

TEACHING UNIT X
HISTORY
SOCIETY AND PROGRESS IN TECHNOLOGY IN THE
EARLY 1900s

INTERNATIONAL TEAMWORK AS A METHOD TO MAKE OUR
SCHOOLS INCLUSIVE OF DIVERSITY



TEACHING UNIT ITALY IV

HISTORY: SOCIETY AND PROGRESS IN TECHNOLOGY IN THE EARLY 1900s

1. INFORMATION:

- a. Date: Tuesday, the 5th of April
- b. Level: B2
- c. Subject: History
- d. Theme: *Society and progress in technology in the early 1900s*
- e. Teacher: Lorenza Manzalini

2. AIMS/GOALS

- provide an historical and multicultural awareness

3. COMPETENCES/SKILLS (Which competences/skills will you develop in this unit

- developing thinking skills, comparing and contrasting, expressing a personal point of view, discussing in groups, understanding cultural and political contexts
- analysing and interpreting historical sources (photographs and cartoons), give a general impression and description, predictions and purpose, giving an historical value.

4. METHODOLOGY

- a. Type of lesson: cooperative learning, class discussion
- b. Type of interaction (organization in classroom): students work in groups of 4/5
- c. Teaching aids: digital board and PPT, using the net to search for specific information

5. TEACHING:

- a. Contents: The emergence of mass society, The Belle époque and “The suffragette movement”**
- b. Activities: working in groups, using the net to search for specific information, written exercises, reasoning and working on concepts to find causes and consequences of an historical event, analysing historical sources**

6. EVALUATION:

- a. Group evaluation**

SOCIETY AND PROGRESS IN TECHNOLOGY IN THE EARLY 1900S

- . THE EMERGENCE OF MASS SOCIETY**
- . THE BELLE ÉPOQUE**
- . INNOVATION IN TECHNOLOGY AND INDUSTRY**
- . THE 'SUFFRAGETTE MOVEMENT'**

OBJECTIVES:

- 1. Use linguistic and non linguistic skills to develop linguistic and communicative skills**
- 2. Develop hypothesizing, analyzing, summarizing, sequencing and inferring abilities**
- 3. Studying sources (photographs, cartoons, ...)**
- 4. Provide an historical and multicultural awareness in preparation for further studies**

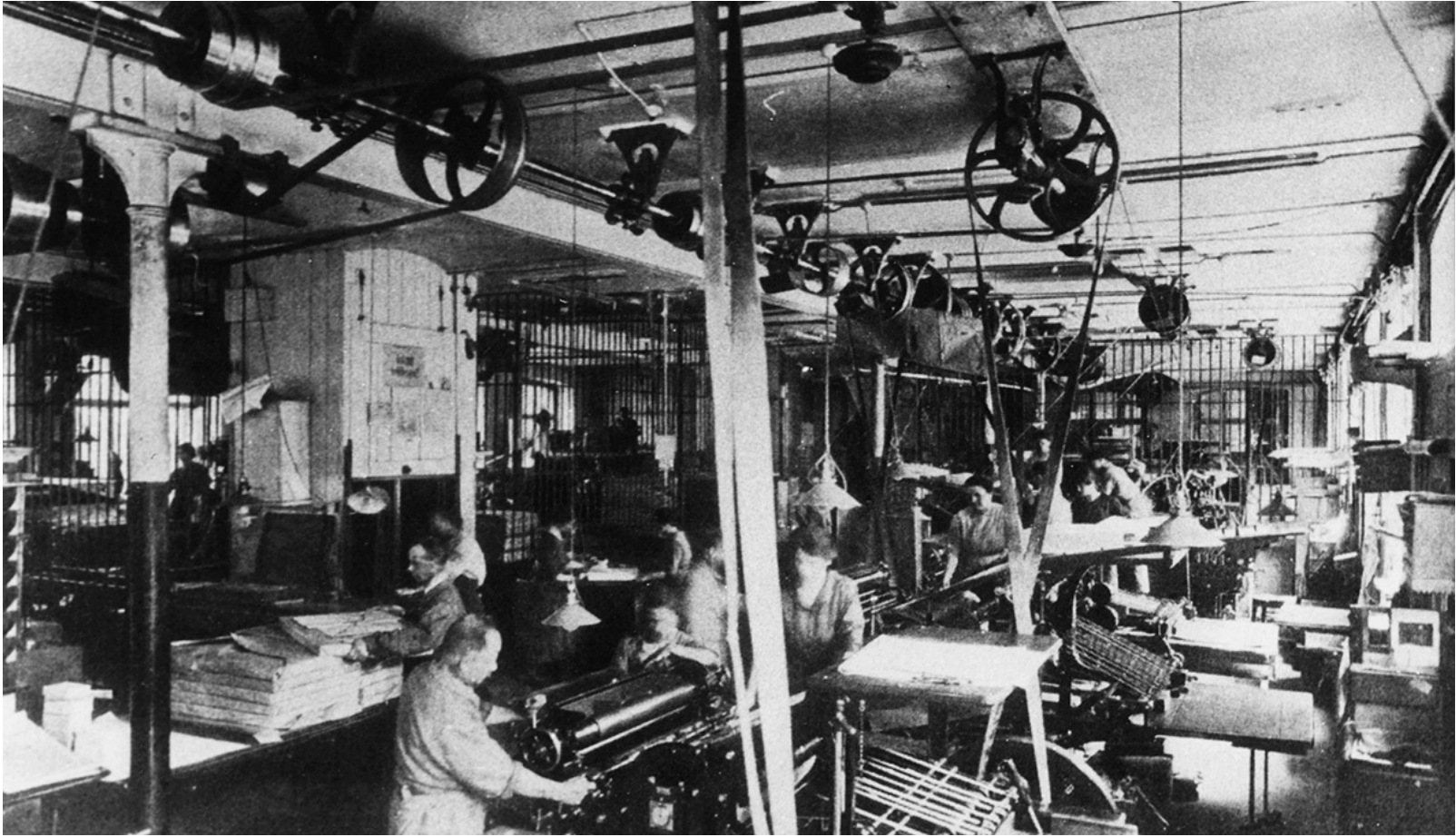
MIGRANTS



SOCIETY

- **Land owners**
- **White collar workers**
- **Working class (occupied in agriculture and in factories)**

FACTORIES



ASSEMBLY LINE



MODEL T CAR



RIGHT TO STRIKE



PUBLIC EDUCATION



RIGHT TO VOTE



SUFFRAGETTES



SUFFRAGETTES



SUFFRAGETTES



LEISURE



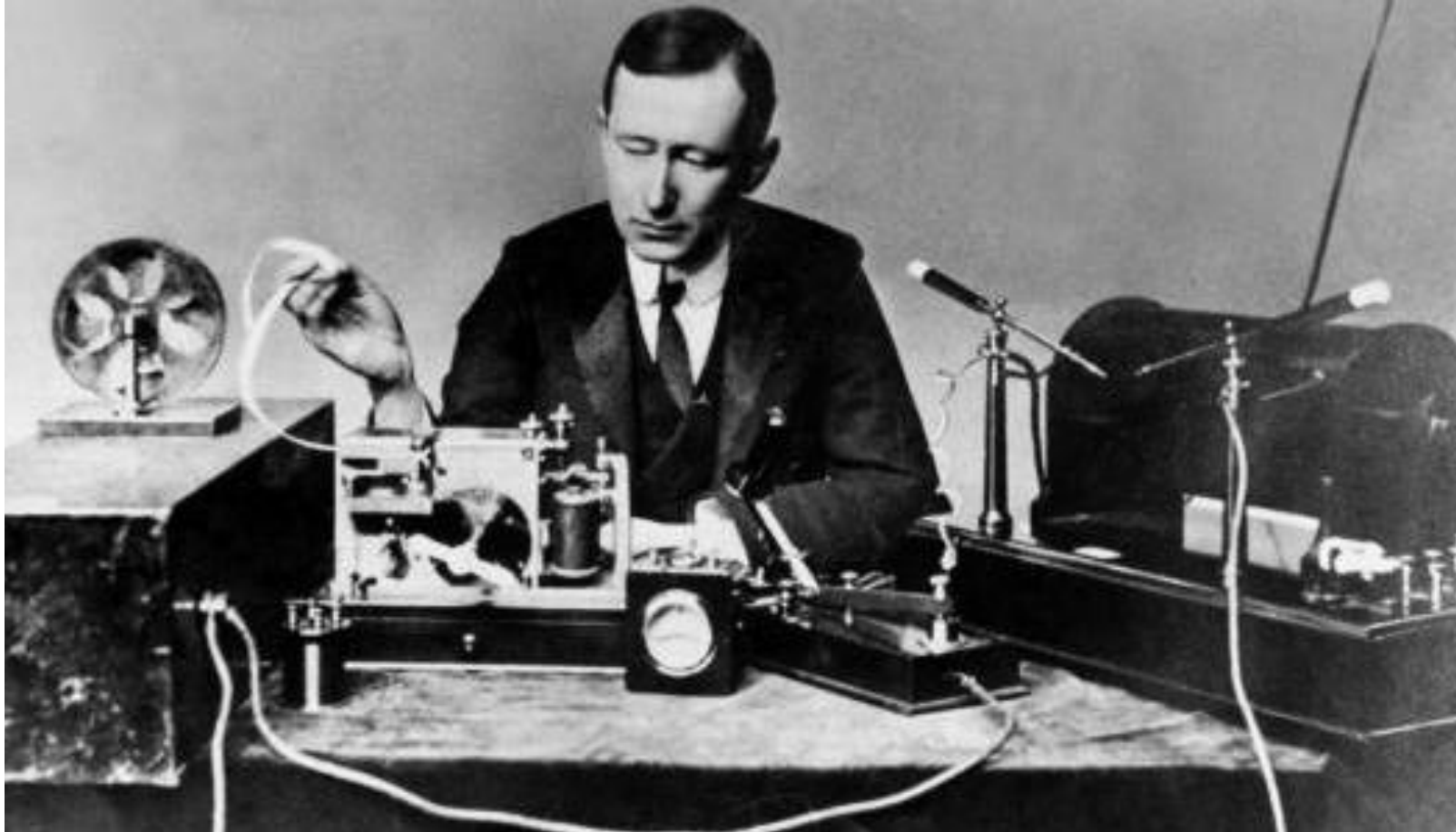
ELECTRIC LIGHTS



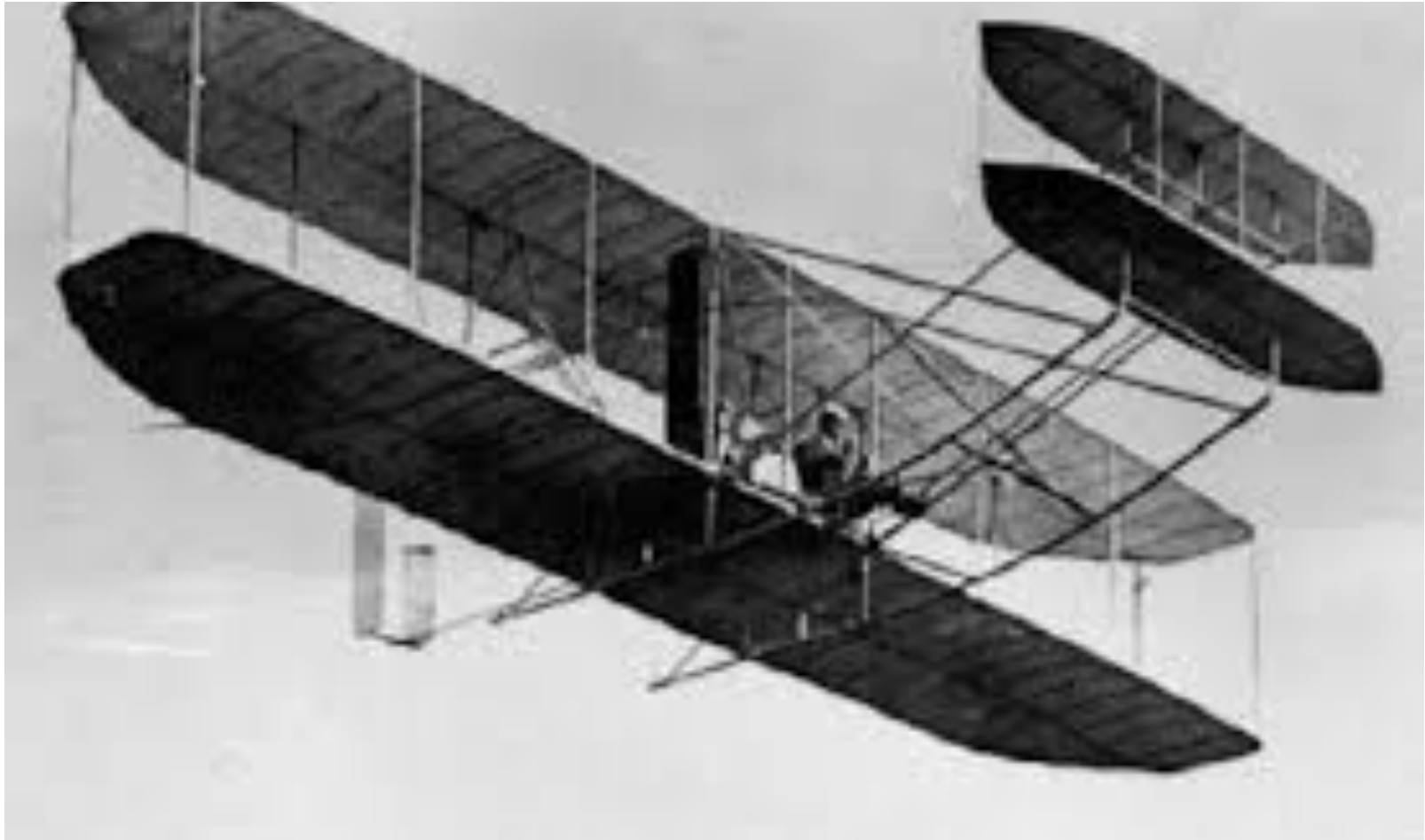
CINEMA



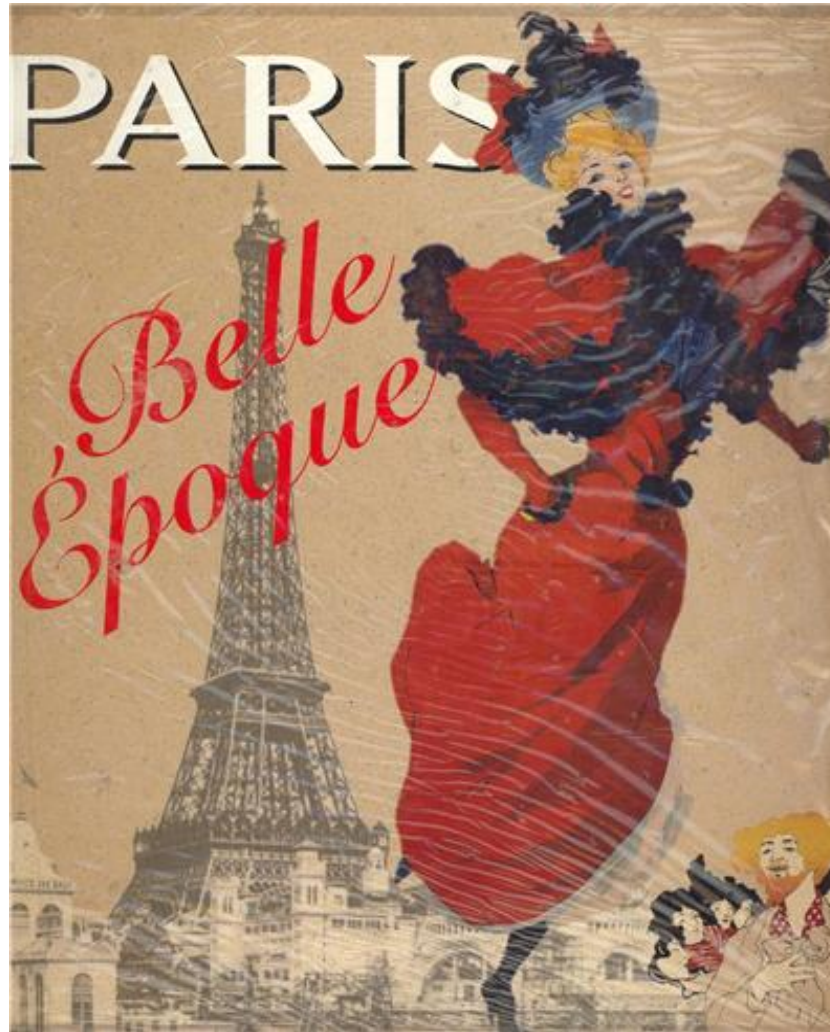
GUGLIELMO MARCONI



FIRST FLIGHT



BELLE ÉPOQUE



THE EMERGENCE OF MASS SOCIETY: CONSEQUENCES OF CHANGES

Specific objectives:

Reading: understanding historical contexts (content)

Use of English: practicing your language skills (analyzing, hypothesizing,...)

“By the end of the 19th century the new industrial world had led to the emergence of mass society where the concerns of the majority, who were the lower, working classes, were of central importance. Many people migrated to the cities to find work and by 1890 the population of cities in the United Kingdom had grown by 60%. Between 1800 and 1900 the population of London grew from 960,000 people to 6,500,000 million. By 1914 80% of the population of Great Britain lived in cities. Living conditions in cities improved; large pipes were built underground to bring clean water into cities and transport sewage which helped eradicate disease from the streets. As a result of this breakthroughs in medical science life expectancy increased.

The social structure of society changed. In the 1800s land owners were the most powerful people but by 1900 a new society of white collar workers had emerged amongst the working and middle classes. The social structures of society could now be divided into three sectors: the ‘Elite’, the ‘Middle classes’ and the ‘Lower classes’.

The Lower classes, also called working classes, formed about 80% of the population and were mainly occupied in agriculture, or were skilled, semiskilled or unskilled workers in factories and mines.

By 1900, public education was compulsory in most western countries so most of the population was able to read. An increase in literacy created an increase demand for books and newspapers. By 1900 many national newspapers sold more than one million copies daily, this in turn brought about the need for diversification between broadsheet and tabloid newspapers.

THE EMERGENCE OF MASS SOCIETY

For women, access to higher education and also to jobs previously dominated by men, led to a movement for women's rights at the beginning of the Twentieth century.

The development of the mass society helped improve the lives of the working classes who benefited from extended voting rights, a higher standard of living and public education. Electric lights meant factories could stay open 24 hours a day, so the manufacturing industry was revolutionalized and the extended working hours increased production.

In 1908, an American, Henry Ford revolutionized the car industry by using an assembly line for the production of his new Model T car. In 1901, Guglielmo Marconi sent the first radio waves across the Atlantic from America to Great Britain and in 1903, Orville and Wilbur Wright made the first flight in a fixed-wing plane at Kitty Hawk, North Carolina.

Cheaper methods of transportation meant that consumer goods, previously only for the wealthy, were now affordable for the working classes. Worker's wages increased, creating a need for manufactured goods which in turn required more jobs in factories. In cities, new department stores began to sell a range of consumer goods, for example, clocks and typewriters and bicycles. This was made possible by the development of the steel industries. In 1900, there were 2 million workers in British Trade Unions which had won the right to strike in 1874. With improved working hours and higher wages, leisure was no longer a privilege for the wealthy. The working classes could attend amusement parks, dance halls, beaches and team and public sporting events. In 1904 the international Football Association FIFA was founded and in 1903, many people in France gathered to watch the first Tour de France. The first publicly exhibited films with projection of both image and recorded sound, the Phono cinema theatre, were projected at the Paris Exposition in 1900. These were developed by Clément Mautice Gratioulet and Henry Lioret of France and were milestones in the field of communication and entertainment. For many reasons, this period is called The Belle époque.

ACTIVITY 1: READ THE TEXT AND MATCH THE UNDERLINED WORDS (1-7) WITH THEIR DEFINITIONS (A-G)

1. strike

2. milestone

3. white collar workers

4. leisure

5. migrate

6. tabloid

7. broadsheet

a. to move from one place to another place (usually to find a work)

b. someone who works in an office rather than a factory

c. to refuse to work because of a disagreement over pay or conditions

d. newspapers with small pages, short articles, many pictures and stories about famous people

e. newspaper printed on a large size of paper generally considered more serious than smaller newspapers

f. a very important event or stage in the developement of something

g. time that is spent doing what you enjoy when you are not studying or working

ACTIVITY 2: COMPLETE THE CHART WITH THE CONSEQUENCES OF TECHNOLOGICAL PROGRESS ON LIFE AT THE BEGINNING OF THE TWENTIETH CENTURY. SHARE YOUR ANSWERS WITH YOUR PARTNER.

SPECIFIC OBJECTIVES:

- . DEVELOPING THINKING SKILLS AND WORKING ON CONCEPTS TO FIND CAUSES AND CONSEQUENCES OF AN HISTORICAL EVENT**
- . SEQUENCING EVENTS**

Technological progress	consequence
Radio waves	
The assembly line	
Improved sewage	
Electric lights in factories	
Literacy	

ACTIVITY 3 : KEY CONCEPTS

Specific objectives:

- . Developing thinking skills: find out the main key concepts
- . Writing: summarizing the main concepts

Explain the following concepts following the given lines

Mass society: max 8 lines

.....
.....
.....
.....

Belle époque : max 8 lines

.....
.....
.....
.....

INNOVATION IN TECHNOLOGY AND INDUSTRY

The assembly line and the 'Model T'

At the beginning of the 1900, only the rich could afford automobiles. Henry Ford wanted to change this and build a simple, reliable and affordable car that the average American could afford. Out of this determination and vision came the Model T car and the assembly line. On 1st October 1908, Ford introduced the Model T. Over 10,000 automobiles were sold in its year and by 1914 Ford had a 48% share of the automobile market.

The development of the assembly line increased the efficiency of production and reduced the time it took to build each car. The moving assembly belt that Ford introduced into his factory enabled an increase in production. Although Ford did not invent the concept, he perfected it. Before the assembly line, cars were built individually by teams of skilled workmen, this was a slow and expensive process. The assembly line changed this and instead of workers going to the car, the car on a moving assembly belt came to the workers who performed the same tasks of assembly over and over again. Thank to this, Ford was able to reduce the assembly time of a Model T from twelve and a half hours to ninety-three minutes.

Ford also improved the conditions of his workers by reducing the heavy turnover in many departments. He believed that efficiency would be increased by hiring and keeping the best workers. In 1914, Ford introduced a minimum daily wage of 5 dollars, doubling the salary of most of workers. Paying his workers more also meant that they could afford to buy the cars they were producing (in 1908 a Model T cost \$825, in 1916 only \$360) and that Henry could poach the best workers. By 1932, Ford two innovations, the Model T and the assembly line, revolutionized American society and shaped the world we live today.

**ACTIVITY 4 : READ THE TEXT ABOUT H. FORD AND THE MODEL T CAR.
COMPLETE THE CHART WITH THE CONSEQUENCES OF FORD'S POLICIES.
WORK IN PAIR**

SPECIFIC OBJECTIVES:

- . DEVELOPING THINKING SKILLS: REASONING AND WORKING ON CONCEPTS TO FIND CAUSES AND CONSEQUENCES OF AN HISTORICAL EVENT**
- . SEQUENCING EVENTS**

Policy	Consequence
The model T	
The assembly line	
Cheaper cars	

ACTIVITY 5 : INTERNET LINK

SPECIFIC OBJECTIVE: USING THE NET TO SEARCH FOR SPECIFIC INFORMATION

1900-1910 were 10 years of innovation, beginning with the invention of the Zeppelin by Count Ferdinand Von Zeppelin.

Check the internet for other inventions and find out more about them. Compare your results with your partners.

THE BIRTH OF HUMAN FLIGHT

Orville and Wilbur Wright are credited with inventing and building the world's first successful airplane and making the first controlled human flight. Their interest in flight began as children when they built their own helicopter to replace a broken toy. In 1888, they built a large printing press and in 1892 they opened a bicycle repair shop. They used the money from this business to fund their growing interest in flight. The Wright brothers spent a great deal of time observing birds in flight. They noticed that birds soared into the wind and that the air flowing over the curved surface of their wings created lift. Birds change the shape of their wings to turn and manoeuvre. They believed that they could use this technique to obtain roll control by warping, or changing the shape, of a portion of the wing. In 1900 they built their first glider. Wilbur and his brother Orville designed a series of gliders which would be flown in both unmanned (as kites) and piloted flights. However, many problems occurred and they predicted that man would probably not fly in their lifetime. In spite of the problems with their failed attempts at flight, the Wrights reviewed their test results and tested a variety of new wing shapes and their effect on lift. They designed a new glider with a 32-foot wingspan and a tail to help stabilize it. During 1902, the brothers flew numerous test glides using their new glider; they realised that a movable tail helped balance the craft so they connected a movable tail to the wing warping wires to coordinate turns. After months of studying how propellers worked, the Wright Brothers designed a motor and a new powered aircraft sturdy enough to accommodate the motor's weight and vibrations.

THE BIRTH OF HUMAN FLIGHT

The craft was called Flyer I. The brothers built a movable track to help the Flyer gain enough airspeed to fly. After two attempts to fly this machine, Orville Wright took the Flyer for a 12-second, sustained flight on 17th December 1903.

This was the first successful, powered, piloted flight in history. On the 9th November 1904 the first flight lasting more than five minutes took place. The Flyer II was flown by Wilbur Wright.

The Wright Brothers patented their idea and went on to build the first propeller and a machine with a twelve-horse power motor. At Kitty Hawk, on December 17th, 1903, Orville Wright made the first test flight in their powered glider, the Flyer I which lasted twelve seconds, this was the first airplane flight in history. On the 9th September 1908, at Fort Myer, Virginia, Orville Wright established several records under government contract for a sixty-two-minute flight, which made him an international celebrity.



ACTIVITY 6 : READ THE TEXT AND MATCH THE UNDERLINED WORDS (1-5) WITH THEIR DEFINITIONS (A-E)

1. Toy
 2. Wings
 3. Glider
 4. Propellers
 5. Track
-
- a. A piece of ground with a special surface
 - b. The parts of a body of a bird, bat or insect that it uses for flying
 - c. A light aircraft that flies without an engine
 - d. An object for children to play with
 - e. A device with two or more blades that turn quickly and cause a ship or an aircraft to move forwards

EMMELINE PANKHURST AND THE 'SUFFRAGETTE MOVEMENT'

The beginning of the Twentieth Century and the development of Mass Society saw a continued moved towards women's rights and the equality with men. The working conditions of many women were very poor and in society women still had very few rights compared to men. The suffragette movement worldwide helped contributed to the move towards equality for women in society.

Emmeline Pankhurst (born Emmeline Goulden), was a political activist and the leader of the british Suffragette movement. It was through her parents' interest in women's suffrage that Emmeline was first introducede to the subject. In 1879 she married Richard Pankhurst, a lawyer and supporter of the women's suffrage movement. In 1889, Emmeline founded the women's Franchise League which fought to allow married women to vote in local elections. In october 1903, she helped found the more militant Women's Social and political Union (WSPU) – an organisation that gained much notoriety for its activities and whose members were the first to be named 'suffragettes'. Emmeline's daughters, Christabel and Sylvia, were both active in the cause. British politicians, press and public were astonished by the demonstrations, window smashing, arson and hunger srtikes of the suffragettes. In 1913 WSPU member, Emily Davison, was killed when she threw herself under the King's horse at the Derby as a protest at the government's continued failure to grant women the right to vote.

Like many suffragettes, Emmeline was arrested on numerous occasions over the next few years and went on hunger strike herself. This period of militancy was ended abruptly by the outbreak of war in 1914, when Emmeline turned her energies to suppoting the war effort.

During the World War 1, there was a serious shortage of able-bodied men, so women were required to take on many of the traditional male roles – this led to a new view of what a woman was capable of doing. In 1918, the Representation of the people Act gave voting rights to women over 30. Emmeline died on 14th June 1928, shortly after women were granted equal voting rights with men (at 21).

STUDYING SOURCES : HISTORICAL PHOTOGRAPHS

Photographs are often reliable primary sources because they give information about a precise event in the past.

When analysing historical photographs use the following guide:

1. General impression and description
2. Divide the photograph into quadrants and study each section to see details (people, objects, ...); make a list of them
3. Predictions and purpose (try to identify the date, the location,...)
4. The historical value: what does the image capture of the moment?

EMMELINE PANKHURST OUTSIDE BUCKINGHAM PALACE



ACTIVITY 6 : ANALYZE THE PHOTOGRAPH OF EMMELINE PANKHURST

SPECIFIC OBJECTIVES: ANALYSING AND INTERPRATING HISTORICAL SOURCES (PHOTOGRAPHS AND CARTOONS), GIVE A GENERAL IMPRESSION AND DESCRIPTION, PREDICTIONS AND PUPOSE, GIVING AN HISTORICAL VALUE, UNDERSTANDING HISTORICAL CONTEXTS, EXPRESSING POINT OF VIEW.

Analyze photograph of Emmelyne Pankhurst in 1914 being carried off from the railings of Buckingham Palace after one of her many protests there.

Write a short description of the photograph and include

1. General impression and description
2. Why was the photograph taken?
3. What does the photograph tell us about the historical period and the Suffragette Movement

ACTIVITY 7 : GROUP DISCUSSION

SPECIFIC OBJECTIVES:

**DEVELOPING THINKING SKILLS, COMPARING AND CONTRASTING,
EXPRESSING A PERSONAL POINT OF VIEW, DISCUSSING IN GROUPS,
UNDERSTANDING CULTURAL AND POLITICAL CONTEXTS**

- . Do you think working conditions for women have improved around the world today?

- . What about women's condition today? In your country, in Europe, in the world?