Reading Primary Sources

Grade Level: For grades 4-12
Standards and curriculum connections are available at the end of the document.

Background: During their visit to the museum, students will learn how they can investigate historical objects to learn about the past. From the invention of the first automobile, car companies had to convince the public that the automobile was not only something that they wanted, but something that they needed. Print advertising played a very important role in the growth of the automobile. In this lesson, student will analyze advertisements produced by the Ford Motor Company, explore how those advertisements changed over time, and what they can learn from them.

Primary Sources:
- **1904 Advertisement – Ford Model A** *The Henry Ford*
- 1908 Advertisement – Ford Model T
- **1924 Advertisement – Ford Model T** *The Henry Ford*
- **1925 Advertisement – Ford Model T** *The Henry Ford*
- 1930 Advertisement – Ford Model A
- 1931 Advertisement – Ford Model A
- 1951 Advertisement – The ’51 Ford

Secondary Sources:
- *Automobile in American Life and Society* [http://www.autolife.umd.umich.edu/](http://www.autolife.umd.umich.edu/)
  Various articles on labor, gender, race, design, and the environment
- *America on the Move* Smithsonian Exhibit [http://amhistory.si.edu/onthemove/](http://amhistory.si.edu/onthemove/)

Vocabulary
- advertisement
- mass production
- mood
- stereotype
- implicit message
- market
- commodity
- mass market
- audience
- marketing
- consumer
- niche market
- explicit message
Lesson
1. Review the definitions of primary and secondary sources and the standards that this lesson addresses.

How to Analyze an Advertisement – Group Activity
2. Start this activity as a class assignment by projecting one of the images to the class. Have the students take a few minutes to observe the advertisement and take note of its different components. Use these questions to help students analyze the advertisement together as a group. The questions selected may vary based on the ages of the students:
   a. What is the purpose of this advertisement?
   b. What are the design elements or different components of this advertisement (i.e. images, text, logos)? What is happening in the document? Are there main characters?
   c. What is the relationship between images and text?
   d. If there are figures (men, women, animals, machines, etc), what are they like? What are they doing? How are they interacting with each other?
   e. What does the background tell us?
   f. What action is taking place in the advertisement? What does it tell you?
   g. Is there a message or argument? Is there an explicit message, an implicit message or both?
   h. What is the mood or ambiance of the advertisement? What makes you think that?
   i. Who is the intended audience of this advertisement? What evidence from the advertisement supports your conclusion?
   j. What is the item being advertised? What role does that item play in American life or culture?
   k. What sociological, political, economic or cultural attitudes are indirectly reflected in the advertisement? Consider ideas of alienation, stereotyped thinking, conformism, generational conflict, loneliness, elitism, sexism.

Individual Project/ Assessment
3. Have students work individually to analyze 1-2 of the other primary source advertisements on their own or in small groups. Students should follow the same steps as they did as a class to complete their analysis.
4. Persuasive Essay: Students can write a persuasive essay arguing which of the advertisements they analyzed was the most effective using evidence from the text. Students can use the provided secondary sources or do research on advertising techniques and the history of advertising to make their arguments more sophisticated.
Here is the first and only chance ever offered to secure a touring car at a reasonable price, a price any man can afford to pay. It is a roomy, powerful car of handsome appearance and finish at a price lower than you are asked to pay for any 4-cylinder runabout excepting the "FAMOUS FORD." This car sounds the death knell of high prices and big profits.

It is equipped with a magneto which is an integral part of the motor, a unit power plant, is shaft driven, has 3-point suspension throughout, has oiling system a part of the engine, not separate; in short has features which you might look for in a high-priced car but would never expect to find in any car selling under $2,500.00.

It's a five-passenger car, has a 100" wheel base, 30" wheels and is built on handsome lines from every view point. No car at double the price looks one whit better, if as good, and this Model T is as good as it looks.

Vanadium steel, the strongest, toughest steel manufactured, is used throughout, in axles, springs, gears, brackets, bolts, etc., wherever strength is required. We defy anyone to injure a Ford Vanadium steel part with any test or strain less than 50% more than is required to put any other steel on the junk pile.

This Vanadium steel is made after Ford's own formula and is heat treated in the Ford plant by Ford processes. Two years experimenting plus several hundred thousand dollars were spent in perfecting it. No other automobile manufacturer has such an equipment nor can duplicate the results we have accomplished within at least two years from date. It takes time and brains to develop these things and none of the other fellows—even if they could—have yet started to do this work. By the time they are ready, we expect to be another two years ahead of them.

The T car is backed by the guarantee of the financially strongest and the best known automobile manufacturer in the world, it's backed by 25,000 other Ford cars that made good, it's backed by Henry Ford, who never designed or built a failure. The Ford imprint means the best that can be bought.

Any man who pays more than $850.00 for a touring car is foolishly spending the excess. Buy a Ford and put the difference in the bank, pay more and lose the difference. You might as well throw it out of the window, for no car manufactured, regardless of price, has better features or uses as high-grade material as is found in the Model T.

And more than that, any car selling for several hundred dollars more could, if built in the Ford factory, following Ford designs, by Ford methods and in Ford quantities, be sold at the Ford price if the manufacturer were satisfied with the Ford profit per car. It's all in the know-how,—and we have demonstrated that we know.

The man to whom money is of any account cannot afford to buy any car until he has investigated the Ford. We do not want your order unless we prove to you all we have said about this car.

Come in early, get your order placed at once. Deliveries started October 1st but the demand has been enormous. First come, first served.
P r i d e o f P o s s e s s i o n

YOU will take a real pride in the smart style and fresh new beauty of the Ford just as you will find an ever-growing satisfaction in its alert, capable performance. From the new deep radiator to the tip of the curving rear fender, there is an unbroken sweep of line—a flowing grace of contour and harmony of color heretofore thought possible only in an expensive automobile. Craftsmanship has been put into mass production.
The newest, latest addition to the wide variety of Ford body types is the distinguished Victoria. It marks a new degree of beauty and of value in a low-price car.

The striking lines of the Ford Victoria are especially apparent in the graceful sweep of the straighter, lower top, the slanting windshield and the curving bustle back, with the spare wheel set at a conforming angle. There is a suggestion of continental design also in the shape and size of the side windows and the intimate four-passenger interior arrangement. The comfortable, deeply cushioned seats are carefully tailored and upholstered in luxurious mohair or fashionable Bedford cord, optional with the purchaser. Appointments, hardware and many details of trim and finish reflect the mode and manner of a custom-built automobile.

Another appreciated feature of the new Ford Victoria is a choice of attractive body colors in rich pyroxylin lacquer. They complement its fresh new lines and grace of contour and help to give it distinctive place on every highway.
For the years ahead
it's automatically
your best buy!

with **NEW FORDOMATIC DRIVE**
It's America's newest, most completely automatic transmission—combines flashing "jet-away" performance with traditional Ford driving economy. And your "take-off" is as you like it—fast or gradual—but always smooth and always under your control!

with **NEW AUTOMATIC RIDE CONTROL**
A three-way "partnership" of Advanced "Hydra-Coil" Front Springs, new Variable-Rate Rear Spring Suspension and "Viscous Control" Shock Absorbers! Automatically adjusts to road conditions. Your ride is easy, level—no pitch, no jounce, no roll!

the '51 FORD

- When you buy for the future... buy the '51 Ford! With new Fordomatic Drive, with 43 new "Look Ahead" features—this car is built not just for this year and next, but for the years ahead! Why not stop in at your Ford Dealer's soon? "Test Drive" the '51 Ford—any way you like. You'll find that feature for feature you can pay more but you can't buy better!

with **NEW AUTOMATIC KEY—RELEASE LID LATCH**
Turn the key—counter-balancing hinges spring the lid open automatically! Nothing could be easier.

When you buy for the future...
buy FORD

with **AUTOMATIC MILEAGE MAKER**
It matches timing to fuel charges so that every drop of gas is used—none wasted! And you get high-compression performance on regular gas! What's more, a new Waterproof Ignition System prevents engine "shorts" from moisture.

with **NEW AUTOMATIC POSTURE CONTROL**
Touch a lever and the front seat moves forward automatically—rising and tilting forward for shorter drivers. Move it back—it adjusts for taller drivers. And for comfort the non-sag seat is cushioned with foam rubber!
Delaware Standards

- **History 1, 6-8a**: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.
- **History 1, 9-12a**: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.
- **History 2, 4-5a**: Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.
- **History 2, 4-5b**: Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.
- **History 2, 6-8b**: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.
- **History 2, 9-12a**: Students will develop and implement effective research strategies for investigating a given historical topic.
- **History 2, 9-12b**: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.
- **History 4, 4-5a**: Students will develop an understanding of Delaware history and its connections with United States history, including: *Growth of commerce, industry, transportation, and agriculture (1865-1945)*.
- **History 4, 4-5b**: Students will develop an understanding of selected themes in United States history, including: *How have advances in technology changed our lives?*
- **History 4, 9-12a**: Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including: *Development of an industrialized nation (1870-1900) and Emergence of modern America (1890-1930)*.

Common Core: English and Language Arts

Grade 4

- **RI.4.1**: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2**: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.3**: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **W.4.1a-d**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.2a-e**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Grade 5**

- **RI.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2**: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3**: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **W.5.1a-d**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.2a-e**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Grade 6**

- **RI.6.1**: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.2**: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.3**: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **W.6.1a-e**: Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.2a-f**: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Grade 7**

- **RI.7.1**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.2**: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **RI.7.3**: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- **W.7.1a-e**: Write arguments to support claims with clear reasons and relevant evidence.
- **W.7.2a-f**: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Grade 8**

- **RI.8.1**: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.2**: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RI.8.3**: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **W.8.1a-e**: Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.2a-f**: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Grade 9-10**

- **RI.9-10.1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.2**: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RI.9-10.3**: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **W.9-10.1a-e**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.9-10.2a-f**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Grade 11-12**

- **RI.11-12.1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RI.11-12.2**: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on
one another to provide a complex analysis; provide an objective summary of the text.

- **RI.11-12.3**: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **W.11-12.1a-e**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.11-12.2a-f**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Common Core: History/Social Studies**

**Grades 6-8**

- **RH.6-8.1**: Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.5**: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6-8.6**: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **RH.6-8.8**: Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6-8.9**: Analyze the relationship between a primary and secondary source on the same topic.

**Grades 9-10**

- **RH.9-10.1**: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **RH.9-10.2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **RH.9-10.4**: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **RH.9-10.5**: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **RH.9-10.8**: Assess the extent to which the reasoning and evidence in a text support the author’s claims.
• **RH.9-10.9**: Compare and contrast treatments of the same topic in several primary and secondary sources.

**Grades 11-12**

- **RH.11-12.1**: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **RH.11-12.2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **RH.11-12.8**: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **RH.11-12.9**: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.