

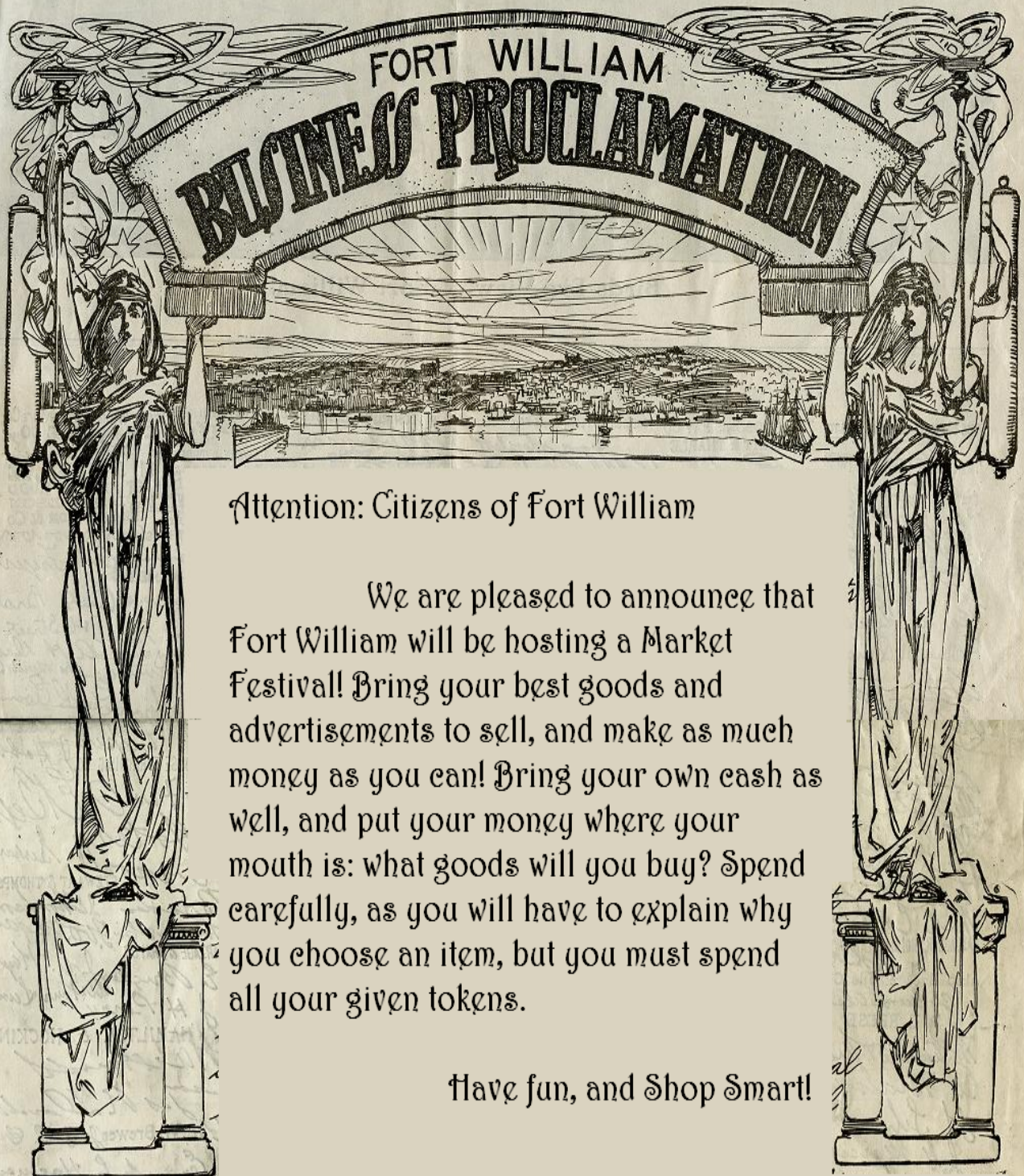
INDUSTRIAL EDITION

# THE MORNING HERALD

VOL. 4.

FORT WILLIAM, ONTARIO, SATURDAY, JUNE 27, 1908

No. 24



Attention: Citizens of Fort William

We are pleased to announce that Fort William will be hosting a Market Festival! Bring your best goods and advertisements to sell, and make as much money as you can! Bring your own cash as well, and put your money where your mouth is: what goods will you buy? Spend carefully, as you will have to explain why you choose an item, but you must spend all your given tokens.

Have fun, and Shop Smart!

# Fort William Market Festival: Activity Instruction “Red”

You are a business owner living in Fort William in the 1910s who has decided to enter the Market Festival. Set up your advertisement on your desk, and place your Storefront container next to it. You will have 15 minutes to spend your tokens, buying goods in the market.

**NOTE:** You are a wealthy person already, and so you have 7 tokens to spend. You only need to explain 2 of your choices, but you still must spend all your tokens. Try to think as if you were a wealthy person when you make your purchasing choices.

Advertisement 1: \_\_\_\_\_

1) What words are written on it? Copy the most important ones here: \_\_\_\_\_

\_\_\_\_\_

2) What images are drawn on it? Describe them here: \_\_\_\_\_

\_\_\_\_\_

Using the information from steps 1) and 2) fill in the following blanks:

Company name: \_\_\_\_\_ Target Audience: \_\_\_\_\_

Argument for purchasing: \_\_\_\_\_

\_\_\_\_\_

Advertisement 2: \_\_\_\_\_

1) What words are written on it? Copy the most important ones here: \_\_\_\_\_

\_\_\_\_\_

2) What images are drawn on it? Describe them here: \_\_\_\_\_

\_\_\_\_\_

Using the information from steps 1) and 2) fill in the following blanks:

Company name: \_\_\_\_\_ Target Audience: \_\_\_\_\_

Argument for purchasing: \_\_\_\_\_

\_\_\_\_\_

Reflection: What elements of the advertisements convinced you the most to follow them?

\_\_\_\_\_



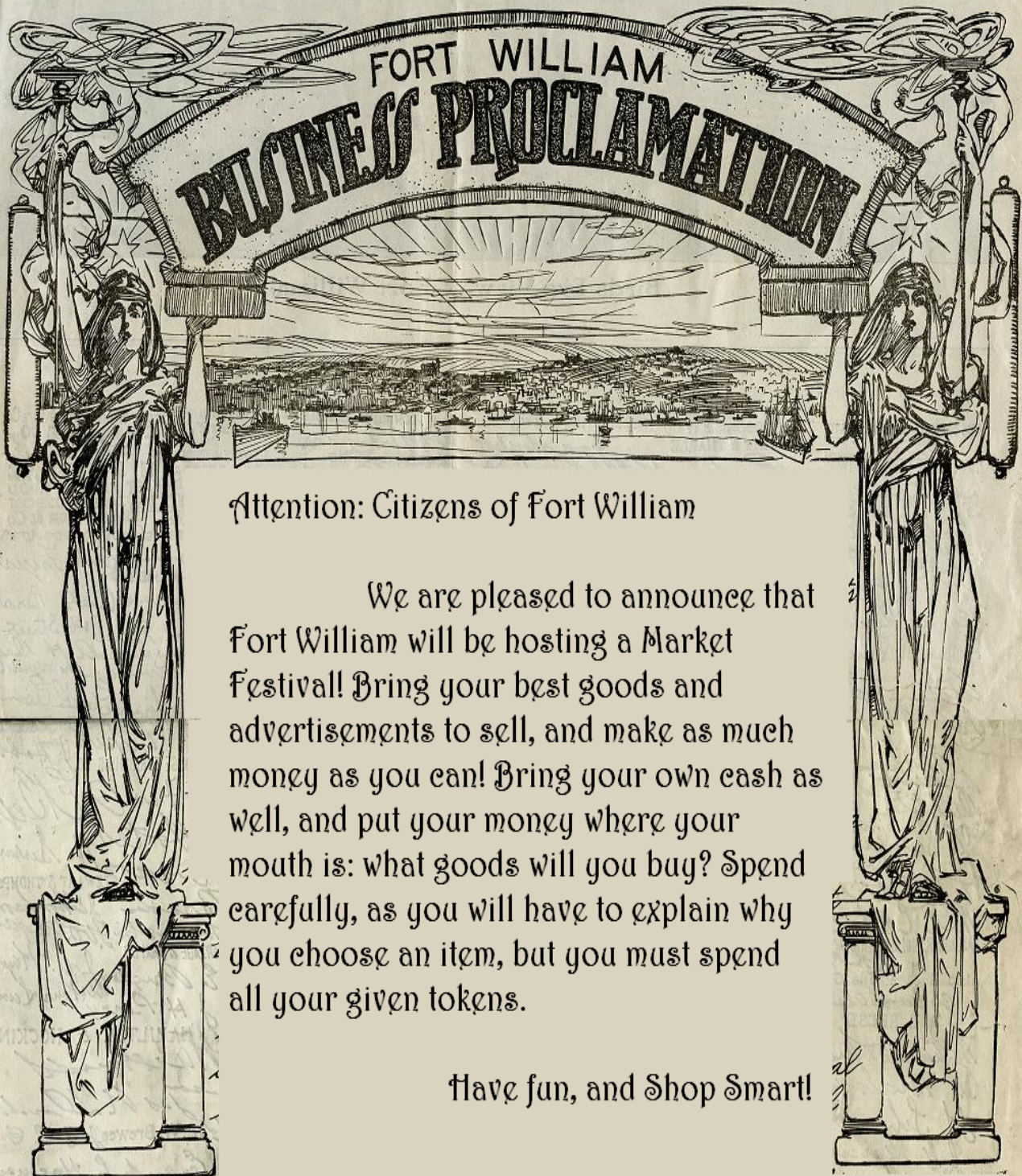
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Have fun, and Shop Smart!

## Fort William Market Festival: Activity Instruction “Blue”

You are a business owner living in Fort William in the 1910s who has decided to enter the Market Festival. Set up your advertisement on your desk, and place your Storefront container next to it. You will have 15 minutes to spend your tokens, buying goods in the market.

**NOTE:** You are a middle-class person, so you have 5 tokens to spend. You only need to explain 2 of your choices, but you still must spend all your tokens. Try to think as if you were middle class when you make your purchasing choices.

Advertisement 1: \_\_\_\_\_

1) What words are written on it? Copy the most important ones here: \_\_\_\_\_

\_\_\_\_\_

2) What images are drawn on it? Describe them here: \_\_\_\_\_

\_\_\_\_\_

Using the information from steps 1) and 2) fill in the following blanks:

Company name: \_\_\_\_\_ Target Audience: \_\_\_\_\_

Argument for purchasing: \_\_\_\_\_

\_\_\_\_\_

Advertisement 2: \_\_\_\_\_

1) What words are written on it? Copy the most important ones here: \_\_\_\_\_

\_\_\_\_\_

2) What images are drawn on it? Describe them here: \_\_\_\_\_

\_\_\_\_\_

Using the information from steps 1) and 2) fill in the following blanks:

Company name: \_\_\_\_\_ Target Audience: \_\_\_\_\_

Argument for purchasing: \_\_\_\_\_

\_\_\_\_\_

Reflection: What elements of the advertisements convinced you the most to follow them?

\_\_\_\_\_



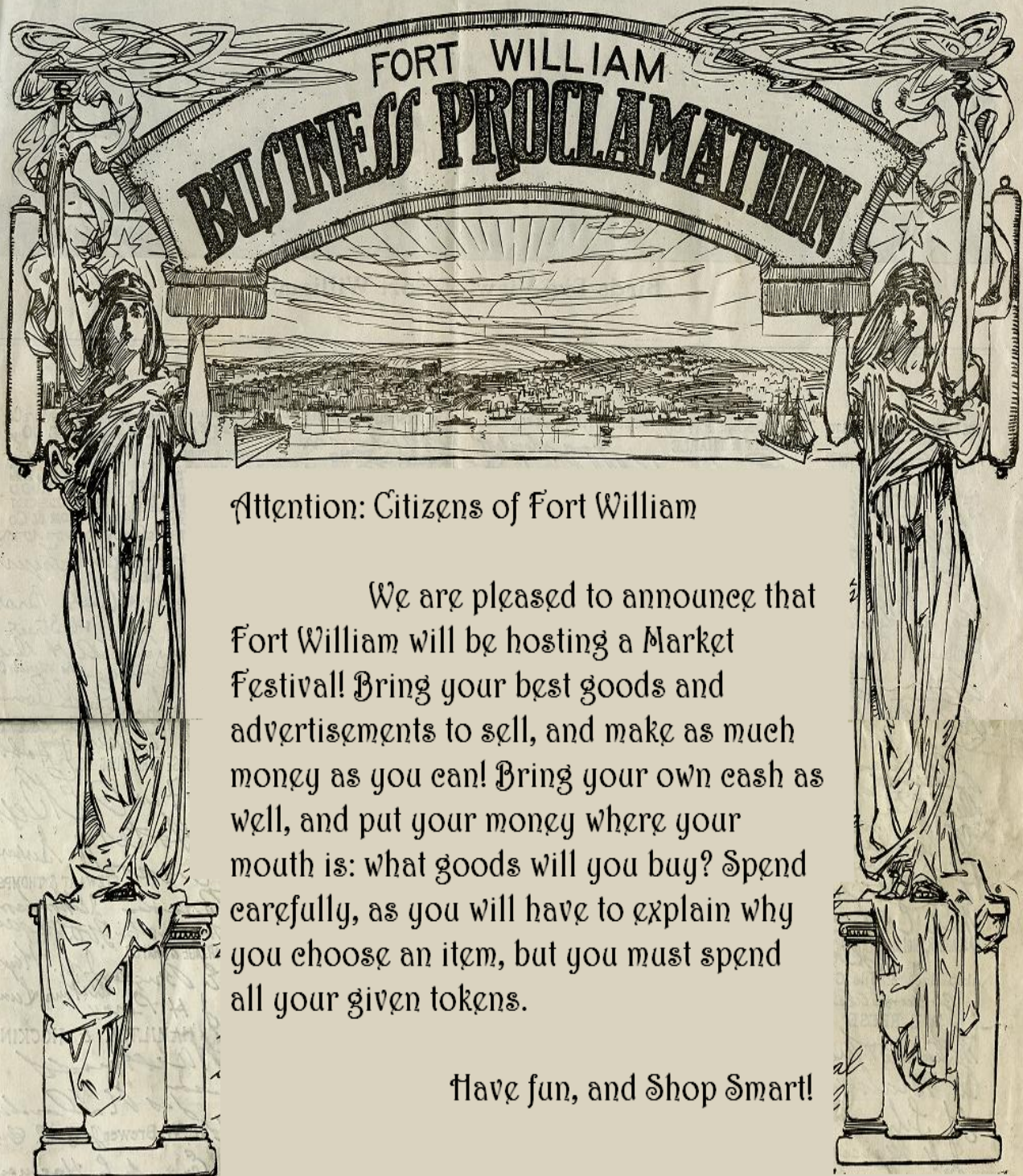
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Have fun, and Shop Smart!

# Fort William Market Festival: Activity Instruction “Green”

You are a business owner living in Fort William in the 1910s who has decided to enter the Market Festival. Set up your advertisement on your desk, and place your Storefront container next to it. You will have 15 minutes to spend your tokens, buying goods in the market.

**NOTE:** You are new to owning a business, and so you have 3 tokens to spend. You only need to explain 2 of your choices, but you still must spend all your tokens. Try to think as if you were a person with very little money when you make your purchasing choices.

Advertisement 1: \_\_\_\_\_

1) What words are written on it? Copy the most important ones here: \_\_\_\_\_

\_\_\_\_\_

2) What images are drawn on it? Describe them here: \_\_\_\_\_

\_\_\_\_\_

Using the information from steps 1) and 2) fill in the following blanks:

Company name: \_\_\_\_\_ Target Audience: \_\_\_\_\_

Argument for purchasing: \_\_\_\_\_

\_\_\_\_\_

Advertisement 2: \_\_\_\_\_

1) What words are written on it? Copy the most important ones here: \_\_\_\_\_

\_\_\_\_\_

2) What images are drawn on it? Describe them here: \_\_\_\_\_

\_\_\_\_\_

Using the information from steps 1) and 2) fill in the following blanks:

Company name: \_\_\_\_\_ Target Audience: \_\_\_\_\_

Argument for purchasing: \_\_\_\_\_

\_\_\_\_\_

Reflection: What elements of the advertisements convinced you the most to follow them?

\_\_\_\_\_

## Fort William Market Activity

You should now be experts at advertisements, so your task is to create your own. With the class, brainstorm a number of products, devices, or uses of the following technology that might be useful to Canadians living during World War 1.

(Introduction idea: List of technologies?)

Topics:

Electric elements for heating, Kitchen materials (Pots, pans, Pyrex) and Sanitary Napkins, Radio tuners (Before, radios could only have 1 channel), Movie projectors, Neon lights, Modern Zippers, Band-aids, Arc Welders, Pop up toasters, Vacuum cleaners, Washing machines, Cheaper vehicles, Escalators, Teabags, Cellophane, Instant Coffee, Disposable razor blades.

- Bakelite plastic
- Escalators
- Teabags
- Cellophane
- Instant coffee
- Disposable razor blades

Sources

<http://rocknrule0723.webs.com/inventions.htm>

<http://www.livescience.com/5980-100-years-amazing-technology-1910.html>

BELOW IS BRAINSTORMING

Ideas:

- 1) Pairs? One person on day 2 goes to shop, the other stays and mans the station?

Pros: Students get to work with another, and play to their strengths (buying or selling, etc.) Real life skills enhanced through purchasing, planning, AND selling.

Cons: Group work requires different assessment strats, individualized responses. Might get off task.

- 2) Take turns? Half the class tries to sell, other shops?

Pros: Organized, efficient. Real life skills enhanced through purchasing, planning, AND selling.

Cons: Not in groups, so still fairly complicated numbers wise.

3) Free for all? No one can try to explain (ooh, silent shopping.) but all trying to buy at the same time.

Pros: Reinforces need to analyze advertisements, focuses on specific skills

Cons: Might be chaotic, even if silent. Hard to manage room. Does not teach selling aspect

4) Student choice: pairs or alone, following 2 otherwise.

Pros: Gives options,

Materials needed:

Tokens (something small but recognizable)

Cups (to place coins in later)

Desks set up with advertisement and above

Chosen:

Student Choice; pairs or alone, following 2 (Take turns buying and selling)

For this project, students can either work alone or in pairs. They will be required to do the following:

- Individually review the advertisements (Teacher can print off one or two copies of each resources, students can go up to front, pick an image, describe and analyze it according to a handout. Do at least 3 times? Skill building. Mark best? Or Formative? Hmm.
- Pair up if desired to create an advertisement (steps to do so:
  - Create a list of possible ideas (class brainstorm? What boundaries? HAS to involve electric Heating element in some way, luxury, necessity, or otherwise. Brainstorm on Handout)
  - Pick one, and determine uses, who might want it, how they will attract their targets
  - Actually create the advertisement
  - Set up store front (Cup in front of posted taped to a wall or some-how elevated (perhaps left lying on desk.)
- Begin shopping exercise: 2 segments (half/half )
  - If shopping:
    - Peruse various stores and talk to clerks
    - Decide whether or not to buy based on token amount
    - If buying, place token in container (cup), and fill in the chart given (on the handout likely, with the roleplaying information) on why, answer questions
  - If at home selling:
    - Try to convince people to buy your wares (Note, try to play down friendships,
    - Explain why your product AND advertisement is effective.
- Tally results of sales (how many tokens, what did you buy, etc)
- Reflection questions and Exit Tickets (Maybe just latter)

Note: it is possible to extend this lesson plan by having an extra day where students can decide, with a limited number of opportunities (3 for a poorer example and 5 or more if the person is wealthy), what goods they would buy. Students



could explain their reasoning, with both income inequality and market logic (i.e., if there are many stoves available, the worse will suffer than the best) revealed.

Students at the end will assess how well they can survive with their purchases, what else they wanted or needed, what was missing etc. Personal reflection: what would it feel like? Write a journal? Complain to the local government about need for support?

3, 5 and 7 token starts (different classes)

Students can host at their own stand to create sales, but need

Leads into discussion on classism and wealth, economy etc.

Possible Handout Questions / Exit Tickets:

Note: handout questions should be general and unbiased, exit tickets to narrow down focus and provide alternate methods of showing learning.

- 1) What did your shopping trip feel like?
- 2) Did you have enough money for all your options? What else would you have purchased and why?
- 3) Were you checking up on your store front or worried about how well your product was selling? (Maybe)
- 4) How well do you think you spent your money?
- 5) What would it be like to run the simulation again, but this time with the amount of money your product earned? Describe what you would do differently.
- 6) Were you convinced to buy a product you weren't sure about at first by the person selling it? How was that different than the advertisement.

Need to sell at least 3 or else they "go under" ?