# Something Old, Something New, Something Changed

## Grade Two

### Ohio Standards Connection:

**History**

**Benchmark C**

Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

**Indicator 6**

Identify and describe examples of how science and technology have changed the daily lives of people and compare:

a.) Forms of communication from the past and present;

b.) Forms of transportation from the past and present.

**Social Studies Skills and Methods**

**Benchmark D**

Identify a problem and work in groups to solve it.

**Indicator 6**

Use problem-solving/decisions-making skills to identify a problem and gather information while working independently and in groups.

### Lesson Summary:

This lesson asks students to be detectives, to look at the evidence from the past to discover what has changed in the present and why. Working in small groups, the students role-play and attempt to solve the mystery of how technology has changed the daily lives of people over time in the areas of communication and transportation. A mysterious invitation arrives asking students to be present at a special party. All the guests are responsible for an invention in transportation or communication. At the party, they reveal who they are and what they have contributed to make people’s lives easier, safer and different in the present than in the past.

**Estimated Duration:** Four hours

### Commentary:

Students use modern forms of transportation and communication every day, so this lesson is relevant to their day-to-day existence. The lesson should help students understand that inventors from the past created innovations that have changed through time, as different needs arose, and that these innovations are the forerunners of today’s technologies.

### Pre-Assessment:

- Provide a selection of objects or pictures that represent various forms of communication and transportation.
- Ask students to choose one. Have each student describe what he/she has and what purpose it serves.

### Scoring Guidelines:

Take notes to create anecdotal records. Use information to guide instruction.

### Post-Assessment:

- Divide students into small heterogeneous groups.
- Give each group an envelope with four pictures, a form of communication, past and present and a form of transportation, past and present.
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- Go over the *Post-Assessment, Inventions Worksheet*, Attachment A. Tell students they are to identify changes that have occurred from the past to the present. Have each group decide which pictures are from the past and which are from the present.
- Have students label each picture with the object’s name and place it on their charts under Past or Present. Ask the group to discuss the changes which have occurred between the past and the present and their effects on people’s lives. Have them complete the *Post-Assessment, Inventions Worksheet*.
- Have the groups prepare their information as oral presentations.
- Observe the groups as they are working and take notes.
- During the oral presentations, record the insights made by each group member.

**Instructional Tip:**
- Have posters with headings, *Past* and *Present*, for each group.
- Prepare envelopes with four pictures, a form of communication and a form of transportation (both past and present).
- Provide a group worksheet. See Attachment A, *Post-Assessment, Inventions Worksheet*.

**Scoring Guidelines:**
Use the following questions to make notes and observations about each group during the working session and presentation:

**Group Observation**
1. Did the group discussion remain on the subject?
2. Were all members of the group participating?
3. Did the group understand the task?
4. Was the task completed?

**Oral Presentation**
1. Was the group able to identify and describe the changes that have taken place?
2. Were all members of the group participating?
3. Was the presentation clear, organized and understood by the audience?

See Attachment A for a scoring rubric.

**Instructional Procedures:**
**Day One**
1. Before the lesson, gather artifacts, such as old telephones and pictures of transportation or communication from the past.
2. Include a short explanation (e.g., a definition from an encyclopedia about the artifact without telling what the item is).
3. Read a story to the class about an invention in communication or transportation. Tell students that many of the ways we communicate and travel today were developed in the
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past by individuals who saw the need for people to communicate and travel more efficiently over distances. They will see that today’s technology began with curious people seeing a problem and finding a way to solve it. Explain that these forms of communication and transportation have changed because individuals have found even better solutions.

4. After reading the story, have students make a list of forms of communication and transportation.

5. Post the list and continue to add to it as students gather information from biographies, references to historical events, photographs and other resources provided.

Instructional Tip:
Some additional research time may be needed if students are not familiar with many forms of communication or transportation. Provide periods of time throughout the week during which students can gather as much information as possible.

Day Two
6. Divide the students into groups of five. Have members of the group choose from an envelope cards which tell them their roles in the group. Explain the following roles:
   • Three witnesses: They know some kind of information about the mystery. They give clues to the detective.
   • One reporter: The reporter fills out the witness report and secures evidence.
   • One detective: The detective finds the information from the witnesses and presents an answer. The detective will give the answer after conferring with the other group members.

7. Display artifacts or pictures that are labeled.

8. To begin the evidence search, have one member of the group choose an artifact or picture from the display.

9. Have the group study the artifact or picture and read the label. Then, have each member search through books, pictures, old newspapers or museum collections (possibly online) for clues about how and when the invention was used.

10. Have the witnesses select the best information and give it to the reporter who must write it down on the Invention Identity Card, Attachment B. Ask students guiding questions, but do not provide answers.

11. Have the detective read the evidence and ask for suggestions about how the group thinks the invention has changed people’s lives over time. Have students place all group materials in a folder and submit the folder.

Day Three
12. Prepare invitations for each student to attend a mystery party to reveal the answers.

13. Have the students arrive at the party with their Invention Identity Card, Attachment B.

14. Make a time line that starts with the date of the earliest invention in your collection and moves forward to the present.
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15. Have each group walk to the appropriate date that matches the artifact that it studied. Have them form a time line.
16. Have each group report its findings, revealing the change in people lives made by the artifact or picture it investigated.
17. After all groups have finished, make a chart to show the events on a time line. Have students make comparisons of past and present forms of communication and transportation. Discuss the example of the telephone and cellular phone.

Day Four
18. Explain to students what they are going to do for the post-assessment. Read the Post-Assessment to them and be sure students understand the directions.

Differentiated Instructional Support:
Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s):
- Encourage adult volunteers to work with students.
- Have students listen to books on tape.
- Record research information onto tape for students.
- Use technology to present information about communication and transportation.

Extensions:
- Have students create a bulletin board with the title: *Something Old / Something New*. Ask the students to draw means of communication and transportation in the past and the present.
- Make a mobile of past and present forms of transportation and communication.
- Have students design a new form of communication or transportation for the future. Instruct the students to draw the item, label it and tell how it will help meet the needs of people in the future.

Homework Options and Home Connections:
Send a note to parents to alert families of the approaching study to give them time to search for items or information that they would like to share with the class.

Interdisciplinary Connections:
Science
- Science and Technology
  Benchmark A: Explain why people, when building or making something, need to determine what it will be made of, how it will affect other people and the environment.
  Indicator 2: Investigate why people make new products or invent new ways to meet their individual wants and needs.
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English Language Arts

- **Reading Process**
  - **Benchmark C:** Draw conclusions from information in the text.
  - **Indicator 4:** Summarize text by recalling main ideas and some supporting details.
  - **Indicator 5:** Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.

- **Writing Process**
  - **Benchmark C:** Use organizers to clarify ideas for writing assignments.
  - **Indicator 4:** Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

- **Research**
  - **Benchmark A:** Generate questions for investigation and gather information from a variety of sources.
  - **Indicator 3:** Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.
  - **Benchmark B:** Retell important details and findings.
  - **Indicator 4:** Identify important information and write brief notes about the information.

- **Communication**
  - **Benchmark B:** Deliver a variety of presentations that include relevant information and a clear sense of purpose.
  - **Indicator 9:** Deliver formal and informal descriptive presentations recalling an event or personal experience that conveys relevant information and descriptive details.

**Materials and Resources:**
The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site’s main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

*For the teacher:* Artifacts (objects or pictures), paper invitations, folders for collecting materials, large selection of books, pictures of artifacts including a wide variety of modes of transportation and communication.

*For the students:* Drawing paper, markers, colored pencils.
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**Vocabulary:**
- artifact
- history
- source
- predict
- cause
- effect
- museum
- communication
- transportation
- invention
- inventor

**Technology Connections:**
Use videos and/or computer Internet searches for information on past forms of transportation and communication.

**General Tips:**
- Contact local and state historical societies, public libraries and museums to gather background materials.
- Organize drinks and cookies for the party among the students or through parents.
- Create inventions’ list to match the artifacts chosen by the teacher. Include chariots, ox carts, carriages, sailboats, steamboats, submarines, bicycles, covered wagons, steam locomotives, electric trains, antique cars, aircraft carriers, motorcycles, trucks, airplanes, blimps, hang gliders, the space shuttle, helicopters, etc., on inventions list. Include letters, telegraphs, megaphones, walkie talkies, telephones, cell phones, phonograph records, cassette tapes, video tapes, e-mail, compact disks, television, DVDs, fax machines, ticker tape, etc., on communications list

**Attachments:**
Attachment A, *Post-Assessment, Inventions Worksheet*
Attachment B, *Invention Identity Card*
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Attachment A
Post-Assessment
Inventions Worksheet

Group Members:
__________________________  ______________________
__________________________  ______________________
__________________________  ______________________

Directions:
Prepare a presentation for the class with each member having a part that explains the following:

1. How transportation and communication have changed from the past to the present.

2. How inventions in transportation and communication have affected the lives of people.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the Effects of Technology</td>
<td>The oral presentation indicated a strong understanding of the effects of technology on transportation and communication.</td>
<td>The oral presentation indicated understanding of the effects of technology on transportation and communication.</td>
<td>The oral presentation did not demonstrate an understanding of the effects of technology on transportation and communication</td>
</tr>
<tr>
<td>Effects on Lives</td>
<td>The group gave several examples that demonstrated the effects of change on people’s lives.</td>
<td>The group gave limited examples that demonstrated the effects of change on people’s lives.</td>
<td>The group gave no examples that demonstrated the effects of change on people’s lives.</td>
</tr>
<tr>
<td>Group Work</td>
<td>The presentation was a full-group effort.</td>
<td>Most members took an active part in the presentation.</td>
<td>The students were not all participating or working together on the presentation.</td>
</tr>
</tbody>
</table>
Name of invention: ______________________________________________________________

When did people use this invention? ______________________________________________

What does it do? __________________________________________________________________

How did it change the lives of people?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________