**Course Data**

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6th Grade

Technology

50 minutes

**Standards**

GLE 0607.T/E.1 Explore how technology responds to social, political, and economic needs.

GLE 0607.T/E.3 Compare the intended benefits with the unintended consequences of a new technology.

GLE 0607.Inq.3 Synthesize information to determine cause and effect relationships between evidence and explanations.

**Objectives**

TSWBAT examine what consequence the technological invention had on the social, political, and economic needs of the world.

**Materials**

Paper

Pencil

Technology: Benefits and Consequences

Completed Inventors Challenge worksheet

**Anticipatory Set/Focus**

***ABK-*** Put a chili pepper in front of the class and ask them to think of positive things that the banana provides for people.

***IA-*** Go around the room and ask 5 students to come up and write their positives on the board (i.e. seasoning for cooking, food, pizza toppings).

***RRL-*** Can you think of anything that it provides that could be considered negative (i.e. they can cause upset stomach, can burn your stomach, cause ulcers)?

***IA-*** Have students raise their hand and write 5 on the board.

***LL-*** Today we are going to take your list of inventors and with your same partner, we are going to compare the intended benefits with the unintended consequences of technology.

**Instruction**

1. Review previously learned material. (see set/focus)
2. State objectives. (see set/focus)
3. Present new material.
4. Hand out the “Inventor’s Challenge” worksheet and split the students into their same pairs. Hand out the new worksheet, “Technology: Benefits and Consequences”, then explain that they are going to write 10 of their inventions down, write what the invention addresses, then write the benefit and unintended consequence. Explain to them that this is exactly what they did with the chili.
5. Maybe do an example with them. For example:
   * Car
   * Need being addressed: faster transportation.
   * Benefits: faster, holds more people, mail, going to family reunions, etc.
   * Unintended Consequences: pollution, costly, high gas cost, etc.
6. Explain to the students that they will have 35 minutes to complete there worksheet.
7. After the students have completed their list, verbalize learning, and then take them up for assessment.

**Closure**

Learning Verbalized.

Have students return to their desk and share some of their inventions explaining what the intention of the invention was, who/what it benefits, and any unintended consequences.

**Assessment**

Take up the worksheets.

**Accommodation**

* For ESL students: This activity covers nationality, so there are many different nationalities that will be represented by the inventors.
* For different leveled groups, accommodate as needed.
  + Level I and II (high)—have them brainstorm more consequences to inventions that we see as being extremely positive
  + Level III and IV (low)— Give ideas to the students so that they are not stuck on thinking up inventions, direct them