

Your name: [Gwen Miller](#)

School: [Barker Middle School](#) Grade level for this lesson [7th](#)

Title of Lesson: [Coca Cola's Advertising Evolution](#)

Brief summary of lesson:

[Students will use the Library of Congress website to research and investigate the print and television advertising history of a familiar product, Coca Cola.](#)

[They will use their understanding of persuasive techniques, claims, language, and target audience to create their own video or print soft drink advertisement. Along with the visual, students will write an expository paragraph or essay explaining their target audience and the persuasive elements and techniques used in their advertisement](#)

[**I would, ideally, like them to make the connection that major advertising campaigns are shaped by the culture, economy, and political climate of the time.](#)

List of Materials / Supplies:

Spring Board Student Edition, Level 2 Unit 2

Library of Congress link

<http://memory.loc.gov/ammem/browse/ListSome.php?category=Advertising>

Highlights in the history of Coca Cola television advertising

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

Print Ads

<http://memory.loc.gov/ammem/ccmphtml/colatime1.html>

Television Ads

1950 Coca Cola Ad

http://www.youtube.com/watch?v=QN_UqvcynYw

1979 Mean Joe Green Coca Cola Ad

<http://www.youtube.com/watch?v=xffOCZYX6F8>

2000 Polar Bears Shooting Star

http://www.youtube.com/watch?v=srr47rI_i8g&feature=endscreen&NR=1

2012 London Beat

<http://www.youtube.com/watch?v=IYcsbNtlbvg>

Procedures or Steps:

- [Activate students understanding of the elements of persuasion as presented in Level 2 Unit 2 of Spring Board.](#)
- [Working with a partner or small group \(Spring Board is big on group work\)students will go to](#)

the LOC to investigate, explore, and discuss Coca Cola's advertising history.

- Students will view, analyze, and discuss print and television advertisements by focusing on how they have changed over the decades.
- Students will create and present a video or print ad.
- Students will write an expository paragraph or essay explaining the persuasive elements they employed to reach their target audience.

Evaluation:

Students will evaluate the effectiveness of persuasive elements presented by their peers.

Spring Board rubric will be used to evaluate the expository writing.