



Unit Title: Ch 8: Life at the Turn of the 20th Century || Lesson Title: Sec 4: The Dawn of Mass Culture

Goals & Objectives:

Goal 1: Students will what kind of information and questioning is required to engage in a productive discussion.

Objective 1: Students will demonstrate their ability to make connections between the content and their everyday lives

NOTE: This lesson and the next day's lesson that corresponds with it will be used in class. This is why there will be references to upcoming connections between the material in this lesson and the next day's lesson.

California State Content Standards

11.5.6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

Common Core Literacy Standards

SL:

1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

Driving Historical Question

How does history relate to your life? How do things from this period specifically influence you on a daily basis?

Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) || Time: 17 min

Our lesson will begin with me (the teacher) asking questions of the class about the students do for fun (leisure), and then what cultural activities that they regularly take part in. This will be a voluntary discussion, engaged in by students raising their hands. I will call on specific students that I know can contribute something, based on my knowledge of their background or interests.

Once we have had a small discussion on this topic, I will provide a short, verbal introduction to Ch 8, Sec 4 about the Dawn of Mass Culture.

Vocabulary (Content Language Development) || Time: Connected in reading and Day 2 activity

This will be handled in the Student Engagement portion, as students read their small portion of the section. There is very little vocabulary in this section, and what is there comprises of names (William Randolph Hearst, Joseph Pulitzer, etc.).

This vocabulary will instead be applied on Day 2 as part of their group projects.

Vocab:

Amusement Parks

Spectator Sports

Mass Circulation Newspapers

Fine Arts

Popular Fiction



Department/ Stores
Chain stores
Advertising
Home Catalogs

Content Delivery (Method of Instruction) || Time: 5 min

Students will then be asked to gather in groups of no more than 3 people. Once they have done so, I will hand out the Discussion Graphic Organizer.

I will verbally go through and model the directions of the activity for students. These directions are included in writing in the Discussion Graphic Organizer packet.

Once any clarifications or questions have been made/answered, students will begin.

Student Engagement (Critical Thinking & Student Activities) || Time: 25 min

In this portion of the lesson students will follow these directions (Envoy discussion format):

1. Get into groups of your choosing, as long as they contain **NO MORE than 3 people**
2. As a group, divide **Ch 8, Sec 4 (pgs 292-297)** in your textbook (The Americans) into **3 PARTS: 1 person will read *American Leisure*, another will read *The Spread of Mass Culture*, and the last will read *New Ways to Sell Goods***
3. Once that is done, come back together as a group and have each member **summarize** what they read to the rest
4. Then **consider and discuss** this question: "How does history relate to **your** life? How do things from **this period specifically** influence you on a daily basis?" Each student **MUST** contribute to this discussion and I will be coming around the room to make certain this is happening by asking you questions about your perspective!
5. As a group, find **examples** of what things may have begun during the 1880's-1900's that still exist today. Write those, and any others you can think of in either the **Past** or **Present** columns on your **Graphic Organizer. (see next page)**
6. Think of the future: will these things still exist? What might exist instead? Write your answers in the **Future** column
7. Once you have **5 IN EACH COLUMN**, nominate **one member** of your group to go see what another group has as answers. Any that you do not have, take and put in your columns until you have **AT LEAST 10 ITEMS IN EACH**
8. Once that has been completed, go to the next page of this packet (**page 3**), below the Graphic Organizer, and list one reason why the items in your Past column were became popular, based on



what the book has noted. Then write why the items in the Present column are popular, and then why the items in the Future will be popular.

9. Make sure each person in the group has the same information!

I will move around the room, assisting groups as necessary, and observing student progress.

Lesson Closure || Time: 10 min

I will bring the class's attention back as a group and ask individual groups to share what they discussed, what they noted in their Discussion Graphic Organizer columns, and their answers to the questions regarding why items in each column are becoming popular at each time.

This will be accomplished by having one person in a group that has shared choose a person in another group that has not shared. That new student must give an answer and then may pick a student from a new group, and so on.

We will reflect as a class on the connection we have seen with this activity and the Driving Historical Question that governs the lesson. This will be done in very much the same way as the group sharing was done, with one student picking another to provide an answer.

Assessments (Formative & Summative)

Discussion Graphic Organizer (Formative)- This organizer is intended to reinforce the content, but also to help students establish connections between history and everyday life, and how everything they do is based upon a foundation that may have come decades before them. This is another step in recognizing patterns and themes throughout history, and how we might use those to identify future events and trends.

Accommodations for English Learners, Striving Readers, Students with Special Needs, and Advanced Students

ELs:

Students will be doing the reading in very small, manageable chunks, to be discussed as a group, rather than solo reading of the larger section. Minimal individual writing is required as well.

These students are also asked to bring in their specific cultural heritage, providing that if they are English learners they likely hail from another country. This will help to engage them with the work, as they may have something unique to add that other students do not know about.

Striving Readers:

Students will be doing the reading in very small, manageable chunks, to be discussed as a group, rather than solo reading of the larger section.

SSNs:

Minimal individual writing is required, as this has been a consistent struggle with my SSN students. Allowing them to have the activity as a social experience, rather than one that focuses



on their weaknesses will help to relieve the work burden and better connect them with what is taking place.

Advanced Students:

These students may be able to contribute ideas that do not occur to their peers, and will more likely take a group leadership role in the discussion, and answering of the questions.

Resources (Books, Websites, Handouts, Materials)

Discussion Graphic Organizer

Textbook