Social Studies Unit 8 – Technology

**Objectives**

**8.01** Identify uses of technology in communities.

**8.02** Explain how technology has affected the world in which we live.

**8.03** Interpret data on charts and graphs and make predictions.

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| Day 1  Pages 186  190-193  Objectives: 8.03 Interpret data on charts and graphs and make predictions. | EQ: How do people use technology in their daily lives?  Probe students to share their schema about how they use technology. Jump start the conversation by listing examples in the classroom: computers, ipods, cell phones, TV, cd player, etc.  Have students work in partners or small groups to complete a triple bubble map. The centers of each bubble are: Home, School, Community/Town  For town, you can think of ways they use transportation in their city and how people might need to communicate (Doctor, post office, goods/services). |
| Day 2  Pages 187-188  **8.01** Identify uses of technology in communities.  8.03 Interpret data on charts and graphs and make predictions. | EQ: Why is it important to use your prior knowledge (schema) to help you draw conclusions?  Practice with the class on how to read a paragraph for information, then draw a conclusion from that information.  Drawing Conclusions: Taking what you read (information) and putting it together with your schema (what you know) about that topic.  Practice on SmartFile as a class with 2 passages.  Try independently with page 188 in S.S. book. |
| Day 3  Objectives:  8.02 Explain how technology has affected our world.  8.03 Interpret data on charts and graphs and make predictions. | EQ: How can creating an invention be part of being a leader? How has technology affected our world?  Jigsaw Activity: Have students at each table/group read a short passage about their inventor. Then break off by numbering each student. Have students jigsaw around the room (1’s over here, 2’s over here, etc.) to share what they learned from their inventor. Have students return to the carpet and each group can share for the class chart (on smart file).  Research Inventors: Using biographies  Make a class chart of inventions/improvements each inventor contributed as each group shares their information. (Chart on smart file!)  Groups may choose from the following:  Benjamin Franklin  Thomas Edison  Garrett Morgan  Alexander graham bell  Carver  Henry ford  Ruth handler  Rachel Zimmerman |
| Day 4  **8.02** Explain how technology has affected the world in which we live. | EQ: How could your technological invention affect the future?  Choose 1 of the following, or do both! :o)  Choice 1:  Read the book: “If I Built a Car”. (A cute rhyming book that showcases a child’s dream to design a car that has really neat functions! Catherwood has book!) Have students plan the features of their car by making a bullet list. Give 1 sheet of drawing/computer paper to each student and allow them to design their car. Remind them to LABEL the parts/functions of their car. They will also need to come up with a name for their car and a persuasive advertisement for their car using complete descriptive sentences.  Share with students some magazine ads or toy commercials off youtube. (See smart file) Discuss what makes them like/want to buy that toy/product.  Explain to them that they will have the opportunity to design their own toy.  Have students work in partners or individually.  They must come up with a name, a slogan, a design. They must label and describe the features of their toy. |
| Day 5 | Continued |
| Day 6 | Continued  Have students share/present their final products! |
| Day 7  Page 197  **8.02** Explain how technology has affected the world in which we live. | EQ: How does improving past technology help shape our future?  Students will work individually or in partners. They will read a short passage and/or watch a video on how to make an object/invention (see list below). Students will make a “How To” flip book/Flowchart on how an object/invention was made. Remind students to use their transition words!  Soccer Ball  Crayon  Football  Book  Telephone  Baseball bat  Babywipes  Paper/paper towels/toilet paper  Have students share/present their final products! |
| Day 8 | Continued/Catch Up - |