**Authentic Activity: Teaching with Historical Film Clips**

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EDTL 6430

**Key elements for teaching with historical film clips:**

1. **Short non-fiction clip**, under 15 minutes. Short enough to maintain student engagement and to be repeated for close watching.

2. **Background knowledge** – What context information will the students need in order to understand this clip? Give students needed information in advance so they can maximize their learning from the film clip.

3. **Supplemental historical sources** – Provide sources that support or oppose the film clip. Have students think like a historian and work through the various sources.

4. **Core questions** – Prepare questions in advance that will assist in scaffolding the students’ thinking.

5. **Historical thinking focus** – How can this film source inform us of history?

**Lesson plan outline using a historic film clip**

**Grade level:** 6th grade

**Lesson Title:** Choices and consequences: the effects of technology on human interactions

**Standards:**

**Theme** Regions and People of the Eastern Hemisphere

**Strand** Economics

**Topic** Economic Decision Making and Skills

Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.

**Content Statement 12**. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.

**Lesson Summary:** Students will examine how choices to use technology (as individuals and as a society) in the past (specifically the 1950s) have consequences at that time and for us today. Students will watch a historical film clip that shows the focus on technology distancing people from human interactions.

**Objectives:**

Students will learn that economic choices to use technology have present and future consequences.

Students will evaluate decisions from differing points of view.

**Materials**

Historical film clip

University of Southern California (1958). *Have I told you lately that I love you?* Available from <https://archive.org/details/HaveITol1958>

This film clip shows a day in the life of a 1950s family with significant attention placed on the technology that is used to the detriment of human interactions.

The History Channel. (2015). *The Assembly line: Then and now*. Available from <http://www.history.com/topics/henry-ford/videos/history-of-the-holidays-the-story-of-labor-day>

 Short 2-minute video that illustrates the reduction of labor and time with the use of automation in the auto industry (a contrastingly positive film).

**Lesson Outline:**

1. Students complete a quick write as they enter the room. “What consequences result from using technology?” {Consequences have been defined in a previous lesson.} Expect students to seek clarification regarding what constitutes “technology” unless this has been addressed in a previous lesson. If not, do not provide that clarification at this time. Encourage students to decide how to answer the question.

2. Use a Snowball to trade papers (students crumble quick write paper into a ball and throw it across the room; students pick up a random crumbled paper and use its ideas to contribute to the discussion).

3. Using the ideas from the Snowballed quick writes, record a master list of consequences from using technology. Guide students to group the consequences (positive/negative, present/future).

4. **Give background information.** Introduce film. The film clip was made in the 1950’s and it is black and white. That was the norm at that time. It is not a silent movie; the characters simply do not talk much to each other.

5. Give students c**ore questions** to provide purpose for their watching of the film clip.

What examples of technology do you see in this film clip?

 How do those technologies connect to technology we use today?

What is effect of the technology in the film clip? (Individual technologies and overall impression)

6. Students watch film clip and take notes that relate to core questions.

7. Students share notes (core question answers) in collaborative groups.

8. Recorder/Reporter from each group shares out to whole group.

9. View a **supplemental historical source.**

The History Channel. (2015). *The Assembly line: Then and now*. <http://www.history.com/topics/henry-ford/videos/history-of-the-holidays-the-story-of-labor-day>

 Short 2-minute video that illustrates the reduction of labor and time with the use of automation in the auto industry (a contrastingly positive film).

10. Small group discussion, compare the films in regards to the consequences of technology.

11. Exit slip: **Historical thinking focus:** What does this video tell us about the history of technology?

**Assessment:**

Pre-assessment and activation of background knowledge with initial quick write.

Formative assessment as teacher circulates through small group discussions and collection of students’ quick writes and film clip notes on core questions.

Summative assessment will be completed later in the unit as students explore more consequences of economic decisions.