

Name: Kayla Warner
Due Date: April 7, 2014
Teach Date: April 16, 2014
Practicum Teacher: Brenda Thacker
Grade Level: 2
Lesson Topic: Thomas Edison
Subject: Social Studies, Language Arts
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INTASC Principle(s):

1. The professional educator understands the central concepts, tools of inquiry, and structures of discipline he or she teaches and can create a learning experience that makes these aspects of subject matter meaningful for students.

IN State Standard(s):

- Social Studies

- Standard 1 – History: Students will differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

- Language Arts

- Writing Standards – Text Types and Purposes

IN State Indicator(s):

- Social Studies

- 2.1.2 Explain changes in daily life in the community over time

- Language Arts

- 2.W.1 Write narratives in which they recount well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Lesson Objective: Students will compare and contrast life before and after the invention of Thomas Edison's light bulb by creating a news article.

Materials/Media:

- Barretta, Gene (2012). Timeless Thomas: How Thomas Edison Changed Our Lives. Henry Hold and Company: New York.
- Daily Newspaper (i.e. South Bend Tribune from April 12, 1999)
- Chart Paper
- News Article Template

Motivation:

- o Introduce the story Timeless Thomas: How Thomas Edison Changed Our Lives
- o Have students make predictions, ask questions, or make connections to information they might already know about Thomas Edison.

- o Read the first half of the story aloud

Goal for Learner: Today we are going to be learning about Thomas Edison, one of the most important inventors in American history. We are also going to be learning about his inventions and how they have changed our lives.

Procedure:

- New Information

- o Write the word innovation on the board. Explain that innovation is a new idea, new invention, or a new way of doing something.
- o Tell the students that Thomas Edison had many innovations that helped people live more easily.

- Modeling

- o Use smartphones as an example of an innovation because they changed the way people communicate and find information. Explain what telephones were like before the invention of smartphones. Bring in an old telephone and a new smart phone. Allow children to point out similarities and differences.

- Guided Practice

- o Talk about Thomas Edison's invention of the light bulb and brainstorm and write down a list of the effects of having light.
- o Brainstorm and write down as list of the effects of not having light was like, or what it would be like if we still did not have light today.
- o The list of effects will be written out in a graphic organizer.

- Check for Understanding

- o Ask students to turn and share something with a classmate that has been innovated either throughout their lifetime, from the story, or something they just know about from another source and how it made life easier for people.

- New Information

- o Students will be learning the various parts of a newspaper article or news story, including title, graphic, and written article.

- Modeling

- o The teacher will have a newspaper article that she has brought in and will share it with the class.
- o The teacher will be pointing out the different elements that the children will be including in the creation of their own news stories.

- Practice/Application

- o Students will write a news story about Thomas Edison's invention of the light bulb. They will include how life was before the light bulb and what life is going to be like now with light.

- Closure

- o Students will share their news stories to the class for the remaining time of the lesson.

Evaluation of Student Learning:

- o Students will be evaluated on their news stories. The stories should include a main idea and supporting details. Students also need to include a drawing on their story. The illustration needs to be relevant and depicts the message of past

and present.

Lesson Extension:

- Students will write in their journals about items they use everyday and what life might have been like before these items existed.

Accommodations/Modifications:

- o Students who are above level can choose something they think is going to change in the future.
- o Students who are below level can pair with another student and create the news story together.

Annotated Bibliography:

- Informational:

- o Barretta, Gene (2012). Timeless Thomas: How Thomas Edison Changed Our Lives. Henry Hold and Company: New York.

- Instructional:

- o Barretta, Gene (2012). Timeless Thomas: How Thomas Edison Changed Our Lives. Henry Hold and Company: New York.

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Learning strategies:

- Identifying Similarities/Differences
- Non-linguistic Representations (graphic organizers)