

That was Then, This is Now - House and Home

Subject: Secondary Language Arts

Grade Level: 11

Rationale or Purpose: This lesson is designed to aid students in the appreciation of the importance of visuals in understanding aspects of society past and present. It allows for student collaboration and reinforces the skill of comparing and contrasting information. It further offers students a look at life in the 1920s.

Materials: Computer and internet access

Contemporary magazines (with advertisements) Magazines which show modern fashion, home decorating, architecture, etc would be helpful. Magazines with ads and photos similar to those in the HRC House and Home collection would be particularly good. Check your local library, doctor offices or businesses for donations to this.

Websites:

House & Home Images at HRC -
<http://www.hrc.utexas.edu/exhibitions/online/teachingthetwenties/gallery.php?pageq=3&theme=small§ion=house>

Lesson Duration: One 90 minute class blocks or two 45 minute classes.

Objectives: English III

110.44 - (15A -F) - Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes. The student is expected to use the conventions of oral language effectively; use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task; communicate effectively in conversations and group discussions while problem solving, and planning; use effective verbal and nonverbal strategies in presenting oral messages; ask clear questions for a variety of purposes and respond appropriately to the questions of others; and make relevant contributions in conversations and discussions

110.44 – (17 A, B, D - F) - Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive messages. The student is expected to present and advance a clear thesis and logical points to support messages; choose valid proofs from reliable sources to support claims; use language and rhetorical strategies skillfully in informative and persuasive messages; make effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and make informed, accurate, truthful, and ethical presentations.

110.44 – (19 A, B & C) - Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to describe how meanings are communicated through elements of design, including shape, line, color, and texture; analyze relationships, ideas, and cultures as represented in various media; and distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

110.44 – (20B & C) - The student analyzes and critiques the significance of visual representations. The student is expected to deconstruct media to get the main idea of the message's content and to evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols

Activities:

Step 1: Have student view all of the images (including reading the captions for each) in the Image Section of *House and Home* at the HRC website noted above and have them answer in Microsoft word or on paper the following guiding questions:

- **Guiding Questions:**

- What can be learned about life in the 1920s from the images?
- What items were considered of value by people in the 1920s? What makes this apparent?
- What were the roles of women in the 1920?
- What can be learned about housing in the 1920s? Where did people live?
- To whom do the ads in the image collection appeal?
- What language is used in these appeals?

Step 2: Have a full class or small group discussion using what the students have learned from the images.

Step 3: Now have student peruse contemporary images similar to those used in the HRC's *House and Home* collection and answer the following guiding questions

- **Guiding Questions:**

- What can be learned about contemporary life from the images?
- What items were considered of value by contemporary people? What makes this apparent?
- What were the roles of contemporary women?
- What can be learned about contemporary housing? Where do people live?
- To whom do the ads in the image collection appeal?
- What language is used in these appeals?

Step 4: Now put the student in teams of two or three to compare and contrast the 1920s with contemporary society – What are the similarities and differences? For example - Who is targeted in the ads? How have priorities changed – what do we value and what did people in the 1920s value? Have things changed for women – how is this evidenced in the images viewed? What has changed or is the same about where we live?

Step 5: Have student teams create some type of visual and written product to share their findings with the class. Consider Powerpoint, butcher paper, etc. They should be required to use text and images and should provide specific references to support their findings.

Modifications: Team second language learners or special needs students with other students from the onset of the lesson rather than just in the comparison and contrast step of the activity.

Student Product: Final student presentation of findings. Team Powerpoint, or butcher paper display of similarities and differences as evidence in the images studied.

Closure: Display final products. Discuss as a whole class

Assessment:

Laurie A. Coker
Westwood High School
RRISD