**Title** | **Changing Family Values: The 1960s to 2010 As Identified Through Coca Cola Primary Sources**
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**Subject area/Course** | Social Studies/7th Grade United States History
**Investigative Question** | How have family values changed from the 1960s to 2010 in the United States?
**PA Teaching Standards** | History
- 8.1.6B Explain and Analyze Historical Sources
- 8.1.7B Identify and Use Primary and Secondary Sources to analyze multiple points of view for historical events.
Writing
- 1.5.7A Write with a clear focus, identifying topic, task, and audience and establishing a single point of view.
**Objectives** | Following the successful completion of this oral history project, the students will be able to:
1. Write a reflection based on how family values have changed by researching Coca Cola Advertisements from the 1960s to 2010.
2. Determine the importance of primary sources on the Library of Congress Webpage by engaging in historical study through research and investigation.
3. Discuss how Coca Cola Advertisements have changed from the 1960s to 2010 due to the change in family values in the United States.
4. Compare and contrast Coca Cola Advertisements from the 1960s to 2010 by viewing the ads on the Library of Congress Website and on Youtube.
5. Determine knowledge of the decline in family values and the differences between primary and secondary sources by completing a six question True/False Assessment in class.
**Duration** | One-42 minute class period
**Materials** | Primary Sources:


Secondary Sources:


<table>
<thead>
<tr>
<th>Inquiry-Based Learning</th>
<th>I will use an Inquiry-Based Learning Model (ILBM) with the following components:</th>
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</thead>
<tbody>
<tr>
<td><strong>Questioning</strong></td>
<td>The teacher will ask the students questions about Coca Cola Advertisements and the intended theme and audience of the commercials from the 1960s to 2010.</td>
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<tr>
<td><strong>Researching</strong></td>
<td>The teacher will demonstrate how to research Coca Cola TV Advertisements from the 1960s to the present by using the Library of Congress website and other provided websites.</td>
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<td><strong>Discussing</strong></td>
<td>The teacher will lead the class in discussion about what the students found during their research on the provided websites.</td>
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<tr>
<td><strong>Creating</strong></td>
<td>Students will receive the instructions and will begin to create five interview questions for their oral history projects after the teacher explains the instructions to the students.</td>
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<tr>
<td><strong>Reflecting</strong></td>
<td>The students will reflect on the class work and research by writing a sentence reflection that explains and summarizes the information that was covered in the class period.</td>
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| Description of procedures | This is the first of a three day lesson on changing family values from the 1960s to the present and Coca Cola Advertisements. It will lead to the eventual creation of an Oral History project. Immediately after the bell rings, the students... |
and I will begin the day’s lesson. I will pose the following Investigative Question to the students: “How have family values changed from the 1960s to the present?” The students will already have the necessary background knowledge about demographics to begin to think about the question. I will then turn on the television and will show the students a one-minute commercial entitled, “Refresh Yourself, Enjoy Yourself” from the Coca Cola Company in 1960. I will instruct the students to carefully pay attention to the commercial and to think about the setting and the intended audience.

Prior to beginning the first phase of class period in the Inquiry Based Learning Model (IBLM), the students and the teacher will briefly review the key terms on primary and secondary sources, as provided from Library of Congress handout, “Definition of Key Terms.” The teacher will project the terms on the Promethean Board in the classroom for the students and will then read a list of definitions for the students. Their responsibility will be to raise their hand and orally identify each of the key terms. The key terms will have been reviewed for the past two class periods so each of the students will have familiarity with the definitions and where to locate each of the terms.

This section comprises the Questioning Component of my IBLM. The students and I will discuss the commercial after the completion of the allotted time. To stimulate discussion, I will ask the students questions. These questions will include:

- What is the intended audience of each of these ads?
- Do these questions appeal to the American Family or the individual?
- How have the intended audiences changed in the Coca Cola advertisements over time?
- Do the Coca Cola advertisements appeal to some form of entertainment? How is it different from the 1960s to 2010?
- How do the Coca Cola advertisements show the typical American Family in the 1960s? In 2010? How have they changed?
What is the general aim of the Coca Cola advertisements?
What is the main focus of each of the advertisements? Are they similar or different between the 1960s and 2010? Please explain your response.

I will require the students to jot down brief answers to these questions in their notebooks as the introduction to the discussion and class period continues. The students will number the questions and answers in their notebooks.

This section comprises the **Researching Component** of my IBLM. I will distribute the laptops to the class. Each student will be instructed to log into their computers and go to [www.loc.gov](http://www.loc.gov) and then open a separate browser window and go to [www.youtube.com](http://www.youtube.com). I will provide each of the students with a list of provided links on each of the websites that they will be searching for. On the list of provided websites, the students will be also given a list of three questions that they will be responsible for answering. Each of the three questions will focus on the content of the commercials. The questions are

- 1. What is the intended audience of the commercial?
- 2. How is the commercial linked to family values and life during the intended time period?
- 3. How does Coca Cola link or depict family values from the 1960s to 2010? Please explain your responses.

The students will work individually on the project. I will move throughout the classroom monitoring student progress during the activity and answering questions from students. The activity will last approximately 15 minutes. After the end of the activity, the students will organize their materials and log off of the laptops.

This next section comprises the **Discussing Component** of my IBLM. Using the handout sheets that the students completed on each of the commercials
that were viewed in class, I will begin a discussion with the students. The opening question of the discussion will be “How have family values changed from the 1960s to 2010 and how do Coca Cola Advertisements depict those changes?” Students will begin the discussion by raising their hands to the initial question. The discussion will continue to progress by the teacher asking the discussion questions to the students. The students will already have answers written down on the assigned worksheets. It should ease discussion between the students and the teacher. It will be a student-led discussion with the teacher serving as the moderator. The teacher will call on students to move through the discussion.

The fourth section comprises the Creating Component of my IBLM. Each of the students in the class will be provided with a list of themes about changing family values from 1960 to 2010 and a list of the decades in which the students interview family members, friends, or neighbors. Examples of the possible themes include changes in gender roles, changes in the role of the American family, the development of a multi-income home, and the changes in entertainment that have occurred in the past fifty years. Today’s class period will focus on the changes in entertainment that occurred in the American household from the 1960s to 2010.

During today’s lesson, the students will use the final minutes of the class period to begin to create a list of five open-ended interview questions that they would want to ask possible interviewees. The purpose of creating the open-ended questions will be to craft a sample interview guide to complete the Oral History Project. The teacher will remind the students that they will be conducting an interview as in the past and each of them will be responsible for both creating the open-ended questions and determining a means to record the interview. The
<table>
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<tr>
<th>students will be responsible for interviewing an individual that was a teenager in the 1960s. Each of the students will begin to create their list of questions using the prior knowledge that was discussed in class and the knowledge that was gained while researching the primary and secondary source Coca Cola advertisements in class. Possible examples of changes in entertainment would include sports, using the telephone, playing board games, watching television, and spending time with friends. The teacher will distribute a sample Interview Guide to all of the students while they are working on their own questions.</th>
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<tr>
<td>While working on the open-ended questions, the students will be instructed to make both direct and indirect comparisons to the forms of entertainment that teenagers engaged in during the 1960s to the forms of entertainment that they enjoy in 2010. The teacher will remind the students to keep the questions in the form of a conversation and to think very carefully when working on the assignment. The students will also be reminded to think of a creative method of recording the interview as was done in the past.</td>
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<td>The final section comprises the <strong>Reflecting Component</strong> of the IBLM. The teacher will provide the students with a quarter sheet of composition paper to write their reflection on the day's activity. Each of the students is required to write a one sentence reflection on concepts that were discussed and researched in class. The reflection must be neat, it must contain correct spelling, grammar, and punctuation and it must summarize the topics that were covered in class. In addition, the reflection must be turned in at the end of the class period. The students will be provided with the final five minutes of the class period to complete the reflection. The students will already be familiar with reflecting on topics discussed in class from earlier assignments in the school year.</td>
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As soon as the bell rings, the students will be dismissed by the teacher. Each of the students will turn the completed reflections in at the labeled basket by the door as they exit. Students will be reminded to complete their homework and continue to brainstorm possible interview questions for the Oral History Project. The next class period will be devoted to the completion of the Interview Guide Questions. Students will work with a pre-assigned partner to complete the questions. The students will utilize the theme “entertainment” that was provided to them in class. Once the questions for the Interview Guide are completed during the next class period, the students will select their interviewees for the Oral History Project and will have the project completed in the next three class periods.

During the next class period, the students will take the True/False Assessment on Coca Cola Advertisements and changing family values from the 1960s through 2010. It will contain thirteen questions. Students will be reminded to review their notes and research from the class period to prepare for the assessment. The assessment will be administered at the beginning of class tomorrow.

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<thead>
<tr>
<th>Assessment</th>
<th>Name__________________________</th>
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<tr>
<td></td>
<td>Date___________________________</td>
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<td>Period_______</td>
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Coca-Cola/Family Values Assessment

7th Grade United States History

13 Points

Instructions: Please answer the following True/False Questions to the best of your ability. Remember, as always you must write the word “true” or “false” on the line next to the question. Good Luck!!

1. The nuclear family in the 1960s in the United States consisted of a mother, father,
and their children.__________T__________

2. In general, in the 1960s, the depicted Coca Cola advertisements were focused on the typical American family as in intended audience.__________T__________

3. Families in the 1960s typically were not a close-knit group. Dinners, families, and watching television together as shown in the Coca Cola advertisements were not common.__________F__________

4. American teenagers in the 1960s used the telephone on average of five to six minutes per day.______T____________

5. As depicted in the Coca Cola advertisements viewed in class, the advertisements in the 1960s focused on family activities such as eating dinner together and going on family outings.__________T__________

6. American families in the 1960s were dominated by traditional family roles wherein fathers were the breadwinners and mothers were responsible for the household.__________T_________

7. A majority of American families, according to the research conducted in class, watched television for up to eight hours per day and every American home had multiple televisions.______F________________

8. Families in the 1960s participated in interactive activities as a group rather than spending time alone as individuals.______T______

9. Coca Cola advertisements, as depicted in the advertisements viewed in class, generally focused on family values and the nuclear American family.__________T_________

10. As depicted in the advertisements viewed in class, Coca Cola advertising executives created advertisements that focused on families traveling and spending time together versus sports and entertainment figures.__________T__________

11. During the 1960s, Coca Cola advertisements as viewed in class, depicted happy American families that loved each other and enjoyed their lives while drinking Coca Cola.__________T__________

12. According to the Library of Congress website, the definition of a primary source is prepared by an individual who was not a direct witness to an event, but obtained the description of the event from someone else.__________F__________

13. American families in the 1960s enjoyed the following forms of entertainment according to various Coca Cola advertisements and research discussed in class: watching television, going on vacations, and listening to the radio together.__________T__________
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<tr>
<th>SCALE:</th>
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<tbody>
<tr>
<td>10 or more answers need to be correct to earn an “A”</td>
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<tr>
<td>8-10 answers correct to earn a “B”</td>
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<tr>
<td>6-8 answers correct to earn a “C”</td>
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<td>0-6 answers correct to earn a “F”</td>
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