

Lights, Camera, MEDIA Literacy!

Lesson Plan # 14

Topics:

Journal Writing
History of Mass Print Advertising
Persuasion vs Propaganda
Modern Print Advertising Techniques

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will distinguish among examples of the eight stages of mass print advertising
Students will identify examples of modern print advertising techniques.

Materials:

Writing journals
LCD projector
Chart paper
Post-its
Individual student pocket folders
Newspaper and Magazines that contain classroom-appropriate advertisements (teacher collection)
Scissors & Tape
Print advertisement techniques - sample packet (teacher-created)
Website: "Emergence of Advertising in America" (<http://library.duke.edu/digitalcollections/ea/>)

HANDOUTS: The History Of Mass Advertising
The Role Of Persuasion
Advertising Techniques
Old Time Advertising Cards

BOOKS: *UNDERSTANDING MASS MEDIA* by William Jawitz
OLD TIME ADVERTISING CARDS (also available via the webpage:
<http://dovercards.com/Old%2520Time%2520Advertising/Old%2520Time%2520Advertising.html>)

New Vocabulary: The Industrial Revolution, literate, persuasion, propaganda, ethos, logos, pathos, flattery, exaggeration, hyperbole, appeal to the senses, bandwagon, positive appeal, testimonials, product character, celebrity endorsement, comparison of products, fear of being left out, negative appeal, fear of being unprepared, slogan, jingle, annoyance, absurdity, contradiction, repetition, attention-getting headline, attractive setting, sensory words, humor, snob appeal, statistics and numbers, information from experts, scare tactics

Sequence of Events:

I. Journal Writing (15)

1. Prompt:

What surprised you about newspapers?

II. History of Mass Print Advertising (70)

1. Ask students the difference between a NEED and a WANT.

Direct students to write a private list of three needs and three wants. Ask if the needs on their list might be the same as the needs of someone living before the invention of the printing press. Might the wants be the same as someone living before the printing press? How did they learn about the wants on their list? (*mass advertising or via a friend who found out through mass advertising*)

2. Where did **MASS ADVERTISING** come from?

Explain to students that mass advertising began as a way to convince people that they wanted things they really didn't need.

Before the printing press, when most people lived their whole lives within a seven-mile radius, they focused on their needs, not their wants. In towns, there were picture signs to find the shops where needed items were sold and town criers announced items for sale that day. There was no mass advertising!

In order for mass print advertising to exist, three things had to be in place:

- 1) Mass production printing (the printing press)
- 2) **THE INDUSTRIAL REVOLUTION** of the 1800's
- 3) **LITERATE** customers

The 1800's is when mass print advertising began its *eight-stage development* until it became what we know it as today.

3. Refer students to the handout as a guide to these eight stages.

Handout: The History Of Mass Advertising

4. Review each of the eight stages with visual examples for each. Use both *UNDERSTANDING MASS MEDIA*'s 14th chapter on advertising and the **Proquest Historical Newspaper Website**:

PROQUESTK12.com
"HISTORICAL NEWSPAPERS"
Display ad (only)

- 1) **Information Stage**...Display Ad #1 March 15, 1852
For the rest, search "**Macy's**"...
- 2) **Attention Stage**...May 21, 1860
- 3) **Repetition Stage**...April 26, 1871
(Also show January 4, 1880, January 1, 1890, January 3, 1900)
- 4) **Association Stage**...August 17, 1913
- 5) **Product-Benefit Stage**...March 24, 1920
- 6) **Motivation Stage**...January 5, 1933
- 7) **Entertainment Stage**...Feb. 10, 1946 Sept. 22, 1948
- 8) **Behavioral Stage**...January 9, 2000

5. Discuss how Macy's ads have changed over the years, especially noting the stages of advertising listed above.

6. Introduce the Duke University historical advertising website:

<http://library.duke.edu/digitalcollections/ea/>

Allow students the opportunity to browse the ad collection.

7. Hand out the OLD TIME ADVERTISING CARDS (or allow access to the website:

<http://dovercards.com/Old%2520Time%2520Advertising/Old%2520Time%2520Advertising.html>

HANDOUT: OLD TIME ADVERTISING CARDS

Allow time to complete Part 1 and review answers as a class.

III. Modern Print Advertising Techniques (100)

1. Tell students they are now going to examine modern print ads. Give each group a collection of newspapers and magazines, scissors, and tape. Direct students to find one ad they really like, cut it out, and tape it to a piece of paper. Allow 5 minutes.
2. Have students share these favorites and then put them aside.
3. Explain that **PERSUASION** is a huge part of print advertising. Review the information the persuasion handout.

HANDOUT: THE ROLE OF PERSUASION

Stress the difference between **PERSUASION** and **PROPAGANDA**.

3. Tell students that they are going to learn 22 different advertising techniques that are used today to try to persuade others to purchase a product. As they learn each one, they should try to determine which of the 22 techniques are used in the ad they just taped to paper. They should write the number(s) of the technique(s) on the paper.

Review each of the techniques one by one, using visual examples from your personal teacher print ad technique collection. Students take notes on the handout.

HANDOUT: ADVERTISING TECHNIQUES

As each technique is reviewed, if a student feels that technique is used by their chosen ad, they raise their hand to show the ad and see if the class agrees.

4. Refer students to the **OLD TIME ADVERTISING CARDS** and worksheet. Allow time to complete Part 2 and review answers.

HANDOUT: OLD TIME ADVERTISING CARDS

5. After reviewing all techniques, tell students that they are going to work as teams to see how many ad techniques they can find in their group's magazines and newspapers. Students then find the ads, review with their team, and create a team collection that includes these ads, labeled with their techniques. These collections are turned in when completed.

IV. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

What did you learn about print advertising techniques?

2. Hand out Post-its on which students write an item to post on the chart.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.