

What is a Cell Phone

Course Name: 3-5 Social Studies

Time Frame: 1-2 lessons

Unit/Theme: History of Technology

Grade Level: 3-5

CONTENT AND SKILLS	
Learning Objectives:	<ul style="list-style-type: none"> Students will compare and contrast life before and after cell phones.
Essential Questions (optional):	<ul style="list-style-type: none"> How have cell phones impacted daily life?
Students I can statements . . .	<ul style="list-style-type: none"> I can brainstorm ways life would be different without cell phones. I can research tools people used before cell phones to communicate.
How will you meet the needs of SWD and ENL students? SWD: The teacher acknowledges the limited access to cell phones that some people have. Modify assignment to discuss how a parent or adult may have one. ENL: Premade statements and word bank made available to them. Specific vocabulary to this unit translated for the students and explained.	
Content Standards	
List all standards and how learners will meet the standard	
<ul style="list-style-type: none"> .4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	
NYS Computer Science and Digital Fluency Standards	
List all standards and how learners will meet the standard	
<ul style="list-style-type: none"> 4-6.IC.1 Describe computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices. 4-6.IC.3 Explain current events that involve computing technologies. 4-6.IC.5 Explain how computer systems play a role in human decision-making. 4-6.DL.6 Describe persistence of digital information and explain how actions in online spaces can have consequences. 	
CASEL COMPETENCIES and/or NYS SEL BENCHMARKS	

- Responsible decision making (Behave responsibly in personal, professional, community contexts) (Make constructive and respectful choices that consider the well being of self and others.)

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.
How will you make sure this lesson is culturally responsive?

- The teacher asks the class the following questions: Who here knows someone who has a cell phone? What do these people use these cell phones for? Have a discussion with the class.
- Next, ask the class what they think people did before cell phones were invented. • Hand students the article “Life Without Cell Phones” and have students begin researching with a partner.
- Students will then use a Venn Diagram to compare what life was like before and after the invention of cell phones.
- Extension: Students will participate in a philosophical chair to debate the pros and cons to life with cell phones. (AVID)

BACKGROUND OR PRIOR KNOWLEDGE

- What a cell phone is.

INSTRUCTIONAL TECHNOLOGY INTEGRATION

- Smartboard or Viewsonic
- iPads
- Teams

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as templates, images, videos, etc.

- Adapted article “Life Before Cell Phones” [Life before Cell Phones.pdf - Google Drive](#)
- Venn Diagram [Venn Diagram.pdf - Google Drive](#)