<table>
<thead>
<tr>
<th>Title</th>
<th>Depression and Wars: How do people use comfort foods to survive as identified through Coca-Cola Primary Sources.</th>
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<tbody>
<tr>
<td>Subject area/Course</td>
<td>Social Studies/11th and 12th Grade U.S. History, Psychology, Sociology</td>
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<tr>
<td>Investigative Question</td>
<td>How has Coca-Cola, as a comfort food, helped people survive difficult times?</td>
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| PA Teaching Standards | **History**  
8.1.6.B - Explain and Analyze historical sources.  
Reading, writing, speaking, listening  
1.9.C.A.: Use media and technology resources for research, information analysis, problem solving, and discussion making in content learning.  
**History**  
6.1.U.C: Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations |
| Objectives | Describe what outcomes you want students to have after completing your oral history project; focus on skills and knowledge. Make sure your objectives correlate with the Investigative Question and the 3 standards from above. If they are relevant, it is okay to draw from the objectives for this course.  
Following the successful completion of this oral history project, the students will be able to:  
1. Identify at least two hardships depicted in Coca-Cola’s “Hard Times” Commercial that a bottle of Coke makes more bearable.  
2. Write a reflection based on how comfort foods are important for survival in historically stressful times.  
3. Determine the importance of primary sources on the Library of Congress Webpage by engaging in historical study through research and investigation.  
4. Brainstorm a themed interview for individual that lived through historically difficult times. |
| Duration | This is the second lesson of a five day project. |
| Materials | Primary Sources:  
America from The Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945. |
“Easter Blessing” Photographer-Marjory Collins, April 1943. [http://hdl.loc.pnplpp.print](http://hdl.loc.pnplpp.print)


Secondary Sources:


“Coca Cola Christmas Commercial.” [http://www.youtube.com/watch?v=QgeCSOgkf8](http://www.youtube.com/watch?v=QgeCSOgkf8)

“Old Coca Cola Commercial” [http://www.youtube.com/watch?v=eUm7NOlxTnQ](http://www.youtube.com/watch?v=eUm7NOlxTnQ)


**Inquiry-Based Learning**

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<tr>
<th>I will use an Inquiry-Based Learning Model (IBLM) with the following components:</th>
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<tbody>
<tr>
<td><strong>Questioning</strong> – The teacher will ask the students questions about comfort foods.</td>
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<tr>
<td><strong>Researching</strong> – The teacher will demonstrate how to research held assumptions about Coca Cola being a comfort food using the Library of Congress website.</td>
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<tr>
<td><strong>Discussing</strong> – The teacher will lead the class in discussion about what the students found during research.</td>
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<tr>
<td><strong>Creating</strong> – Students will complete The Motion Picture Analysis Worksheet while watching “Hard Times” Commercial.</td>
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<tr>
<td><strong>Reflecting</strong> – The students will reflect on the analysis worksheet by pairing up and developing a 1 minute presentation about their responses.</td>
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<tr>
<td><strong>Assessment</strong> – The students will be assessed by completed worksheet.</td>
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**Description of**

This is the second day of a five day unit on how people have made it through historically
difficult times with the help of comfort foods. The first day involved establishing a definition of a comfort food, seeing examples, and sampling some in class to establish a few “classroom comfort foods.” (Also, if this lesson is for a psychology class, you could create a themed interview for a psychologist, doctor, etc... to find out how comfort foods affect the brain.)

During this second day, I would ask questions to check for understanding of yesterday's lesson. Then using the “Smart Board” (or whatever board is available in the room), I would instruct the students that they would need to go to the primary sources from the Library of Congress that I had listed. They would then discuss with a partner what comfort food characteristics they can see in each primary source.


The partnership will have to share one characteristic with the class. They should have at least three. After the class shares their findings with each other, I would remind them, (it is a reminder because, in the classroom, I always write the homework on the board in a
designated area, with any long term projects with the dates assignments are due: there are no surprises) that they will be creating a themed interview to use on an individual that lived through The Great Depression or any Veteran to see what their comfort food was, if any, that helped them from giving up, going crazy, committing suicide etc...

Next, I would tell them they would be watching the Coca Cola Commercial, “Hard Times,” and completing an analysis worksheet to see what they can identify which would be due at the end of the period. I will then show them, as a class, the commercial. Then I would allow them to use their laptops to watch it over again, if needed, to complete the worksheet. This would be an individual assignment. If any student finishes early, then I would have on the board the following cites, “Coca Cola Christmas Commercial.”

http://www.youtube.com/watch?v=QgeCSOgkuf8

“Old Coca Cola Commercial” http://www.youtube.com/watch?v=eUm7NOlxTnQ, which they could go to and answer the question that will lead into the next lesson, “How does Coca Cola appeal to the viewer and establish itself as a comfort food?”

When the class has five minutes left, I announce that fact and that they need to log off the laptop, but leave it on the desk for the next class. They will also turn in their worksheets when the bell rings, and check the board for our schedule for the next week.

Assessment

Students will fully and successfully complete the Motion Picture Analysis Worksheet. It is available from the National Archives and Records Administration website: http://www.archives.gov/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf