

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Advertising and Consumerism of the 1920s from Lindsey Hepple

Grade - 11

Length of class period – 56 minutes

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

- How did advertising and consumerism shape American culture in the 1920s?
- What products were created during this time period and how did the advertising industry attempt to market those new products to Americans?

Objectives (What content and skills do you expect students to learn from this lesson?)

- Students will identify and describe the various products and marketing strategies used to attract American consumers.
- Students will analyze and evaluate primary source materials (1920s ads) to draw conclusions about shifts in American society in the post-World War I era.
- Students will compare and contrast advertisements from the 1920s to today's advertisements.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

- KNU Chart
- Primary Source Packet of 1920s ads and descriptions; Discussion Questions (on board)

Activities (What will you and your students do during the lesson to promote learning?)

1. Students will complete the first two columns of the KNU chart as a class to determine what they already know about 1920s advertisements and what they need to know.
2. In a small group, students will read and discuss the primary source packet's advertisements and descriptions. Students will focus their discussion on the following questions (presented on the board) for each source: *What is the intended audience for the ad? What strategies or tactics does the ad utilize to entice consumers? What does the product in the ad indicate about American culture/society in the 1920s?*
3. Each group will be given an opportunity to share their reactions/discussion for at least one of the primary source ads. Then the class will complete the KNU "Understand" column collectively.

How will you assess what student learned during this lesson?

- Students will be assessed on their participation in group discussion and their completed KNU chart.

Connecticut Framework Performance Standards:

- 1.1: Demonstrate an understanding of significant events and themes in U.S. history.

- GLE – Analyze how the arts, architecture, music, and literature of the United States reflect its history and the homogeneity of its culture.
- 2.1: Assess and gather information from a variety of primary secondary sources (maps, charts, graphs)
 - GLE – find relevant information to answer a history/social studies question.

Handout: KNU Chart for Advertising and Consumerism in the 1920s

Name: _____ Date: _____ Period: _____

What do I KNOW?

What do I NEED to Know?

What do I UNDERSTAND?