

## **Lesson Plan Day 4**

### **Essential Question:**

How has technology changed the Family and the individual roles within it?

### **Learner Background:**

The Students will have had other lessons in Family Life, why families were formed, how families have changed over the years, differences between nuclear and extended families, and understanding of certain vocabulary.

### **Student Objectives:**

Students investigate and identify technological changes in the Family Household and discuss how life may have changed because of them.

### **Materials and Resources:**

Text book chapter 12-1

Pg 308 industrialization and the family

Cause and effect sheet

<http://adclassix.com/>

[http://www.adflip.com/ECards/card\\_setup.php?adID=11427%20class](http://www.adflip.com/ECards/card_setup.php?adID=11427%20class)

<http://www.miele.com/usa/laundry/washers/product.asp?model=387&series=95&subcat=21&cat=4>

<http://images.google.com/imgres?imgurl=http://paperboynews.com/images/3/3q3135.jpg&imgrefurl=http://paperboynews.com/inventorydetail.asp%3Fnumber%3D3q3135&h=486&w=370&sz=40&hl=en&start=1&um=1&tbnid=VxnihDSrBC2GGM:&tbnh=129&tbnw=98&prev=/images%3Fq%3Dads%2Bfor%2Bwashing%2Bmachines%26svnum%3D10%26um%3D1%26hl%3Den>

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<http://scriptorium.lib.duke.edu/ea/ephemera/A04/A0478/A0478-01-150dpi.html>

### **Initiation:**

Teacher will hold up an item, an old iron that used to be used in the early twenties. The students will be asked to journal what they think is the use of the item and how it worked. After the 3 minutes they have to write they will share with each other what they wrote. The teacher will explain what the item is and then have the students determine how it was used. They will brainstorm the pros and cons of the item and what technology has been used since then to make it easier or harder to iron clothing.

### **Learning Activities:**

Teacher will break students into 4 groups each group will get an ad from a newspaper or magazine about a new technology in washing machines. Students will look at and read the ads and come up with reasons why the new technology was a good or bad thing. Each group will report out on their ads and other groups will be told why they have come up with their conclusions.

Students will then work separately on the cause and effect sheet to determine and come up with ideas of how technological advancements effected life. Refrigerators and contraceptive devices will be used as examples.

Students will then work in small groups on a word splash on other technology advances in the family household.

In full class discussion the students will share what they have come up with and will discuss what affects the technologies have had on family households and society in the USA.

**Closure:**

Day 4 Ticket Out Give me one thing you learned about household technology and two things you must look at and evaluate when doing your research on technology in the family household.

## **Lesson Plan Day 5, 6 & 7**

### **Essential Question:**

How has technology changed the Family and the individual roles within it?

### **Learner Background:**

The Students will have brain stormed in the previous class the idea of household technology. They will have listed some technologies and discussed what their affect on the household was. They will have had homework to think about and choose a household technology to research and follow for their project.

### **Student Objectives:**

Day 5-7 Students will research the roots and evolution of a household technology and evaluate whether it has eased or increased the work load within the family.

Students will create a timeline with at least 5 stages and 5 different images of the evolution of a technology used with in a family household.

### **Materials and Resources:**

Outline of timeline project w/rubric

Text book Chapter 12

Internet sites

<http://www.pbs.org/fmc/book.htm> first measured century docs on health, living arrangements, family, work and other important sociological topics.

<http://www.pbs.org/fmc/book/5living4.htm>

<http://www.pbs.org/fmc/book/5living5.htm>

<http://www.pbs.org/fmc/book/5living1.htm> contraception technology size of households lesson 2

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Books

Never Done Susan Strasser

Art supplies

Computers

### **Learning Activities:**

Time Line Project: choose a household activity and determine the technology that affected that activity. In timeline form, show the evolution of the household activity, the invention of the new technology and explain how it affected the household activity. Determine and evaluate how it affected the family

household and whether that affect was good or bad. Students will have two days to research and put together their timelines then present them to the class in one additional day.

**Closure:**

Day 5-6 – Class discussion; what problems are you having finding information? What are some of the affects that your technology had on the family household?

Day 7 - Reminder of what is expected in the timeline and the classroom presentation

Gary DelPiano  
Sociology  
11<sup>th</sup> Grade Elective  
Topic: Technology in the Family Household  
Length of time covered: 5 periods

## **Lesson Plan Day 8**

### **Essential Question:**

How has technology changed the Family and the individual roles within it?

### **Learner Background:**

Students will have done research on a household technology, its evolution, and how it impacted the family in the United States.

### **Student Objectives:**

Students will write a final assessment on how technology has changed the family and the individual roles within it.

### **Learning Activities:**

Findings will be shared in the classroom and listed for all to see.

There will then be discussion of how some or each of these has impacted family households, for good and bad.

End of unit assessment

### **Closure:**

Final Assessment given individually - How has technology has changed the family and the individual roles within it Have these changes been positive or negative?

### **Differentiation for all lessons**

Students will be able to work in groups or individually on this project

Ads with more and less reading will be used and distributed according to IEP's

Student evaluation will be by rubric allowing students to understand what is expected

Co-operating teacher will know which students may need help with project and will be available to them

Students who complete project early will be encouraged to collaborate and guide students who may need more help developing data

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