

Lesson Plan: Local Advertising during WW1

<p>Unit Title: Fort William and Port Arthur in WWI</p> <p>Period: 2 72 minute periods over 2 days</p>	<p>Course: Canadian History since World War I, Grade 10</p> <p>Curriculum Document: The Ontario Curriculum Grades 9 and 10: 2013 Canadian and World Studies: GEOGRAPHY • HISTORY • CIVICS (POLITICS)</p>
<p style="text-align: center;">Expectations</p> <p>Overall: A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful</p> <p>B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess they affected the lives of people in Canada</p> <p>Specific: A2.2 apply in everyday contexts skills and work habits developed through historical investigation</p> <p>A2.4 identify some careers in which the skills learned in history might be useful</p> <p>B1.2 identify some major developments in science and/or technology during this period, and assess their significance for different people in Canada</p> <p>B1.3 describe some key economic trends and developments in Canada during this period</p>	
<p style="text-align: center;">Learning Goals</p> <p>Students will be able to explain the following:</p> <p>The methods and purpose of advertising in Canada during World War 1</p> <p>What the advertisements reveal about gender roles in Canadian society</p> <p>How technology was changing during World War 1 and how Canadians were encouraged to react to it</p>	<p style="text-align: center;">Student Success Criteria</p> <p>As a student, I will:</p> <p>Day 1: Analyze the materials provided about home goods advertising during World War 1</p> <p>Develop my own advertisement and be able to explain my target audience, technology and purpose</p> <p>Day 2: Participate in the “Fort William Market Activity” Role playing activity.</p>

Assessment	Resources
<p>For learning: Students are asked on Day 2 to explain what they think is the purpose, method and target audience of each advertisement they decide to purchase. This can be marked at the teacher’s discretion.</p> <p>As learning: Students will be asked on Day 2 to assess how well their product sold, and analyze the possible ways they could improve or what they did right.</p> <p>Of learning: Students will hand in their created advertisement (in pairs) and their rationale (separately) which can be assessed based on the provided checklist.</p>	<p>Access to Thunder Bay City Archives web resources: Presentation Package: Advertisements Analyzing Advertisements Handout Fort William Market Activity Handout Exit Ticket Questions Advertisement Assessment Checklist</p> <p style="text-align: center;">Materials</p> <p>Blank paper and colouring / drawing materials Writing utensils Computer and projector (optional if passing around examples) 2-3 copies (depending on class size) of each advertisement image from Presentation Package: Advertisements printed out on paper. (Note: If these images are numbered after being printed out, you can determine which images were used for the Analyzing Advertisements Handout)</p> <p>Purchasing Tokens: On the second day, students will be randomly assigned purchasing power (implying different levels of wealth.) Assigned colours are arbitrary and used to easily sort groups without referring specifically to assigned social class. Tokens can be any easily handled and safe material (coins of different sizes, different colored playing chips, coloured paper cut outs, etc.) Note that the number of tokens needed is dependent the number of students in a class.</p> <p>Wealthy: “Red” 7 Purchasing tokens.</p>

	<p>Middle Class: “Blue” 5 Purchasing tokens Poorer: “Green” 3 Purchasing tokens</p> <p>A good ratio might be 1 wealthy student for each 2 middle class and 4 poorer groups, but this is flexible.</p> <p>Storefront: On day 2, students will need to place their advertisement on their desk, and have a container nearby to collect tokens.</p>	
<p>Prior Knowledge</p> <p>This lesson requires a familiarity with the basic social environment of Canada during World War 1 and the technological innovations of that same period. Themes that are relevant are: Canadian Patriotism, Industrialism, Capitalism, and Gender Issues. It may also be helpful to precede this lesson with a general overview of changing military and home technologies.</p>	<p>Accommodations</p> <p>Exit Tickets can be verbally communicated to support learners who have difficulty with clear written communication. Students will exercise visual intelligence to analyze advertisements. The lesson is structured with a strong talking component during Day 2, along with an active classroom as students move around to various shops. Students can choose to work in pairs or individually, without any change in summative assessment.</p>	
<p>Introduction:</p> <p>“During World War 1, many countries found it necessary to quickly advance their military technology to stay ahead of their opponents. The research and development led to changes in available consumer goods as well. The impact of this was felt as each nation attempted to maintain pre-war standards of living by incorporating new home conveniences and luxury goods. Not just the very wealthiest, but many people had enough money to think about more than just basic needs, and so companies also advertised to poorer consumers. The advertisements produced in this time period appealed to a wide variety, but often targeted very specific</p>	<p>Time</p> <p>.</p>	<p>Teacher Notes</p> <p>Note: Though not provided, it may be effective to provide a bit of coverage on or images related to the list of materials below to help generate ideas for the classroom activity.</p> <p>Electric elements for heating, kitchen materials (including Pyrex glass), radio tuners and radio as a form of entertainment, movie projectors, neon lights, zippers, Band-Aids, arc welders,</p>

<p>audiences.”</p> <p>“Have you ever bought something that you later decided you didn’t really need or want? What was it, and why did you buy it? Advertising can have a significant impact on decisions of what to buy and what not to buy. That was true in the 1910s and is true today.”</p> <p>“This lesson addresses two skills: how to carefully read advertisements, and how to make an advertisement of your own.”</p>		<p>pop-up toasters, vacuum cleaners, washing machines, cheaper vehicles, escalators, teabags, cellophane, instant coffee, disposable razor blades.</p>
<p>Instruction:</p> <p>Day 1</p> <p>1) Take attendance and prepare materials (Set up overhead or projector to review some samples from Presentation Package: Advertisements and lay out the 2-3 copies (depending on class size) of each advertisement image from Presentation Package: Advertising printed out on paper somewhere easily available to the students (on a front desk or along the black board)</p> <p>2) Provide Introduction to lesson and topic</p> <p>3) Run through a few samples with the class. Questions: What does each image say literally? What does each image imply with hidden meaning? Do the advertisements reveal any bias?</p> <p>4) Provide and explain Analyzing Advertisements Handout, and instruct students to pick up 3 different advertisements on paper from the Presentation Package: Advertising</p> <p>5) Begin Application or practice: Day 1</p>	<p>Time</p> <p>72 mins</p> <p>5 mins</p> <p>5 mins</p> <p>10 mins</p> <p>3-5 mins</p> <p>42-44 mins</p>	<p>Teacher Notes</p> <p>Note: Reading through the handout will be helpful to keep struggling readers keep pace.</p>

6) Handout Exit Tickets , quiet work time	5 mins	
Day 2	72 mins	
1) Take attendance and prepare materials	5 mins	<p>Note: The three different version of the Fort William Market Activity Handout should be matched with tokens in advance.</p> <p>Note: It may be helpful to explain the group distribution first, or reveal it afterwards in reflection, depending on student situations. Consider economic factors and emotions before running this simulation blind.</p> <p>Note: This time frame is variable, based on classroom variables and number of times ran.</p>
2) Return students to pairs if paired from previous lesson, pull out advertisements that have been designed. Finish if not completed	2 mins	
3) Assign students to Red, Green and Blue groups	3 mins	
4) Begin Application or practice: Day 2: Fort William Market Activity	40 mins	
5) Reflection Question (See Exit Ticket resource)	10 mins	
Application or practice:	Time	
Day 1: Creating an advertisement	42-44 mins	
1) Read through the Analyzing Advertisements Handout section “Creating Your Own Advertisement: Analyzing Examples”	2-3 mins	<p>Note: Reading the handout aloud will be helpful to keep struggling readers keep pace</p>
2) Pick 3 advertisements printed out in advance from the front to analyze: for each advertisement, fill in the blanks on the sheet	10 – 15 mins	
3) With a partner (or alone), read the through the Analyzing Advertisements Handout section “Creating Your Own Advertisement: Planning Your Advertisement”	2-3 mins	<p>Note: The partners in this stage will carry over into day 2. Students who prefer to work alone can still take part in all later activities.</p> <p>Note: Students who are done in advance may want develop multiple examples, but in the</p>
4) Draw and label an advertisement according to written directions	20- 23 mins	

<p>5) Return to Instructions</p> <p>Day 2: Fort William Market Activity</p> <p>1) Read through Fort William Market Activity Handout with class</p> <p>2) Set up Storefront: Place advertisement on desk and place container next to it. One storefront per desk</p> <p>3) Visit other stores, filling in Fort William Market Activity Handout and spending tokens</p> <p>4) Return to stores, count and sort tokens</p> <p>5) IF 40 mins is passed, go to 7). If more time is available, go to 6)</p> <p>6) Run simulation again, only using tokens earned during 4). Return to 4)</p> <p>7) Return to Instructions</p>	<p>40 mins</p> <p>5 mins</p> <p>2 mins</p> <p>10 - 20 mins</p> <p>3 mins</p> <p>10 – 20 mins</p>	<p>interest of fairness to the rest of the class only one should be used in the latter stages. More can be used for a latter class portfolio or major assignment if desired.</p> <p>Note: Monitor classroom speed carefully; if done early, finish stage 3 early and move on. If more time is needed, spend full time. If students are done at separate times, encourage peer mentoring.</p> <p>Note: Students who run out of tokens early may be given extra to continue participating, or assigned other roles; they may be “Hired” to try and help sell a classmates product by promoting its advertisement. Alternatively, students can finish other work or begin Reflection questions (see Exit Ticket resource)</p>
<p>Summary Conclusion:</p> <p>Day 1: “Now that we have looked at historical advertisements and created our own for the time period, we can understand the tools they used to convince people to buy products. Tomorrow, we will be holding a historical Market Festival in class to develop these ideas further. Have your advertisements ready.”</p>	<p>Time</p>	<p>Teacher Notes</p> <p>For a more ambitious classroom, students may be encouraged to run the simulation again, but this time with half the class taking turns manning their store fronts and trying to convince sales. Extra questions and skills can be developed based experiences selling or purchasing from a marketer.</p>

<p>Day 2: “With the Festival over, we’ve seen first-hand just how the economy of Canada could shift with new technologies available. We’ve also been able to think carefully about shopping practices.”</p> <p>Note: This lesson could be incorporated into a portfolio or larger collimating assessment if the class creates any larger projects relating to Canadian culture and technology.</p>		<p>Reflection Questions: What was different from before? What techniques were effective when talking? Who was more likely to be convinced? Etc.</p>
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