Marketing the Fair

UNIT-AT-A-GLANCE

Primary Objectives: Students will learn what marketing was like in 1962 and why. They will learn more about Seattle’s demographics during that time period and what technology was available to marketers. Students will then examine what this looks like today and how it is different from 1962.

Student Activities: Students will conduct research in newspaper and library archives to compare and contrast advertising themes, trends, and techniques from 1962 and today. Students will study logos and create their own marketing and advertising for a 2020 World’s Fair.

Materials Included: Primary sources (ads) and worksheets are included within the unit.

Materials/Equipment Needed: Access to The Seattle Times Historical Archives and YouTube, projector/screen to view videos, copies of branding and advertising examples (found either within lessons 1–3 or through your own research).

Time Management:
Suggested: 6–7 days, but you could take parts of this unit and complete with students in as little as one day

Lesson 1: Research
Lesson 2: Ad comparisons
Lesson 3: Branding

Grade/Subject Recommended: High School (especially 11th grade), Social Studies

How have marketing methods changed with the advancement of technology?
How did Seattle area businesses use the fair to market their materials?
How did the 1962 Seattle World’s Fair market itself?
How have the changing demographics of the Puget Sound region affected marketing strategies?
How will this continue to evolve?
Content Objectives: The student will learn...

- how Seattle area businesses marketed their products during the fair.
- why branding is important.
- how technology and ideas have shaped marketing within the United States.
- how marketing strategies change with evolving demographics.

Performance Objectives: Students will...

- analyze how technology has shaped marketing, advertising and consumers’ decisions within the United States.
- evaluate the change in marketing and advertising practices over time.
- create branding and marketing materials for a future world’s fair.
- learn the features of a press release.
Media and advertising have changed significantly across the United States in the past 50 years due to technological advances and our changing society. From homes with black and white TVs with only three channels (or no TV at all) to homes with color TVs with hundreds of channels, we have come a long way. This unit will prompt students to learn more about media and advertising and to compare and contrast what existed in 1962 with today. The resources below will take you to good sources for background information for this unit.

**Primary Sources:**
The Seattle Times Historical Archives
The historical archives can be found in two places
1. The Seattle Times site (there is a fee to use this service):
2. The Seattle Public Library site (this is a free service for anyone with a SPL card)

The Seattle Public Library’s Century 21 Exposition: Seattle’s Space-Age World’s Fair Collection

NBC’s news report on final shuttle flight

**Secondary Sources:**

General World’s Fair Background Information and images:
HistoryLink.org – essays [2290](#), [2291](#), [9255](#) and [5396](#)

Census Information:
HistoryLink.org – essays [9341](#) and [9320](#)

Marketing/Advertising:
http://www.k12.wa.us/careerteched/clusters/Marketing.aspx
Key Terms

- **Ad copy** – writing that is specifically done for advertisements. The ad copy is often another term for actual text within an ad.
- **Advertisement** – a notice or announcement in a public medium promoting a product, service, event, or job.
- **Blog** – a personal website on which an individual records opinions, links to other sites, etc. on a regular basis.
- **Branding** – the promotion of a particular product or company by means of advertising and distinctive design.
- **Demographics** – statistical data relating to the population and particular groups within it.
- **Font** – a set of type of one particular face and size.
- **Jingle** – a short slogan, verse, or tune designed to be easily remembered.
- **Logo** – a symbol or other small design adopted by an organization to identify its products, uniform, vehicles, etc.
- **Marketing** – the action or business of promoting and selling products or services, including market research and advertising.
- **Objectives** – goals.
- **Press Release** – an official statement issued to media giving information on a particular matter.
- **Tagline** – a variant of a branding slogan typically used in marketing materials and advertising.
- **Technology** – the application of scientific knowledge for practical purposes, especially in industry.
Suggested Teaching Procedures

Pre-class Preparation
Familiarize yourself with the general 1962 Seattle World’s Fair information and do some basic research on technological advances that have changed advertising and marketing techniques. You can start your research by reviewing Unit 1 of this curriculum.

Lesson 1:
2 class periods and possibly a follow-up extension activity at home. This lesson will encourage students to learn more about different media outlets and how technology has influenced the practices of each. Students will need access to computers and other research materials and will need to see some past and present examples of news reports and advertisements.

Lesson 2:
1–2 class periods. This lesson will challenge students to compare advertising from 1962 to that of today. Students will need the Lesson 2 worksheet on pages 8 and 9 and access to a newspaper from today in order to complete this lesson.

Lesson 3:
2–3 class periods at a minimum. For this lesson, students will create their own marketing and advertising for a world’s fair five years from today. To complete this lesson, students will need examples of the 1962 Seattle World’s Fair logo and some marketing materials for the fair.
Lesson 1: Research

Start the class with a quick discussion to give students context using the following questions:

- How do you hear about new music, movies, clothing styles, etc.?
- If you wanted to spread the word about your band/party/political issue/etc., how would you do it?
- What if you wanted your grandparents to hear about it?
- What if you wanted to spread the word to someone you don’t know who lives in Boston – or Tokyo?

Students will conduct research to determine what technology was like during the 1962 Seattle World’s Fair and what exists today. Specifically, students will look at what forms of technology would be used in media companies (newspaper, television, radio, etc.) and how companies build advertisements for each form of media. To help students with conducting research effectively, you will want to have some images, videos, and recordings of advertisements and news reports from the 1950s and 1960s and some from today (possibly from the same company for example, Ford, Kmart, NBC, etc.). YouTube and The Seattle Times Historical Archives are a great place to start.

Assign student groups to research specific topics – radio, newspaper, television, online (blogs, etc.). Each group should research what technology was like in 1962 and what it is like today. How has technology shaped that specific media outlet? What were advertisements like in the same media space in 1962 versus today? To which audience do companies target their advertisements? How has technology influenced advertising methods? Every student in the group should become an expert on their media outlet. Students should use the Historical Question Stems on page 12 to guide their research.

At the end of Day 2, students will “jigsaw” or re-arrange their groups so there is one student from every media outlet represented in the new groups. Each student will share what they learned about their own media outlet and how it has changed with technology in a 3-4 minute presentation to their group. After every group member has had a chance to talk, the group should discuss similarities or differences between each media outlet, and choose which outlet they think has adapted to the changing audience and technological advancements most effectively and why.
Lesson 1: Extension

For this extension, students can write a paper or present their findings to the class.

**Historical Question:** How has technology changed methods of advertising from the 1962 Seattle World’s Fair to today? Focus on one specific media outlet (television, radio, newspapers, etc.).

To develop a CBA aligned project in a cohesive paper, high school students will:

- State a position on a historical question about the effects of a technological development that outlines a reason(s) in support of the position.
- Provide evidence for your position using two of the following social science perspectives:
  - geographic
  - cultural
  - political
  - economic
  - sociological
  - psychological
- Provide reasons for your position that include:
  - An evaluation of how well three or more sources, including primary sources and secondary sources, support your position.
- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information and cite sources within the paper, presentation, or bibliography.
Lesson 2: Advertising comparison

This activity will use advertisements from The Seattle Times Historical Archives and today's newspapers to give students perspective on how things have changed. Students will need to use The Seattle Times Historical Archives (specifically the April 8, 1962 edition of The Seattle Times) and a newspaper example from today to complete this activity. (If you do not have access to today's newspapers, you can register for The Seattle Times Newspapers In Education program for free. Please contact NIE at nie@seattletimes.com for more information.)

Packard Bell Ad on page C-17 (page 243 of the archives) of the April 8, 1962 edition of The Seattle Times:

This advertisement states that combinations can be found as low as $499.95. What was included in the combination?

Go to: [http://www.usinflationcalculator.com/](http://www.usinflationcalculator.com/) and calculate what this item would cost today (accounting for inflation).

Look at some of the advertisements from this past Sunday's newspaper. What does a brand new (with all bells and whistles) TV cost today?

Can you find any advertisements for a combination TV, radio, and stereo?

If so, what does it cost?

If not, try to find the price for a TV, a stereo, and a radio and add the values together.

Was the Packard Bell combination more expensive than today's appliances?

Does Packard Bell still sell TVs today?

What types of items does Packard Bell sell today?
Read through the Weyerhaeuser Company ad above. What is the theme of this advertisement?

How do you know?

Was this a common theme in advertisements or company mission statements in the 1960s?

Why do you think Weyerhaeuser focused on this theme?

Find an advertisement in a newspaper from today that focuses on how a company is planning for its future environmental impact.

How does this compare to the Weyerhaeuser ad?

How many years has the Weyerhaeuser Company been based in the Puget Sound region?

Has the company held up its promises from the 1962 advertisement?

Is the logo in this advertisement the same as their logo today?

Is the tagline below the logo the same as the tagline or company motto today?
What did the above Bartell Drugs advertisement want you to know about their store?

What one message did you take away from this ad?

Look at some of Bartell Drugs advertisements in newspapers today. How is their messaging the same? How is it different? Why do you think that is?

If you were the Director of Marketing at Bartell Drugs, what message would you want to get across to consumers? Why? Design an advertisement to put in the newspaper that gets this message across.

How long has Bartell Drugs been around?

Is Bartell Drugs still Seattle-owned and operated?

How many stores were there in 1962?

How many stores are there today?

That is a ______% increase in stores.
How many of the companies listed near the bottom of the advertisement as featured national brands exist today?

Go to a Bartell Drug store near your home and determine how many of these brands are still sold in the stores today.

**On your own:**

Flip through the pages of *The Seattle Times’* Special Section on the Fair (beginning on page 227 in the archives or page C-1) from the April 8, 1962 edition.

What ad stood out the most? Why?

**Extension:**

How have the demographics of the Puget Sound region changed? (You can look at census data to support your answer.)

How has that changed how companies market their products in this area?

Are there products or services that appeal to certain people and not others? Make a t-chart with a product on the left and the “target markets” (or audience) on the right. List at least 10 products and match them to their audience.

How do companies reach particular audiences with their marketing campaigns?

Design an ad for a local company supporting Bumbershoot (similar to the ads you saw in the special section that promoted the Seattle World’s Fair). This ad can be for any form of media that would make sense for the individual company. Answer the following questions before beginning:

- What type(s) of people are likely to attend Bumbershoot?
- What companies in the Puget Sound area are looking to attract this same type of customer?
- What is the best way to reach this type of customer? Why?
- What tools will you need to support your design?
Lesson 3: Branding

Class discussion questions:
- What do you think of when you think of McDonald’s, Nike, REI, Swedish Hospital, Google, FedEx, the Olympics, etc.? (Bring some examples of the logos for different companies.)
- What is branding?
- How and why do different companies use different branding strategies?
- Why is it important for a company to have consistent and unique branding?

Do some research on the branding of the 1962 World’s Fair in Seattle. Bring in examples including the World’s Fair logo, tickets to get in, advertisements, etc. for students to review.

Describe what type of font was used for the fair materials. Was this consistent throughout all of the fair materials? Why do you think the fair producers used that type of font?

What colors were used in the fair materials?

Draw the logo for the 1962 Seattle World’s Fair below.

Pretend that you are on the marketing team for a world’s fair that will take place in your home town 5 years from today.

Do the following:
- Determine the theme of the fair.
- Decide what audience/demographic you want to target in your marketing campaign and why.
- Determine the font you will use for your materials and explain why you made the choice you did.
- Choose colors to use in all of your materials and justify the reason for your decision.
- Craft a title/tagline for the fair.
- Create a logo for the fair.
- Draft a press release that announces the fair.
- Develop a strategy for spreading the word about your fair through social media (Facebook, Twitter, etc.). How can you make your message go “viral”?
- Design an advertisement that announces the fair in a newspaper.
- Tape an ad spot for a local radio station that invites people to come to the fair. (Do some research on the demographics of listeners for your local radio stations, and use that information to determine which stations to run your ads with and what type of ad you will run.)
- Imagine now that you are a reporter. Write an article that describes the opening day of the fair.
Historical Question Stems

These question stems are the beginning words for the kinds of questions historical researchers often use to guide their inquiries. They lead to questions about things that really matter. They help researchers focus, and zero in on what is truly important about a topic.

Use these question stems to frame at least five important questions about your topic. You will use these questions to do additional research about your topic.

How did...
What procedures or actions...
What problems...
What happened when...
What was the role of _______ in___________
What was the difference between...
What caused...
What were the effects/results of...
How/why did ____________ decide to...
Who/what influenced ____________ to...
What was the relationship between ___________ and __________
What were the competing sides...
How did _______________ change...