

Louisiana Gumbo Lesson Resource

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FLIVERS AND TAILFINS: THE EVOLUTION OF AMERICAN AUTOMOBILES

Subject: Social Studies

Grade Level: 8, 11

Overview

Explore images of the 1920s and 1950s to discover how automobiles changed the American lifestyle.

Approximate Duration: 1 or 2 50-minute class periods

Content Standards:

- **History: Time, Continuity, and Change** Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

Benchmarks:

- **H-1A-M4** analyzing historical data using primary and secondary sources;

Grade-Level Expectations (GLEs):

- **Historical Thinking Skills**

Grade 8

67. Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)

Interdisciplinary Connections:

- **English/Language Arts : Standard 1** Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Educational Technology Standards:

- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

Objectives:

Students will

- Students will demonstrate their understanding of the causes and effects of change over time.
- Use reading comprehension skills and available technology to locate, select, and synthesize information from digital images to acquire and communicate knowledge about events, ideas, and issues related to history.
- Demonstrate historical perspective by participating in a class discussion of events that shaped American and Louisiana history.
- Analyze cartoons, photographs, posters, and other visual medium to identify opinion, propaganda, or bias.

Lesson Materials and Resources

Reference the following LOUISiana Gumbo lessons for student materials and browsing guides:

- [Wings, Chrome, and Tailfins: Automobiles of the 1950s](#)
- [A Fliver Full of Fun! Automobiles of the 1920s](#)

Depending on how the teacher formats the lesson, one or more of the following items may be used:

- [Observation Form](#)
- [Essay Rubric](#)
- [Oral Presentation Rubric](#)
- [Poster Rubric](#)
- [Multimedia Storyboard](#)

Technology Tools and Materials:

Hardware: Computers, 1 per student or set of partners (Can be executed with 1 classroom presentation computer); Internet access

Software: Browser software

Websites:

LOUISiana Digital Library, <http://louisdl.louislibraries.org>

Websites listed on the following browsing guides:

- [Wings, Chrome, and Tailfins: Automobiles of the 1950s](#)
- [A Fliver Full of Fun! Automobiles of the 1920s](#)

Procedure

Set the stage for the lesson by preparing a PowerPoint slideshow of vintage and contemporary automobiles. You might want to use the Car Tunes website

(<http://local.aaca.org/junior/cartunes/mp3/1920.htm>) to insert songs about automobiles.

1. Introduce the concept of change. Provide examples of how advances in communication and transportation produce rapid changes to the American way of life (ex: typewriter v. computer).
2. Explain that students will explore two decades of American history—the 1920s and the 1950s—during which the automobile produced the most significant changes in American lifestyles.
3. Divide class into groups and assign a decade (1920s or 1950s) to each group.
4. Ask students to use the [A Fliver Full of Fun! Automobiles of the 1920s](#) to explore the 1920s and the [Wings, Chrome, and Tailfins: Automobiles of the 1950s](#) to investigate the 1950s.
5. Ask students to select one of the Tin Lizzie Projects listed on the bottom of their appropriate browsing guide. Distribute the appropriate rubrics and provide adequate time for research, collaboration, and production.
6. Use the **Observation Form** to record anecdotal information about peer collaboration.
7. Student Presentations
8. **Debrief.** Use student presentations to discuss the significance of automobiles to the 1920s and the 1950s lifestyles.
9. Create a classroom Venn diagram that compares and contrasts how automobiles shaped life during the 1920s and 1950s.
10. **Extension.** Ask students to create a visual display (multimedia presentation, poster, collage, etc.) that illustrates the significance of automobiles or other types of transportation to our contemporary world.

11. Extension. Ask students to investigate the impact modern communication technology has had/will have on the need for and/or mode of transportation in our contemporary world and in the future.

Assessment Procedures:

Appropriate Rubrics from Materials section of this lesson
Short stories, journal entries, multimedia presentations

Accommodations/Modifications:

Accommodations/Modifications Built Into the Lesson

- Cooperative grouping
- Small class segments
- Whole class debriefing sessions
- Pre-teach vocabulary words
- Extensions/Explorations can be modified for individual needs
- Debriefing provides systematic feedback