

The Effects of American Advertising and Consumerism

*Barbara Gamrat
Mifflin Elementary School*

Contents of the Curriculum Unit

- Overview
- Rationale
- Research and History
- Objectives
- Strategies
- Classroom Activities
- Annotated Bibliography/Resources
- Standards

Overview

It must be mentioned beforehand that this is an all inclusive and intensive unit about advertising and consumerism. If so desired, this unit could be broken up into smaller, more manageable units. Every year, I try to find creative ways for my students to fulfill the Pittsburgh Public Schools communications reading and writing requirements. Upon completion of this unit, the students will have produced four completed pieces for their portfolios while exploring an interesting topic. “The Effects Of American Advertising and Consumerism” is geared towards middle and high school age students. Through a variety of readings, research, discussions, and activities, students will engage in exploring the effects of advertising and consumerism on American culture. This unit will explore the history of advertising and consumerism and have students decide in what ways advertising and consumerism is representative of our society and discover and discuss how advertising and consumerism has played a major role in shaping our society. Along with identifying target audiences, the students will also explore and be able to identify different strategies and techniques used in advertising. The students will be required to read and research to produce informational, opinion, and persuasive pieces about advertising which fulfill the current 7th grade Communications curriculum requirements and address the Reading, Writing, Speaking and Listening and Citizenship Content Standards for the Pittsburgh Public Schools. The students will also be required to produce a product/service/idea, advertise it, and sell it to a targeted audience. Ideally, to

accomplish all the goals in this unit, you would need a time span of approximately nine weeks. However, depending on how many writing pieces you want to focus on and how in-depth of an entrepreneurial endeavor you want to take on, time could be shortened or lengthened accordingly.

Rationale

OK! OK! I cannot tell a lie! This week alone, I have spent about \$100.00 on “things” that I really do not need and half of them, I probably will not use. I purchased a new market umbrella for my patio table. Of course, I already have one but this one is hunter green and goes better with the porch furniture chair cushions (which really need to be replaced!). In addition, it was a steal at \$29.99! Besides, I have the summer off and I spend most of my time outside. I also purchased three new cream blushes in my search for the “perfect” complexion which incidentally, I will never obtain because I have some chicken pox and acne scars that will never go away and let’s face it; at 41, I’m not getting any younger! You cannot blame a girl for trying though! Another impulse buy was the new April 2005 *Vogue* magazine. On the cover, is Drew Barrymore wearing the most exquisite ball gown. I said to myself, “Now that’s the dress I will wear when I get married again!” I do realize that I am not presently engaged, nor do I have a boyfriend. To make matters worse, I don’t even have any prospects. Does this discourage me from the hope of finding everlasting love? No! And, besides, even though I’m not as thin as Drew Barrymore at this particular time in my life, I’m certainly busty enough! I would look great in that dress! And I’d be the envy of every other girl in the room! Drew Barrymore is fun and right now a hot commodity of romantic comedies. This could be me! If I have an attractive living space, a peaches and cream complexion, and the “right” dress; surely, this will lead to finding the “right” guy and...ultimate happiness! Right?

I have to ask myself, why do I spend money (I don’t really have) and buy into these preconceived notions about living? Any dime-store psychologist will say that I did not get enough attention growing up and that I buy to fulfill the emotional void. Is this it? Or is there something more? I want to learn, along with my students, what makes Americans spend and spend and what energizes their preoccupation with having “the right stuff.”

While deciding on the topic of my curriculum unit, I went through several ideas. All my ideas were great, but maybe not the most practical. I wanted to write a unit that I could really use in my classroom, a unit that would really tie in with my district’s curriculum and standards. Then, in my “Arts In Society” class, my instructor, Sandy presented a lesson on “European Fashion as a Mirror of Global Society.” This was quite intriguing to me! Then, I was at Borders Books and I was immediately drawn to *All American Ads* edited by Jim Heimann. (Of

course, I had to purchase the 960 page volume for \$40.00!). Thus was born: “The Effects Of American Advertising and Consumerism”! Every day, my students are inundated with media print ads and television, radio, and Internet commercials that tell them “what to wear,” “what to look like,” “what to do,” “what to think,” and “what to be.” How does this affect them? What are, if any the effects on society through the last two centuries? Is there a correlation between historical events and milestones in media ads? What are the positives, the negatives, the rewards, and the repercussions? Upon completion of this unit, I want my students to be able to critically analyze the effects of advertising, thus becoming educated consumers who can distinguish between fact and opinion, bias, propaganda, and in the end become independent thinkers and leaders. I also want them to be able to reflect upon themselves, explore what kind of consumers they are and what motivates them toward and idea or a purchase.

I currently teach 7th grade middle school Communications. The reading/writing portfolio requirements include mostly informational analysis, opinion, compare/contrast, persuasive, and speech writing. This unit encompasses all of these genres to fulfill these portfolio requirements. This unit will require students to explore the history of advertising in America, learn what is meant by a “target audience,” distinguish between the various techniques of advertising, analyze the effects that advertising has on the average American, respond to specific ad campaigns, create their own product, advertise it, and produce and sell it in an entrepreneurial business. The students will also be responsible for writing informational, critical, and persuasive pieces about advertising.

The entrepreneurial business portion of this unit is optional. It is certainly a lot of work and will require lots of patience and teamwork for teacher and students. I have taught “small business 101” and produced for profit with my students for the last seven years. It can be done successfully during a nine-week report period while accomplishing the regular curriculum. It takes dedication and planning. The benefits are plentiful, especially if students are learning about advertising, consumerism, and their effects. This culminating “business” will enable students to really see what they have learned and to prove or disprove theories that have been established.

Incidentally, the research I did for this unit was intensive. I tried to condense an immense amount of information into a short essay. Depending on time available for this unit, one could eliminate researching the history of advertising and consumerism or start at a later date than I chose. For example, American advertising did not really begin until the 1880’s and did not become part of big business until after World War II. I feel that to really understand a concept, one must understand its origin. Although I would not have my students

spend more than a week's time on research and history, I would not do the unit without it.

Research and History

Advertising is the attempt to persuade a particular audience to purchase a good or service or adopt a particular idea. Advertisers use many strategies and techniques to get their idea across. The three basic strategies are: bandwagon, propaganda, and testimonial. Bandwagon appeal is when an advertiser implies that "everyone has it or is doing it." Therefore, you must have "it" also. Techniques employed in this strategy might include but are not limited to: avant-garde, snob appeal, and glittering generalities. Propaganda is presenting the consumer with sometimes-controversial themes to persuade him/her to "think about their choice". Techniques employed in this strategy might include but are not limited to: patriotism, veiled threats, and buyer beware. Testimonial is when advertisers rely on professionals, celebrities, or consumer peers to attest to the reliability of a certain product/service, or idea. Techniques employed in this strategy might include but are not limited to plain folk and facts and figures. A comprehensive compilation of advertising strategies and techniques are available online at: <http://www.entrenet.com/%7Egroedmed/namedu/adtech.htm>.

Historians trace the beginning of advertising in America to Great Britain where in the 1700's broadsheets and lures to come and prosper in the new America were rampant. Notices promised a land of freedom and prosperity, neglecting the facts that this was unchartered territory and the trip across the ocean, not to mention the colonization of America would take courage, stamina, and much hard work. Signs and handbills touting its (America) wonders were so ubiquitous in London that Richard Hofstadter has observed that America was conceived amidst "one of the first concerted and sustained advertising campaigns in the history of the modern world." Daniel J. Boorstin believes that such promotion may have had a significant impact on the speed of emigration and has wondered about the impact on American civilization of the fact that "there was a kind of natural selection here of those people who were willing to believe advertising" (Tedlow 1). It could be said that advertising actually created America.

During the late colonial and early national periods, in cities, advertising was a well-established practice but because America remained a predominately rural nation, its farmers who were mainly self-sufficient did not present the need or the means for nationally advertised goods. Without an efficient system of transportation and communication, Americans focused on production for survival rather than consumption for pleasure. Before the late 1800's, advertising in America was often limited to goods on hand. The most notable were medicinal

“potions” that were cure alls. There was a need for such “medicines” because farmers had to be their own “doctors” and this was not a good that rural Americans could produce themselves. Most advertising was done by catalog and mail order in this time.

Significant advances in advertising were made in larger urban cities in the 1820’s and 1830’s most notably because of improvements in printing technology. Modern advertising really began, however in the 1880’s. The telegraph system was now in place and railroads now crisscrossed the continent. The shift from buying in large lots and selling in smaller ones to manufacturing and packaging in smaller plants and selling in larger markets set the stage. Where, in the past the wholesalers were “king,” now the smaller businessperson could branch out and possibly become a “king” himself. Because there was now a need to advertise nationally, advertising agencies began to crop up and grow. American advertising now shifted from information to persuasion. Popular products also shifted from “rheumatism cure” patent medicines to food, consumer chemicals like soap and cosmetics, and consumer durables like automobiles. Main venues for advertising were now not just catalogs, but newspapers and magazines.

With America at war, market economy growing, and the increase of assembly line labor, Richard Tedlow tells us that with the 1900’s comes a shift in advertising purposes:

- The introduction of new products, ranging from inexpensive items like bottled cola to consumer durables such as the automobile.
- The introduction of products already on the market to new consumers, like those entering adulthood and new immigrants.
- The suggestion of new uses for products already on the market and the repositioning of products. Coca-Cola, for example, began as something close to a medicine. It was said to “revive and sustain,” and to cure headaches. By the 1920s, the beverage’s quality as a refreshment and “fun food” was being emphasized.
- The management of the distribution system. Manufacturer advertising could pressure distributors into stocking products because advertising created demand. A consumer might feel more loyalty to a heavily advertised brand like Coca-Cola than to a particular soda fountain and thus not patronize a fountain that did not carry Coca-Cola.

Advertising now “was systematized mass salesmanship, which became a key in the arsenal of companies seeking to create and build brands” (Tedlow 2).

“During World War II the American advertising industry founded the War Advertising Council, a nonprofit public-service organization that employed the

resources of modern advertising to strengthen the American war effort. After the war the organization continued, as The Advertising Council, to function in the public interest. It has conducted, for example, nationwide drives to increase the sale of U.S. savings bonds, prevent forest fires and traffic accidents, promote religion, and encourage aid to higher education. Print and broadcast media contribute millions of dollars worth of advertising time and space to such projects every year. Many advertising agencies contribute their creative services to all the council campaigns” (Microsoft Encarta 9).

With the Twentieth Century, a more industry-bent society made for more discerning consumers. Where advertisers could get away with outlandish claims, consumers now needed a ‘reason’ to buy. Although research at advertising agencies dates back to 1879, the mid 1900’s is when market research became its own big business. Focus groups were relied upon to identify the next big “thing.” Of course, with the invention of radio in the 1920’s and TV in the 1950’s, advertising was appealing to potential customers. One did not need to purchase a newspaper, magazine, or catalog to witness an ad, nor did one have to be literate.

With the Twenty-first Century, the Internet or World Wide Web, which is now in a significant amount of households, has had yet a greater influence on advertising. Some critics of advertising might say that advertising has become invasive with unsolicited emails and pop-up ads. Tedlow remarks that, advertising has been heavily criticized on a variety of counts. Economists have charged that advertising distorts competition by raising barriers to the entry of new firms into an industry and by distracting the consumers from price. Sociologists have complained that advertising barges into the home with pseudo populist rhetoric (“We do it all for you”) that in fact encourages a starkly materialistic approach to the world and promotes an ethos suggesting that what one possesses is more important than who one is. The historian of the content of advertising copy Roland Marchand has shown how advertisements adopt various clichés and parables whose relationship to a sensible evaluation of a product’s benefits is tenuous at best. Indeed, such advertising copy conveys a message that, if not false, is not true either (Tedlow 3). Yet, our democratic, market society is what has essentially created advertising. Others may argue that by giving up advertising, we may be giving up what is most important in our democratic market society, freedom.

Objectives

- The students will research and choose an article depicting the history of advertising and consumerism in America beginning with Colonial times and continue to the present day.

- The students will write a response to information using the article that was chosen about the history of advertising and/or consumerism in America.
- The students will list corresponding social, economic, industrial, and historical events that correlate with historical advances in American advertising and consumerism.
- The students will gather various print and commercial ads from American history to present time.
- The students will discuss whether advertising is mirroring reality or presenting a picture of what is ideal.
- The students will explore and identify the various advertising terms and techniques that have been used in American advertising.
- The students will gather examples of various advertising techniques.
- The students will identify concrete and subliminal messages that ads convey.
- The students will write a response/analysis to a particular ad.
- The students will distinguish between fact and opinion when it comes to advertising.
- The students will identify advertiser's target audiences.
- The students will discuss the emotional impact that advertising and consumerism has on society (in particular the teen group).
- The students will write an opinion essay discussing the positive and negative effects of advertising and consumerism throughout American history.
- The students will produce their essay orally.
- The students will explore and identify entrepreneurial terms and techniques.
- The students will choose an existing or create an original product/service to advertise.
- The students will create an ad campaign for their product.
- The students will write to persuade their target audience to buy their product/service.
- The students will produce and sell their product for profit.

Strategies

Initially, The teacher would motivate the students by sharing with them his/her last five purchases. Next, the teacher will ask them to brainstorm reasons why the items were purchased. Then, the students would be asked to brainstorm where the teacher got the idea to purchase each item. They will then be instructed to do the same.

Next, the teacher would have the students create an “Advertising Booklet” using index cards bound by a ring. As they move through the unit, they can add pertinent information such as vocabulary definitions and examples and techniques of advertising to their individual booklets.

Now, the students would use computer time to research and find articles about the history of advertising in America. Using a highlighting technique, and a timeline, each student will identify key events in the history of advertising. Students will then transfer these key events onto index cards and add to their “Advertising Booklet.”

Next, the students will be required to write a Response and Analysis of Information for their chosen article. After presenting their Responses, they would come together as a group to identify the corresponding pertinent social, economic, industrial, and historical events that correlate with historical advances in American advertising and consumerism. With this information, the students will create a “History of Advertising/Corresponding Events Timeline” on poster board. The students can use any of the various websites corresponding to history and timelines cited in this unit.

Next, the teacher would motivate students by showing them more print and commercial ads from the past and present (a collection of *Time*, *Look*, and *Life* magazines from the 1950’s and 1960’s could be used). They could compare and comment on them. They will then be motivated to gather their own examples of print and commercial ads. They can make a collage of ads in different time-periods and again discuss the various correlations between what is seen in advertising versus what is really happening in the United States. Here, the teacher could include examples of radio, television, and Internet ads. Again, students could use research techniques to find classic ads. Some that comes to mind focusing on music in advertising are: the Chiquita Banana jingle from 1941, the Coca-Cola commercial “I’d Like to Teach the World to Sing” in 1971, or the “Da Da Da” campaign for Volkswagen in 1997 (If inclined, the teacher could choose to just concentrate on “Music in Advertising”). The teacher could also group the students according to genres of advertising. The possibilities are endless here! Ads they find can be added to their “Advertising Booklet”. A good resource to use here is: <http://www.stayfreemagazine.org/archives/15/timeline.html>.

Students like to share their findings. So, they will be asked to trade ads that they collected with peers for a “round table” discussion about what their ad is “really” saying or selling. The teacher would ask them to identify the concrete and subliminal messages. Finally, the teacher would ask them to identify the covert and overt messages.

In addition, at this time, the teacher would encourage the students to keep an “Advertising Log.” While watching their favorite TV shows, they would be required to keep a record of the ads that they see including the product advertised, the slogan, and the types of images used in the ad. Students could either make comparisons of the same product advertised in different ways during different programs (cartoons, game shows, prime-time sitcoms, soap operas, etc...or a comparison of what different products are advertised during different timeslots and programs. This could lead to an interesting discussion of “target audience”. The teacher could also have the students brainstorm what their emotion response are to particular ads and what impact ads have on particular groups such as: teens, woman, the unemployed, etc...

Next, students will be prompted to brainstorm why people are motivated to respond to ads (techniques). They will then be presented with classic ad techniques (hopefully they have already identified most of them). These would include: bandwagon, celebrity bias, etc.... they would visit the computer lab again so that the students could visit an interactive website where they can test their knowledge of advertising.:

<http://histortmatters.gmu.edu/mse/Ads/amadv.html>

Students will then be motivated to classify already obtained ads or newly gathered ads into ad technique categories. Choosing a particular ad, the teacher would encourage a discussion about fact and opinion in advertising. Students will then select a favorite ad to write a Response/Analysis Essay.

Next, using a T, the teacher would have the students brainstorm the positive and negative effects of advertising. This would lead to the students writing an opinion essay about the positive and negative effects of advertising. They could choose to pick a particular target audience, genre of advertising, technique, or a particular, time-period for their focus. These essays will be presented orally.

Finally, the students will come together as a class to: learn various entrepreneurial terms (including supply and demand, gross and net profit), choose a optimal time for a business (Valentine’s Day, Christmas), choose a “target audience” (their classmates, teachers, the community), develop a product they could produce themselves (foam journals, picture frames, Steeler magnets), create a persuasive ad campaign using a learned advertising technique or techniques, and produce and sell the product for profit. Finally, students will take a trip or use their profit to purchase something for the classroom.

Classroom Activities

Week #1

Before the beginning of this unit, students will be asked to bring in the last five (5) items (or a list) that they had purchased. The teacher will have modeled this for them. Hopefully, a discussion would ensue about where and why these items were purchased. Other lists can be generated: “What items do you purchase on a regular basis?” “Why?” “What items would you purchase if money was not a problem?” “Why?”

Students will be shown a model of an “Advertising Booklet” made with ring and index cards. They will be asked to title it and decorate it with any images they think of when advertising is mentioned. This booklet will be added to throughout the unit.

Students will be given a list of advertising vocabulary words that will be added to the booklet. They will be told that when they learn the definition, they should add it to the booklet.

The teacher would read a short essay about the history of American advertising. A good one to use is: Tedlow, Richard S. “Readers Companion to American History--Advertising” *Houghton Mifflin*. 17, April 2005. <http://college.hmco.com/history/readerscomp/rcah/hmtl/ah.001400.advertising.htm>. The teacher will model on the overhead highlighting pertinent information in the essay. The teacher will also model (with their help) making a timeline of important events in American advertising. Pertinent events in American history that corresponds with our original timeline could then be added.

Next, students will be taken to the computer lab and given the task of finding their own article about American advertising.

Going back to the original timeline that the class made together, the students will be asked if they found any new information to add. The teacher will add new information accordingly.

Finally, the students will be asked to use the articles and timeline to write a Response/Analysis to Information. The student will have had prior experience with this type of writing.

Week #2

The students will be asked to begin to keep an advertising log, which will be added to their “Advertising Booklet”. The teacher would bring in his/her log to model depicting the shows he/she had watched the week before, what products were advertised, and how they were advertised.

Now, students will be given print and commercial ads from the past and present (a collection of *Time*, *Look*, and *Life* magazines from the 1950’s and 1960’s could be used). They will be encouraged to compare and comment on them. Students will be asked to categorize the ads. Categories will be of their own choosing. For the following day, students will be asked to bring in their own examples of advertising.

With their own examples of advertising, students will be inspired to make category collages. Hopefully, the students will categorize some ads according to “target audience”. If not, this is where the teacher could lead a discussion about how and when advertisers target a particular audience.

Students like to share their findings. Therefore, they will be asked to trade ad collages and any leftover ads with peers for a “round table” discussion about what these ads are “really” saying or selling. The teacher would ask them to add vocabulary such as concrete, subliminal, covert, and overt to their booklets and define these terms. Next, teacher and students would identify the concrete, subliminal, overt, and covert messages in the ads that were collected.

Week #3

Now, the students are ready to identify advertising techniques. Students will brainstorm their own lingo of terms.

The following day, the teacher will take them to the computer lab where they will explore the website: <http://histortmatters.gmu.edu/mse/Ads/amadv.html> where they can test their knowledge of advertising and identify the names of the advertising techniques they identified the day before (they will add these to their booklets). For homework, students will be asked to bring in an ad, which depicts a particular ad technique.

The next day, students will share their findings. In groups, the students will make posters of particular advertising techniques.

The next day, the teacher will choose a particular ad and encourage a discussion about fact and opinion in advertising.

The teacher will then model a Response/Analysis Essay he/she wrote about a particular ad. Students will then select a favorite ad and write their own Response/Analysis Essay.

Week #4

Using the overhead, the teacher will model a T and have the class brainstorm the positive and negative effects of advertising in America putting the positive effects on one side and the negative effects on the other. The teacher will model writing an opinion essay about the positive and negatives effects of advertising in America. This would then lead to the students writing their own opinion essay about the positive and negative effects of advertising. They could choose to pick a particular target audience, genre of advertising, technique, or a particular, time-period for their focus. These essays will be presented orally.

Weeks #5, #6, #7, and #8

Now, the students will be asked if they think that they could become a good advertiser. The teacher will ask them if they think they could run their own small business. Using the book: *How to Own and Operate Your Own Business*, the teacher will introduce various entrepreneurial terms (including supply and demand, gross and net profit), choose a optimal time for a business (Valentines Day, Christmas), choose a “target audience” (their classmates, teachers, the community), develop a product they could produce themselves (foam journals, picture frames, Steeler magnets), create a persuasive ad campaign using a learned advertising technique or techniques, and produce and sell the product for profit.

Week #9

Finally, the students will brainstorm how they will spend their profit. They will also discuss what they have learned throughout the nine weeks and present their “Advertising Booklets” for review and assessment.

Annotated Bibliography/Resources

Books

Dahl, Gary, *Advertising For Dummies*, New York, New York, Wiley Publishing, 2001.

This is a comprehensive guide to advertising that includes techniques and strategies used in all medias.

Dotz, Warren and Masud Husain, *Meet Mr. Product*, San Francisco, California, Chronicle Books LLC, 2003.

This is a compilation of the art of the advertising character throughout the Nineteenth and Twentieth Centuries and how these “characters” have influenced America.

Heimann, Jim, ed. *60's All American Ads*, Los Angeles, California, Taschen, 2002.

This is a compilation of ads from the 1960's with an introduction by Steven Heller.

Mongello, Laura, ed. *Elements of Literature First Course*, Austin, Texas, Holt, Rinehart, and Winston, 2005.

7th grade Literature book used in the Pittsburgh Public Schools. This edition contains lessons on informational and persuasive writing.

Rueda, Robert, et al. *English*, Boston, Massachusetts, Houghton Mifflin Company, 2004.

7th grade English book used in the Pittsburgh Public Schools. This edition contains lessons on opinion writing.

CD- ROMS

"Advertising." *Microsoft® Encarta® Encyclopedia 2001*. © 1993-2000 Microsoft Corporation.

World Wide Web

Lamb, Annette and Larry Johnson, “The Topic: *Advertising*” *4 2 eXplore* October 2000. Updated May 2003. 17 April 2005.

<http://www.42explore.com/advertis.htm>.

This website gives kids a basic understanding of advertising and then supplies a comprehensive list of advertising websites and activities. WOW!

Pope, Daniel, “Making Sense of Ads” *History Matters: Making Sense Of Evidence*. 17 April 2005. <http://histortmatters.gmu.edu/mse/Ads/amadv.html>.

This website introduces advertising, a brief American history, and discusses questions to ask about advertising. It also gives examples of American ads throughout history and is interactive giving you the opportunity to test what you have learned about advertising. This is a great interactive and kid-friendly site. WOW!

McLaren, Carrie and Rick Prelinger, “Salesnoise: a timeline of music and advertising” *Stay Free Magazine*. 17 April 2005.

<http://www.stayfreemagazine.org/archives/15/timeline.html>.

This website is a comprehensive timeline of all media events from 1880-1998. It contains a small synopsis of each event. This is easy for kids to read and interpret.

Tedlow, Richard S. “Readers Companion to American History--Advertising” Houghton Mifflin. 17, April 2005.

<http://college.hmco.com/history/readerscomp/rcah/hmtl/ah.001400.advertising.htm>.

This website gives a thorough and informative thesis on advertising in America.

“Timeline” *Emergence of Advertising in America: 1850-1920* John W. Hartman Center for Sales, Advertising & Marketing History. A project of the Digital Scriptorium Rare Book, Manuscript, and Special Collections Library Duke University. 2000. 17 April 2005.

<http://scriptorium.lib.duke.edu/ea/timeline.html>.

This website is a very comprehensive timeline of advertising in America from 1850-1920.

Standards

Reading, Writing, Speaking and Listening

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.
2. All students read and use a variety of methods to make sense of various kinds of complex texts.
3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.
4. All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas.
5. All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes, and statements of bias, recognizing inconsistencies and judging the validity of evidence.
6. All students exchange information orally, including understanding and given spoken directions, asking and answering questions appropriately, and promoting effective group communications.

7. All students listen to and understand complex oral messages and identify their purpose, structure, and use.
8. All students compose and make oral presentations for each academic area of study that is designed to persuade, inform, or describe.
9. All students converse, at a minimum level of “intermediate low,” as defined in the oral proficiency guidelines developed by the American Council on the Teaching of Foreign Languages, in at least one language other than English, including the native language if other than English, under sec. 5.215 (c) (relating to languages).
10. All students communicate appropriately in business, work and other applied situations.

Citizenship

1. All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States, and other nations, and describe the patterns of historical development.
2. All students demonstrate understanding of themes and patterns of geography, know the location of major bodies of water, landmasses and nations, and describe the relationships between geography and historical, economic and cultural development.
3. All students describe the development and operations of economic, Political, legal and governmental systems in the United States, assess their own relationships to those systems, and compare them to those in other nations.
4. All students examine and evaluate problems facing citizens in their communities, state, nation and world by incorporating concepts and methods of inquiry of the various social sciences.
5. All students develop and defend a position on current issue, confronting the United States and other nations, conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.
6. All students explain basic economic concepts and the development and operation of economic systems in the United States and other nations, and make informed decisions about economic issues.
7. All students demonstrate their skill of communicating, negotiating and cooperating with others.
8. All students demonstrate that they can work effectively with others.
9. All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.

10. All students demonstrate an understanding of the various roles they can play as citizens through participation in a community service project.
11. All students demonstrate the ability to resolve conflicts in peaceful ways including but not limited to peer mediation, anger management, interpersonal skills, and problem solving.