

Technology from the Past and Present

Objective(s):

The student will...

- Classify technological artifacts depending on the corresponding period of time of each one. For example before and after.
- List two ways in which technology has affected their daily lives.
- Compare and contrast the use of the artifacts from the past and present.

TEKS:

3.16 (A) (B)

Vocabulary:

- Before
- After
- Present
- Past
- Technology
- Categorize
- Media
- Basic needs
- Transportation
- Artifacts
- Periodically

Materials:

A social studies box covered with construction paper of different colors related to technological advances such as: transportation, basic needs, and media; the box contains the following:

- Ferrari picture.
- Tank picture.
- Cannon toy.
- Cart toy.
- Water bottle.
- Light bulb.
- Candle.
- Disposable camera.
- Professional camera.
- Walkman.
- iPod.
- Laptop.
- Antique camera.
- New headphones.
- Old headphones.
- Blender.

- Molcajete.
- Cowboy toy figures.
- Horse toy figures.
- Old cellphone.
- iPhone.

In addition, these items are needed:

1. Pencil
2. Social studies notebook
3. Images of articles from the box

Learning strategies:

1. To introduce this lesson start by making them some questions as: What are some technological artifacts that you don't recognize that you had founded at your home, or your grandparent's home?
2. After some of the students had shared their answers, the teacher will star the lesson by telling them that technology is something that changes every moment. Technology has become an important part of our lives. It has changed our daily basis. This has affected different areas such as the media, transportation and others.
3. Teacher: "Today we will focus on three specific areas that have been affected by technology and have helped the daily lives of people by making them more efficient and productive.
4. The students will sit in a circle in the carpet so they can watch the box that the teacher will introduce below:
5. The teacher will watch carefully and closely, the box is in the middle of us. Share with your shoulder partner, make a prediction about the things you can find in our magic box.
6. After students have made their predictions and shared their answers, the teacher will have to explain that inside the box there are items from the past and present that have changed over time, and artifacts that are currently used in our daily life.
7. Also they will find some images that represent the original artifact.
8. Once they have taken and seen all the items found inside the box, the teacher will explain the instructions to the next activity they undertake.

Activity.

1. The activity will focus on the classification of objects inside that box. It consists in classifying the items you have found inside the magic box into two categories (present and past). Each student in their social studies' notebook will have a writing table. The table will be divided in two sections. The students will write inside some characteristics of the old item as it was and as it is the item today. That way they can compare their evolution and relate to the use given to them today. They will select an image that will be at their work table and after they have selected the item, they will write the characteristics of it.

Parents' inclusion/ family/ community:

1. To include parents/family/ community, the students will have homework. Students will find artifacts in their home that have already transformed by technology (blender, television. Cellphones, etc.).
2. Also they will have to ask their parents what kind of games or devices used for fun in its infancy, and comparing with the games they use today.

Extension/academic reinforcement:

For the academic reinforcement, the students will have to think of other artifacts that they might know of and are not found in the box, write them down on their writing notebook and describe how they are used.

