

Segment 1: Using Objectives with Students throughout the Lesson

Instructor: I want you to share with me. We're gonna come around to you. We're gonna go here first, then here, then here, then there, then there. So number fours, stand up and tell me something somebody watched—it doesn't have to be you. It could be just somebody at your table: what they watched, where they watched the movie, and what language it was in, okay?

So number four, so let's start here. Who's number four over here? Is that Caroline?

Caroline: Oh. I watched *The Takers*.

Instructor: Watched what? Shh, I can't hear, guys.

Caroline: Takers.

Instructor: Oh, *The Takers*, yeah?

Caroline: In the movie theater.

Instructor: In the movie theater, as English, right? Yeah, okay, thank you.

Student: He watched *Family*, the TV and English.

Instructor: In English. Okay, very good. Back here.

Student: I watched the exorcism movie, in English, at the movie theater.

Instructor: Okay. You guys have one that wasn't at the movie theater? Maybe not even on a TV? All right.

Student: I watched *I Am Legend* on a projector at my house.

Instructor: On a projector at your house. Was it on the—what—do you have the disc?

Student: Yeah, it was on DVD.

Instructor: Okay, cool.

Student: I watched *Time Traveler's Wife* on my laptop.

Instructor: *Time Traveler's Wife*—*Time Traveler's Wife* on your laptop. Did you – and was it down – was it streaming? Streaming, okay. What about you guys? Shh, listen up, guys.

Student: Justin watched *Australia* off of his Xbox.

Instructor: Let's go back to this. Analyze how new technologies of the late 1800s helped improve standard of living in the United States. Specifically, how did it improve leisure time? So, are there any terms up here that you're not familiar with, anybody? No? Teal, do you know all the terms in that first one?

Teal: Sure, I do.

Instructor: Do you? What about standard of living?

Teal: Life standard.

Instructor: Life standard? Like what? What do we mean by standard of living?

Teal: The level of technology and how much money you've got.

Instructor: Absolutely. Something we call quality of life, right? How much money you make and the technology. What about health care? Does health care affect quality of life?

Student: Yes.

Instructor: Yeah? What about—what about how many 1,000 people own a refrigerator? Does everybody own a refrigerator today?

Student: Yeah.

Instructor: Anybody without a fridge? What—what—and so every 1,000 people that owns a refrigerator. Though, at the turn of the century, 1900, not everybody owned a refrigerator.

In fact, most people who had one, it was probably their first refrigerator they had ever owned, and their parents didn't have a refrigerator, right? But then we say so standard of living, which is quality of life, how did it affect leisure time? What do we mean by leisure time? Anybody? Raise their hand. Leisure time. Don't know? Shelby?

Shelby: Leisure time would be, like, the time that you're not working. So time just for yourself, for entertainment.

Instructor: Right. You have things you have to do in life, right? Like, eat, sleep, go to school, go to work, do homework. There's things you have to do. Any other time is leisure time, or just free time, okay? So how does having a refrigerator in 1900 give you more leisure time? Anybody think—think about that for a second. How does—Teal?

Teal: You don't have to waste time forgetting your stuff. You can just keep it at home and get it whenever you want.

Instructor: Right. If you didn't have a refrigerator, what would you have to do on a daily basis?

Student: You have to, like, salt the—didn't you have to, like, salt it to make it stay preserved, and, like, you have to—

Instructor: Preserve meats, but just your basic things, like milk. There's foods that you're gonna have to go get daily, right, because you can't keep them cold. So, you have to go to get them every day, where if you have a refrigerator, now that gives you however much time it took to walk down and get it and come back. It gives you more leisure time. What about—how did transportation change, that we talked about last chapter, in the city specifically? How did transportation change in the cities? Caroline, do you remember? What new kind of transportation was in the cities?

Caroline: Was it trains?

Instructor: Trains, but—there were trains, but then in the city itself, a single train. What are they? Cesar?

Cesar: Trolleys.

Instructors: The trolleys, right, the trolleys, which is a train, right, but it's just in the city. So the trolleys. So how does a trolley in the city give you more leisure time?

Student: So you can transport easily.

Instructor: What if you live five miles from work? Before the trolley, how are you getting there?

Student: Walking.

Instructor: Walking. Takes a while to walk five miles, right? But with the trolley, not as much time, okay? So leisure time, standard of living improved, leisure time. People got more leisure time, which led to new forms of entertainment, which is what we're gonna be talking about today. Some of these new forms of entertainment came about specifically because of new technologies. Some of these forms of entertainment developed because people had more leisure time. Make sense? Okay.

Segment 2: Building Background Knowledge

Instructor: I turned the sound down. Why did I turn the sound down? Does the sound matter on this film?

Student: No.

Instructor: Why not? It's a silent film, right? Today we've got to talk because we're no longer silent. This is a silent film, 1903, okay.

The Great Train Robbery is what it was called. Anybody guess who's—it was one of the first real feature films. How long do you think it was?

Student: 10 minutes.

Instructor: Yes. Did I say that already?

Student: Yes.

Instructor: And if you—if we sat and watched through it, some things you might notice, like a scene like this, how do you think it might be different today in a film?

Student: Color.

Instructor: Color. What else?

Student: Sounds.

Student: Graphic.

Instructor: Graphic. What do you mean?

Instructor: Has the camera moved?

Student: No.

Instructor: No, it's just sitting there, right? Would there be close-ups?

Would there be—you know, it was all just very—a very different type of filmmaking. But this was groundbreaking. It was revolutionary in 1903. People had never been able to watch and see in front of their eyes something moving that they hadn't been standing right there with it, right? This wasn't the first film, but it was the first one that really started making money, okay, and filmmakers saw, hey, we can make money off of this deal, and they built something called nickelodeons that you're gonna read about today. And so this was one of the first ones that changed everything.