**COURSE TITLE: Indiana History**

GRADE LEVEL: Fourth

UNIT: Life in the 1910s

**Abstract:**

This unit will introduce students to the “Man Haters” movie that was produced in 1915. The lesson on the actual movie will be prefaced by lessons on the daily life of the people in Indiana in the 1910s to the 1930s. These lessons will include information on the city life, country life, economy, and women’s suffrage issues in this era. At the end of each lesson, students will engage in an open discussion about how that area of life differs now from the way it was then.

**Focus Questions:**

1. What makes life today so much different from 1910?

2. How have prices changed in the economy since 1910?

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| 4.1.12: Growth and Development: 1900 to 1950. Identify and describe important events and movements that changed life in Indiana in the early twentieth century.4.1.17: Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history.4.4.1: Give examples of the kinds of goods and services produced in Indiana in different historical periods. | Students Will:1. Write about the woman’s rights movement using their own research (4.1.12, 4.1.17)2. Differentiate between prices from the 1910s and prices now (4.4.1)3. Create a script for The Man Haters with historical accuracy (4.1.12) | LifeWomenMediaGoodsServices |

**Instructional Resources:**

Indiana Memory:

* (“Man Haters” original 1915 Silent Film) <https://digital.library.in.gov/Record/BSU_mnhtrs-57>
* (Man Haters documentary) <https://digital.library.in.gov/Record/BSU_mnhtrs-56>
* (Cast & Scenes from Man Haters Motion Picture) <https://digital.library.in.gov/Search/Results?lookfor=%22Man%20haters%20%28Motion%20picture%29%22&type=Subject>

“Man Haters Film Collection.” Ball State University Digital Media Repository. < http://libx.bsu.edu/cdm4/browse.php?CISOROOT=/mnhtrs>

“StarFiles – The Women’s Suffrage Movement in Indiana.” Indystar.com. 16 March 2011. <http://www.indystar.com/article/99999999/NEWS06/110316008/StarFil es-women-s-suffrage-movement-Indiana>

"The 1910s: Lifestyles and Social Trends: Overview." American Decades. 2001. *Encyclopedia.com.* 8 Feb. 2012  <http://www.encyclopedia.com/doc/1G2-3468300505.html>.

Whitley, Peggy. “American Cultural History – The Twentieth Century 1910-1919.” Lonestar College Library, 1999. <http://kclibrary.lonestar.edu/decade10.html>

“Women’s Suffrage.” *Scholastic.com.* <http://teacher.scholastic.com/activities/suffrage/history.htm>

**Teacher Made Materials:**

Smith, Sam. *Map of City and Rural Indiana.* Ball State University, Muncie, IN, 2012.

**Catalog of Lessons:**

**Lesson 1: City Life in the 1910s**

Give the students a scenario. “Instead of going to school, you have been working in a factory instead in order to help make money for your family.” The students will discuss what could go wrong if they worked in a factory instead of going to school. Transition into listing different technologies and the children deciding if they were around at the time period or not.

**Lesson 2: Rural Life in the 1910s**

Have a class discussion on the daily life of a rural child in the 1910s.

**Lesson 3: The Economy in the 1910s**

Show different products to students that were around in this time period and are still around today. Ask students what the price is today and what they think the prices were then.

**Lesson 4: The Life of Women in the 1910s**

Lead a discussion on “Do you believe it was fair for the women to do rallies to get their own rights? Why or why not?” After their initial thoughts, allow the students to do research on the women’s rights movement. They can research their own questions about it and can incorporate it into the discussion.

**Lesson 5: The Man Haters**

Since we have learned so much about what has been going on in the 1910s, now I want the students to understand what the people of the 1910s used for entertainment. The students will first start by watching the movie in class. Students need to make sure they are observing the movie in detail because it is a silent film.

After the students have watched the movie, we will have a short discussion about the movie and all the events that happened throughout it. Now the students will be broken up into groups, each group will be writing a script for the Man Haters film. The students will be turning in their scripts and be grade for information accuracy. With all the information they have learned over the past 4 lessons they should have a good idea of what conversations and events that were going during the 1910s. After the students have made their scripts we will act their Man Haters scripts out in class. We will also have a drawing for parts to see who will play each part. Students will only be drawn for positions they want to play.

Now that the names have been draw, and the scripts have been run through we will now videotape the plays to make our own Man Haters films.

**Assessments:**

Abstract: The students will be assessed based on the sources that they have found in order to make their own opinion on the progress of women’s rights. The students will be writing an essay about their opinion on whether the women fighting for rights should have been demanding all rights at once, or worked to get them slowly.

Prompt: The students will work independently and use a computer with Internet to complete the assessment. They will also be able to have a piece of paper and a pencil to jot down notes it necessary. After the computer portion is done, the students will be writing the essay in their personal journal.

Directions:

1. Research women’s rights in the 1910s.
2. Write an essay in your journal about whether you think rights should have been gained all at once, or do you think the women should have tried for a few rights at a time.
3. Use two or more sources to form your opinion.

Procedures: Explain to the students that they will be writing an essay on women’s rights. Go on to tell them that they will be using the Internet to find at least two sources to form an opinion on whether they think that the rights should have been given to the women all at once or if they should have gained them more slowly. Have them write their opinion in the form of an essay in their personal journals. The essay should be at least a page long and must include information to back up their opinion from both of their sources. The students will be taking their journals and read them at the local library during Women’s Week.

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|  | 1-2 Points | 3-4 Points | 5-6 Points | 7 Points |
| Essay Content | Essay is under length requirement and does not clearly state/support the opinion. | Essay meets the length requirement but does not clearly state opinion. | Essay states opinion, but does not give substantial support for the opinion. | Essay is clearly written and has substantial support for the opinion. |
| Sources | No sources used. | Sources used are not valid. | Only one valid source. | Had two or more sources, and they are all valid. |
| Grammar | 5 or more mistakes. | 3 or more mistakes. | Less than three mistakes. | 0-1 mistakes. |

Points \_\_\_\_/21

**Abstract**:

 After the lessons, the students will be making a time line. Students need to pick a year from 1910 to 1930. They will research to see important events, inventions, and discoveries that were made in that time period. The students will need to have at least 15 events, inventions, and discoveries. The students will then write a timeline on a large piece of paper.

**Prompt**:

The students will be working in partners. In order to complete the assignment, the students will need a large piece of paper, markers, and a computer with internet connection.

**Directions**:

1. Get into your assigned pairs
2. Grab a lined piece of paper, a pencil, and head over to a computer
3. Find 15 inventions, events, and discoveries and write them down
4. Once you have found the inventions, events, and discoveries, grab a large piece of paper and write down the events in a timeline format in order.
5. Students will pick 2 inventions in from the 1930s
	1. Students will give 2 reasons why the invention was good and 2 reasons why the invention is bad
6. Present them to the class

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| Points | 1 | 2-3 | 4 | 5 |
| Year | Year chosen not from time period. | Items from time period, but no specific period chosen | Most items from the time period, but not all | Year chosen is from approved time frame. |
| Important Events | 0-1 important events chosen and portrayed correctly | 2-3 important events chosen and portrayed correctly | 4 important events chosen and portrayed correctly | 5 important events chosen and portrayed correctly |
| Inventions | 0-1 inventions identified | 2-3 inventions chosen and portrayed correctly | 4 inventions chosen and portrayed correctly | 5 inventions chosen and portrayed correctly |
| Discoveries | 0-1 discoveries chosen and portrayed correctly | 2-3 discoveries chosen and portrayed correctly | 4 discoveries chosen and portrayed correctly  | 5 discoveries chosen and portrayed correctly |

Procedures: Assign the students into pairs. Once the students have been assigned their partners, tell them they are making a timeline based on the 1910s. The timeline must have 15 important events, inventions, and discoveries. Let them find their partners and head over to a computer. Monitor students while they are on the computer. Once they are done, the students will put the events on a timeline. Make sure the students are putting their events in chronological order. When everyone is completed, the students will present their timeline to the class. We will be posting their timelines with their inventions on the bulletin boards at the Ball State University Archives.

Score: \_\_\_\_\_\_\_/20