

## Worksheet for Analysis of an Advertisement

*Prepare a written report on your assigned ad by answering these questions about it*

Advertisements are a valuable primary source for information about the past. Students will enjoy seeing how the styles of advertisements have changed over time.

**Class Activity:** Students can analyze the advertisement in small groups or as a whole class, using the following questions. The questions can be written on the board as a guide or printed out as a worksheet.

- How does the advertisement attempt to get your attention?
- What is it an advertisement for?
- Who is the target audience for this product?
- List the information the advertisement provides about the product.
- How does the advertisement try to convince you to buy this product?
- How is the name of the product significant?
- What images has the advertiser chosen to use? Why?
- What information do you think has been left out of this advertisement? Why?
- Rate this advertisement on its effectiveness – does it catch and keep your attention? If you were in the market for this type of product, would you purchase a policy from this company? Why or why not?
- What would you change about the ad?
- Would you say people were more gullible or suggestible during the time this advertisement was first used? Explain why or why not.

You may need to spend a little class time defining unfamiliar terms or concepts.

Have students find current advertisements in newspapers, magazines, and telephone books. Have them suggest ways the advertisements are the same and/or different today (*possible answers: number, variety, and type of fonts; color printing; use of photographs and drawings; amount of text to read, etc.*).

Would this advertisement be successful today? Why or why not? Why is it so different from modern advertisements? (*possible answers: target audiences have different levels of sophistication; technology allows the addition of color, more complex images and photographs, as well as phone numbers, fax numbers, e-mail addresses.*)

Ask students to pretend they are considering purchasing a similar product and to make a list of advantages and disadvantages they see in purchasing the item from this company. Before making a decision, what additional information would they need? Why is that information not included in the advertisement?

**Follow-up Activity 1:** Working alone or in small groups, have students choose and cut out magazine and phone book ads that they find eye-catching or appealing, and ask them to explain to the class what elements of the ad they think are most effective.

**Follow-up Activity 2:** Working alone or in small groups, have students design a full-page advertisement for this product that would incorporate some of the elements the class identified in the previous exercise. They should choose a target audience, name some of the advantages of the product, and specify how it would make life easier or more comfortable for their target audience.

## Using Primary Documents in the Classroom

### Lesson Plan: Studying Advertisements (Crane, Breed & Co.)

Advertisements are a valuable primary source for information about the past. Show students the advertisement for “Crane, Breed & Co.” from the 1868 Nashville City Directory. (Note: a city directory is similar to a modern phone book, but existed long before people had telephones).

**Class Activity:** Students can analyze the advertisement in small groups or as a whole class, using the following questions. The questions can be written on the board as a guide or printed out as a worksheet.

- What first catches your eye in this advertisement?
- What are some of the ways the advertisement attempts to get your attention?
- What is it an advertisement for? How can you tell?
- List the information the advertisement provides about the caskets the company sells.
- How does the advertisement try to convince you to buy this product?
- What is suggested by the word “patent”?
- What burial problems does the ad say this product will correct?
- Where is this company located? Why are they advertising in a Nashville directory?
- Who would be the target audience for this ad?
- How does this advertisement appeal to grieving families? Do you find it insensitive in any way?
- What would you change about the ad?

Students may share their answers with the other groups. Are modern advertisements as graphic in their details as this one? What modern advertisements could be compared with this one?

Have students find current advertisements in newspapers, magazine, and telephone books. Have them suggest ways that advertisements for the funeral industry are the same and different today (*possible answers: number & type of fonts; color printing; use of photos & drawings; amount of text to read, greater sensitivity to family members, etc.*)

Would this advertisement be successful today? Why or why not? Why is it so different from modern advertisements? (*possible answers: target audiences have different levels of expectation and sophistication; technology allows the addition of color, more complex images and photos; use of phone numbers, fax numbers, e-mail addresses.*)

Ask students to pretend they are considering purchasing a casket for their Aunt Minerva and, in small groups or as a whole class, to brainstorm a list of advantages and disadvantages they see in purchasing the casket from this company. Before making a decision, what additional information would they need? Why is that information not included in the advertisement?

**Follow-up Activity 1:** Have students choose and cut out magazine and phone book ads that they find eye-catching or appealing, and ask them to explain to the class what elements of the ad they think are most effective.

**Follow-up Activity 2:** Working alone or in small groups, design a full-page advertisement for this product that would incorporate some of the elements the class identified in the previous exercise. Be sure to designate a target audience for the product and direct the advertising to appeal to that group in particular.

M. H. CRANE.

A. D. BREED.

W. J. BREED.

**CRANE, BREED & CO.,**

MANUFACTURERS OF

**PATENT**

**METALLIC BURIAL CASES,**

AND

**GASKETS**

**OF CAST AND SHEET METAL.**

Combining all the most recent improvements; adapted to the adjustment of disinfecting, deodorizing and embalming appliances; artistically and elegantly finished; protecting from contagion and intrusion; adapted to transportation; indispensable for vaults; perfectly air-tight, and

**ENDURING FOR GENERATIONS.**

ALSO, MANUFACTURERS OF

**HEARSE**

Of a great variety of designs, and of superior material and workmanship, to a larger extent than any other establishment in the world.

**A LARGE STOCK OF COFFIN TRIMMINGS,**

CONSTANTLY ON HAND, AND EVERY VARIETY OF

**UNDERTAKERS' HARDWARE**

SUPPLIED AT THE LOWEST PRICES.

ADDRESS,

**CRANE, BREED & CO.,**

Eighth Street, 2½ Squares West of Freeman St., Cincinnati, O.,  
Or, 90 Magazine Street, New Orleans, La.

## Using Primary Documents in the Classroom

### Lesson Plan: Studying Advertisements (The Indian Doctor's Cures)

Advertisements are a valuable primary source for information about the past. Show students the advertisement for “The Indian Doctor’s Cures” from the 1868 Nashville City Directory. (Note: a city directory is similar to a modern phone book, but existed long before people had telephones).

**Class Activity:** Students can analyze the advertisement in small groups or as a whole class, using the following questions. The questions can be written on the board as a guide or printed out as a worksheet.

How does the advertisement attempt to get your attention?

What is it an advertisement for? How can you tell?

List the information the advertisement provides about the product.

How does the advertisement try to convince you to buy this product?

Why do you think a special deal is offered to clergymen?

Why are the agents from other cities listed as well as the company officials?

Where is the main office of this company located? What do you know about that particular address?

Students may share their answers with the other groups. Discuss the various illnesses and disorders mentioned in the advertisement. Are modern advertisements as graphic in their details as this one? What modern advertisements could be compared with this one?

#### **The following background information may be shared with your students:**

*Many physicians of the period believed that all disease was caused by an over-stimulation of the nerves and blood and used what they called “heroic medicine” (bleeding, blistering, purging, and vomiting) to restore the natural balance. Surgeons did not use antiseptic procedures – rarely even washing their hands before operating – and many patients died from the “cure.” An Indian Doctor (generally not a Native American), also known as a “botanical practitioner,” was more like today’s modern herbalists. Although the name suggests that these healers had learned their medical skills from the natives, most of their knowledge had come with them from Europe.*

Have students find current advertisements in newspapers, magazine, and telephone books. Have them suggest ways medical advertisements are the same and different today (*possible answers: number & type of fonts; color printing; use of photos & drawings; amount of text to read, etc.*)

Would this advertisement be successful today? Why or why not? Why is it so different from modern advertisements? (*possible answers: target audiences have different levels of expectation and sophistication; technology allows the addition of color, more complex images and photos; use of phone numbers, fax numbers, e-mail addresses; the City Directory would be consulted more often than a typical magazine, so the ad didn’t need to be so eye-catching.*)

Ask students to explain why someone would choose an “Indian Doctor” over a more conventional physician. Before making a decision, what additional information would they need? Should additional information be included in the advertisement?

**Follow-up Activity 1:** Have students choose and cut out magazine and phone book ads that they find eye-catching or appealing, and ask them to explain to the class what elements of the ad they think are most effective.

**Follow-up Activity 2:** Working alone or in small groups, design a full-page advertisement for this product that would incorporate some of the elements the class identified in the previous exercise. Be sure to designate a target audience for the product and direct the advertising to appeal to that group in particular.

E. L. TARBOX & BRO., Jewelers and Repairers, Engraving and Stencil Cutting. See Page 106.

# THE INDIAN DOCTOR'S

## Chills, Fever and Ague Cures,

WILL CURE

## Dumb Ague, Swamp Fever, Chills,

## AND IS THE BEST REMEDY FOR FLUX IN AMERICA

IT HAS CURED

## CHRONIC DIARRHEA

## OF THREE YEARS STANDING.

THE  
 Indian Doctor's  
 BLOOD PURIFIER  
 AND  
 OINTMENT  
 CURES  
 FISTULA IN ANO.

In the last ten years, over fifty persons in the city and country, have been cured. Some of the persons now reside in Nashville, who can substantiate this statement. They also cure the worst cases of

RHEUMATISM,  
 Neuralgia, Swell Joints,  
 TETTER, SCALD HEAD,  
 EPILEPSY,  
 St. Vitus Dance, Scrofula,



SUN STROKE, CANCERS,  
 CATARRH.

Removing all the mercury and quinine from the system, and making the debilitated strong and healthy.

The Indian Doctor's  
 FEMALE  
 MEDICINES

Have cured over two thousand cases of Fluor Albus, Falling of Womb, and all other diseases which women are subject to.

These remedies can be sent to all parts of the country, by sending a plain description of case, age, etc.

DIRECT TO

# INDIAN DOCTOR,

## No. 51 South Union Street,

ONE HUNDRED YARDS FROM THE SPRUCE STREET R. R.

## NASHVILLE, TENN.