

Lesson Plan 2-3.IC.3

BACKGROUND INFORMATION

LESSON TITLE: *Technology Then and Now*

STANDARD(S): 2-3.IC.3 Discuss and explain how computing technology can be used in society and around the world.

HOW THE LESSON FITS INTO AN INSTRUCTIONAL SEQUENCE: This is the third lesson in the Impacts of Computing Society standard for grades 2-3. In the K-1 grade band students identify what computing technologies they see in their everyday life. This standard progresses to how those computing technologies are used in society today. This lesson asks students to think about the technologies that were once used to perform certain individual tasks and how they have evolved to become multifunctional devices.

MATERIALS NEEDED: Clipart tablet, pencils, crayons, markers or colored pencils. Optional: magazines, pictures, clipart.

PRIOR PREPARATION NEEDED: Make copies of [clipart tablets](#). Optional - gather magazines, pictures, clipart ahead of time for students to select from.

SAFETY CONSIDERATIONS: If using magazines, beware of any inappropriate ads and/or photos. Students should not provide any personally identifiable information.

LESSON SUMMARY

SUMMARY OF THE LESSON: Students will learn about how computing technologies are used today by discussing how they have evolved from simple machines to multitasking devices.

OBJECTIVES:

- I can explain how computing technology is used in society and around the world.

ESSENTIAL VOCABULARY:

- Computing Technology - Any tool that uses a programmable, digital, electronic device.
- Society - A group of people who get together for a particular purpose or activity.
- Invention - A new thing that someone has made.

ACTIVATE PRIOR KNOWLEDGE

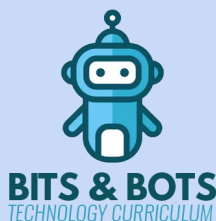
PRESENTATION OF INTERESTING PHENOMENON (IF APPLICABLE)/HAVE STUDENTS THINK AND DISCUSS PRIOR KNOWLEDGE/HAVE STUDENTS ENGAGE IN A SKILL THAT THEY HAD PREVIOUSLY LEARNED

DIALOGUE PROMPT: Cell phones are common in society today, most people own one. The purpose of a cell phone is to complete tasks.

Can you make a list of some of the tasks that a cell phone helps us to complete?

- Sample responses: take a picture, make a phone call, make a calculation, watch a video, see the temperature outside, check the time and/or date, make notes, etc.
- Have students share what they came up with.

VIDEO INSTRUCTION



APPLICATION ACTIVITY

WHAT STUDENTS WILL BE DOING TO ENACT THE INFORMATION GAINED IN THE VIDEO INTO CREATING THEIR OWN UNDERSTANDING OF THE CONCEPT/CREATING SOMETHING WITH THE KNOWLEDGE GAINED/SOLVING A PROBLEM

Prompt: Make a list of tasks that you can complete with a cell phone that used to need a separate device. For example, making a phone call. Phones used to be devices that only made phone calls.

- Sample responses:

Task	Device Used
Picture	Camera
Games	X-Box, Playstation, Wii, Nintendo Switch, etc.
Watch a video	TV
Flashlight	Handheld flashlight
Listen to the news	Radio
Check the time	Clock
Check email	Computer
Make a calculation	Calculator
Check the temperature outside	Thermometer

- Have students share what they came up with.

CLOSURE

DESCRIPTION OF CLOSURE EXERCISE: Students will reflect on the list of tasks they came up with that a cell phone can complete by drawing pictures (or using photos, if desired) of the original devices that once completed those individual tasks. [Tablet](#)

Create, Gallery Walk of Creations:

- Students will draw pictures of items that individually completed the task that a cell phone does now.
- Students will draw their pictures inside a clipart outline of a device.
- Give students time to create their tablets of devices, then display them either on their desks or around the room.
- Students take a few minutes (your discretion) to complete a gallery walk (walk around) to see everyone else's creation.

EXTENSION AND SPACED PRACTICE IDEAS

How can the teacher keep this concept recurring in their classroom to make sure that students remember and internalize the concepts presented in this progression?

Materials Needed: Chromebook or other device capable of recording video, and paper and writing utensil for brainstorming.

Sequence:

- Have students brainstorm at least 3 technologies that have affected or continue to affect their lives everyday.
- Once they have their 3 technologies, students should answer the following questions:
 - Explain how each of those technologies have or continue to affect their lives.
 - What would their life be without those technologies?
 - How might their lives be different if that technology were never created?
 - Would their lives be easier or more difficult without them?
- Using an application that you are familiar with (Seesaw, Flipgrid, Screencastify, etc) have students record their answers to these questions and submit them to the teacher.
 - Make sure students know where to go to record their videos and where the teacher would like them submitted.