

TEACHING AMERICAN HISTORY PROJECT

Lesson Title - Popular Culture and Coca-Cola Ad Campaigns From Cynthia Petrie

Grade – 11

Length of class period – 50 minutes

Inquiry

1. How is popular culture reflected in advertisements?
2. What cultural, political, economic, or social messages are sometimes promoted in advertisements?
3. What stereotypes appear in advertisements?
4. How do advertisements impact our lives?

Objectives

Content:

1. Students will learn what impact gender roles, stereotypes, and technology play in the popular culture of a given time period as portrayed in Coke ads.
2. Students will learn how advertising impacts popular attitudes.

Skills:

1. Students will improve their ability to see social/cultural attitudes during a given time period.
2. Students will improve their ability to see cause/effect relationships.
3. Students will improve their ability to present a persuasive argument.

Materials

1. The attached slide show of Coca-Cola advertisements over the decades

*All ads were obtained from the following sites.

<http://www.vintageadbrowser.com/coke-ads>

<http://www.1stwebdesigner.com/inspiration/coca-cola-advertising-history/>

<http://thisisnotadvertising.wordpress.com/2011/07/28/coca-cola-19982010-modern-print-ads>

<http://www.crookedbrains.net/2008/02/coca-colas-ads-spread-over-century.html>

*If you want to use TV ads, the following website is great.

<http://memory.loc.gov/ammem/ccmphtml/colahome.html>

2. Advertisement analysis chart found at the end of the lesson.

Activities

1. Hand out the advertisement analysis chart to the class. Tell the students that they will be viewing a series of Coca-Cola advertisements from the 1890s through the 2000s and that they will be using the ads to glean information about popular culture during each decade. Go over the chart so that the students know what they should be looking for.
2. Show the slides of the ads allowing for time for the students to make notes on their charts. After viewing the slides for a decade stop and have the students share the information they have gathered, looking back at each slide where necessary. Have them add to their charts as the class shares information and ideas. Complete this task for each decade.
3. When you have completed the slide show and discussion of each decade ask the students to make some generalizations about advertising and popular culture. Ask them what similarities they see in the ads throughout the decades and what this tells them about American society and culture. Ask them to discuss how they think advertising impacts our views of society and culture. Ask them how advertising is sometimes related to political views. For each point discussed they should be giving examples from the ads. Finally ask the students to discuss how advertisements have influenced their lives (Have they purchased anything because of an ad, have they done something, become involved in some activity, or gone somewhere because of an ad?).

Assessment - The students will be graded on both their in class participation when discussing the ads as well as the following homework assignment.

For homework each student is to find one advertisement that portrays a social/cultural image of a particular time period and one advertisement that presents a political or economic message. For each of the two ads the students should write a brief paragraph explaining how this advertisement reflects the culture and views of its time. You may want to have the students focus on ads that use images rather than a lot of words so that they have to delve critically into the visual messages as they did with the Coke ads in class.

Connecticut Framework Performance Standards – The students will:

- 1.13-56 – Recognize the importance of viewing a culture through a variety of perspectives.
- 1.13-59 – Analyze the impact of family, religion, gender, ethnicity, and socioeconomic status on the development of culture.
- 3.1-3 – Use evidence to assess the role of tradition and customs on individual or group's choices/decisions.

US History
Popular Culture and Advertising

Name _____
Date _____

While viewing the Coca-Cola Advertisement slide show fill in the chart for each decade with examples of how the ads reflect or portray the aspects of society listed below.

Decade	Fads/Culture	Technology	Gender Roles	Politics/Govt.	Social Issues
1890s					
1900s					
1910s					
1920s					
1930s					
1940s					

1950s					
1960s					
1970s					
1980s					
1990s					
2000s					