

STEM Collaborative Cataloging Project  
Lincoln Logs Lesson Plan

**Context** (InTASC 1,2,3)

**Lesson Plan Created By:** Brittany Hagen

**Created:**

**Lesson Topic:** Lincoln Log Advertising (Technology)

**Grade Level:** 4<sup>th</sup> – 6<sup>th</sup> Grade

**Duration:** 3-4, 60 minutes sessions

**Kit Contents:** [http://odin-primo.hosted.exlibrisgroup.com/nmy:nmy\\_all:ODIN\\_ALEPH007818504](http://odin-primo.hosted.exlibrisgroup.com/nmy:nmy_all:ODIN_ALEPH007818504)

**Desired Results** (InTASC 4)

**Purpose:** The purpose of this lesson is to learn about various advertising techniques and to create an advertisement for Lincoln Logs.

**North Dakota Library and Technology Content Standards**

- Information and Inquiry: Access
  - IAI.5.3 (Kindergarten) Recognize and use appropriate library print, digital, and other resources with adult guidance.
- Information and Inquiry: Develop and Share
  - IAI.5.10 (Kindergarten) Collaborate with others to exchange ideas.
- Media and Technology Literacy: Technology Operations and Concepts
  - MTL.5.2 (Kindergarten) Select, with guidance, the appropriate technology to accomplish a goal.
- Media and Technology Literacy: Creative and Innovative Processes and Products
  - MTL.5.7 (Kindergarten) Create original products by using teacher-selected digital resources, tools, and formats.

**Objectives:**

Students will:

1. Examine advertisements for toys, such as Lincoln Logs.
2. Compare and contrast Lincoln Logs of the 1950's to the modern version of the toy.
3. Create an advertisement to sell Lincoln Logs using some form of technology.

**Assessment Evidence** (InTASC 6)

**Evidence of meeting desired results:**

- Catalog Analysis Worksheet
- Word document of differences among toys
- Advertisement rubric or checklist
- One minute reflection paper

**Learning Plan** (InTASC 4,5,7,8)

**Instructional Strategy: (Check all that apply)**

Direct  Indirect  Independent  Experiential  Interactive

**Technology Use(s): (Check all that apply)**

- Student Interaction  Align Goals  Differentiate Instruction  Enhance Lesson
- Collect Data  N/A

**Hook and Hold:**

Write the word “advertising” on the board. Each student or small group will need a device that is connected to the internet. Create a Todaysmeet.com page so students can go in and type what they think the word advertising means. Through reading their responses and your own commentary, facilitate a discussion that advertising is making a public announcements of the qualities and advantages of a product to increase sales.

**Materials:**

- Devices with internet connection (1 per group)
- Today’s meet webpage
- Flipchart with titles and questions outlined in lesson plan
- History of Lincoln Log video: <https://www.youtube.com/watch?v=5ebfNjgQ7d8>
- Copies of mail order catalog for Lincoln Logs
- Rubric or checklist for advertisement (technology skills)
- Lincoln Logs
- Paper
- Pencil

**Procedures:**

1. With a blank flipchart page open, title a page “Today’s Toys”. Ask students to list off the names of today’s popular toys. Write this list on the blank chart.
2. Assign each group a toy from the list and have them find an advertisement on the internet. Before they begin the search, brainstorm key words and discuss digital citizenship and its importance.
3. The next page of the flipchart should have the following steps listed:
  - List three toys.
  - How are the toys advertised?
  - Choose one advertisement.
  - How does the ad try to sell the toy? (bright colors, images, words, emotions)
  - How and where can you buy these toys? (store, internet, magazine)
  - Why are these toys so popular?
4. Using the guiding questions and steps on the flipchart, have students research 3 toys, select one and answer the questions in a small group. Students can record them by typing in a Word document on their groups’ device. Students will email this to their teacher or print their observations.
5. On the next flipchart page, make a list of “Ways toys are Advertised”. Through their research, students should be able to identify several ways that toys are advertised.
6. Next slide should have the question “how were toys advertised before television and the

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internet?” Lead a discussion about the idea of mail-order catalogs and magazines.

7. Show the following video to explore the history of Lincoln Logs:  
<https://www.youtube.com/watch?v=5ebfNjgQ7d8>. Discuss students’ opinions as to why these toys are still popular.
8. Show students a copy of the mail-order catalog used to advertise Lincoln Logs in the 1950’s. Advertisement can be found at this website:  
[http://chicagohistory.org/static\\_media/pdf/historylab/chm-historylabpc02.pdf](http://chicagohistory.org/static_media/pdf/historylab/chm-historylabpc02.pdf).
9. Have students pull up the pdf on their groups’ device and examine the mail-order advertisement. Use the “Catalog Analysis” form to guide your discussion on this topic. Students can also fill out the worksheet as small groups or independently and hand in at the end of the lesson.
10. After the completion of the analysis worksheet, have students share any unusual discoveries they made. A flipchart slide should have the following questions:
  - What changes do you notice about Lincoln Logs over time?
  - Why do you think the packaging of Lincoln Logs changed over time?
  - Why is there a different picture in the catalog each year?
  - What changes do you notice about the price of Lincoln Logs over the years?
  - Who is the target audience for these ads?
11. Review by discussing what students learned about advertising through this exercise.
12. Using what they learned, students will use one of the following technological mediums to create an advertisement for Lincoln Logs: PowerPoint, iMovie, or eMaze (or any other tech tools they are comfortable with). Students will be required to include a picture of the group members using the Lincoln Logs, the price, the name of the toy, descriptive and persuasive language about the toy, and any other information they think would be pertinent to the creation of their advertisement.
13. Students will use Lincoln Logs to build a model that goes into their advertisement, perhaps showing the joy this toys brings children.
14. Create a rubric or checklist for the completion of the advertisement to ensure students are meeting the technology standards outlined for their particular grade level.
15. Give students as much class time as needed to complete the advertisements. Students will share their advertisements and the audience will compare and contrast the differences among created advertisements.
16. Students will write a one minute paper explaining what they learned from this learning process.

**Summary:** Teacher-directed statement: “In this week’s lesson, we learned about characteristics of advertisements and how they change over time. We even got to create our own advertisements.”

**Resource:** [http://chicagohistory.org/static\\_media/pdf/historylab/chm-historylabpc02.pdf](http://chicagohistory.org/static_media/pdf/historylab/chm-historylabpc02.pdf)

### **Reflection** (InTASC 9)

#### **Reflect On:**

- *Preparation*
- *Planning*
- *Teaching*
- *Student Engagement and Participation*

- *Evidence of Student Learning*

## **Standards**

Council of Chief School Officers. (2011, April) *Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards: a resource for state dialogue*. Washington DC. Retrieved from [http://www.ccsso.org/documents/2011/intasc\\_model\\_core\\_teaching\\_standards\\_2011.pdf](http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf)

North Dakota Department of Public Instruction. (2012) *North Dakota library and technology content standards*. Bismarck, ND. Retrieved from [https://www.nd.gov/dpi/uploads/87/lib\\_tech.pdf](https://www.nd.gov/dpi/uploads/87/lib_tech.pdf)

**This project was made possible in part by the Institute of Museum and Library Services. [SP-02-15-0044-15]**