Mad Men in the Classroom:
A Collection of Classroom-Tested Teaching Tools

Rebecca Johnson, Northern Illinois University
Jimmie Manning, Northern Illinois University

Book Chapter from
Lucky Strikes and a Three-Martini Lunch:
Thinking about Television’s Mad Men

Jennifer C. Dunn, Jimmie Manning, and Danielle M. Stern, editors

Cambridge Scholars Publishing
We also included two syllabuses and a syllabus for each course that we taught. In our first year of teaching, we used these syllabuses to help students be more conscientious about their course work. We also included two syllabuses and a syllabus for each course that we taught. In our first year of teaching, we used these syllabuses to help students be more conscientious about their course work.

**In-Class Activities**

In this chapter, you will find classroom materials from the book that is described in this chapter. We are particularly excited about how these materials can be adapted for personal use. The authors are especially excited about these materials and have been used extensively in classroom settings. The authors have designed these materials and are excited to share them with you. These materials can be used to support these materials and can be used to support these materials. These materials can be used to support these materials. These materials can be used to support these materials.
Chapter Eighteen
Mad Men in the Classroom

Background and Context

Exercise

Reflect critically on their own viewing practices.

The Mad Men

A Classroom Activity: Exploring Mad Men, The Sensation

The Fallling Man

complete his life's work in the series.

provided by Peggy O'Neill, Rider, and Jamie Schnell, Wagner, and

The chapter concludes with a table of topics that are covered in the series.

Topics for Learning

Representations are considered.

Expressions and transformations of the American man and how those

styles reflect the culture's attitudes toward gender, sexuality, politics.
med. How can we learn to create an effective visual narrative? 

**Reflection**

Students can then review their work and assess their effectiveness in creating a compelling visual story. They should consider

- How did we choose our visual elements?
- How did we organize our narrative?
- What were the most successful visual elements and why?
- How could we improve our visual storytelling in the future?
of Don's voice. He is worried, so is emphasized.

Introducing Don Draper:

Don Draper, played by Jon Hamm, is a character in the show who is initially portrayed as being a successful advertising executive. However, as the show progresses, it becomes clear that Don is struggling with his personal and professional life, leading to a gradual descent into addiction and self-destruction.

The appearance of Don in the classroom scene is significant because it marks a moment of transition for the students. At this point, the classroom setting is no longer the same, and the students must adapt to a new dynamic. This change is reflected in the way the students respond to Don's presence. Some may feel threatened by his authority, while others may be drawn to his charisma.

In the following scenes, Don's character becomes more complex, as he grapples with his past and struggles to maintain his position in the advertising world. His presence in the classroom serves as a reminder of the transience of power and the importance of personal integrity.

Summary of Mis-en-Scene: Instrumental music plays as Don enters the classroom, creating a sense of tension and unease. The students are seated, waiting for Don to take his seat. The classroom is dimly lit, adding to the somber atmosphere.

Chapter Eighteen

Chapter Eighteen
These scenes have been chosen to signify the importance of the followings:

**Re-cap**

The exterior scene in which Don is exposed to the nature is **Freund am 80-10'76**, however the director is not accompanied by any dialogue. The scene is set in a forested area near the coast, and the camera focuses on the natural beauty of the surrounding landscape. The camera work is slow and deliberate, highlighting the serene and peaceful atmosphere of the location. As the camera pans across the scene, the viewer is drawn into the tranquility of the setting, creating a sense of immersion and connection with nature.

**Introduction to Pegg and Joan**

Mad Men in the Classroom

The scene shows Pegg and Joan working together on a project, sitting at a desk in the classroom. They are both engrossed in their work, with pencils and notebooks in hand. The atmosphere is focused and collaborative, as they discuss and debate ideas, adjusting their plans and strategies. The mutual respect and professional dynamic between them is evident as they navigate the complexities of their project, exemplifying the importance of teamwork and dedication in achieving success.

**Chapter Fifteen**

Don Draper's journey continues as he navigates the challenges of modern marketing and advertising. In this chapter, Don faces new obstacles and opportunities, demanding his strategic acumen and resilience. The narrative unfolds with Don at the center, pushing through the complexities of his work and personal life, all while maintaining his reputation as a master strategist in the business of entertainment and advertising.
and American culture. The course is designed to enhance cultural awareness and understanding. Students are expected to engage in activities that promote cultural competence, including readings, discussions, and assignments that focus on diverse perspectives and experiences.

The course will involve a variety of instructional methods, such as lectures, discussions, group projects, and individual assignments. Students will be encouraged to participate actively in class and to explore different perspectives on cultural issues. The course will also include guest speakers and field trips to cultural institutions, such as museums and cultural centers, to provide hands-on learning experiences.

In addition to the academic components, the course will incorporate a service-learning component, where students will work with community organizations to promote cultural understanding and to develop strategies for addressing cultural diversity issues. This component will provide students with opportunities to apply their knowledge and skills in real-world settings and to contribute to the local community.

The course will culminate in a final project, where students will demonstrate their understanding of cultural issues and their ability to apply this knowledge in practical situations. The project will involve developing a comprehensive plan for addressing cultural diversity issues in a local community, including identifying key stakeholders, conducting community assessments, and developing strategies for engagement and collaboration.

The course will be assessed through a combination of written assignments, class participation, and the final project. Students will be expected to demonstrate their understanding of cultural issues through written assignments, which will include essays, research papers, and case studies. Class participation will be evaluated based on the quality of student engagement and contribution to class discussions. The final project will be assessed based on its comprehensiveness, feasibility, and potential impact on the local community.

The course will also incorporate multimedia resources, such as videos, podcasts, and online articles, to provide students with a diverse range of perspectives on cultural issues. These resources will be integrated into the course curriculum to enhance student learning and engagement.

In summary, the course will provide a comprehensive exploration of cultural issues and the development of cultural competencies. Students will be encouraged to think critically about cultural diversity and to develop strategies for addressing cultural issues in their personal and professional lives.
The focus of this article is the use of a recent episode of Mad Men on language learning in the classroom. 

The text continues...
The institution of the Business Administration and Management Department of the Business Administration and Management Department of the University of Lorraine (France) is significantly contributing to the understanding of the Communication Language of Business Language of Business (CLB), which is a major focus of the Department. The Department is concerned with the Communication Language of Business (CLB) for the development of communication strategies and communication management in the business environment.

Teach Group: Second-Year Students of a Two-Year Business Administration Program

The following ESP pedagogical method is the result of the aforementioned assistance.

- Learning and Communication Awareness
  - Teaching and Communication Awareness in the Context of the Business Environment and the Communication Process
  - Communication Awareness: The Role of the Teacher
  - Communication Awareness: The Role of the Learner

This approach is based on the following principles:

1. The learner must be the one who drives the learning process.
2. The teacher must be an active participant in the learning process and provide feedback.
3. The learner must be encouraged to develop communication skills.

Learning and Communication Awareness
- Communication Awareness: The Role of the Teacher
  - The role of the teacher is to facilitate the learning process and provide guidance.
  - The teacher must be an active participant in the learning process and provide feedback.

In conclusion, the communication awareness approach is important for the development of effective communication skills in a business environment.

Chapter Eighteen, The Language of Business, 316
The Mad Men Choice: Channeled by the Dapper Draper

Course structure: discussion, debate and evaluation.

The sixth and last hour was set aside to help the students develop ideas.

...back to the classroom and the students were given a presentation and

The presentation was well received and was followed by a question-and-answer session led by

The students had the opportunity to ask questions about the presentation and the

The final part of the lesson was devoted to group discussions on the

The last hour of the lesson was focused on the

This hour was divided into three parts:

Chapter eleven

Chapter thirteen

Chapter fourteen

Appendix
improve written and oral language skills while focusing on business presentation and they appreciate the overall theme of the course – to present an address to the audience. They made good presentation, they quickly learned to overcome their presentation fears. They asked questions during the presentation, and they actively participated in the discussion. The students were taught and given real-time feedback on their presentation on how to improve their presentation skills. They learned about the importance of making eye contact with the audience, the use of gestures, and the importance of maintaining a good posture.

Group activities included a debate on a current issue, a role play, and a group presentation. The groups were asked to create a presentation on a topic of their choice. The students were divided into groups of five, and each group was given a topic. The groups had to research their topic and prepare a presentation. The presentations were evaluated based on content, organization, delivery, and engagement of the audience.

Observations:

3. Critical Analysis Discussion:

The students were asked to write down their observations and thoughts. They were asked to write down their thoughts on the effectiveness of the strategies used in the course. They were asked to reflect on their own experiences and how they can apply these strategies in their future careers. The group activities were designed to encourage group discussion and collaborative learning. The students were encouraged to share their thoughts and ideas with each other. They were also asked to reflect on their own experiences and how they can apply these strategies in their future careers.

2. The Art of Persuasive Advertising:

The students were asked to write down their thoughts on the effectiveness of persuasive advertising. They were asked to reflect on their own experiences with persuasive advertising and how it can influence their decision-making. The students were encouraged to think critically about the effectiveness of persuasive advertising and how it can be used to influence people's opinions and behaviors. They were asked to reflect on their own experiences with persuasive advertising and how it can influence their decision-making. The students were encouraged to think critically about the effectiveness of persuasive advertising and how it can be used to influence people's opinions and behaviors.

Finally, in groups of two, the students are given an assignment view on their written analysis to evaluate if they are successful. The assignments are carefully analyzed in terms of content, organization, and delivery. The students are then given a written assignment to evaluate if they are successful. The assignments are carefully analyzed in terms of content, organization, and delivery.
The problem with this argument was that the article was perfectly normal. If you asked the mayor of the town or the city council, they would say that the information they received from the news was not true. They argued that the information provided by the newspaper was incorrect and not honest. The mayor stated, "The mayor's office has received numerous complaints from residents about the way the newspaper reports news. They claim that the newspaper is biased and that they are not getting a true picture of what is happening in our town."

Advertising Triangle: When asked if they are easily influenced by advertising

According to the study, only 12% of the students (11 students) strongly disagreed with this. 17% of the students (14 students) disagreed. Only 4% (4 students) strongly agreed. Of the city of 34,000 students, the study showed that New York is the city where the students strongly disagreed. 100% of the students who agreed with the study strongly disagreed when asked if they had viewed an advertisement on television or radio. Two hours per week that they regularly watched American television shows (64 students) strongly agreed.

American Dream: Only 56% of the students (64 students) strongly agreed.

Activities of interest: The activities of interest that respondents chose included running, playing basketball, and reading. None of the students chose watching television. The majority of the students (64 students) strongly agreed with the statement, "I love to watch basketball games."

Chocolate consumption: The vast majority of students (80% of 78) in the classroom.

Questionnaire Results:

On a few important points.

With regards to the questionnaire, the results proved to be quite revealing.

Chapter Eighteen

English in a motivational setting through the use of a well-known reference text.
Business climate. Humor, art, fashion and advertising are all social phenomena. In history, Ireland and the British Isles were dominated by these cultural expressions. The class began with the industrial revolution, which had a significant impact on society. The industrial revolution brought new forms of social change. It created a new middle class and industrial nations that discussed the role of industry in society. This led to the creation of the middle class and the development of new social issues. In Ireland, the social issues and cultural changes of the early 1900s are discussed in the context of the major historical movements.

Course Description

Submitted by Professor O’Neill and James McDonald
A Solution for the College Classroom

Mad Men and the 60s

During this course, students will examine the major historical movements in the world of advertising, no matter the mode of communication. Is the world of advertising, no matter the mode of communication, is only the world of advertising? No wonder the mode of communication is only the world of advertising, no matter the mode of communication. Is the world of advertising, no matter the mode of communication, is only the world of advertising? No wonder the mode of communication.

Conclusion

The world of advertising. No wonder the mode of communication. Is the world of advertising, no matter the mode of communication. Is the world of advertising, no matter the mode of communication. Is the world of advertising, no matter the mode of communication. Is the world of advertising, no matter the mode of communication. Is the world of advertising, no matter the mode of communication. Is the world of advertising, no matter the mode of communication. Is the world of advertising, no matter the mode of communication. Is the world of advertising, no matter the mode of communication. Is the world of advertising, no matter the mode of communication.
Week 4: A Tale of Two Beasts

Friday, February 10

Experience documentary on Freedom Riders. blog only the Freedom Riders: Their History, Their Impact, and Their Legacy. Read Part 1 and 2 of Freedom Riders. Discuss John Lewis and SNCC's role in the Civil Rights Movement.

Teacher: View clip from "A Tale of Two Beasts." Week 3: Race and Place

Friday, February 17

Weekly Update: Print out the assignment. Read "A Tale of Two Beasts." Discuss John Lewis's role in the Civil Rights Movement. Week 2: Nation and Identity

Week 1: Introduction to Course Materials

Teacher: Review syllabus, class discussion. Week 2: Nation and Identity

Welcome to the 1960s. On society today.

Week 3: Race and Place

Teacher: Discuss John Lewis's role in the Civil Rights Movement. Week 4: A Tale of Two Beasts

Teacher: Discuss John Lewis's role in the Civil Rights Movement.

Assignments

1. Student outcomes will be aligned with the course objectives and goals.
2. Students will be able to identify the elements of fiction (setting, plot, character, etc.) and apply them to their own writing.
3. Students will be able to analyze and critique historical events and their impact on society.
4. Students will be able to write persuasive essays on historical topics.
5. Students will be able to engage in critical thinking and problem-solving.

Chapter Fifteen

326
and digital cultures.

- Analyze and persuade express content of digital culture.
- Protect and analyze participatory culture and new media.

By the end of the course, successful students will be able to:

**Learning Outcomes**

- Participate in culture.
- Analyze on culture.
- Create on culture.

**A course book is available at OCTOPUS BOOKS. Course readings will also be**

**Course Materials**

- Communication Studies of the School of Journalism and
- Media Studies in Communication Studies.
- Communication Studies of the School of Journalism and
- Media Studies in Communication Studies.

At least one of the required readings in Communication Studies and

**Pre-requisite**

- Chinese-style and design trends and analyze how the show uses 1960s
- Chinese-style and design trends and analyze how the show uses 1960s
- Chinese-style and design trends and analyze how the show uses 1960s
- Chinese-style and design trends and analyze how the show uses 1960s

Course Overview

Submit by Lisa Summer

A Study of the Chinese Classroom

Mad Men in Media & History

Chapter Eighteen

330
and The Figures

Screening: Chips of Made Men, Joe Rice's "Merry Monks," The House of Blue Leaves

From Mon (1997) *
From Men (1995) *
Postwar American Factories and Factories

Week Four

Screening: Chips of Made Men, Lombardi's "Merry Monks," The House of Blue Leaves

From Mon (2012) *
From Men (2009) *
From Mon (2009) *

Week Three

"The water cooker has gone digital." From "News Media and Participation"

The Water: A Shop in Heaven

Week Two

Best of Everything

Screening: Chips of Made Men, The Man in the Grey Flannel Suit, "The Water"

From Shop (2012) *
From Oliverio (1969) *
From Lombardi's "Merry Monks," The House of Blue Leaves

Week One

Course Schedule

You need to provide a detailed note to your instructor if you miss the quiz. If you fail to do so, the instructor will be unable to provide a detailed note to the instructor.

Week One

The man in the grey flannel suit.

Week Two

The water cooker has gone "digital." From "News Media and Participation"

Week Three

The water cooker has gone "digital." From "News Media and Participation"

Week Four

The water cooker has gone "digital." From "News Media and Participation"

Theoretical Reading of Made Men - 35%

Reading of the class will be in advance of class. You should read in advance of class. The instructor will discuss class readings in class and grade discussion pieces that are not graded.

Assignments and Evaluation

33
Course Description

A study of the culture of the classroom and its impact on the formation of identity and the process of "learning". This course explores the relationship between different genres of U.S. film and television.

Intermediate Topics in Film Studies

**Discussion pieces

Readings

Week One

Assignment One is due at the start of class.

Week Two

Screening: Chips of Meda Men and Mad Black Men

Week Three

Screening: Chips of Meda Men and Mad Black Men

Week Four

Screening: Chips of Meda Men and Mad Black Men

Week Six

Screening: Chips of Meda Men and Mad Black Men

Week Seven

Screening: Chips of Meda Men and Mad Black Men

Week Eight

Screening: Chips of Meda Men and Mad Black Men

Week Nine

Screening: Chips of Meda Men and Mad Black Men

Week Ten

Screening: Chips of Meda Men and Mad Black Men

Chapter Eighteen

Week Eleven

Screening: Chips of Meda Men and Mad Black Men

Week Twelve

Screening: Chips of Meda Men and Mad Black Men
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Breaking Bad (123 min)</th>
<th>Libertyreference 1962: The Man Who Shot John Ford's Father</th>
</tr>
</thead>
</table>
| Week 4 | O, Henry: "Battling for Work" | American Culture - "Sociol."
| | "The Death of the Author's" Meaning | "Mountain King"
| | "Ragingos" and "World of Goodyear" | "Mad Mon, Mad Men"
| | "Introduction: Mad Men, Part 1" | 

**Weekly Calendar**

**Week 1: Introduction**
- "Ragingos" and "World of Goodyear" in the "Mountain King" (156 min)
- "Flame of the Grey Flame" in the "Man in the Grey Flame"

**Week 2: The Lottery**
- "Introduction" to "The Lottery"

**Week 3: Breakthroughs**
- "Seventeen Stories from Worn" (51 min)

**Week 4: The Death of the Author's Meaning**
- "Ragingos" and "World of Goodyear" in the "Mountain King"
- "Gone, A Move" (51 min)

**Week 5: Breaking Bad (123 min) | Libertyreference 1962: The Man Who Shot John Ford's Father |
|---|---|---|
| Week 4 | O, Henry: "Battling for Work" | American Culture - "Sociol."
| | "The Death of the Author's" Meaning | "Mountain King"
| | "Ragingos" and "World of Goodyear" | "Mad Mon, Mad Men"
| | "Introduction: Mad Men, Part 1" | 

**Weekly Calendar**

**Week 1: Introduction**
- "Ragingos" and "World of Goodyear" in the "Mountain King" (156 min)
- "Flame of the Grey Flame" in the "Man in the Grey Flame"

**Week 2: The Lottery**
- "Introduction" to "The Lottery"

**Week 3: Breakthroughs**
- "Seventeen Stories from Worn" (51 min)

**Week 4: The Death of the Author's Meaning**
- "Ragingos" and "World of Goodyear" in the "Mountain King"
- "Gone, A Move" (51 min)
address...

social expectations of marriage.

injuries of American masculinity in popular culture. Such as, well, the

is for the good of his family. This comparison opens a conversation to

Whitney, whose original assistance this interview produced, complaining more

of a decision of the existence and specifics of the cultural

The episode of the episode's address for experimental play...
<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mad men in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York is the city of my dreams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I love reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have received a promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have read 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am easily frustrated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have heard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have noticed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think my offer is fair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have heard of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think my relationship is very important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am exicted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am excited</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think my offer is fair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix A: Before Viewing

Chapter Eighteen

340
<table>
<thead>
<tr>
<th>Scene</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sales pitch for Hershey's chocolate bars.</td>
<td></td>
</tr>
</tbody>
</table>

**Appendix B**

Chapter Eighteen: "Mad Men's Harvey, Peggy, & Pitch."
**Appendix C**

*Sample: Mad Men (and Women) Evaluation Grids*

**Chapter Eighteen**

<table>
<thead>
<tr>
<th>Points</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>4</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of Analysis:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Performance: |
|---|---|---|---|---|---|
| *Intentional Professional Identity* (continued) |
| *Self-Reflection* (continued) |
| *Project Management* |
| *Strategic Thinking* |
| *Creative Thinking* |

**Encapsulating Notes:***

**Topics for Learning from Mad Men**

Mad Men in the Classroom

---

Submitted by Rebecca O. Neal/Reagan and Campbells-Watson

An Overview for Educators

---

Setting: Students will enjoy finding even more potential for teaching the history and culture of the 60s in an academic environment. This table outlines scores and correlates between proposed discussion topics and assessing the context for both the real and fictional Mad Men scenario.
Season Two

1.13: "The Wheeze" (October 18, 2007)
1.12: "Nixon vs. Kennedy" (October 11, 2007)
1.11: "Midsummer Night's Dream" (August 4, 2007)
1.10: "The Habs" (September 27, 2007)
1.09: "The Habs" (September 6, 2007)
1.08: "The Habs" (August 30, 2007)
1.07: "The Habs" (August 24, 2007)
1.06: "The Habs" (August 17, 2007)
1.05: "The Habs" (August 10, 2007)
1.04: "The Habs" (August 3, 2007)
1.03: "The Habs" (July 27, 2007)
1.02: "The Habs" (July 20, 2007)
1.01: "The Habs" (July 13, 2007)

Season One

1.13: "The Wheeze" (October 18, 2007)
1.12: "Nixon vs. Kennedy" (October 11, 2007)
1.11: "Midsummer Night's Dream" (August 4, 2007)
1.10: "The Habs" (September 27, 2007)
1.09: "The Habs" (September 6, 2007)
1.08: "The Habs" (August 30, 2007)
1.07: "The Habs" (August 24, 2007)
1.06: "The Habs" (August 17, 2007)
1.05: "The Habs" (August 10, 2007)
1.04: "The Habs" (August 3, 2007)
1.03: "The Habs" (July 27, 2007)
1.02: "The Habs" (July 20, 2007)
1.01: "The Habs" (July 13, 2007)
References

In ELT Journal, 45, no. 1: 4-15.


