

Enriched American History

Project: Advertising in the 1950s

Mr. Koch

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Due: Monday March 30, 2015

55 Points

Introduction

Have you ever tried to help one of your grandparents send an email? Does your grandfather peer over your shoulder and ask you, "Is that the InterMat?" as you tweet friends, download music on iTunes, upload pictures to Instagram? Have you ever considered why your grandparents may be so confused (and maybe intimidated) by the modern technology that you consider a commonplace necessity?

Before you jump to the conclusion that your grandparents are ignorant, Oat Bran obsessed strangers who forget how to read when handed an instruction manual, remember most of them were born into a world where the automobile was a luxury. What if I told you that in thirty years you will take your family to a luxury resort on the Moon for a vacation? Sound ridiculous? What would it take to convince you that such a trip was possible and actually better than going to Hawaii?

Advertising is the primary way that companies convince you to buy their products and services. Advertising serves two purposes. First, a successful advertisement educates you about the product. Why would you buy a product, if you don't know what it does? Second, advertisements appeal to your interests, insecurities, and desires to convince you that the product is not only useful, but necessary.

There are [three graded parts](#) to this project:

1. **Analysis of a 1950s ad** (individual grade)
2. **Production of a new ad targeted at a specific audience.** (group grade)
3. **Analysis of a contemporary ad** (individual grade)

Project Procedure

You will take on the role of an advertising agent. You are part of an exclusive team responsible for a new multi-million dollar contract to develop an ad that relates to your target audience: 60-80 year old Americans. **To successfully fulfill your contract, you must first**



examine and interpret advertisements from the 1950s to determine what values, beliefs, interests, and symbols were important and understood by your grandparents. Then, you will create an advertisement that creatively mimics the style of 1950s advertisements. Your campaign will market a **modern technology**, but present it as if it were from the 1950s in order to appeal to your target audience.

Your advertisement must:

- *address the values, beliefs, and interests implicit in 1950s advertisements*
- *educate your audience about the function and usefulness of a modern technology*

Maybe you will be able to convince your grandparents to buy a DVD player. Then you won't have to help them record The Weather Channel anymore....

PART 1: 13 pts.

1. Each member of your group (**no more than three!**) will find an advertisement from the 1950s and fill out the Analyzing Ads Worksheet. Fill out each field in your copy of the [Analyzing Ads Worksheet](#). Individually, copy your ad to a Google Document and answer the questions on the Ads Worksheet directly below the ad. Submit the analysis sheet to me through Google Drive: cf_koch@cftigers.org

Please label as: **PART 1 Analysis, Name**

2. Once everyone completely fills out their advertisement analysis forms, your research team will meet to discuss characteristics found in the ads. *Remember, everyone in the group analyzed a different ad.* You are now part of a marketing production team. As part of the marketing production team, you will review each team-member's research.

PART 2: 21 pts.

3. **As a group** pick a modern, technological product. Be creative!
4. Collaborate with the other members of your group to develop a creative, informative, and convincing ad for the product you selected. Remember, your ad must:
 - *address the values, beliefs, and interests implicit in 1950s advertisements*
 - *educate your audience about the function and usefulness of a modern technology*

Choose ONE PERSON in your group to create a Google Presentation and then share with the other members of the group so all may work on the presentation together. Make sure to share your group ad with me through Google Drive cf_koch@cftigers.org

Please label as: **PART 2 Advertisement, Names of all group members**

	Beginning 1	Developing 3	Accomplished 5	Exemplary 7	Score
GROUP Use of persuasive techniques	At least one explicit appeal is made to an audience.	Several explicit appeals made to an audience.	Explicit stereotype, symbol, and logical fallacies evident and directed to target audience.	Explicit and implicit stereotypes, symbols, and logical fallacies evident and directed to target audience.	
GROUP Presentation in 1950s Style	Design merely copies example of 1950s ad.	Design modifies existing elements of 1950s ad example.	Design creatively interprets 1950s ad style.	Well crafted design uniquely and creatively re-imagines 1950s ad style.	
GROUP Educates about function and usefulness of product	Product identified in ad.	Product identified and briefly described.	Product identified, described, and explained.	Product, identified, described, explained, and made relevant to audience.	
Total Points					

Grade equivalent: 19=A, 17=B, 15=C, 13=D

PART 3: 13 pts.

Now that you have a better understanding of what life was like in the 1950s, what do you think your kids and grandkids will say when they look back at the advertisements of our current decade?

Apply the principles that you learned about advertising strategies to contemporary advertisements. You will have plenty of resources, since we are barraged more than ever with advertisements from TV, magazines, buses, billboards, web page pop-ups and banners, etc. What are the values important to our culture today?

Analyze a **current ad**, using the same Analyzing Ads Worksheet as before. Paste your ad and your analysis into GOOGLE DRIVE and send to me cf_koch@cftigers.org.

Please label as: PART 3 Analysis, Name

Print Advertisement Analysis worksheet

1. What product, service, or point of view is being advertised?
2. Who is responsible for creating this advertisement? Why are they sending this message?
3. What is the purpose of this advertisement? (For example, is it intended to educate, entertain, or inform?)
4. What advertising techniques are used to attract a viewer's attention and to make the advertisement believable?
5. Who is the anticipated audience of the advertisement?
6. What does the advertisement say to the viewer? What lifestyles, values, opinions, and points of view are represented?
7. Who makes money or benefits from the advertisement?
8. What makes the advertisement biased in some manner? How is this bias demonstrated?
9. What has been included or left out of the advertisement?
10. Why would the advertisement's creators or the product makers have the need to be biased in their advertisement?
11. How might some people understand this advertisement differently from others? Would all viewers agree on what was being advertised and the purpose of the ad?
12. Would someone be likely to believe this advertisement? Why or why not?
13. Do you agree with the advertisement? Why or why not?