Grade 01 Social Studies Unit 10 Exemplar Lesson 04: The Role of Technology

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students’ needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

Jobs, markets, and life have changed over time because of advances in technology.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

1.16 Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:

1.16A Describe how technology changes the ways families live.
1.16B Describe how technology changes communication, transportation, and recreation.
1.16C Describe how technology changes the way people work.

Social Studies Skills TEKS

1.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

1.17A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.

1.18 Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:

1.18A Express ideas orally based on knowledge and experiences.
1.18B Create and interpret visual and written material.

GETTING READY FOR INSTRUCTION

Performance Indicators

Grade 01 Social Studies Unit 10 PI 04

Interview an adult about how goods, services, and technology have changed over time. Use information gained in the interview to create two illustrations, one representing a good or service from the past and the other representing the same good or service today. Describe orally or in writing how technology has changed over time.

Standard(s): 1.16A, 1.16B, 1.16C, 1.17A, 1.18A, 1.18B

Key Understandings

- Technological advances can change the goods and services available and their related jobs and markets over time.
  - How has technology changed the ways families live?
  - How has technology changed communication, transportation, and recreation?
  - How has technology changed how people work?

Vocabulary of Instruction

- past
- present
- change
- job
- market
- goods
- services
- technology

Materials

- Antique items, such as an old toy, an old typewriter, butter churn, etc.
Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

- Teacher Resource: PowerPoint: Lesson 4 (Can be used interchangeably with Engage Pictures)
- Handout: Engage Pictures (Same pictures found on the PowerPoint: Lesson 4)
- Teacher Resource: PowerPoint: Technology
- Handout: Venn Diagram
- Handout: Sample Interview Questions
- Handout: How Goods and Services Have Changed
- Handout: How Jobs Have Changed
- Handout: How Technology Has Changed

Resources

- None identified

Advance Preparation

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview websites according to district guidelines.
5. Make copies of appropriate handouts.

Background Information

Technology has changed the world faster than many of us could imagine and continues to change the world at a daunting pace. Technological advances have had a tremendous impact on goods, services, jobs, and markets over the last 50 years. The Internet and electronic communication have changed the way we do business. While people still use stores for many goods and services, people are able to place orders for rare or unusual goods that can be filled quickly, from the comfort of their home. Children born in the last decade often do not have an understanding of how things have changed. This lesson focuses on those changes and will introduce the students to some of those changes. This topic will be further explored in Units 11 and 12. Because of scarcity, we are not always able to satisfy our wants. We have to choose some things and give up others. Anytime we make a choice, there is something that is not chosen. The value of the next best alternative is called the opportunity cost. Every decision has an opportunity cost.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

INSTRUCTIONAL PROCEDURES

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| 1. Group students into four groups. Distribute to each group one picture from the Handout: Engage Pictures. (Note: Use the first four pictures.) |
| 2. In each group, one person writes and one person reports to the whole group. The scribe is the writer and the reporter presents to the class orally. |
| 3. Look at the picture your group was given. Talk about the answers to these questions in your group. |

- What is happening in the picture?  
- What details do you see?  
- Describe the picture.  
- Materials:  
  - Antique items  
- Attachments:  
  - Handout: Engage Pictures  
- Teacher Resource: PowerPoint: Lesson 4  
- Purpose:  
  - Examine and analyze photographs that show life in
4. Students decide on:
   - a title for the picture
   - one question the group has about the picture

5. After the scribe has written the title and the question, the reporter shows the picture to the class and tells the title and question.

EXPLORE – Comparing technology

1. Facilitate a discussion about the photographs.
   - These were all pictures of people from many years ago.
     - The man is talking on a telephone. You can see it does not have a dial or keypad. How is the telephone in this picture different from telephones today?
     - One is a picture of a street in a town. Some of the men are wearing hats; there are cars that look very different from ours. How is this different from today?
     - The next picture is a girl sitting in a desk at school. What things are different from today? What things are the same?
     - The last picture is a boy with a bicycle and girls with tricycles. How are bicycles and tricycles different today? How are their clothes different than those we wear today?

2. Read aloud a book about life in the past.
   - What were some of the goods and services in the book? How have they changed?
     - What were some of the jobs in the book? How have those changed?
     - Technology has caused many things to change.
     - We use computers instead of typewriters, so documents can be produced faster.
     - We use digital cameras without film instead of cameras with film, so we don’t have to wait for pictures to be developed.
     - We can buy things from the internet, so we don’t have to leave our house to go to the store.
     - People can do more work and do it faster by using different forms of technology.
     - What are some other ways technology has changed things?

EXPLAIN – Demonstrate understanding of concepts

1. Students tell their partners:
   - 3 goods or services from the book
   - 2 jobs from the book
   - 1 market where goods and services were exchanged

2. Students share responses with the group.
3. Teacher monitors group discussions.

ENGAGE – Then and Now Pictures

1. Divide students into six groups. Distribute a set of pictures (then and now) from the Teacher Resource: PowerPoint: Technology to each group.
Each group has a set of two pictures. One of the pictures shows technology then and the other picture shows technology today.

### EXPLORE – Venn Diagram

**Suggested Day 2 (continued) – 5 minutes**

1. Look at the pictures and tell how those things have changed.
   - What is different?
   - What is the same?

2. Allow time to talk about the pictures. Students share their own experiences that relate to the pictures.

3. Distribute the Handout: Venn diagram to each group.
   - On the Handout: Venn Diagram, to each group and explain to students the following:
     - At the top of the circle on the left side, write "Then". At the top of the circle on the right side, write "Now". Demonstrate how to compare and contrast using a Venn Diagram with a set of images from the Handout: Engage Pictures.

### EXPLAIN – Groups complete Venn Diagrams

**Suggested Day 2 (continued) – 7 minutes**

1. Students complete Venn diagrams.
2. Students share their Venn diagrams with the class.
3. Save Venn diagrams to use during the Engage/Elaborate piece on Day 3.

### EXPLORE – Introduce interview

**Suggested Day 2 (continued) – 8 minutes**

1. Present Performance Indicator in smaller pieces so students will clearly understand the expectation:
   - Conduct an interview with an older person in order to gain information about how goods, services, and technology have changed over time.
   - Use information gained in the interview to create two illustrations: one that shows a good or service from the past and the other that shows the same good or service today.
   - Each illustration should show:
     - the good or service
     - a job related to the good or service

2. Ask these or similar questions:
   - What is an interview?
   - Have you ever been interviewed?
   - Have you ever interviewed someone?
   - What kinds of questions will you ask in the interview?

3. Display Handout: Sample Interview Questions. Read questions, allowing students time to think about possible answers to questions.

4. Demonstrate how to conduct an interview by role playing with a student.

5. Instruct students to take home the Handout: Sample Interview Questions so they can conduct the interview.

### EXPLAIN – Practice conducting an interview

**Suggested Day 2 (continued) – 7 minutes**

- Handout: Sample Interview Questions

**Purpose:**
- Study interview and learn how to conduct an effective interview to gain the information desired.

**TEKS:** 1.16A; 1.16B; 1.16C; 1.17A; 1.18A; 1.18B

**Instructional Note:**
- It would be helpful for parents know about the interview prior to the assignment. This could be shared in a weekly newsletter. Some students may need to complete this the weekend before. If so, all or part of this Explore piece might need to be conducted at an earlier time.
- It is very important to make arrangements for students who may not have parental support for interviews at home. Teachers or other staff may need to be approached about helping with interviews.
1. Students work with a partner to practice conducting an interview. Each partner takes a turn to ask question while the other student pretends to be a person being interviewed.

### ENGAGE/ELABORATE – Key Understandings

1. Facilitate a discussion based on Key Understandings and Guiding Questions:
   - Technological advances can change the goods and services available and their related jobs and markets over time.
   - How has technology changed the ways families live?
   - How has technology changed communication, transportation, and recreation?
   - How has technology changed how people work?

2. Relate the discussion to reflect back on the Venn diagrams from the previous day.

### EVALUATE – Determine mastery

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Interview an adult about how goods, services, and technology have changed over time. Use information gained in the interview to create two illustrations, one representing a good or service from the past and the other representing the same good or service today. Describe orally or in writing how technology has changed over time.

**Standard(s):** 1.16A, 1.16B, 1.16C, 1.17A, 1.18A, 1.18B

**ELPS** ELPS.c.3H

1. Students use completed Handout: Sample Interview Questions to complete Performance Indicator.

2. Students think about the different goods, services, and jobs that have been discussed. For the Performance Indicator, they can either use those discussed or think of their own. Provide other examples.


4. On each handout, in the box on the left, draw your good and/or technology and job as it was in the past. In the box on the right, you will draw it as it is now. Then, you will write at least one sentence telling how technology has changed the way people work.

5. Circulate and ask students to describe or explain their pictures.

### Suggested Day 3 – 5 minutes

**Attachments:**
- Handout: Sample Interview Questions

**Purpose:**
- Use Key Understandings and Guiding Questions to ensure understanding.

**TEKS:** 1.16A; 1.16B; 1.16C; 1.17A; 1.18A; 1.18B

### Suggested Day 3 (continued) – 25 minutes

#### Grade 01 Social Studies Unit 10 PI 04

1. Students work with a partner to practice conducting an interview. Each partner takes a turn to ask question while the other student pretends to be a person being interviewed.

2. Students think about the different goods, services, and jobs that have been discussed. For the Performance Indicator, they can either use those discussed or think of their own. Provide other examples.


4. On each handout, in the box on the left, draw your good and/or technology and job as it was in the past. In the box on the right, you will draw it as it is now. Then, you will write at least one sentence telling how technology has changed the way people work.

5. Circulate and ask students to describe or explain their pictures.

### Suggested Day 3 (continued) – 25 minutes

**Attachments:**
- Handout: How Goods and Services Have Changed
- Handout: How Technology Has Changed
- Handout: How Jobs Have Changed

**Purpose:**
- Demonstrate mastery of economic concepts.

**TEKS:** 1.16A; 1.16B; 1.16C; 1.17A; 1.18A; 1.18B

**Instructional Notes:**
- Either give each child a set of three handouts, or have each child choose one handout to complete.
Engage Pictures

Engage Pictures

Engage Pictures

Engage Pictures

Engage Pictures

Photo credit (left to right):
Rosener, A. (Photographer). (1942). *That washing machine has to last a long time* [Print Photo]. Retrieved from http://hdl.loc.gov/loc.pnp/fsa.8e10762
Engage Pictures

Engage Pictures

Photo credit (left to right):

Engage Pictures

Photo credit (top to bottom):

Venn Diagram
Sample Interview Questions and Instructions

1. Introduce yourself and explain that you are doing a school project about how things have changed through time.

2. Show them the Information Card that explains goods and services.

3. Begin the interview by asking:

4. Where did you live when you were a child?

5. What work did your mother or father do?

6. Did either parent provide a good or service for your family or for the community? If not, did you know someone who provided a good or service for your family or the community?

7. What was the good or service?

8. How is that good or service different today?

9. Does that job still exist today? If so, how is the job the same or different today?
INFORMATION CARD FOR PERSON BEING INTERVIEWED

Helpful information for the person being interviewed:

Goods: a physical product; things people can touch and feel
Examples of Goods: food, toys, computers, clothes, vegetables, books, desks, pencils, cars, furniture, etc.

Services: nontangible things provided by people for other people
Examples of Services and/or people that provide a service: take out the trash, walk the dog, set the table, tutoring, nurses, doctors, teachers, police officers, fire department, mechanics, dentists, hair dresser/stylist/barber, farmer, etc.
How Goods and Services Have Changed

Goods or Service Then:

Describe how technology has changed this good or service:

Goods or Service Now:
How Jobs Have Changed

Jobs Then:

Describe how technology has changed jobs:

________________________________________________________________________________________

________________________________________________________________________________________

Jobs Now:

How Technology Has Changed

Technology Then:

Technology Now:

Describe how technology has changed markets: