Course Title: Indiana History

Grade Level: Fourth Grade

Unit: Women's History in Middletown

Abstract:

During this unit of study, students will learn about women's history in Middletown. They will discover the roles of women in Middletown from 1880's to 1930's. Specifically, students will study how women made a living, created a home, trained their young, and engaged in community activities.

Focus Question:

- What were the roles of women in Middletown during 1880's through the 1930's?
- How did women make a living?
- How did women create a home?
- How did women train their young?
- How did women engage in community activities?

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Assessment Tasks</th>
<th>Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
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<td>1. Role of women in Middletown during the 1880's through 1930's</td>
</tr>
<tr>
<td>4.1.11: Growth and Development: 1900 to 1950. Identify and describe important events and movements that changed life in Indiana in the early twentieth century.</td>
<td>1. Create a play about the role of women in Middletown during the 1880's through the 1930's (4.1.11 and 4.1.17)</td>
<td>2. Women making a living in Middletown</td>
</tr>
<tr>
<td>4.1.17: Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history.</td>
<td>2. Create a service learning project for organizations within the community (4.1.17)</td>
<td>3. Women creating a home in Middletown</td>
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<td></td>
<td>4. Women training their young in Middletown</td>
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<td></td>
<td></td>
<td>5. Women engaging in community activities in Middletown</td>
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</tbody>
</table>
Instructional Resources

- *Middletown Women’s History Collection* provided on Ball State University’s digital media repository
- [http://www.slideshare.net/fschiro/ppt-women-1920s](http://www.slideshare.net/fschiro/ppt-women-1920s)

Catalog of Lessons:

**Lesson 1: Introduction to Middletown Women’s History**

Students will be asked what they know about women’s history, including women’s ways to make a living and home, what they do for leisure, and their community activities. Each student will be handed a yellow post it and a blue post it. On the yellow post it they will write everything they know about women’s history and on the blue post it they will write everything they want to know about women’s history. These post its will be used to create a KWL chart. Students will come up to the board and put their yellow post it under the “K” column and put their blue post it under the “W” column. After both columns are discussed, show image 23 from the “Getting a Living” section. Explain that this shows women making a living by working at the Indiana Bell Telephone Company. Now, show image 3 from the “Making a Home” section. Tell students how this picture shows two couples outside of their home. Have the students imagine what their life would be like if they lived back in this time.

**Lesson 2: Getting a Living**

From the Digital Media Repository, read: When the Lynds came to Muncie, Indiana, in the 1920s they found that a majority of women still worked in the home. However, this was beginning to change and more and more women were beginning to work outside the home. Within this section, it shows women being active in the Altrusa Club and Muncie Business and Professional Women’s Club, and being employed at the Indiana Bell Telephone Company and as nurses at Ball Memorial Hospital. Show images from this section on overhead projector. Have students predict other jobs women could have had to have made a living back then. Explain to students about women’s suffrage that took place. In the computer lab, in pairs, have students go to [http://www.slideshare.net/fschiro/ppt-women-1920s](http://www.slideshare.net/fschiro/ppt-women-1920s). Students should write five things that women were able to do after gaining the right to vote.

**Lesson 3: Making a Home/Training the Young**

Have students pretend to be their mothers and write a list of 5 household expenses. The list should include what the expense is and how much they think it costs. From the Digital Media Repository, show students image one from the section “Making a Home”. It is an account book of household expenses. Have students compare their list to the one from 1887. Discuss as a class how they are alike and different. Ask students what other
responsibilities mothers may have had. In the Digital Media Repository, read section about "Training the Young". Show students images from that section of the collection. Ask for ways women's lives seem similar now to the way they were back then.

**Lesson 4: Middletown Women's History Collection**

Using computers, students will research the *Middletown Women's History Collection* provided on Ball State University's digital media repository. Students will read a variety of letters and records documenting the experiences of women and women's organizations in Muncie, Indiana from the 1880's through the 1930's. These documents are primary resources written during this time in history. Students will summarize their findings about women's history in Middletown including the role of women, making a living, creating a home, training the young, and engaging in activities. At the end of the lesson, students will share their findings with the entire class. As a group, we will create a master list about women's history in Middletown.

**Lesson 5: Women in the Community**

In this lesson students will examine the role women played within the community during the time on the Middletown Women's study. Students will be directed towards the BSU Libraries Digital Media Repository and asked to look at 7-10 images from The Middletown Women's Study section on community involvement. Students will need to take notes on the different organizations and community service the women were involved in during this time. Students will then are placed in groups of 4 and share their findings. These groups of four will then need to choose one community organization to further research. Each group will create a poster about their particular organization and present them to the class. Their poster should include two sections. The first section will be about the founding of the organizations and its role during the time of the Middletown Study. The second section will contain the organizations role in society today and the various community projects they are involved.
Assessment Task 1: Create a Play About the Role of Women in Middletown

Abstract:

This task is designed to assess students' understanding of women's history in Middletown. Working in groups of six, students will write and act out a play about the roles of women in Middletown during the 1880's through 1930's. They will use all the information they found while researching Middletown Women's History Collection provided on Ball State University's digital media repository as well as the information discussed in class. Each play will include the roles of women, how they made a living, created a home, trained their young, and engaged in community activities.

Prompt:

- Middletown Women's History Collection provided on Ball State University's digital media repository
- Summary of student's research of the Middletown Women's History Collection
- Class master list about women's history in Middletown.

Directions:

Today, you will be working in groups to write a play about the role of women in Middletown during the 1880's through the 1930's. You will use the research you found from the Middletown Women's History Collection on Ball State University's digital media repository as well as information you learned from our class discussions. The play needs to include the different roles of women during this time period including how they made a living, created a home, trained their young, and engaged in community activities. Once everyone has finished writing their play, each group will act it out for the rest of the class. After each group has performed their play, the class will vote on which play most accurately portrayed women's history in Middletown. The winning group will perform their play for the other fourth grade classes.

Procedures:

Explain student expectations for group work. Split students into groups of six. Read and explain the directions of the project. Provide students with scoring rubric. Respond to any questions.
### Scoring Rubric:

<table>
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<th>Benchmark</th>
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<tbody>
<tr>
<td><strong>4.1.11:</strong> Growth and Development: 1900 to 1950. Identify and describe important events and movements that changed life in Indiana in the early twentieth century.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Presentation includes 1 requirement, but excludes 3 of the following: how women made a living, created a home, trained their young, and engaged in community activities. 3 students did not participate in the play.</td>
</tr>
<tr>
<td>6</td>
<td>Presentation includes 2 requirements, but excludes 2 of the following: how women made a living, created a home, trained their young, and engaged in community activities. 2 students did not participate in the play.</td>
</tr>
<tr>
<td>8</td>
<td>Presentation includes 3 requirements, but excludes 1 of the following: how women made a living, created a home, trained their young, and engaged in community activities. 1 student did not participate in the play.</td>
</tr>
<tr>
<td>10</td>
<td>Presentation includes all 4 requirements: how women made a living, created a home, trained their young, and engaged in community activities. Every student in the group participated in the play.</td>
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- **4.1.17:** Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history.
Assessment Task 2: Community Service Project

Abstract:

This task will demonstrate students understanding of the importance of being involved in their community. This assessment task will contain two main parts. The first part will be the student’s posters and presentations about their community organization from the Middletown Study. The second part will be the class completing a service-learning project for the community.

Prompt:

- Individually look at and take notes on 7-10 images from Middletown Women’s Study
- Students will work in groups of 4 to research a particular community organization or society from the Middletown Study
- Each group will create a poster on the organization they choose consisting of their role in the present day and their impact during the time of the Middletown study
- The group will present their poster to class
- The class will choose a community service project to complete with in the community

Directions:

Throughout our study of women’s suffrage we have used the BSU Libraries Digital Media Repository collection on The Middletown Women’s study. In this lesson we will focus on how women were involved in their community. Each of you will visit the collection and review 7-10 images and take notes. Then we will form groups of 4 and each group will choose a community organizations or society and research the group. We will create a poster for the group and present it to the class. Then we will complete a service-learning project together as a class.

Your poster should include:

- How and who founded the organization
- The role of the organization during the Middle Town Study
- How the organization is involved in the community today

Procedures:

Explain to students the importance of community service and involvement. Review directions and expectations of the project with students. Observe each group as they conduct research and create a poster. Ask students if they have any questions or need clarification.
<table>
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<tr>
<td><strong>4.1.11</strong> Growth and Development: 1900 to 1950. Identify and describe important events and movements that changed life in Indiana in the early twentieth century</td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Students have viewed and taken notes on fewer than 3 images</td>
<td>Students have viewed and taken notes on 3-4 images</td>
</tr>
<tr>
<td>The poster is missing all three requirements</td>
<td>The poster is missing two of the three requirements</td>
</tr>
<tr>
<td>Presentation does not explain any of the items on the poster</td>
<td>Presentation is missing two of the three items on the poster</td>
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