

## Teacher Project Pack

### Print Advertising Across the Centuries

#### Overview

Advertisements showcase products and the latest technology while reflecting life and society as we know it, or wish it to be. This project encourages students to use their natural curiosity about the similarities between the past, present, and future to analyze and compare and contrast historical, contemporary, and hypothetical print advertisements of the future.

#### To complete this project, students will . . .

- learn about advertising persuasion techniques.
- analyze a historical print advertisement from around the turn of the twentieth century and a contemporary advertisement from the early twenty-first century for the same product or a similar one.
- compare and contrast the historical and contemporary advertisements.
- create an advertisement to be sold in the early twenty-second century for the same product or one similar to the product promoted in the historical advertisement.
- compare and contrast the contemporary advertisement with the hypothetical advertisement of the future.
- discuss how advertisements change over time and the reasons that might account for the changes.

## Objectives

Upon completing this project, students will be able to . . .

- analyze advertisements to discover advertising persuasion techniques.
- compare and contrast historical print advertisements from around the turn of the twentieth century with contemporary advertisements.
- compare and contrast contemporary advertisements with hypothetical advertisements of the future.
- describe how lifestyles, goods, and services have changed over time.
- discuss why advancements in technology lead to improvements in some consumer goods while others remain relatively unchanged.
- discuss how advancements in media capabilities influence advertising.

## Standards

This project meets the following Illinois learning standards and goals for grades 6-8 in Language Arts, Social Science and Fine Arts.

**5A** Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

**5B** Analyze and evaluate information acquired from various sources.

**5C** Apply acquired information, concepts, and ideas to communicate in a variety of formats.

**16A** Apply the skills of historical analysis and interpretation.

**16D** Understand United States social history.

**25B** Understand the similarities, distinctions, and connections in and among the arts.

**27A** Analyze how the arts function in history, society and everyday life.

## Guidelines

**Review background information:** Students will need basic understanding of primary sources (see primary sources online learning module) to complete this project.

**Prepare materials for implementation:** You will need copies of the historical print advertisements or access to the Library of Congress (LOC) American Memory collection, [Emergence of Advertising in America](#); access to newspapers, magazines, or printed ephemera to search for contemporary advertisements; the list of advertising persuasion techniques; the advertisement analysis worksheets; and the Venn diagrams. Additionally, you may wish to share with students information found on the *Emergence of Advertising in America* collection [timeline](#), which includes selected events in business technology, media, marketing, and advertising from the mid-1850s through 1920.

**Be flexible with implementation:** If technology access is limited, you may make copies of the print advertisements.

**Allow for sufficient time to implement:** Working independently and collaboratively, students will need three 40-minute sessions to complete the project and 60-120 minutes outside of class to create an advertisement of the future and to complete one of the extension activities.

## Directions

### Session 1

1. Hand out the list of advertising persuasion techniques. Review and discuss these techniques with the class. Ask the class to think of several examples for each technique. Students could work in pairs or small groups to generate ideas and examples.
2. Explain to students that they will be analyzing advertisements from the past, present, and future. Allow students to select historical advertisements that interest them, or assign each student an historical advertisement.
3. Allow students to search for their advertisements in the America Memory collection, [Emergence of Advertising in America](#), on the LOC website or, if you are short on time, provide students with the proper URL to find their selected advertisements. (You may also choose to access the advertisements from the project website and print them out or have students view them online.)
4. Direct students to study their advertisements, then answer the questions on *A Look Back in Time* worksheet/assignment sheet.

### Session 2

1. Group students in pairs and direct them to look through magazines, newspapers, or printed ephemera for contemporary print advertisements promoting the same products or ones similar to the products showcased in their assigned historical advertisements. (This step may be completed at home prior to Session 2.)
2. Direct students to study their contemporary advertisements individually, then answer the questions on *A Look at the Present* worksheet/assignment sheet. When they have finished, be sure they also complete the *Comparing Past & Present* Venn diagram.

3. Facilitate a class discussion in which students discuss the following:  
how lifestyles, goods, and services have changed over time; why advancements in technology lead to improvements in some consumer goods, while others remain relatively unchanged; how advancements in media capabilities influence advertising.

### **Homework Assignment After Session 2**

Ask students to imagine society in the early twenty-second century. Then have them design advertisements that would appeal to consumers of the future for the same products or ones similar to the products promoted in their assigned historical advertisements and the contemporary advertisements that they found. Be sure to have students identify their target audience(s) and direct them to incorporate one or more advertising techniques that would appeal to the audience(s). Encourage students to illustrate improvements that have been included to update advertised products.

### **Session 3**

1. Group students in pairs. Ask students to study the hypothetical advertisements of the future created by their partners, then answer the questions on *A Look to the Future* worksheet/assignment sheet. When they have finished, be sure they also complete the *Comparing Present & Future* Venn diagram.
2. Facilitate a class discussion in which students discuss the following:  
how lifestyles, goods, and services might change over time; why advancements in technology might lead to improvements in some consumer goods, while others will likely remain relatively unchanged; how advancements in media capabilities might influence advertising in the future.

## Assessment

Review the suggested project rubric.

## Extension Activities

### How Products Improved Lives in the Early Twentieth Century

Ask students to imagine that they are living in the year 1910. Direct each student write a letter to one of their descendents, explaining how the assigned product has improved life in the early twentieth century.

### How Inventions Evolve and Impact Our Lives

In 1897 the U.S. Patent Office had over 21,000 registered patents—licenses for new inventions—and was recording an average of 60 new patents every day. Some inventions helped industry to grow, while others helped improve daily life. Direct students research inventions from the turn of the twentieth century and describe the impact they had on American lives at the time. Then direct students to describe (in writing or orally) how the inventions have evolved over time and how they affect our lives today.

## Future Advertisement Rubric

Category	Criteria				Points
	1 Unsatisfactory	2 Acceptable	3 Commendable	4 Exceptional	
<b>Knowledge</b>					
Knowledge of Historical Context					
Content Accuracy					
Advertising Technique Identified					
<b>Reasoning</b>					
Evidence of Critical Thinking					
Understanding of Target Audience					
Appropriate Appeal to Audience					
<b>Communication</b>					
Visual Appeal					
Evidence of Creativity					
Mechanics					
<b>TOTAL</b>					
<b>Teacher Comments:</b>					