

“Inventions Change the Way We Work and Live”

Level: 2/3 Grades

Time: 1-3 class periods

Core Standards:

Grade 2: [CCSS.ELA-Literacy.RI.2.1](#), [CCSS.ELA-Literacy.RI.2.3](#), [CCSS.ELA-Literacy.RI.2.5](#), [CCSS.ELA-Literacy.W.2.2](#), [CCSS.ELA-Literacy.W.2.7](#), [CCSS.ELA-Literacy.SL.2.6](#)

Grade 3: [CCSS.ELA-Literacy.RI.3.1](#), [CCSS.ELA-Literacy.RI.3.3](#), [CCSS.ELA-Literacy.RI.3.5](#), [CCSS.ELA-Literacy.RI.3.7](#), [CCSS.ELA-Literacy.RI.3.8](#), [CCSS.ELA-Literacy.W.3.2.b](#), [CCSS.ELA-Literacy.W.3.7](#), [CCSS.ELA-Literacy.SL.3.4](#), [CCSS.ELA-Literacy.SL.3.6](#)

Overview:

This lesson teaches students about the impact of technology on agriculture and life. Through a writing/drawing activity, students will walk away with an understanding of how technology affects their own lives. This lesson incorporates non-fiction reading and writing with science/technology, social studies, and art skills.

Concept: Understanding how technology impacts the way we work and live.

Objectives:

- Students will learn how new inventions helped farmers gather crops.
- Students will understand how technology changed the farming industry.
- Students will explain how technology affects their own lives.

Materials:

- Paper (white or construction)
- Reference materials (classroom, school or home computer; classroom library and text books; magazines and books from school library; additional books or technology at community library)
- Crayons, markers and/or colored pencils
- The Casey & Friends book, *Combines**

Procedure:

Introduction: Explain to students that farmers didn't always have tractors and other farm equipment to help them produce crops. Show students the “Inventions that Changed Harvesting” timeline in *Combines*, pp. 4-5. Look at the different inventions on the timeline and explain how those inventions helped farmers. Point out to students what happened to the amount of time it took farmers to produce 100 bushels of wheat. Ask: How do you think inventions changed the way amount of food a farmer could grow? Do you think that affected how many people needed to be farmers?

Learning activity: Students will choose an invention or type of technology that they used in their lives and create a simple timeline explaining/showing how people lived before it was invented.

1. Ask students to think about all the different types of machines and technology that affect their lives everyday. (eg. washing machine, microwave, telephone, computer, car, etc.)
2. Have students choose an invention to research.
3. Using the school library, classroom books, school/home/community computers and other resources available to your classroom, have students research their chosen invention. Write questions out on the board to guide the research: When was it invented? Why was it invented? How did it change people's lives? What did people do before it was invented? Has it changed or evolved since it was first invented? If so, in what ways?
4. Have students create a simple timeline about their inventions using the research information they collected. Tell students to include pictures, dates, and a brief description why that entry is important to the timeline.
5. Have students present their timelines. You can schedule individual presentations for each student to present to the whole class or you can ask students to pair off (or form groups) and present their timelines in a less formal setting.

*If you don't have the *Combines* book, locate information about agricultural inventions throughout history to share with the class. Historylink.org is a great free resource!