

INVENTION AND INNOVATION OF EVERYDAY THINGS

A UNIT in Two Lessons for 2nd & 3rd Grade Classes

Unit Overview:

The everyday things that we rely on in our homes were all created by someone, somewhere. Most of the items that we use to keep things clean, to communicate and to entertain ourselves today are all innovative advancements on much simpler designs and early inventions. This unit will examine those early innovations from our history.

Unit Summary:

Students will learn the historical beginnings of four everyday things. The phonograph, typewriter, washboard and rug beater lead to the I-Pod, computer, washing machine and vacuum cleaner. Understanding that the everyday items that we rely on today have their roots in historic antique machines will allow students to understand the process of innovation and give them the opportunity to consider how these and the other everyday items that they rely on may change over time.

Time Allotment:

Two lessons taught in 20 to 30 minutes

Grade Level: 2-3

Standards

History-Social Science Content Standards

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret timelines.
2. Students correctly apply terms related to time, including *past*, *present*, *future*, *decade*, *century*, and *generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Research, Evidence, and Point of View

1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
2. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

Reading: Informational Text 3rd Grade

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Writing Standards 3rd Grade

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Reading: Informational Text 3rd Grade

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing Standards 3rd^h Grade

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Learning Objectives

Students will be able to:

Define invention an innovation

Identify a phonograph, rug beater, washboard and typewriter

Connect items from the past to corresponding items in the present

Create a future invention to improve upon the present-day household items

Materials

Images:

Photos of antique tools (Rug Beater, Washboard, Typewriter, Victrola

Handout:

Past, Present & Future Worksheet

Reading:

A Brief History of Everyday Things (definitions and historic data on the four selected tools)

Introduction Activity & Learning Activity #1: Inventions of the 19th Century

Set-up: Share with the class the brief history of the four 19th Century inventions listed below. Have the students study the image and ask them to share their observations of the item with the class. Ask students to guess what the item may have been used for.

- Phonograph/Victrola
- Rug beater
- Washboard
- Typewriter

Then, ask students to think about what item they believe is being used now for the same purpose.

- I-Pod or Mp3 Player (CD Player also accepted answer)
- Vacuum Cleaner
- Washing Machine
- Computer

Learning Activity #2: Past, Present, Future

Draw-Pair-Share: Have students complete the Handout the *Past, Present, Future* (available in Materials section above). They will identify and label the item from the past, then draw and label an image of what is currently used today for the same purpose. Lastly, ask students to create a new invention that will replace the past inventions to use in the future and give it a name.

After completing their drawing, pair students with a classmate to share their artwork and observations. Ask students to share their findings with the entire class.

Assessment

Use the following questions to guide a recap discussion, as a quiz, or a guideline for a quick drawing assignment.

Learning Activity #1:

Quick write: Have the students write a short summary of their observations from the inventions of the 19th century. What are the differences between the items used in the past compared to today?

Learning Activity #2:

Recap discussion: With the class, talk about the inventions of the past and ask students to describe how the items have changed overtime. Discuss the following:

What are the major differences between the item from the past and what we use today?

What new invention would they like to see created for something we currently use on a daily basis?

Distance Learning Options

- Hold discussions via video conferencing software like Zoom or Teams
- Each group share out to class to ensure all students comprehend the content.