actress's role in a play. Each has certain actions and lines they are expected to perform. For example, society expects a police officer to be helpful, quick to arrive in emergencies, fair, and sometimes sneaky in catching people speeding.

Advertisements give us many clues about the expected roles of groups of people during many different time periods. This is because ads are an excellent type of primary source material. Primary source materials are created during the time being studied by the people who actually lived during that time. They allow us to determine what it must have been like to live during that period. They are the best windows to the past historian have.

The ads I have given your group can give you many clues to the roles society expected women to fill in the past or today. In your group, assign one person to be the note taker and discuss the following questions for the ads I have given you. The note taker needs to summarize and include everyone's opinions. Be prepared to share your findings with the class.

How are women pictured? What are they doing?
What does the copy say that gives you clues to women's roles?
Why are these roles shown? What is (or was) happening at the time?
Are "ideal" women of the time pictured?
Can the copy and pictures be seen as expectations for women?
Why or why not?
Do (or did) women fill these roles? Why do you feel as you do?
Should the roles seen in the ad be (or have been) goals for women? Think of examples to support your opinion.
Is making Rice Krispie treats really as easy as the commercial makes it look? In the commercial, the mother easily whips up the treats and then spills flour onto herself and around the kitchen to make the rest of the family think it was hard work. How hard is it to make Rice Krispie treats --really? We're going to find out!

At home, follow the recipe on this sheet from the Rice Krispie box and try making some of your own by yourself (no help allowed). Save money -- substitute generic crisp cereal for the Rice Krispies. After you finish, answer the questions on the other page. If you need help getting supplies, please see me.

After we have had a chance to make these treats on our own, we will make them in class! The class will be broken up into groups and each group will get to make a commercial and be videotaped! Some groups will show what it is really like to make Rice Krispie treats for the first time. Other groups will make helpful commercials that inform viewers of some steps the original commercial left out.

**RICE KRISPIES TREATS**

- 1/4 cup margarine
- 1 package (10 oz., about 40) regular marshmallows or 4 cups miniature marshmallows
- 6 cups *Kellogg's* RICE KRISPIES cereal
- Vegetable cooking spray

1. Melt margarine in large saucepan over low heat. Add marshmallows and stir until completely melted. Remove from heat.
2. Add *Kellogg's* RICE KRISPIES cereal. Stir until well coated.
3. Using buttered spatula or waxed paper, press mixture evenly into 13 x 9 x 2-inch pan coated with cooking spray. Cut into squares when cool.

YIELD: 24 treats, 2 x 2-inch squares

NOTE: Use fresh marshmallows for best results.

Nutrition Information: 1 treat

Calories 80, Protein 1g, Carbohydrate 16g, Total Fat 2g, Saturated Fat 0g, Cholesterol 0mg, Dietary Fiber 0g, Sodium 100mg.

MICROWAVE DIRECTIONS: Microwave margarine and marshmallows at HIGH 2 minutes in microwave-safe mixing bowl. Stir to combine. Microwave at HIGH 1 minute longer. Stir until smooth. Add cereal. Stir until well coated. Press into pan as directed in Step 3.
PRESTO?

* What helpful information did the Rice Krispie commercial give you that helped you make the treats?

* What information that appeared on the recipe was helpful?

* What difficulties did you have making the treats?

* Which difficulties were you made aware of by watching the commercial or reading the recipe?

* What information do you feel should be on the commercial to help first-timers make these treats? What information would you add to the recipe directions?

* How could you contact the company and ask them to add this information?
Commercials: Singing and Otherwise

Every day we are bombarded with commercials on radio, television, and in the newspapers. Products and services of all kinds are peddled with songs, dances, cartoons, old people, young people, babies, dogs, cats and all creatures large and small. In a marketplace glutted with competitors, advertisers desperately want the public to buy, buy, buy their products. These commercials can be humorous, serious, educational, irritating, offensive, or downright dumb! Probably the most popular commercials are those that are humorous and entertaining. The advertisers will do anything to make you remember what they are selling.

Now it's your turn to get your revenge! Get together in groups and decide what product or service your group is going to advertise. To avoid duplications, write down your decision and hand it in to the teacher. Your group may create a singing commercial—dancing, straight talk—or any combination you choose for a presentation to the class. Everyone in the group must participate in a commercial which is not to exceed five minutes (class decision). If the excitement carries its own momentum, you may want to extend the project to the following day and plan for props, tape-recorded music, or whatever else adds flavor! It might be fun to video-tape the students if the equipment is available.

Some suggested products or services might be:

1. A weight loss clinic or product
2. Super kids for rent
3. Cereal
4. Breath mints
5. Roach killer
6. A muscle building machine
7. A cure for acne
8. Confidence lessons
9. A teacher machine for correcting papers
10. Miracle cosmetics
11. Candy
12. Nail biting prevention
13. Antihistamines
14. Hair products

Taken from Fast Ideas for Busy Teachers, GA 1082, © Good Apple, 1989.
Fads do not always occur by chance. Some, like the Pet Rock, are the inspiration of an individual who is able to promote his or her idea into a fad. Others are developed by people who are in the fad business. These people make a living by having a sharp eye for trends, good marketing skills, and a certain amount of luck. The fads they promote range from toys and games to gimmicks and "miracle cures."

One early fad promoter was Thomas Edison. Many of the things Edison invented and developed were considered fads at the time. One of these inventions was the electric light bulb. Edison developed a light bulb in 1879 to replace gas lighting in homes and offices. Yet people were reluctant to have their homes converted from gas to electric lighting because they were unsure of electricity's future.

Other inventions and improvements by Edison include the phonograph, the storage battery, a cement mixer, a duplicating machine, and motion pictures. Edison was wise enough to market his products in a way that would sell, and many of his inventions later became an established part of our society.

During the 1920s, another man had an idea for a promotion. Entrepreneur C.C. Pyle had been watching an outstanding young football player, Harold "Red" Grange, throughout Grange's college career and was impressed by his ability. Finally, in 1925, Pyle approached Grange with the following proposition: "Young man, how would you like to make a hundred thousand dollars or maybe even a million!"

The resulting partnership was indeed profitable. Pyle arranged an excellent contract for Grange with the Chicago Bears and commercial tie-ins for all sorts of Red Grange paraphernalia such as helmets, sweaters, toys, shoes, and even sandwiches. Within eighteen months, Pyle had made more than a million dollars for Grange and nearly that much for himself. C.C. Pyle had successfully engineered one of the first player promotion campaigns in the field of sports.

Richard P. Knerr and Arthur K. Melin also were quick to spot potential fads. These men founded the Wham-O Corporation in 1948. Wham-O seems to thrive on fads and has started quite a few of them.

One item, the Hula-Hoop, has been described as "perhaps the greatest flash-selling item in the history of toys." Knerr and Melin first heard about this marvel money maker from a visiting Australian.

RIGHT: Richard Knerr, cofounder of Wham-O, stands with his wife and two of the winners at a Hula-Hoop contest.
Mr. John Pickerell and "Martha Faye" display championship form while throwing and catching a flying disk.

They ended up selling millions to kids and adults around the country.

Wham-O also successfully promoted the Super Ball and the Frisbee, a consistent top-seller. These successes are not the result solely of luck but also of excellent marketing skills and a talent for predicting popularity.

Another gentleman with superior marketing skills was Gayelord Hauser, an early promoter of health foods. Hauser cultivated the acquaintance and support of the rich and famous, some of whom were Greta Garbo, the Duchess of Windsor, and Queen Alexandra of Yugoslavia. This public exposure, along with his widely read book, Look Younger, Live Longer, greatly increased Hauser's popularity and credibility.

Hauser promoted five "wonder foods," the most important of which he claimed to be blackstrap molasses. In fact, Hauser claimed that blackstrap molasses could cure everything from nervousness to baldness. After the publication of his book, sales of the five "wonder foods" boomed. This was a benefit to Hauser, who also owned a partnership in a health food company.

All in all, Hauser profited quite handsomely from his promotions. Perhaps he sincerely believed his claims for his products. At any rate, he was shrewd enough to know that people always will be interested in a product that promises health and beauty.

A more recent fad monger was the father of the Pet Rock, Gary Dahl. Dahl's experience began in 1975 while visiting with some friends who were complaining of pet problems. After listening for a while, Dahl began to tell about his wonderful pet. In fact, his pet, a rock, was ideal: no mess, no fuss.

Dahl's friends thought his tale was great, and for most people, the story might have ended there. Dahl sensed the potential of the idea, however, and had the initiative to act on it. His success depended on his ability to move quickly enough to have his product ready for the Christmas season. As a result of quick wits and wise moves, Dahl is now among the wealthiest men in Los Altos, California.

Although these six men were successful, the fad business is something of a gamble. Promoters can make big money or lose it all. Anyone entering this business must be able to act wisely and quickly and to know when to get in and when to get out. Fad promoters also realize that luck is an important factor because public interest is an uncertain variable.
Fads, Fads, Everywhere!!

Fads come and fads go, but two things stay the same: The suppliers (advertisers) who start the fads and the consumers who spread them.

A fad is anything that is seen as fashionable, popular, or "cool" for a relatively short period of time. Fads from the past included: breakdancing, Pac Man, poodle skirts, big shirt collars, rolling up the bottoms of one's jeans, bell-bottoms, and Hula-Hoops. In groups of 3 or 4, answer the questions below about the fads you have seen come and go during your lifetime.

Fads in my lifetime:

Who started these fads:

Who participated in these fads:

Who benefited from these fads:
Ebenezer's Teasers

True or False?

1. The term "fad" originated with the word "fashion."  
2. Alvin Kelly lived through more shipwrecks than any other human being.  
3. Charles Darrow used place names from Hollywood, California, when he invented the game Monopoly.  
4. Dance marathons enjoyed popularity both before and after World War II.  
5. Gary Dahl invented the Pet Rock because his children were allergic to animal hair.  
7. Flagpole sitting originated in ancient times with Saint Simeon.  
8. The Frisbee originated with college students sailing tin pans from a baking company through the air.

Answers

Across
1. "Punk"______up includes black eyeliner
4. _______ foods are prepared in a hurry
8. Ginger______ is a well-known soft drink
9. Collectible antique car
10. The Beatles' drummer
13. Robin is Batman's companion
14. Military ammunition
16. Dirty with something sticky or greasy
18. Clark______ is Superman
20. Hawaiian wreath
22. Silly Putty can be stretched into any______
25. Abbreviation of "arrival" on a plane schedule
30. Collectible antique car
31. The Beatles' drummer
32. Batman's companion
33. Military ammunition
34. Dirty with something sticky or greasy
35. Clark______ is Superman
36. Hawaiian wreath
38. Silly Putty can be stretched into any______

Down
1. Red planet
2. Former heavyweight champion ("The Greatest")
3. Barbie's boyfriend
5. Protection for a knight
6. Large body of water
7. Award for a stage actor
11. Trivial Pursuit is a popular______
12. Signs of things to come
15. The "new______" as a school subject appeared in the late sixties
16. The hemline of a mini______ was well above the knees
17. "Shipwreck" Kelly was a champion______ pole "sitter" in the twenties
19. Piece of office furniture
21. The______ of the flapper and the Charleston was the twenties
23. In the past
24.______ Man was an early video game

Answers
Answers to Test Your Amusement
Fad IQ from page 38.
1-g, 2-e, 3-j, 4-i, 5-d, 6-c, 7-a, 8-k,
9-h, 10-l, 11-f, 12-b, 13-m.

Answers to American Fads Crossword
from page 43.

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\begin{array}{|c|c|c|c|c|}
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1 & 2 & 3 & 4 & 5 \\
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4 & 5 & 6 & 7 & 8 \\
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9 & 10 & 11 & 12 & 13 \\
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14 & 15 & 16 & 17 & 18 \\
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19 & 20 & 21 & 22 & 23 \\
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24 & 25 & 26 & 27 & 28 \\
\hline
\end{array}
\]

MAKE
ALE
RINGO
SAMMO
SMEAR
F
KENT
LEI
SHAPE
GATE
ROCK
Test Your Amusement Fad IQ
by Rose Eccardt

Do you have a Pet Rock, Hula-Hoop, or Frisbee? Did you answer “yes” to some and “no” to others? That’s the way of fads. Some may appear only once (or never) during your lifetime, while others reappear from time to time.

To test your Amusement Fad IQ, match the clues in the first column with the items in the second. Then turn to page 47 to find out how you did.

1. Invented in 1960s by California surfers to keep in shape on land. a. Hula-Hoop
2. Small, chubby plastic doll with a topknot of hair; popular just before World War I. b. Silly Putty
3. Played by picking up small six-sided metal pieces while bouncing a small rubber ball. c. yo-yo
4. Game played with small glass balls. d. J-D
5. Motion picture that gives the illusion of depth. e. Kewpie
6. Wheel-like toy with string attached to operator’s finger. f. Ouija board
7. First made of bamboo, this three-foot-diameter ring from Australia was used in 1950s for exercise. g. skateboard
8. Pie-shaped plastic missile that originated with Yale University students sailing tin pans from a baking company. h. Charleston
9. Dance from the twenties in which knees and heels are sharply twisted in and out on each step. i. marbles
10. A stone treated as a companion in 1975. j. jacks
11. Game thought to have the ability to spell out communications from the dead. k. Frisbee
12. A material invented in 1944 that can be stretched, molded, and bounced like a ball. l. Pet Rock
13. A flat, curved stick used as a weapon by Australian Aborigines; when thrown, it will return to a point near the thrower. m. boomerang

Pinpointing and Publishing Fads
by Gail Greco

David A. Boehm, American editor of The Guinness Book of World Records, says he is a great hit at parties. “Everyone wants to know what’s the latest thing we’re getting into,” Boehm says.

They have come to the right man. Boehm has been with the Guinness book for thirty years, and he is armed with all sorts of tidbits and trivia. One of the questions people most frequently ask him is “What do you consider to be the most astounding fact in the book?” Boehm’s reply: “The man who was struck by lightning seven times and lived. That will never be duplicated.”

Cobblestone recently talked with Boehm about the effect the book has on fads and trend-setting in the United States.

Does the Guinness book start fads or trends?
Not exactly, but we identify and encourage fads. For example, we started covering the game Twister by Milton Bradley. We recorded how many people played and for how long. Milton Bradley tells us that sales of the game increased dramatically when we began publishing records. We also got involved in video games. We do not record video games anymore because they have died down in this country.

We are currently working with a Vassar College debating team. They want to beat a British record. We helped them set up the debate and guidelines, which include how long the debate lasts and how many people must stay standing and not go to sleep.

We also are responsible for scientific advances. Take the Miracle Grow people. They asked us if they gave their product to people to use in their gardens, would we publish the results of experiments with growing giant produce. We agreed.

But mainly we wait until there is some interest in promoting a new fad, and we continue with it, recording any records set in that particular field. Indirectly, some trends are started as a result of information in the book. For example, we were hot on trivia long before the game Trivial Pursuit. We have a Guinness book that is all trivia.

What happens to a fad if Guinness stops publishing records?
We can actually kill a fad. If we don’t keep putting it in the book, people stop trying to break the record. One contest is to see how big someone can blow a bubble with gum. The record is twenty-two inches across. If we took it out of the book, that competition would stop.

Some trends get out of hand and become ridiculous. For example, years ago it used to be popular to see how many people could be stuffed into a
telephone booth or a Volkswagen. We saw the hazards in this and stopped recording it in the book.

What other gimmicks did Guinness put a stop to?
It used to be popular to be in goldfish-eating contests. Participants would see how many fish they could swallow in one gulp. It wasn’t healthy, so we cut it out of the book. We also stopped beer-chugging contests. You see, after records were set and published, some of these contests would be picked up on college campuses and then would filter down to lower schools. That’s how a trend could start as a result of records being set.

What is the purpose of the Guinness book?
It is a reference book, a social history. People who write for newspapers use it all the time. Whenever there is a casualty, they look to see when something like that happened last. Or if using pogo sticks became popular, they might look to see what records have been set.

People have a thirst for trivia. They like to read about oddities. But we are primarily an educational vessel. Our book is ninety percent worthwhile reading. It informs people about what is new and going on in the world. There is a lot of stunt material, but most of the book is educational. We strive to teach in an entertaining way.

No one ever kept records until Norris McWhirter decided to in 1955. For several years he edited the British version of the book. The American edition differs in that it is the only record-setting book that includes only world records. As Americans, we are more interested in topping world statistics.

How does Guinness encourage a new fad?
By contests. We have field editors all over the world. For example, we have a juggling editor. He initiates contests to set new records such as “juggling,” or juggling while running.

How do you get information about other kinds of records?
We receive twenty thousand phone calls and letters a year. About one hundred of them are used in the book.

Can your editors predict what is coming next?
Well, we know records will be set in space, but we don’t have a crystal ball. We know if some challenging, skillful game were introduced, we would be likely to see it gain popularity if we started keeping records.

When we make decisions about what to put in the book, we decide whether something is really going to be a trend. Take breakdancing. We received a lot of phone calls about it but decided not to include it because we felt it would die down. You can only keep moving on your feet and breakdance for so long. After a while, the dancers can’t move their feet. This is true in the forms of dancing we have decided to omit.

What does The Guinness Book of World Records tell us about ourselves?
That Americans continually strive to be the best they can be.
The Great Debate:
The Guinness Book of World Records --
A Fad Maker or Breaker?

I will divide the class in half and assign students to support each side of this debate. You may be placed on the side of the debate that you disagree with. This will be a special challenge! You will grow to better understand the point of view you disagree with by trying to support their case!

I have given you an article that discusses this issue. Now it is your job to hunt for other reference material and read the sample Guinness Books in class to find information and examples to support your team's position. Each team will need to appoint someone to introduce your team's position and main arguments. Each member of the team will then follow by explaining one or two points in favor of your argument. (Be sure your team members do not repeat information and examples.)

While one side presents their case, the other side should be taking notes. After both sides have presented their cases, each side will have a chance to use the notes they took to rebut the arguments of the other side. The audience will also be given time to ask questions of the side they choose. You will need to think fast! You will not be given a chance to research or write out what you will say.

After the debate, we will determine the winners by allowing the audience (students from other classes) to vote on the winner. This will be a closed ballot.

My advice to you is this, "Your best defense is a good offense." This means that the more prepared you are before your debate, the more convincing your argument will be. The amount of research and organization you have done will come through to your audience. Good luck!

The Fad Makers vs. the Fad Breakers!
TREND-SETTING

Every day we are helping to set trends by our thoughts and behaviors. Our consciousness determines the actions we will take and the direction in which we head. Every one of us has an impact on our future by the trends we follow. Do we conserve energy by walking or biking instead of driving or by wearing a sweater instead of turning up the heat? Trends can grow or decline. They can proceed quickly or slowly. There can be steady or erratic developments. The new development can be short- or long-lived. Improve your forecasting ability by analyzing a specific trend. Some examples of trends are more women in the workplace, increase in number of single parents, more premature babies' lives being saved, and people living longer. You may look at the topics on the next page on futuristics if you need other ideas of trends. You will probably need to do some research to answer these questions. The newspaper has a wealth of information on recent trends.

TREND: ______________________________ (Select your own.)

An analysis of this trend:

1. This trend got started because __________________________________________

2. This condition has/has not been changed by __________________________________

3. A new technology or teaching that might change this trend is __________________________________

4. The trend will reach its limit when ________________________________________

5. Other trends which could keep this trend from continuing are __________________________________

6. Groups that can benefit from this trend are (religious, commercial, political) ______________________

7. Harm that could result from this trend is ______________________________________

8. People who might try to stop the trend are ______________________________________

9. It would be easy/difficult to change this trend because __________________________

10. Other trends which could begin because of it are ____________________________________

by Alice Rice
Everyone can always think of many gifts they would like to have in this season of giving. But have you ever thought about why you would like to have these presents? What are your reasons for wanting certain gifts? List six things that are on your wish list. Check the reasons you want that present. Then answer the questions at the bottom.

<table>
<thead>
<tr>
<th>Presents</th>
<th>It's Fun</th>
<th>Everybody else has one</th>
<th>It's a Special Interest or Hobby</th>
<th>You Really Need It</th>
<th>It's Educational</th>
<th>Write in Your Own Reason</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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</table>

1. Which reason did you check the most for wanting the gifts you listed? ________________________________________________

2. Is price a problem for any of the presents you want? __________________________________________________________

3. How many of the presents you listed are specific brand names? (For example: Lee jeans instead of any jeans or a Schwinn 10-speed instead of any 10-speed bike) ______________________________________________________

4. Which gifts do you think you will still be able to use at this time next year? ________________________________________

5. Compare the gifts you want with your classmates. What is the most asked-for present? What is the most common reason that people in your class gave for wanting presents? ____________________________________________________

Design a graph to show this information.
Roman Mythology in Advertising

Many advertisements that you see every day make associations with Roman gods and goddesses to help sell their products. An example is the Mercury, a car capable of great speed. Another example is the Mercury on the F.T.D. trademark. There are nine squares below. In the first column of squares, glue an advertisement that you have cut out of a magazine or newspaper. In the second column, write down the names of the gods or goddesses. The third column allows you to explain the meanings of the ads.

<table>
<thead>
<tr>
<th>Advertisement</th>
<th>Name of deity represented</th>
<th>Significance of use of deity</th>
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Copyright © 1991, Good Apple
Think of the types of things that decorate your locker. What do they say about your likes, dislikes, values, and the norms of today's society?

How might a student in California decorate their locker during the sixties? What might a girl hang in her locker (if she had one) in Ohio during the early fifties? What would a boy hang in his during this same time and place?

This week you will be given time to decorate your locker with things you believe a boy or girl your age would hang in their locker during the 1950's, 60's, 70's or 80's anywhere in the United States!

In order to accurately represent your student from the past, you will need to find out what the popular culture was like during this time and in the location you choose. You will need to know the norms, values, interests, and materials available to your student. You can find information about different times and places by interviewing others or surveying others in your neighborhood. Reference material can also give you valuable information.

You can name your student and the school they attended, give them a hobby, and pick their favorite actor, actress, food, music or movie! Let you imagination and creativity paint a picture of a student from the past!

All lockers will be judged and prizes will be awarded to those students able to represent their student from the past!

* Notice what ads appear as decorations. Look at the ads for clues to values and norms. What are the ads in your locker saying to you?
Before decorating your student's locker from the past, you will need to:

1) pick a time period and location that interests you

2) research the time period and place you chose (What was the culture like?)

3) determine the interests, hobbies, favorite things, goals, values and possible norms he/she may have followed (be realistic and imaginative)

4) organize the information above by neatly writing it on your "Student Profile" sheet (this sheet will be read by the judges to see if your locker decorations paint the picture you described)

5) show me your student profile sheet so that I can approve it and offer suggestions

6) gather material to decorate your locker (the people you interviewed might have some things you could use)

7) decorate your locker!

8) prepare to give your classmates a tour of your student's locker and insight into their life

9) hang your "Student Profile" sheet on the outside of your locker after school before the night of judging

Remember to ask questions if you need to.
**Student Profile**

Name: __________________________
Age: __________
Time attending school: __________
Name of middle school: ____________________________
Location of middle school: ____________________________

Hobbies/interests:

Favorite things: (food, stars, TV shows, etc.)

Dreams/goals: (job, trip, gift, etc. wished for)

He/she values:

Norms followed in school: (dress, games played, rules followed)
ALL ABOUT ADVERTISING...

Fill in the puzzle by writing the words or phrases which fit together.

Hint: begin with the longest words.

3 Letters
F T C—Federal Trade Commission which regulates advertising
F C C—Federal Communications Commission which sets broadcasting standards
F D A—Food and Drug Administration which reviews package and labeling claims

4 Letters
F A C T—another word for truth; all ad claims must be supported by fact
N A R B—National Advertising Review Board, a voluntary industry group to promote high standards in advertising

5 Letters
M E D I A—all forms of communication
P R I C E—the cost of something
R A D I O—one form of media

6 Letters
A G E N C Y—name for advertising company
C L I E N T—person who hires an ad agency to develop advertising for a product or service

7 Letters
C H O I C E S—consumers benefit from advertising by having more choices
C A M P A I G N—term used to describe an advertising effort

8 Letters
C O N S U M E R—someone who buys something

9 Letters
B R A N D N A M E—manufacturer’s trade mark name for a product
I N T E G R I T Y—honesty; reputable manufacturers strive for this in their advertising
P A C K A G I N G—cartons, jars, etc. which protect a product
M A G A Z I N E S—a type of media
M A R K E T I N G—all stages of getting a product from producer to consumer

10 Letters
T E S T M A R K E T—place where a new product is first sold to judge consumer response
M A S S M A R K E T—term used to describe a large audience of consumers
T E L E V I S I O N—a type of media
N E W S P A P E R S—another form of media
C O M M E R C I A L—TV or radio advertisement

11 Letters
C O M P E T I T I O N—encouraged by advertising

12 Letters
M A N U F A C T U R E R—person who makes something
F R E E E N T E R P R I S E—economy based on competition and free choice

14 Letters
B E T T E R B U S I N E S S B U R E A U—an independent organization working to maintain ethical practices in advertising and selling
PROJECT 18 — THE RIGHT TO BE HEARD

If your money is good, you have the right to expect a good product. If you do not get satisfaction, you have the right to be heard. Use the following guide before, during, and after you make a purchase.

BEFORE YOU BUY

. . . Read advertisements and other consumer information to get the FACTS.
. . . Determine your needs and wants, including what you can afford.
. . . Compare the quality and price of different brands.
. . . Compare product quality, price, and service of different stores.
. . . Be aware of the best time of the year to buy certain products.
. . . Watch for sales and specials on products that you use.

WHEN YOU BUY

. . . Deal only with businesses that have a good reputation for service.
. . . Make sure the price is what you are willing and able to pay.
. . . Make sure the product is exactly what you need or want.
. . . Beware of salespeople who try to sell you more than you need or want.
. . . If you can’t pay cash, be cautious of all credit costs.
. . . Read contracts before signing, know all the FACTS.

AFTER YOU BUY

. . . Determine if your purchase is what you initially planned to buy.
. . . Use products properly according to instructions and safety warnings.
. . . Check guarantees/warranties for repair and/or replacement information.
. . . When dissatisfied, KNOW WHERE TO GET HELP after returning to the original place of business.

(A) Write a letter to the manufacturer or main office of the company.
   . . . Begin with a compliment.
   . . . Give all the FACTS and don’t exaggerate.
   . . . Threats and sarcasm are meaningless.
   . . . Let the company know what action you want: REPAIR, REPLACEMENT, or REFUND.

(B) Contact the appropriate government agency or get help from a consumer organization.

(C) As a final step, some type of legal action (small claims court, arbitrations, etc.) may be required.

Select one of the cases in Project 17 or make up a similar complaint of your own. Write a complaint letter to the appropriate government or private agency. Be sure to include all essential information. Use your imagination for the name of the company involved and any other details you consider necessary.
Your Rights as a Consumer

As a consumer, you have certain rights. Think of what actions you would take in the following situations. Pick a partner and select a situation you would like to role play. Write a script for the situation you choose and prepare to share your skit with the class.

What would you do if...

... you were overcharged for an item?

... you wanted to return an item but had lost the receipt?

... you received something in the mail you did not order?

... you felt a salesperson had been rude to you?

... a salesperson called and woke you up early Saturday morning?

... the food you were served in a restaurant was not prepared the way you ordered it?

... you were pleased with the service you received?
Levi's Gold

by Dorothy Slate

When the clipper ship sailed through California's Golden Gate that March day in 1853, twenty-four-year-old Levi Strauss rushed to the deck, eager to see San Francisco. The Gold Rush, started in 1848, still drew men by the thousands to seek their fortunes. Strauss was one of them.

Six years earlier, he had left Bavaria in Germany to escape unfair laws against Jews and to join his older brothers Jonas and Louis in New York. They taught him English and told him peddling was an honorable occupation in the United States. Now he faced a new challenge. In his baggage were goods to sell. His brothers had helped select them in New York before he left on his long voyage around Cape Horn to California. Gold miners were sure to need thread, needles, scissors, thimbles, and rolls of canvas cloth for tents and wagon covers.

As Strauss looked toward the city, he saw several small boats approaching the ship. When they came close, some of their passengers clamored for news from the East. Others climbed aboard to see what merchandise the ship had brought. In a short while, Strauss had sold almost everything he had brought with him. Only the rolls of canvas remained.

Stepping ashore, he saw a bustling city with many “stores” that were merely tents or shanties. Among the ironworks, billiard-table manufacturers, dry-goods stores, breweries, and hundreds of saloons stood some stranded ships serving as hotels.

With gold dust from his sales aboard ship, Strauss bought a cart. He loaded his rolls of canvas and pushed the cart along wood-planked sidewalks. He parked on Montgomery Street, waiting for miners to pass by.

A prospector stopped to look at his canvas.

"It's for tenting," Strauss explained. "Shoulda brought pants," the prospec-

tor told him. "Pants don't wear worth a hoot in the diggin's. Can't get a pair strong enough to last."

Instantly, the young entrepreneur sought out a tailor and created the first pair of jeans. Pleased with them, his customer later strutted around San Francisco. "Doggone, if a man ever had a pair of pants strong as Levi's before," he said.

The demand for "Levi's" grew so fast that Strauss could hardly keep up with it. When the brown canvas was gone, he switched to a sturdy fabric, serge de Nimes, from Nimes, France. The name was quickly shortened to "denim," and Strauss adopted the indigo blue familiar today.

Levi's brothers Jonas and Louis were his partners, as was David Stern, who had married Levi's sister Fanny. They decided to call their firm Levi Strauss & Company, agreeing that Levi was the "business head" in the family. Years went

Pioneers of American fashion, these miners wore Strauss’s pants because they were tough enough for the job of mining.
By 1879, Levi Strauss & Co. manufactured more than just pants. Back then, you could have bought 12 pairs of blue-denim jeans for the price of one pair today.

By, and the business grew. Then, in July 1872, a letter arrived from Jacob W. Davis, a tailor in Reno. The letter explained that he was now reinforcing pants pocket corners with copper rivets. Rivets strengthened the seams, which tore out when miners and other workers stuffed their pockets with gold nuggets and tools.

Davis was flooded with orders but worried that someone would steal his idea. If Levi Strauss & Company would take out a patent in his name, Davis would give them half the right to sell the riveted clothing.

Strauss immediately saw the profit potential. Instead of nine or ten dollars a dozen, the riveted pants could bring thirty-six dollars—just for adding a penny's worth of metal. It was a good risk.

The U.S. Patent Office took its time in granting Strauss a patent. It took ten months and many revisions and amendments before the Patent Office agreed that the idea of riveted pockets was unusual enough to be patented.

When Davis moved his family to San Francisco, Strauss put him in charge of production. Soon a force of sixty women stitched Levi's on a piecework basis. The orange thread still used today was an attempt to match the copper rivets. Another still-used trademark is the leather label featuring two teamsters whipping a pair of horses trying to tear apart the riveted pants.

Successful in business, Levi Strauss still found time to participate in many civic organizations and was well liked in San Francisco's business community. He never married, saying, "I am a bachelor, and I fancy on that account I need to work more, for my entire life is my business."

Although he had no children of his own, Strauss established many scholarships at the University of California, and when he died in 1902, he left money to Protestant, Catholic, and Jewish orphanages. He left the business to his sister Fanny's children.

Levi Strauss found gold not in streams or mines, but in fulfilling an everyday need. Today presidents, movie stars, and millions of other people wear Levi's and other brands of jeans, clothing created by an entrepreneur who responded to the needs of the market.
Those Revolutionary Ideas

The Industrial Revolution was a period in America's history when many people put their minds to inventing and improving labor-saving devices. Below is a list of people whose ideas had a strong influence on industrial development. Can you match the people with their idea (Group A) and with the area of industrial development (Group B) they influenced? Selections from Group B may be used more than once, but use only one from Group A for each person. The first one has been done for you. Answers are on page 47.

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel Morse</td>
<td>telegraph</td>
</tr>
<tr>
<td>Andrew Carnegie</td>
<td></td>
</tr>
<tr>
<td>Samuel Slater</td>
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<td>Peter Cooper</td>
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<td>Robert Fulton</td>
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<tr>
<td>Cyrus McCormick</td>
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<tr>
<td>Thomas Edison</td>
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<tr>
<td>Eli Whitney</td>
<td></td>
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<tr>
<td>Alexander Graham Bell</td>
<td></td>
</tr>
<tr>
<td>John D. Rockefeller</td>
<td></td>
</tr>
</tbody>
</table>

Group A
steamboat   reaper   incandescent light   locomotive   oil refineries   cotton gin
power mill   telephone   Bessemer steel   telegraph

Group B
textile industry   electrical power   farming   steam power   petroleum
iron and steel   communications
Answers to “Those Revolutionary Ideas”

Samuel Morse: telegraph, communications
Andrew Carnegie: Bessemer steel, iron and steel
Samuel Slater: power mill, textile industry
Peter Cooper: locomotive, steam power
Robert Fulton: steamboat, steam power
Cyrus McCormick: reaper, farming
Thomas Edison: incandescent light, electrical power
Eli Whitney: cotton gin, textile industry
Alexander Graham Bell: telephone, communications
John D. Rockefeller: oil refineries, petroleum
Ebenezer's Teasers

True or False?

TRUE FALSE

1. Elijah McCoy's invention, the lubricating cup, was important because it enabled trains to go backwards.

2. Andrew Carnegie was a poor Scottish immigrant who became very rich by shrewd investments and business know-how.

3. The textile mills in Lowell, Massachusetts, were unusual because they employed many New England farm boys.

4. Most coal mines today extend at least one mile deep into the earth.

5. A system of interchangeable parts means that the trigger on a gun can also be used to make the barrel.

6. Before the United States adopted the factory system, most manufactured goods were imported from England.

7. Once mechanized farm equipment was available, one farm family could grow enough food to feed 12 families.

8. Carnegie and others realized that steel had many advantages over iron in industry.

Answers

locked inside to expose seams of coal.

1. True. This coal is recovered today by strip-mining, in which layers of earth are stripped away.

2. True. Andrew Carnegie made some small improvements to the new Bessemer steel process, which he later expanded into a huge plant.

3. True. The mills were unique because they employed an all-female labor force.

4. False. Most coal is recovered today by strip-mining, in which layers of earth are stripped away.

5. False. It means that all guns of one model can be interchanged. Replacing any other trigger on the model can be difficult if the model isn't exactly like the one it was made for.

6. True. It was to England's advantage to buy manufactured goods at a high price and then make a fortune in the new business by using the new Bessemer steel process, which he later expanded into a huge plant.
It Starts with Entrepreneurs -- People Just Like You!

Entrepreneurs are people who take the initiative and accept the risk (the possibility of experiencing a loss) involved in starting a new business. Oftentimes entrepreneurs create a new product or invention they hope will be demanded by consumers. Some famous entrepreneurs from the past have revolutionized industries and the effect of their inventions is obvious in today's society.

In groups of three or four, become entrepreneurs and create your own product or type of service! Think of the needs and wishes of your classmates and your family. You could create a fad or start a new trend!

What products or services can you think of that are currently not available in the market and could be demanded by consumers?

Who would be your target market for these products or services?

How would you advertise your product and create a demand for it?

What complements could you sell with your product?

What can you learn from Walt Disney about what it takes to be a successful entrepreneur?
# Innovate and Improve

<table>
<thead>
<tr>
<th>Decide what to improve from this column.</th>
<th>Add a few items from this column.</th>
<th>Cause it to do something from this column.</th>
</tr>
</thead>
<tbody>
<tr>
<td>skateboards</td>
<td>lights</td>
<td>bend</td>
</tr>
<tr>
<td>bicycles</td>
<td>Velcro</td>
<td>twist</td>
</tr>
<tr>
<td>pocket calculators</td>
<td>dials or gauges</td>
<td>fold</td>
</tr>
<tr>
<td>shoes</td>
<td>pockets</td>
<td>bounce</td>
</tr>
<tr>
<td>hair dryers</td>
<td>hooks or clips</td>
<td>stretch</td>
</tr>
<tr>
<td>eye or sunglasses</td>
<td>zippers</td>
<td>hang</td>
</tr>
<tr>
<td>textbooks</td>
<td>hinges</td>
<td>compress</td>
</tr>
<tr>
<td>notebooks</td>
<td>magnets</td>
<td>inflate or contract</td>
</tr>
<tr>
<td>lunch boxes</td>
<td>timer</td>
<td>glow</td>
</tr>
<tr>
<td>hats</td>
<td>music</td>
<td>spin</td>
</tr>
<tr>
<td>T-shirts</td>
<td>patterns</td>
<td>bounce</td>
</tr>
<tr>
<td>FM radios</td>
<td>messages</td>
<td>float</td>
</tr>
</tbody>
</table>

Draw and describe your innovation.

When new products are demanded, suppliers will usually work to fill the demand in the market. Use the ideas above to create a new product for producers to supply. Feel free to create an entirely original product! Hint: a product that lacks substitutes could be really profitable!

The Floatable "Too-Much-Sun" Sun Timer Sunglasses
Ready, Set, SEARCH!

Hunt for the economic terms in the puzzle below. When you locate a term, raise your hand. After you or a classmate is able to correctly define the term, I will circle it in my puzzle. Let’s see how quickly we can complete this puzzle as a class!

<table>
<thead>
<tr>
<th>Auction</th>
<th>Demand curve</th>
<th>Price</th>
<th>Substitution effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buyer</td>
<td>Demand schedule</td>
<td>Producer</td>
<td>Supply</td>
</tr>
<tr>
<td>Capitalist</td>
<td>Elasticity of demand</td>
<td>Production cost</td>
<td>Tradeoff</td>
</tr>
<tr>
<td>Complementary products</td>
<td>Income</td>
<td>Resources</td>
<td>Transaction</td>
</tr>
<tr>
<td>Conspicuous waste</td>
<td>Law of demand</td>
<td>Risk</td>
<td>Value</td>
</tr>
<tr>
<td>Consumers</td>
<td>Market economy</td>
<td>Scarcity</td>
<td>Wealth</td>
</tr>
<tr>
<td>Consumer attitude</td>
<td>Needs</td>
<td>Seller</td>
<td></td>
</tr>
</tbody>
</table>

**Ready, Set, SEARCH!**

Hunt for the economic terms in the puzzle below. When you locate a term, raise your hand. After you or a classmate is able to correctly define the term, I will circle it in my puzzle. Let’s see how quickly we can complete this puzzle as a class!

| A L C O N S U M E R S Z T R A N S A C T I O N L S |
| Z I O B I L K A J O C B H O I B C A P I T A L I S T |
| U N N D I Y A R Q O Y O O V O O V A L U E X R S S M O C |
| L F S I L X D K U R N E R S X W O E D W A Y Z T R U |
| A B P R I C E E T N S I S W I E V R U C D N A M E D |
| W E I M A R M T I N U S T T I N U R P N E X W E L O |
| F K U E N T N C B L E Y N E K S B U S O F U N F E P |
| D M O N E U D O K S R L V H O O U L K I F Y R A S Y |
| M S S A P F C O N V T W B G O R E S O U R C E S U A |
| A M W A R C H M U A T Q L E L O R I S K O U K B S T |
| N E A G I L E Y N Y I R E L A D I N O P P S D E E N |
| D N S V I K D W O L T D N E S U P P L Y V F G I D E |
| O U T M E U U Y S R U M A I S C L I R A H I R T T M |
| L T E T E R L Y S R D W Y O M E I N T E T R O L N E |
| A T R P N E E T B F E I N G X R D O M P L S K A Q L |
| E L A S T I C I T Y O F D E M A N D F I A C T B S P |
| L P R O D U C T I O N C O S T M L I M A E T X O E M |
| A V Y G D O L H H E O Z O L L A B S I W M S B O O |
| Y N I S G N D O A N E I T R O E D E L A X L O S B C |
| E S U B S T I T U T I O N E F F E C T A N A R C B F |
| B I K E L N U W N M D A I L T O D V I B R M A O N T |
| A U C T I O N O N S A M V A R I E S C A R C I T Y L I |
List things that can be given but not taken.

caring

Of all the giving things you listed, which three things are the most important?

The greater gifts cannot be purchased or packaged or even seen. They come not from the rational mind but from the giving heart.
Evaluation

Observation of students' participation, comprehension, and ability to apply and evaluate information during class activities and projects.

Monitor students' ability to recall past information and apply it in the following review exercises that occur throughout the unit:

#21 Watch Out for Changing Prices
#22 Dining Out
#23 Serve it Up!
#36 Life in an Advertising Agency
#39 Behind the Wheel
#48 Commercials: Singing and Otherwise
#64 It Starts with Entrepreneurs -- People Just Like You!
#66 Ready, Set, Search! (review of entire unit)
Unit planning is an essential part of the educational process. It allows teachers to establish long term goals and develop a variety of activities into a meaningful whole to accomplish those objectives. A unit plan can serve as helpful future reference material for the instructor if it is evaluated, edited and/or expanded with each use in the classroom. By providing students with a stimulating introduction of the unit, teachers can utilize units as motivational tools by exciting the students of the content and activities that lie ahead. Finally, units provide the necessary structure for students' learning.

I created the unit outline plan that follows for a senior high school psychology class. A description of its content and educational goals is included at the beginning of the unit. A lesson plan for day seven is detailed at the end of the outline. The visual aid that follows is to be used in conjunction with the lesson. The content paper is to be used as a reference aid for the instructor leading the lesson for day seven.
UNIT PLAN

TOPIC: Personality and Individuality

GRADE: 12

DURATION: 13 days

JUSTIFICATION OF UNIT IN CURRICULUM:

Upon completion of this unit, students will develop an understanding of personality theorists and testing, two topics in the state adopted test Understanding Psychology (Glencoe/McGraw-Hill, 1986) and included in most, if not all state adopted texts for high school psychology courses. This text will not only inform students, but will result in students' increased understanding of themselves and others -- essential components of a democratic education. Furthermore, the following critical components of the educational process will also be developed within students: independent critical thinking, self-evaluation, opinion formation and the development of supporting evidence, application of knowledge, ethical reflection, inquiry, and creativity.

CLASSROOM CLIMATE TO BE DEVELOPED:

I hope to develop a curious group of independently thinking students free to express and support their opinions and able to creatively apply content knowledge. Most importantly, I hope students' self-understanding and appreciation will be enhanced and that this will result in increased self-esteem. I feel the better students feel about themselves and others and the more curiosity (not passive learning) is nurtured, the more positive and productive a classroom will become. During the course of this unit, I believe students will discover that they and others are unique, worthwhile individuals that cannot simply be categorized, no matter how sophisticated the theory. This will affect the classroom climate because a more cooperative learning environment will be created in which each person's unique ideas and abilities are respected and valued.
UNIT OBJECTIVES:

1. This unit will develop a desire to understand and value others through cooperative learning and enhanced understanding of content as evidenced in the number and content of questions asked by students and their enthusiasm to participate in group projects.

2. This unit will enhance students self-appreciation and self-understanding of themselves as evidenced in independent writing assignments and the types of questions asked by students.

3. After completion of this unit students' abilities to reflect critically and independently and willingness to express and support opinions openly, competently, and creatively will be enhanced as evidenced in the critical thinking involved in their independent writing assignments, their willingness to share and improvement in supporting their thoughts and writings with during class discussions.

4. After completion of this unit, each student will be able to list three ways in which people are socialized and learn within their unique culture.

5. After completion of this unit, each student will be able to engage in ethical discussions concerning personality testing.

6. After completion of this unit, each student will be able to list one defining characteristic of each of the following fields of psychology: psychoanalytical, behavioral, trait oriented, biological, and humanistic with 100% accuracy.

7. After completion of this unit, each student will be able to list one criticism and/or one piece of support for each branch of psychology listed above with 100% accuracy.

8. After the completion of this unit, each student will be able to relate five vocabulary terms to their daily lives by providing an illustrative example of each with 100% accuracy.

9. After the completion of this unit, each student's writing ability will be improved as evidenced in their improvement in the organization, grammar usage, clarity in expression of ideas, application of content in support of their ideas, and utilization of creativity in his/her writing assignments.

10. After the completion of this unit, each student will be able to develop and describe his/her own route to self-actualization.
INTRODUCTION OF UNIT
Students will complete a Content Interest Inventory for the unit. After the inventories are completed and collected, the instructor will briefly explain those topics of most interest to the students and attempt to increase the students' curiosity concerning those topics with which the students were less familiar. Questions and discussion will follow. The inventory will serve as a general pre-assessment reference for the unit.

INTRODUCTION OF PSYCHOANALYTIC THEORISTS
Students will be shown inkblots and asked to quickly write what they “see” in the pictures. Later, students will be shown a more detailed picture and asked to write a short story of what the picture brings to mind. Students will be asked to share what they “saw” and the terms related to Rorschach Inkblot Testing and Thematic Apperception Testing will be introduced. Discussion will follow concerning the validity of the tests and the ethical uses of them.

SIGMUND FREUD: THE UNCONSCIOUS, ID, EGO, & SUPEREGO
A brainstorming session followed by divergent and probing questions will generate topics for discussion and questions to be answered by the students as they read the text in groups. After reading the text, students will share new interesting information which answered their questions and list those questions which remain unanswered. Students will summarize important information in their notes. Additional sources will be cited to assist students in answering their questions. Students will be asked to apply their new knowledge by listing five daily behaviors and their id’s, ego’s, and superego’s role in each.

FREUD’S DEFENSE MECHANISMS
The instructor will cite a few typical behaviors and ask why they may occur and that students create a label for each. Students will continue this exercise by completing a “prediction diagnosis sheet” in which they will match defense mechanisms to behavioral examples. Students will read silently in small groups in order to verify the answers on their sheets. Class discussion will follow in which the defense mechanisms will be defined and illustrated for entry into students’ notes.

EVALUATING FREUD AND COMPARING HIS THEORIES TO JUNG’S AND ADLER’S: SUMMARY OF PSYCHOANALYTIC THEORIES
Students will evaluate Freud by constructing situations in which his
theories would/would not apply and by critically reflecting on each. Students will predict possible points of disagreement other theorists (Jung and Adler) might raise and read to determine what differentiated these later theorists from Freud and each other. After reading, students will voice their opinions and support for and against the concepts created by Jung and Adler. The instructor will assign an independent creative writing assignment by asking the students to write on one of the following topics:
1) Do you feel you have archetypes stored in your unconscious? Give facts to support your opinion.
2) Create a story or dream that contains archetypes. Explain the significance of the archetypes.
3) Do you feel children grow up trying to overcome a feeling of inferiority? Give facts to support your opinion.

Day 6  BEHAVIORAL THEORIES: SKINNER & BANDURA
The instructor will introduce the vocabulary and assess prior knowledge by playing a word association game. The teacher will then provide anecdotal examples of behaviors (i.e. 4 year-old boy screaming at grocery checkout for candy bar and mother buying it for him, etc.) and ask students why the actors illustrated behaved as they did. During the explanation of the anecdotes, vocabulary (i.e. reinforcement, behavior extinction, etc.) will be introduced. Students will read to solidify definitions and examples. As a class, the students will complete a graphic organizer contrasting psychoanalytic and behavioral theories. Students will apply their acquired knowledge by designing an ideal method to change one of their family member’s behaviors that may be bothering them or a way in which their family could successfully get them to change one of their behaviors by utilizing Skinner’s or Bandura’s principles in a writing exercise.

Day 7*  HUMANISTIC THEORIES: MASLOW AND ROGERS
Lesson plan, content paper and visual aid follow outline

Day 8  INTRODUCTION OF TRAIT THEORIES
Students will be asked to complete a Keirsey Temperament Sorter and score the results. Discussion will follow in which students will express support for or against the validity and accuracy of such tests. Students will also be asked to consider ethical uses of such a test.

Day 9  TRAIT THEORIES
Before reading the text, students will be asked to consider whether or not they feel: they have a “source” trait from which their other traits stem, certain jobs are unique to extroverts and introverts, objective tests can measure traits of an individual? After reading the text, students will be asked to reappraise their prereading assumptions and
provide evidence for and against their assumptions. Students will also work in small groups to formulate their own trait theory and design a “test” to show evidence of the trait or write a brief paper refuting the applicability of trait theories.

Day 10  BIOLOGICAL THEORIES
Students will view the video Brain Sex and discuss its implications. Students will take notes during the video since the material is not available in the text. In the time remaining, students will finish their trait theorist projects.

Day 11  SHARING CREATIVE PROJECTS
The trait theorists groups will be asked to share their projects. Also, the instructor will select papers previously assigned and ask the writers of each if they would like to share their papers with the class. Students will also be encouraged to volunteer to share and explain their writings, projects and models of their routes to self-actualization. Vocabulary and concepts will be reviewed after each paper is read. A content literacy guide will be assigned to organize and review the information in the text.

Day 12  REVIEW FOR TEST
The instructor will quickly lead a review of the content literacy guide to ensure that students were able to locate, understand, and apply the information in the text. Then, the instructor will lead a game of Jeopardy in order to review for the test.

Day 13  TEST
The students will complete an objective and essay test over the previously covered material.
ANNOTATED RESOURCES:

Brain Sex, video


“The Keirsey Temperament Sorter,” Please Understand Me.

Lester, “Items in the Need Satisfaction Inventory,” Personality and Individual Differences.

Rorscharch Inkblot Tests

Thematic Apperception Tests

DAY 7      LESSON PLAN

SUBJECT: Humanistic Theories

PUPIL OBJECTIVES:

1. After reading the corresponding section in the text and discussing its content, students will be able to define the following vocabulary words with 100% accuracy: self-actualization, positive regard, unconditional positive regard, conditions of worth, fully functioning, hierarchy of needs, the organism and the self.

2. Students will be able to explain the relationship between three of the above vocabulary words and their applicability to their everyday lives, according to trait theorists.

3. Students will be able to complete a need satisfaction inventory.

4. Students will be able to list two pieces of evidence in support of or contradiction to Maslow’s hierarchy of needs.

5. Students will be able to independently construct their own individualized model of their route to self-actualization.

MATERIALS:

Lester, “Items in the Need Satisfaction Inventory,” Personality and Individual Differences.
Visual Aid: Maslow’s Hierarchy of Needs.
large paper, cardboard boxes, wrapping paper tubes, markers, paint, magazines, scissors, glue, etc.

VOCABULARY:

conditions of worth: ability for one to see their being as good and worthy
fully functioning: open to all feelings, thoughts, and experiences while accepting yourself
hierarchy of needs: the orderly fulfillment of which is necessary in order to achieve self-actualization
organism: the whole person, including their physical self
positive regard: approval
self: the image each holds of his or her self
self-actualization: the realization of one’s potential as a unique human being
unconditional positive regard: accepting others in their entirety
PROCEDURES:

1. **free recall/ brainstorming**
   The instructor will present the vocabulary terms and ask the students to volunteer the first word that comes to mind. The teacher will then lead the students into a brainstorming session to create a possible definition of each word. During this process, the teacher will point to the word parts as clues to the terms' meanings.

2. **independent reading, completion of content literacy guide**
   The teacher will ask the students to complete the content literacy guide as they read in order to get the meanings of the terms into their notes.

3. **class discussion**
   The teacher will focus the discussion around the content literacy guide in order to check for reading comprehension and to fill information gaps. The teacher will also point out the similarity between the "guesses" of the vocabulary meanings using word parts and their actual definitions. Students will be asked to provide examples which show the relationship between three of the terms and the applicability of the terms to their lives, according to trait theorists.

4. **class development of a hierarchy of needs**
   The students will complete a "needs" questionnaire by adding to the human needs listed and ranking them in order from the most necessary and essential to the least necessary. The instructor will draw a large pyramid on the board, tally the students' responses, and place them in the pyramid accordingly. The teacher will then pass out a handout illustrating Maslow's hierarchy of needs. Discussion will follow concerning the similarities and discrepancies between the two.

5. **completion of a need satisfaction inventory**
   The students will complete this sheet by marking those needs which are filled or "satisfied" and noting those that are not fully satisfied. Discussion will follow as to whether or not the satisfaction of some needs are "possible," according the Maslow, while others are not completely satisfied. Students will consider whether the satisfaction of their needs and/or the lack of satisfaction of others disproves or supports Maslow's theory. Also, suggestions will be taken concerning the possible alteration of his hierarchy.

7. **construction of individual hierarchy of needs**
   Students will be asked to consider all of the information discussed in class. The teacher will review critical findings. The students will then be instructed to create their own road to "self-actualization." They may use a hierarchal pattern or another of their choosing. They may
indicate their position on their road and estimated time goals in which they will reach future steps. They may also illustrate their graph with drawings, photographs, computer images, or magazine clippings which depict situations related to each step. The teacher will provide numerous mediums, and will encourage students to use any medium from a three-dimensional cardboard box, to a wrapping paper tube, to poster board. The teacher should stress that this is to be a fun, creative project and allow the students several days to think through and create the project. With the time remaining in the class period, the teacher should encourage the students to begin jotting down ideas and circulate throughout the classroom providing support and encouragement and answering questions.

EVALUATION:

Could students define the vocabulary terms?
Could students explain the relationship between three terms and the applicability of the terms to their lives, according to trait theorists?
Could students list two pieces of evidence for or against Maslow’s hierarchy of needs?
Were students able to identify which of their needs have been met and which have not when completing the need satisfaction inventory?
Did students have ideas written down which would provide a strong base on which to begin building their routes to self-actualization?
Maslow's Heirarchy of Needs

According to Maslow, one must satisfy the lower level of needs before he or she is free to progress upward to the ultimate need of self-actualization.

Do you support or disagree with his theory? Why? (Provide evidence to support your opinion.)
HUMANISTIC THEORIES

Abraham Maslow and Carl Rogers are said to be the forefathers of this truly American branch of psychology that was well underway by the 1950's. Humanistic psychology was primarily a response to Freudian psychoanalysis and behaviorism, two earlier formulated branches of psychology. In order to understand the roots of humanistic psychology, it is useful to briefly review the main tenets of the first two branches of psychology rejected by humanistic psychologists.

Maslow, Rogers, and other humanists felt that psychoanalysts saw the individual in extremely negative terms. Freud, they argued, focused too much attention on the dark side of human nature. Freud saw the personality as a struggle between one's id (full of fatalistic, primitive passions), one's superego (a moral ruler), and one's ego whose job it was to negotiate between the former two by fulfilling the id's desires in a socially acceptable way. For Freud, the id represented human nature and its full expression could result in destruction, murder, and incest. Contrary to this negative view, Maslow and Rogers saw human nature as essentially positive, social, and realistic. They felt that only the full expression of one's human nature would result in a fully functioning and self-actualizing individual.

The second branch of psychology, behaviorism, was seen as viewing individuals in overly simplistic terms. Behaviorists generally studied behavior simply in terms of stimuli and responses, leading to the characterization of individuals as passive, reactive, helpless organisms lacking responsibility for their behaviors. In contrast, humanists felt individuals could not be summed up by categorizing their behaviors and responses. Maslow and Rogers argued that human motivation and the subjective values of individuals play a large role in guiding and directing behavior. They felt that individuals were self-motivated, purposive, intentional actors during the course of their lives, not merely passive pawns in a stimulus-response mainstream. Maslow and Rogers argued that one's motives, attitudes, and values must be studied in order to understand human behavior and nature, not disregarded as unimportant as behaviorists practiced.

Humanists' positive definition and trusting view of human nature were the most distinct features of humanistic psychology. Maslow and Rogers held the view that a person is a "being-in-the-process-of-becoming." They argued that each individual is unique and possesses the ability to choose and direct his or her distinct life course. They felt that all individuals go through "a process of becoming" during which they accept the responsibility for their
of becoming" during which they accept the responsibility for their choices and strive to reach their potential.

This "process of becoming" was later given such names as the growth hypothesis and self-actualization, key terms adopted from Kurt Goldstein, a personality theorist, and added to the humanistic vocabulary. Maslow and Rogers felt that growth did occur and that it was healthy and normal. They rejected the psychoanalysts' notion that all abnormal behavior should be scrutinized during psychotherapy or that growth was simply due to external reinforcement as behaviorists contended. Rather, they felt that the innately good human nature should be allowed to choose and fulfill its potential by making decisions utilizing its inherent value system. The two felt that humans were innately driven by growth tendencies and that decisions made by individuals would be ones that would maximize their inner potentials.

While both Maslow and Rogers studied human growth in a client-centered manner, each did so utilizing his own approach in order to acquire information to satisfy his unique interests. Both blamed past research for an overemphasis on human pathology and for explaining human nature by the study of sick people. Maslow directed his course of study by researching those people who he considered to be "most fully human" in order to learn more about health, growth, and self-actualization. Rogers, on the other hand, studied people who had matured to lead healthier, more fulfilling lives by engaging in the process of psychotherapy. In the process of doing so, each coined unique terms and ideas.

As Maslow studied "most fully human" people, he cited several distinct traits which characterized their self-actualization. According to Maslow, a person at his or her best was proactive, autonomous, choice-oriented, adaptable, mutable and continuously becoming. For Maslow, reaching this peak of "humanness" required that certain needs be fulfilled in a distinct order. Maslow developed a hierarchical arrangement of steps to signify one's path to self-actualization that he called a hierarchy of needs. As one climbed the hierarchy, the needs filled in the first step must be completely satisfied before the needs could be filled in the next step. In constructing this hierarchy, Maslow placed the most essential needs at the bottom and the self-actualizing peak needs at the top. Maslow placed basic survival needs such as food and shelter at the base of the pyramid. Upon fulfillment of these needs, one would next seek to satisfy basic physiological needs such as safety and security. Maslow's next step to self-actualization requires the satisfaction of needs of belonging, affection, and love. Respect, a sense of achievement, and a positive self-esteem constitute the fourth step in the self-actualization process. The final and fifth step resulting in self-actualization requires the fulfillment of spiritual and transcendent needs to fulfill one's own unique potential. Since Maslow saw all humans as self-propelled to achieve growth, he defined illness as the suppression or denial of these needs which prevented a person from growing and fulfilling their needs to reach
their potential.

Carl Rogers held the conviction that provided with the necessary conditions for change, people have the capacity for self-understanding and personality reorganization. He believed that in order for people to become fully functioning individuals who are constructive and trustworthy, they must experience unconditional positive regard. One experiences unconditional positive regard when one feels accepted and valued, regardless of their shortcomings or failures. This feeling of acceptance is crucial in order for individuals to confide in others and in turn discover their innate potential and abilities. Upon discovering one's true potential, one will naturally seek to actualize this true identity. As Rogers explains, "As persons are accepted and prized, they tend to develop a more caring attitude toward themselves. It becomes possible for them to listen more accurately to the flow of inner experiencings." During therapy with his clients, Rogers sought to create an atmosphere of unconditional positive regard in which his clients would feel valued, realize their potential, and then seek to utilize it. Rogers felt that it was destructive to place conditions of worth upon others in relationships. For example, parents who only fully accept their children as worthy if they achieve a certain grade point average, enter a career they deem appropriate, or are a member of a sports team they feel is important, severely damage the self-esteem of their children and prevent them from reaching their own unique potential by satisfying their needs and expressing their talents.

Since both Maslow and Rogers felt strongly concerning human growth and potential, both shared similar views as to the methods to be employed and goals to be attained through the educational system. For them, the ultimate goal of the educational system was to facilitate the students' self-actualization and the fulfillment of their unique, individual potential. They felt that in order for the educational system to reach this goal, it must interest and involve students in the process of learning and acquisition of knowledge. They felt that the best funded school would fail if teachers failed to tap into the students' sense of curiosity and personal need to learn. The educator's role in the classroom was to be a facilitator of self-discovery in order for the students to discover the skills and vocation best suited to their unique potential. As a facilitator of self-discovery, the teacher was to serve as an explorative, authentic, and curious role model continuously interested in his or her discipline. Only after students have made a connection with what information most closely corresponds to their abilities should teachers proceed and teach other necessary knowledge and skills. Maslow and Rogers both felt that creativity was a crucial skill that should be fostered since it was critical in any career or academic field. Creativity, they felt, required the ability to listen and follow inner impulses and is needed to reach solutions to specific problems in students' chosen vocations. The two felt that only an educational system based on self-discovery would nurture the creative and curious side of each individual.
In conclusion, Abraham Maslow and Carl Rogers were two psychologists at the forefront of the humanistic movement which protested the negativity and simplicity regarding human nature inherent in psychoanalysts’ and behaviorists’ lines of study. The two felt that humans were to be trusted to discover and actualize their unique potentials. Maslow focused his work on the distinctive qualities of a self-actualized individual and the need gratification stages requiring fulfillment during the process of self-actualization. Rogers studied humans’ ability to realize their innate potential and strive to fulfill this new identity after receiving acceptance lacking conditions of worth. Maslow, Rogers, and others associated with the humanistic movement would most likely subscribe to, "accept others and expect the best and in return you will be accepted and given just that."


