Lesson Overview

Overview: This lesson plan will explore changing technologies of the 19th and 20th centuries in the context of a novel. This will work best for a novel set in the early 20th century, but could work with any novel that deals with the themes of technology and change. The novel used in this plan is *Dandelion Wine* by Ray Bradbury. Students will analyze various primary sources and communicate through various modes of writing.

Grade Range: 9-12

Objective: Students should be able to:
1. Relate the content and setting of a novel to self and world through reading and writing.
2. Analyze, compare, and contrast primary sources depicting various forms of technology from different eras.
3. Understand the development of technology throughout history and convey that understanding in writing.
4. Communicate an understanding of technology and its connection to daily life and to convey that in various forms of writing.

Time Required: Four class periods of 45 minutes.

Discipline/Subject: Language Arts

Topic/Subject: Culture, Folklife and Technology, Industry

Era: Rise of Industrial America, 1876-1900, Progressive Era to new Era, 1900-1929

Standards

Illinois Learning Standards:

Language Arts:

1 – Read with understanding and fluency.
A – Apply word analysis and vocabulary skills to comprehend selections.
C – Comprehend a broad range of reading materials.
Language Arts #2 – Read and understand literature representative of various societies, eras, and ideas.
B – Read and interpret a variety of literary works.
Language Arts #3 – Write to communicate for a variety of purposes.
A – Use correct grammar, spelling, punctuation, capitalization, and structure.
B – Compose well-organized and coherent writing for specific purposes and audiences.
C – Communicate ideas in writing to accomplish a variety of purposes.
Language Arts #4 – Listen and speak effectively in a variety of situations.
A – Listen effectively in formal and informal situations.
B – Speak effectively using language appropriate to the situation or audience.
Language Arts #5 – Use the language arts to acquire, assess, and communicate information.
A – Locate, organize and use information from various sources to answer questions, solve problems, and communicate ideas.
B – Analyze and evaluate information acquired from various sources.
C – Apply acquired information, concepts and ideas to communicate in a variety of formats.
### Materials

**Handouts:** Venn Diagram, T-Chart, Two-Column Notes, Viewing Primary Sources sheet

**Books:** *Dandelion Wine* by Ray Bradbury

**Rubric:** Telegram/Twitter rubric, Writing Rubric

### Library of Congress Items:

**Title of Source:** Chicago, Illinois. Telegraph switch board of the Pennsylvania railroad in the Pennsylvania telegraph room at the Union Station.

**URL of Source:** [http://www.loc.gov/pictures/item/owi2001017644/PP/](http://www.loc.gov/pictures/item/owi2001017644/PP/)

**Title of Source:** Telegram from Frederick W. Baldwin to Alexander Graham Bell, April 6, 1917

**URL of Source:** [http://memory.loc.gov/cgi-bin/ampage?collId=magbell&fileName=120/12000113/bellpage.db&recNum=0](http://memory.loc.gov/cgi-bin/ampage?collId=magbell&fileName=120/12000113/bellpage.db&recNum=0)

### Online Resources:

**Title:** Twitter Donates Entire Tweet Archive to Library of Congress

**URL:** [http://www.loc.gov/today/pr/2010/10-081.html](http://www.loc.gov/today/pr/2010/10-081.html)

**Description:** The article from LOC that explains the addition of the Twitter archives to the LOC’s collection.

**Title:** Barack Obama Tweets

**URL:** [http://twitter.com/barackobama/status/992176676](http://twitter.com/barackobama/status/992176676)

**Description:** Barack Obama election tweet

**Title:** Jack Dorsey Tweets

**URL:** [http://twitter.com/jack/status/20](http://twitter.com/jack/status/20)

**Description:** Twitter founder Jack Dorsey tweets

### Procedures

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<thead>
<tr>
<th>Procedure Step #</th>
<th>Resource or Material Used</th>
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<tbody>
<tr>
<td>1. Students in groups or individually, will research inventions developed in the 1800s and 1900s and present the findings informally to the class. Some to explore – refrigerator, telegraph, telephone, phonograph, trolley, washing machine, neon lighting, television, sliced bread and others. Students will keep two-column notes to organize information on each invention.</td>
<td>Handout-Two Column Note sheet</td>
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<td>2. Discuss why each of these inventions seemed special at the time, but now are considered primitive or basic. View primary source photographs to initiate discussion about how these have changed over the years, and how often we use them without considering their origins.</td>
<td>LOC Items</td>
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<tr>
<td>3. Look at the Telegraph photo last. View primary source telegrams and discuss the purpose for sending messages, problems with the technology and in communication, errors and mistakes, cost/length, how long they take to transmit etc. Save this information to make comparisons in step five.</td>
<td>LOC Item</td>
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<td>4. As a group, determine what would be an important topic to send a telegram about today? Is there a better way to convey this information today? Follow this with students writing their own telegrams taking all the details (cost, etc.) into consideration.</td>
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<td>5. Draw the connection to today’s similar media: text messages, Twitter, and Facebook. Discuss length (140 characters), purpose for writing, problems in communicating, errors and mistakes, cost, how long they take etc. Use a Venn diagram or T-chart to track the comparison between this and the telegram.</td>
<td>Handout Venn Diagram &amp; T-Chart</td>
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<td>6. View some significant twitter updates (primary sources from LOC) including Obama’s post-election tweet, first ever tweet by Twitter founder Jack Dorsey, and others that are more mundane. Discuss purpose, etc.</td>
<td>Online Resources</td>
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<td>7. Assign the reading of chapters 1-2 of <em>Dandelion Wine</em> and write the Twitter update for Doug Spaulding. As we get into sections of the book dealing with technology and change, students will</td>
<td>Book</td>
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write updates involving these and various characters. Students will post these on a bulletin board or a virtual bulletin board (Smartboard).

Evaluation

Students will write telegrams and “post” Twitter updates that will be displayed in the classroom (bulletin board/Smartboard). These will be evaluated according to connection to the character(s) from the chosen novel, number of characters of text (140 or less), and basic grammar and conventions.

| The student has | 1. included appropriate information from the reading about the character (i.e. specific events, thoughts, etc.). | 15 |
| 2. limited the writing to 140 characters of text or less. | 5 |
| 3. maintained correct spelling, grammar, punctuation, capitalization and structure or has explained the intentional errors. | 10 |

Students will write a letter to a character in the novel describing a new technology comparing it to a technology that would have been current during the novel’s setting. It will be evaluated according to a basic writing rubric.

Extension

1. Explore Twitter as a first-hand account of history like “man on the street” interviews following major events. Students could complete these types of interviews following school events or interview people who lived through significant events in history.
2. Use an online template to create a Facebook page for a literary character.
3. Analyze telegrams, tweets, etc. from the LOC for grammar and usage errors.
4. Write a formal comparison or contrast essay using two appropriate kinds of technology from different eras.

Credits

Author Credits:
K. Rice
Charleston High School
Viewing Primary Sources

Write three questions you have about this photograph.

1. _________________________________________________________________

2. _________________________________________________________________

3. _________________________________________________________________

Write three observations you have made about this photograph.

1. _________________________________________________________________

2. _________________________________________________________________

3. _________________________________________________________________
T-chart
<table>
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<th>Invention</th>
<th>Details</th>
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DR A GRAHAM BELL

1331 CONN AVE WASHINGTON, DC.

CONGRATULATIONS ON GOOD NEWS THANKS FOR WIRING ICE BAD BUT
STILL HEAVY ORANGEDALE ROUTE NOW NO LIKLIHOOD OPEN WALES SOON,
GIGS STARTED MATERIAL ALMOST UNPROCURABLE, FORWARDED COPY YOUR
CONTRACT-TELEGRAM HALIFAX, DRIFTICE WEATHER COULD I HAVE YOU TIP BY
GOING TO WASHINGTON LATER

CASEY.