**COURSE TITLE: History**

GRADE LEVEL: Fourth

UNIT: Entertainment in the 1930s

**Abstract:**

This unit will teach the campers about the history of different games. They will be given a brief history lesson on what was happening in the 1930s, and why these games were such a large part of the peoples daily lives. Information on the history of toys including the yo-yo, miniature golf, monopoly, and card games will be given to the campers, which will be followed by them having the opportunity to play the actual games.

**Focus Questions:**

1. What games were popular in the 1930s?

2. Why were these games created?

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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.4.4.1: Give examples of the kinds of goods and services produced in Indiana in different historical periods. | Students will:Research different games that were played in the 1930s. | 1930sToysGamesDepression |
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**Instructional Resources:**

Indiana Memory:

* (Monopoly Game) <https://digital.library.in.gov/Record/IMCPL_tcm-1443>
* (Speedway Motor Race Game) <https://digital.library.in.gov/Record/IMCPL_tcm-2052>
* (Homemade Monopoly Board) <https://digital.library.in.gov/Record/IMCPL_tcm-2101>

http://www.ideafinder.com/history/inventions/yoyo.htm

http://entertainment.howstuffworks.com/yo-yo-basics1.htm

http://www.skooldays.com/blog/toys-in-the-30s/

http://scoop.diamondgalleries.com/Home/4/1/73/1016?articleID=106464

http://www.livinghistoryfarm.org/farminginthe30s/life\_20.html

**Teacher Made Materials:**

**Catalog of Lessons:**

**Lesson 1: What Happened in the 1930s?**

The 1930s brought great tragedy to the United States. Many people lost their jobs, it was a hard time for many. Students need to understand what happened in the 1930s so history does not repeat itself. My plan for this lesson would be to break the students into groups and they will be researching some general information about the 1930s. There will be 4 different groups they will be looking for information about economy, depression, entertainment, and news. I want then the student to break into two large groups and have a grand conversation. Students will discuss what they learned about the 1930s and maybe ask questions why things had gotten so bad in the 1930s.

Leading Questions for Economy

1. Did the war help or hurt the economy? Why or why not?
2. What was the average income drop for people in the 1930s? Give an example.
3. What was the Fair Labor Standards Act?
4. What was discovered in Nebraska? Why did it help the economy?

Leading Questions for Great Depression

1. What was the Great Depression?
2. How did the Great Depression affect the lives of people?
3. Why did the Great Depression happen?

Leading Questions for News

1. What were the headlines when the Stock Market crashed?
2. Who was the notorious gangster that to prison in 1932? Why was he convicted?
3. In 1938, what was President Roosevelt’s message to congress about?
4. As if the stock market crash, what was another disaster that struck in 1934?

Leading Questions for Entertainment

1. What are the 4 main things people did for entertainment?
2. What popular movies came out in the 1930s?
3. What games are still played today, that people played in the 1930s?

Sources for 1930s

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| [http://kclibrary.lonestar.edu/decade30.html](https://webmail.bsu.edu/owa/redir.aspx?C=67faf833cd01485bbd4a6a74aecf1d0e&URL=http%3a%2f%2fkclibrary.lonestar.edu%2fdecade30.html)[http://articles.usa-people-search.com/content-american-history-of-the-1930s.aspx](https://webmail.bsu.edu/owa/redir.aspx?C=67faf833cd01485bbd4a6a74aecf1d0e&URL=http%3a%2f%2farticles.usa-people-search.com%2fcontent-american-history-of-the-1930s.aspx)[http://www.newsplayer.com/1930s-History-News](https://webmail.bsu.edu/owa/redir.aspx?C=67faf833cd01485bbd4a6a74aecf1d0e&URL=http%3a%2f%2fwww.newsplayer.com%2f1930s-History-News)[http://www.livinghistoryfarm.org/farminginthe30s/worldevents\_01.html](https://webmail.bsu.edu/owa/redir.aspx?C=67faf833cd01485bbd4a6a74aecf1d0e&URL=http%3a%2f%2fwww.livinghistoryfarm.org%2ffarminginthe30s%2fworldevents_01.html)[http://xroads.virginia.edu/~1930s/front.html](https://webmail.bsu.edu/owa/redir.aspx?C=67faf833cd01485bbd4a6a74aecf1d0e&URL=http%3a%2f%2fxroads.virginia.edu%2f%7e1930s%2ffront.html)[http://www.kidsnewsroom.org/elmer/infoCentral/frameset/decade/1930.htm](https://webmail.bsu.edu/owa/redir.aspx?C=67faf833cd01485bbd4a6a74aecf1d0e&URL=http%3a%2f%2fwww.kidsnewsroom.org%2felmer%2finfoCentral%2fframeset%2fdecade%2f1930.htm) |

**Lesson 2: Yo-yo**

Begin the lesson on the yo-yo by talking about how the yo-yo has dated all the way back to Ancient Greece. Then, move on to the story of Pedro Flores, who coined the term yo-yo, which actually means “come-come.” Then, talk about Donald Duncan, who was an entrepreneur and brought yo-yos to their popularity and even created a way to make it loop around the finger in order to do tricks. Complete the lesson by teaching the students a couple tricks on a yo-yo and allowing them to try it out.

**Lesson 3: Miniature Golf**

Miniature Golf was first patented by Garnet Carter in 1927; yet there had been earlier versions of miniature golf before this but never patented them. Miniature golf was a fun game for people to play in the 1930s. First, the students will learn how miniature golf came to be. Next we will be talking about how Miniature Golf Shaped the Great Depression. Students will get on the computers and look up this website: <http://www.terrastories.com/bearings/miniature-golf> . The students will read Sterile Minimalist (SM) (1926-1950). This article talks about what Miniature Golf meant to the people during the Great Depression and how popular it became. It will also show the students how inexpensive it was to make these Miniature Golf Courses. After the students are done reading their article we will have a class to discussion and see if the students were surprised with the popularity of Miniature Golf.

**Lesson 4: Monopoly**

Introduce the game “Monopoly” to the students by showing them what the first Monopoly game looked like. Explain why the game was created and the history of the game. Then, show how the game has changed since the 1930s by showing different variations of the game, such as special edition games, Monopoly Junior, and replica Monopoly games such as Animalopoly. Divide the students into groups and assign each group a different kind of Monopoly. Allow the students to observe the game board, pieces, and allow them to play the game for about 15 minutes. When this has been completed, each student will describe the aspects of their game and as a class, the students will make a chart on what is similar in the games and what differs in each game.

**Lesson 5: Card Games**

In the 1930s, many families played card games to keep themselves entertained. First, we will have a class discussion on how different card games were played by different social classes. Then, we will have multiple stations set up. At each station, the students will learn to play a different card game. Card games include Bridge, Pinochle, Canasta, and Jim Rummy. After the students have learned the games, they must write about each game and create their own instructions on how to play.

**Assessments:**

**Assessment 1:**

Abstract: The students will research a game or toy from the 1930s. They will learn information on it and teach the class how to play.

Prompt: The students will work on their own and use a computer with internet to complete the assessment. They will also be provided with a copy of the game or toy they will be researching in order to learn how to use it.

Directions:

1. Randomly assign each student to a different game or toy that was popular in the 1930s.
2. Go online and find the answers to the following questions:
	1. What is the name of your game or toy?
	2. When was the toy or game invented, and by who/what company?
	3. What is the objective of the game or toy?
	4. What are the pros and cons of this game for the depression era?
	5. How do you play with it?
	6. Is this game or toy still played today? If it is still around, what has changed? If it is not, why is it no longer popular?
	7. Compare and contrast games from the depression then and the recession now.
3. Prepare a presentation to present to the class. In this presentation, include answers to the questions presented in step 2 and demonstrate how to use/play the toy/game.

Procedures: Lay out the possible game choices for all the students to see. Hand out a worksheet with the questions from direction #2 on it. Explain to the students they will need to pick out a game or toy from the choices and will need to answer the questions about it. Tell them they will also need to learn how to play the game so they can teach their fellow students. Allow the students to pick out a game or toy and get on the internet to research and answer the questions. After they have found the answers to the questions, they may then learn how to play their game. When everyone has seemed to figure out their game, the students will take turns presenting their game to everyone else. Students will be taking their games to the public library and have a game fair. Students will get to teach their game and play it with people who come.

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|  | 3 points | 2 points | 1 point | 0 points |
| Game Research | Student stated more than two facts about the game. | Student stated 2 facts about the game. | Student stated 1 fact about the game. | The student did not do any research on the assigned game |
| Game Play | The student could explain how to play the game on a detailed level and could demonstrate it to the class. | The student could explain how to play the game on a detailed level. | The student could explain how to play the game on a basic level.  | The student did not know how to play the game. |
| Is the game around? | The student knew if the game was still around or not, and had several bits of information on why. | The student knew if the game was still around or not, and had basic information on why. | The student knew if the game was still around or not, but did not know why. | The student did not know if the game was still around today. |

**Assessment 2:**

Abstract: Students will be put into small groups and assigned a game from the 1930s that they have learned about at Maple Lawn. The groups’ task will be to "update" the game. Although most of the games from that time are still around today, we want the campers to think of how the game would be different if it were to be created today instead of back in the 1930s. **The students will have to consider materials today vs. materials in the 1930s in order to make the game. The students will be working with artifacts from the 1930s.**

Prompt: Students will be in group of 3-4. In order to complete the task, the students will need a piece of poster board and drawing materials. They will also need either a picture of the game they are updating or the actual game itself.

Directions:

1. Get into assigned groups
2. Choose a game from the 1930s
3. Brainstorm ideas to update the game on a piece of paper
4. Write about the changes you would make to the game
5. State whether games are better then or now, and write pros and cons.
6. Students will write an essay stating whether games are better now or then.
7. Draw a picture of the updated game
8. Students will choose whether they believe their updated game it more fun than the old version. Students will then give 2 reasons why the game is more fun and 2 reason on how the game is better as the original.

Procedures: Assign the students into groups of 3 or 4. The group will decide on a game that was around in the 1930s. Once they have decided on a game, they will brainstorm ideas to update the game into a way that would appeal to game-players today. On the poster board, the students will write down key points of how the game would be changed and draw a picture of how the game would look like. The students will post what they have research up in a bulletin board at Maplelawn for all the other campers to see.

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|  | 5 points | 3 points | 1 point | 0 points |
| Changes to the Game | At least 4 changes made | 2-3 changes made | 1 change made | 0 changes made |
| Illustration of the Game | Very well drawn out illustration; can tell what the game is. | Illustration drawn and is able to tell what it is, but basic (stick figures, basic shapes).  | Illustration of game, but sloppy; hard to decipher what the game is | No illustration |
| Essay | Student provides at least 2 pros and 2 cons. | Student provides 1 pro and one con. | Student only writes pros or cons, but not both. | No essay turned in. |
| Brainstorming | More than 2 ideas from brainstorming. | 2 ideas from brainstorming | 1 idea from brainstorming | No brainstorming |