Teacher Instructions:

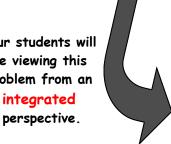**Problem Scenario:**   *"The World Around Us..."*

The Main Problem:

Your students will be viewing this problem from an **integrated** *perspective.*

You are working for a major magazine that is running a feature called, **"The Most Influential Products of the Past 100 Years."** *The list will measure which consumer products have shaped our society. What products do you consider to be "influential," and how can you choose what should be included on the list?*

What makes something "influential"?

Students will review the meaning of the word "influential" and then decide how they would go about assigning that title to an item so that it can be included on the list.

Step ①
Review Stimulus Items

Stimulus Item #1 — "What makes something influential?" (online discussion board)

Stimulus Item #2— "World's Most Influential Candy" (video)

Stimulus Item #3— "Brand Name Recognition" (infographic)

**Students should take notes as they review the Stimulus Items

Step ②
Classroom Discussion

Lead a **class discussion** about issues related to the topic.
You are being provided a sheet to help you guide the classroom discussion.

Extended Responses: Have students answer the following questions. Remind students to use information from the Stimulus Items to support their response.

1. **How does a product or an object become "influential," and is it an important distinction to make?**

2. **If you were a magazine editor creating a list of consumer products that are considered "influential," how would you come to a decision about which objects are worthy, and which are not?**

Step ③
Student Response

***students should have access to their notes as they enter their answers

***students may also have access to the Stimulus Items as they enter their answers

EXTENDED PRODUCT (Optional): Students should **create a list of criteria** that a magazine editor uses to determine if a consumer product is "influential" enough to make the *"Most Influential Products of the Past 100 Years"* list. This criteria should include characteristics that an object must have—or must NOT have—that make it a "influential." Examples might be that an *"item must be recognizable by the majority of the general public"* or *"the item must NOT be easily replicated."* Students should provide examples of objects that do and do not meet their list of criteria.

Step ④
Analysis

Rubrics to grade student entries have been provided, and all questions have been mapped to the content standards.