**Day 3**

**Inventions: 1780-1870**

**Course Data**

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September 1

6th grade

Social studies-technology

Lesson duration: 50 minutes

**Standards**

* 6.1.06 Understand the influence of science and technology on the development of culture through time.

1. Construct a time line of technological innovations and rate the importance of technological advancements.

**Objectives**

* TSWBAT categorize inventions under various headings.
* TSWBAT arrange inventions in chronological order on a timeline.
* TSWBAT rate the importance of various technological advancements.

**Materials**

* Index cards
* Clothes pins
* String
* Markers, pens
* Notebook paper
* Timeline worksheet (attached)

**Anticipatory Set/Focus**

***ABK/IA/RRL-*** I want you all to consider the inventor presentations that we had yesterday. We discussed many different inventors and inventions. I am going to go around the room and I want each of you to share something you learned yesterday.

***LL-*** Today, we are going to create a timeline of inventions throughout history.

**Instruction**

1. Classifying Inventions
   1. Write the following headings across the top of a chalkboard: Industry, Transportation, Communication, Agriculture, Home.
   2. Have your students print the headings across the top of a piece of paper. As you fill in the headings as a class, have the students fill out the chart on their own sheet of paper.
   3. As you present each invention from the list that follows, ask how it should be classified.
   4. Then, write the invention in the proper column on the board with your students following suit.
   5. When all words have been placed under headings, ask students to rate the level of importance of each invention on their sheet of paper on a scale from 1-5 (1 being unimportant and 5 being extremely important).
2. Completing a Time Line
   1. String a cord along one of the walls of the classroom.
   2. Mark off sections of ten years each, starting with 1780.
   3. Assign inventions to various students. Each invention is to be recorded on an index card, including date and a picture of the invention.
   4. Using clothes pins, hang the cards on the line at appropriate places. If two or more inventions have close dates, strings of different lengths may be hung from the horizontal cord.
   5. As each student comes up and places their invention on the timeline they need to say it out loud so that the class can hear.

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| **Inventions**  Photography (C)  Ice-Making Machine (H)  Telegraph (C)  Gasoline Engine (T)  Typewriter (C)  Bessemer Converter (steel) (1)  Steamboat (T)  Steam Locomotive (T)  Corn Picker (A)  McAdam Paving (roads) (T)  Reaper (A)  Pneumatic Tire (air-filled) (T)  Bicycle (T)  Dirigible Airship (T)  Cotton Gin (A)  Safety Match (H)  Hot-air Balloon (T)  Canning Foods (H)  Portland Cement (1)  Vulcanized Rubber (tires, rubber boots, etc.) (T)  Lathe (cutting wood, metal) (1)  Sewing Machine (H) (1)  Glider (T)  Safety Pin (H)  Lawn Mower (H)  Elevator (T) | **Date**  1822\*  1850\*  1840  1860  1867  1855  1785\*  1804  1850  1815  1834  1845  1860  1852  1793  1844  1783  1787\*  1824  1839  1800  1845  1853  1846  1831  1853 |

Note: \* after a date indicates that the device may not have been invented by one individual at a particular time; rather, the device was perfected over a period of time by several people contributing to the whole. The safety pin, for example, was invented in a matter of hours, but the steamboat was brought to practicality over a period of time by various persons making contributions. For example, many people attribute the invention of the automobile to Henry Ford because his name is so closely associated with the vehicle. In actuality, dozens of inventors contributed to the final invention. Ford had the ability to use the inventions of others along with his own so as to produce a practical automobile.

**Closure**

I am going to hand out a timeline that has room for each of the students to fill in 14 different inventions in chronological order. I want each student to choose 14 of the inventions we covered today and put them in chronological order. Also, I want each student to explain why they chose those 14 inventions on the back of the timeline worksheet.

**Assessment**

Look at the timeline and see where the students place their invention and whether or not it is in chronological order.

Also, review the index card to make sure that all requirements were completed.

Take up each student’s piece of notebook paper in which they rated the importance of each invention.

Take up the students’ timeline worksheets.