

Lesson: Bison Marketing Techniques

Grade: 5

Standards:

- 5.1.2 Identify differences between primary and secondary resources (e.g., maps, charts, line and bar graphs, Internet, atlases, journals, letters, photographs, interviews, periodicals)

- SL.2 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information presented.

Objectives: Fifth grade students will be able to demonstrate creative bison marketing techniques and receive a 75% or higher on their graphing worksheet.

Vocabulary:

- Wholesale
- Supply and Demand
- Marketing

Materials:

- 9x12 construction paper (printer paper would work also)
- Coloring tools (crayons, markers, colored pencils, etc.)
- Compare and contrast sheets
- Graphing Worksheets
- Websites:
 - <https://www.dropbox.com/s/2fpz3zh55lzzv5f/NBA%20Bullish%20on%20Bison.pdf?dl=0>
 - www.bisoncentral.com

Successful Billboards:

1. <https://i.pinimg.com/originals/ea/49/36/ea493653f93b72b34976367d5593efb4.jpg>
2. https://static1.squarespace.com/static/51a28d1be4b0d80d8a7311d0/572e89e87c65e4a11356fb2f/591772a9e4fcb5690797ffca/1494708906701/OOH+Billboards_mock_up_10.jpg?format=750w

3. <http://mediabites.com.pk/wp-content/uploads/2017/04/khi.jpg>

Unsuccessful:

1. <https://i.pinimg.com/originals/a8/8e/8c/a88e8cd7fb775c5d7518daefbef9c0bc.jpg>
2. <http://msue.anr.msu.edu/uploads/images/billboard2.jpg>
3. <http://www.pmaoutdoor.co.uk/images/billboard-main.jpg>

Anticipatory Set/ Hook: The teacher will show the students many different billboard advertisements. The teacher should show three successful and three unsuccessful advertisements. After displaying the pictures, the teacher will hand out the compare and contrast sheets. The teacher will then have the students individually fill out the sheet and then after a couple minutes students will get together in groups of 3-5 and discuss the reasons that the billboards were either successful or unsuccessful. The groups will each select a couple of examples from both categories to share with the class. The teacher should write them down and discuss each one. This task will spark creativity and ideas for the next activity.

Activity: *Billboard*

The teacher will explain how bison meat is not one of today's primary meat choices, but that people who choose bison meat may do so because it is a healthy and lean option. The teacher will also explain that the National Buffalo Museum promotes the consumption of bison meat because in order to restore the bison population in greater numbers, bison needs to be a valuable commodity. The National Bison Association has developed the light-hearted "Hump Day" promotion to encourage the consumption of bison meat on Wednesdays. They have developed a "Hump Day" logo and give away promotional items like sunglasses and stickers as part of the promotion.

The teacher will explain different marketing techniques. The teacher will explain that marketing is a job that promotes and sells a certain product, and that marketing includes advertising. The teacher will explain how to interpret a graph. The teacher will show many examples of graphs. The teacher will then show students some different resources that they could include on their billboard. The teacher will show them the "Bullish on Bison" pamphlet, and the "Bison Central" website. Students will be encouraged to illustrate and design a billboard that displays a slogan, bright colors, a large font, and uses statistical numbers.

Follow Up/ Closure: *Graphing*

After they complete the billboard activity, students will be given a follow up worksheet that will demonstrate if they understand how to interpret a graph. The worksheet also includes a couple of questions that will show the teacher that the students understand the importance of bison meat consumption.

Assessment: The teacher will be looking at the student's billboards and grading them based on the rubric below. The teacher will evaluate the worksheets and see if students score a 75% or higher.

Additional Differentiated Activities:

Below-Grade-Level: The students will be given an outlined billboard to color. They will also not have to answer number three on the worksheet.

Above-Grade-Level: In addition to the worksheet, the students will also be given the extra questions worksheet.

Bison Billboard

Student Name: _____

CATEGORY	4	3	2	1	Score
Creativity	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the billboard.	There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
Time/Effort	Class time was used wisely. Much time and effort went into the planning and design. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely, and the student put in no additional effort.	
Planning and Explanation	Student can describe in detail at any point during the process how s/he envisions the final product and how they intend to reach their goal. Very focused and goal-oriented.	Student can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused with some planning.	Student can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but let's things evolve in somewhat random manner.	Student has thought very little about the project. Is present but is not invested in the product.	
Marketing Effectiveness	The student has created a billboard that is easily read, understandable, catches one's attention and uses correct grammar and spelling.	The student has created a billboard that is easily read and catches one's eye with little grammar errors.	The student somewhat created a billboard that was understandable and easily read however little correct grammar was used.	The student did not use any marketing details correctly and there were many grammar errors.	

BUY SOME

BISON!

SALES

INCREASED

by 26% in

the LAST 3

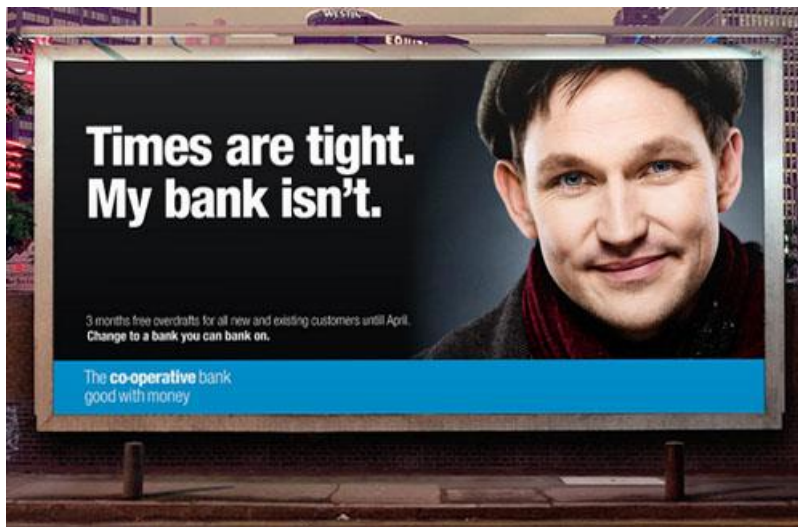
YEARS!



Successful Advertisements



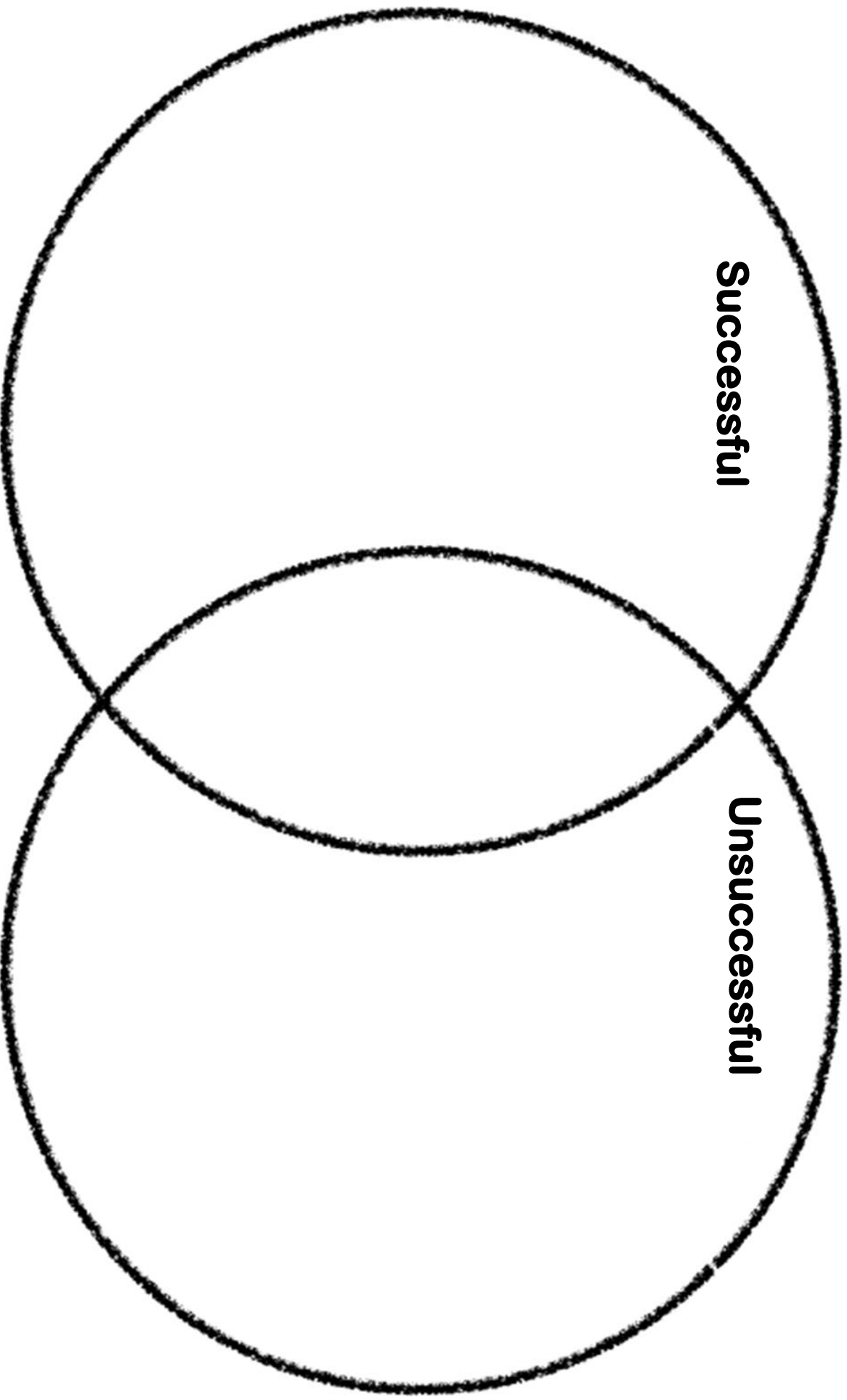
Unsuccessful Billboards



Compare & Contrast

Successful

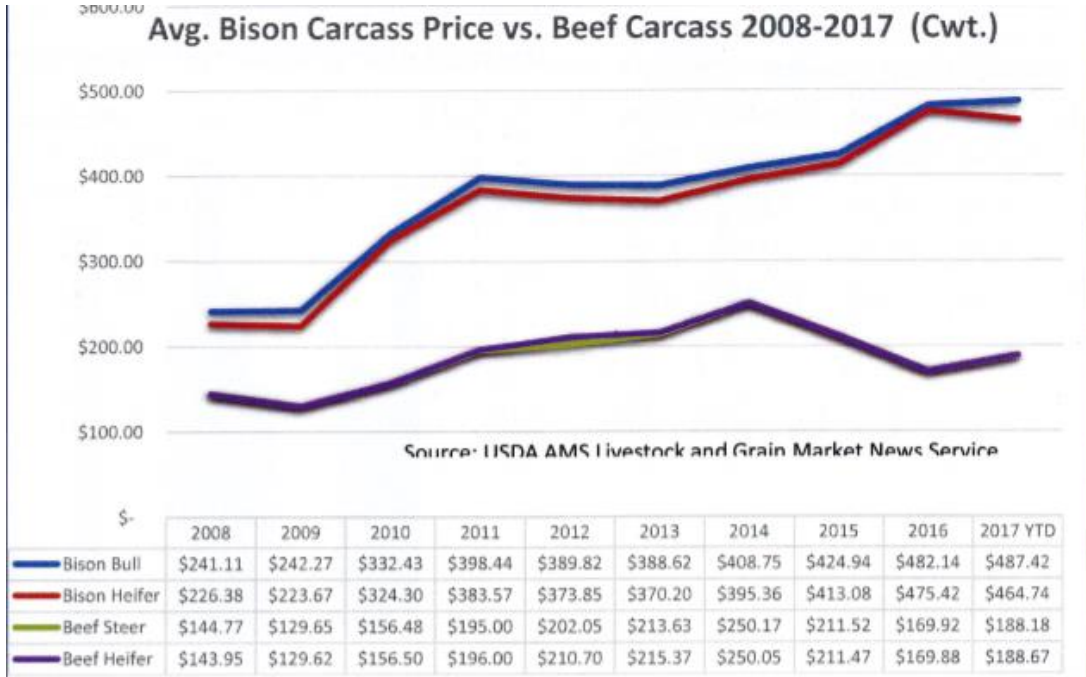
Unsuccessful



Name _____

Bison Meat vs. Beef Comparison and Graphing Worksheet

Instructions: Complete the following worksheet using the given chart. Make sure that you read each question thoroughly and answer to the best of your ability. Make sure you show complete work.



Source: USDA AMS
Market News
Service

1. What was the difference in the price of the bison heifer compared to the beef heifer?
 - a. In 2008?
 - b. In 2012?
 - c. In 2017?

2. On the graph below, create a bar graph for the Bison Bull prices from 2013-2017. Be sure to add a title, axis titles, and labels.



In the following section, be sure to use complete sentences.

3. What is one suggestion you would give to a consumer who wants to buy beef instead of bison?

4. If something is cheaper does that always mean it is better? Explain.

Extra Questions

5. Compare the prices for Bison Bull and Bison Heifer.
 - a. For 2014?

 - b. 2016?

 - c. 2017?

6. Why do you think that one is more expensive than the other?