

## Past and Present: Communication Innovations

### Purpose/Big Ideas SOLS

This lesson will strengthen students' critical thinking by having them analyze pictures of communication innovations and descriptions, and develop their own method of sorting them. This lesson will review and summarize the main parts previously read in their textbook. They will also learn about the purpose and use of timelines in history, and demonstrate how communication has evolved verbally and through activities.

#### **Social Studies:**

##### Standard 2.2

The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.

### Learning Goal/Objectives

The students will be able to identify the sequence of when the communication innovations were created, as well as match each innovation to its description.

### Today's Assessment/Evaluation A

The students will show their understanding of the sequence of communication innovations through individual exploration, whole group discussion, and pasting activity. The students will also show their understanding of how each innovation impacted our communication and lives through a whole-group discussion and cut-and-paste activity.

### Procedure Introduction Estimated time: 5-8 minutes

**Have students sit on the carpet to introduce the activity.**

**Display slide 2,**

#### **Review Vocabulary,**

Let's read these vocabulary words and their definition together.

- Ask students what they think each word means, read the definition together, and then ask if they can share an example.

#### **Explain,**

On your desk, there is a sheet of paper. When you are at your desk, I want you to cut each picture and description out. When you are done, think about how they may go together. Don't worry about being correct, I want you to start thinking about these innovations.

**Set the timer,**

You will have 5-8 minutes, then return to the carpet.

Development  
Estimated time: 15-20 minutes

**Ask students to come to the carpet,**

**Display slides,**

**Ask students,**

What did you notice about the pictures and descriptions?

- Allow time for students to share
- Provide feedback on students' responses.

**Review information on the slides,**

- Pause and ask questions to check for understanding and engagement
  - ◆ How has this innovation changed over the years?
  - ◆ What innovation does this look like?
- Have students read each bolded sentence on the innovation slides with you.

**Display slide 10, explain**

We use timelines to help us understand the order in which events happened.

- Ask questions like
  - ◆ How do you think we use timelines?
  - ◆ If I wanted to put a telegraph, which was the first innovation, where would it go?

When you go back to your table, you will match each innovation to its descriptions. Then place the innovations in the correct order from first to last (oldest to newest). When you are done, raise your hand for your work to be checked, then you have to glue the pictures and descriptions down. Once you are done with the timeline, you may work on a Morse code worksheet while the rest of the class finishes up.

**Set the timer,**

You will have 10 minutes to work.

**During the activity,**

- Ask questions to further their thinking and provide clarity.
- Read descriptions to the students when needed.

Closure/Summary  
Estimated time: 2 minutes

**Ask students to place the paper in the social studies section of their binder.**

**Closure: Ask students.**

Raise your hand if you would like to live in the past when these innovations were created.

Raise your hand if you think you can tell others that how we communicated in the past is different from the present (now).

Thank you for your hard work!

**References/Materials (Teacher and Students)**

[Slides](#), [Timeline Worksheet](#), Morse code worksheet [1](#) & [2](#), smart board, pencil, glue, and scissors.

**Reflection/Evaluation B**

1) Did the students meet your objective, and how do you know?

Yes, most students could match each image to the correct description and order them in the proper sequence. As I walked around during part 2 of the activity, I checked work and asked questions to get the students to the correct answer. Some students need more assistance and clarification due to talking on the carpet during instruction.

2) Did your lesson address the needs of all learners?

There is one student who works with an aide in the class, so she had additional support given to her from that teacher.

There could be adaptations and modifications made to the lesson to meet the needs of individual students.

- One could be to only have lines going up from the number line. The zig-zag of the branches of the number line confused some of the students. However, I did clarify how to order it after one of the students asked a question about it.
- Another could be done is to simplify the wording more if needed.
- I could also have the student partner read the descriptions to help those who are struggling more with reading.

3) What were the strengths of the lesson?

Once the students went to the resource, my cooperating teacher and I were able to talk about the lesson. She provided me with many glows of the lesson: introduced vocabulary and asked for examples for each one, partner share time, reviewed directions with students, asked questions to encourage thinking and connections, and activities for when they are done.

I think one of the strengths of my lesson was the incorporation of images from the textbook (except TV) to help students make connections and understand the concept. Another was that I had the students try to sort them on their own before instructions. I also think that having the students read each description with me helped them make those connections and remember when it came to sorting

