Charlene Helsel
Dale Mabry Elementary
Florida

Target Audience: 4-6
Lesson Title: Ad Writing in 1750

Florida Sunshine State Standards Addressed

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>LA.5.1.6.7</td>
<td>The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;</td>
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<tr>
<td>LA.5.1.7.2</td>
<td>The student will identify the authors purpose (e.g., to persuade, inform, entertain, explain) and how an authors perspective influences text;</td>
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<tr>
<td>LA.5.1.7.3</td>
<td>The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;</td>
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<tr>
<td>LA.5.3.5.1</td>
<td>The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</td>
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<tr>
<td>LA.5.3.5.2</td>
<td>The student will use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and</td>
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Social Studies
SS.5.A.1.1 Use primary and secondary sources to understand history.

Activities Overview:
Students will read a page from the Pennsylvania Gazette and write a translation of an ad in the paper. Students will then create their own ad that would be time period appropriate. Teacher will guide students to understanding of the historical relevance of the ads. (There are a variety of ads of length and degree of difficulty; these are good for differentiation within the classroom.)

Timeframe: 2 days
Materials: copy of website page, dictionaries, social studies student resource materials, student dictionaries
Teacher Prep: Teacher should visit the website [http://www.earlyamerica.com/earlyamerica/past/past.html](http://www.earlyamerica.com/earlyamerica/past/past.html) and retrieve a copy of the Pennsylvania Gazette. After visiting the site, the teacher can select one ad to model how to find the meaning and different ads for students to work with. Create index cards with small ad, medium sized ad, and large sized ad, enough for each pair of students to have their own card. For a class of 20 students, create 2 large ad cards, 3 medium, and 5 small ad cards.


Activity Procedures:
1. Teacher will introduce the concept that newspapers sell advertisements to help cover the costs of running a newspaper and this goes back to the first newspapers published. (Teacher could show a current local paper with examples of advertisements.)

2. If this lesson is conducted after a study of Early American Colonies, review with students the differences in daily life (i.e. lack of computers, slavery, childhood experience, transportation differences). Exposure to these concepts will help ensure this lesson will be a success. The document (a page from the Pennsylvania Gazette) and focus on a specific advertisement. Ask students if they understand what the advertiser is trying to sell. Teacher provides support as needed.

3. Teacher will pass out other ads from the newspaper to groups of 2-4 students. The students will translate the advertisements into modern speech. Encourage the use of dictionaries to help with the translation.

4. Students share their “modern ad” with the class.

5. Day Two- Review process from day 1. In today’s sessions, students will create an ad of their own that could have been published in the 1770s. (The time frame is important because this will be incorporated with the extension opportunity listed below, a Revolutionary Newspaper). Review the topics that were advertised in the Pennsylvania Gazette, use these topics as brainstorm points for writing the new advertisements.
6. Since not all advertisements were the same size and had the same amount of words. Pass out to students index cards with small ad, medium ad, and large ad. Students in pairs create new advertisements according to the assigned size for their ads.

7. After creating the ads, group students into same sized ad groups. In groups, students should answer these questions: What was difficult about this assignment? What was easy about this assignment? Did the size of your ad make it easier or harder for you to create?

8. Groups submit the answers to these questions to the teacher. Depending on time available, sharing the results of the groups is encouraged.

Extensions:
Social Studies/Writing: Incorporate these advertisements into a classroom newspaper that is published in 1770s. The newspaper can include newspaper articles on current events, opinion columns, and advice columns.