The Roaring Twenties ‖ Advertising: The Twenties and Today

## Goals & Objectives

Goal: Students will be understand the reasons for the growth of advertisement between the 1920’s and the modern day.

Objective: In groups, students will analyze advertisements and be able to identify purpose, appeal, and audience in order to comprehend the influence of technology in advertising.

## California State Content Standards

11.5.7 - Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

## Common Core Literacy Standards

[CCSS.ELA-Literacy.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-Literacy.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/)
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

## Driving Historical Question

### How are advertisements from the 1920’s and today similar and/or different?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 6 mins**

Students will examine a picture of Times Square from the 1920’s alongside another picture of modern day Times Square and identify two similarities and two differences between the pictures.

### Vocabulary (Content Language Development) ‖ **Time: 5 mins**

* Consumer
* Brand
* Advertisement

Students will be introduced to the terms via lecture, discuss their meanings with each other, and then be asked to define the term as an answer in their own words prior to being shown the correct definition. Students will have a chance to copy the correct definition on their guided notes sheet.

### Content Delivery(Method of Instruction) ‖ **Time: 9 mins**

The teacher will begin by reinforcing principles described in other lessons in order to connect them to the topic of advertisement, including radio and business practices. Students will then be familiarized with the concepts of purpose, appeal, and audience so that they will be able to analyze advertisements further on in the lesson, copying different types of purposes and appeals on the guided notes sheet for reference.

### Student Engagement (Critical Thinking &Student Activities) ‖ **Time: 26 mins**

In groups, students will analyze advertisements from the 1920’s and identify the purpose, appeal, and audience of each ad. Students will then evaluate a modern Old Spice commercial for purpose, appeal, and audience before comparing a Ford ad from the 1920’s with one from 2015 to see the differences in types of purpose, appeals, and audiences targeted by advertising in the past and present. Between each analysis, students will have time to ask questions and the teacher will provide feedback.

### Lesson Closure‖ **Time: 10 mins**

Students will consider the critical thinking questions presented at the end of the lecture individually and be asked to answer the question if called upon during the use of equity cards. All answers must be backed by evidence that was either presented in the lecture or that students are able to specifically reference.

### Assessments (Formative & Summative)

**Guided Notes –Formative**- Guided notes will be collected and checked for completion before being returned to students to use as a study guide.

**Class Discussion – Formative-** Using equity cards, students will be called upon to answer the Class Discussion Critical Thinking Questions at the end of the lesson. Answers must be backed by evidence presented in the lecture.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

**English Learners**: The lesson relies heavily on the use of images to infer meaning, enabling them to access prior knowledge without relying on text. By having students discuss in groups, EL students not only have the chance to practice speaking English, but will be more willing to participate and can be helped by students who are fluent in English. As well, introducing vocabulary terms with clear definitions at the beginning of the lesson clarifies the important terms.

**Striving Readers:** The lesson relies heavily on the use of images to infer meaning as most of the ads have minimal text. Thus, striving readers can fully engage with the content in spite of personal difficulties with reading.

**Special Needs Students:** Terms such as purpose, appeal, and audience are highlighted red so that students can make clear distinctions about what they are doing. As well, the Prezi utilizes images and a format which is more entertaining and captivating than a standard powerpoint, which helps to keep student’s attention throughout the lesson. Depending on the lessons efficacy, students could also be given more or less time to accomplish the necessary tasks. Students with impaired vision can sit closer to the board to see the images included on the presentation in a larger format.

### Resources (Books, Websites, Handouts, Materials)

**Prezi:** <https://prezi.com/ib43dts_py1s/advertising-the-twenties-and-today/>

**Guided Notes:** Included below