

LONG AGO AND TODAY



Time: approximately 45-60 minutes (can be divided into blocks of time)

Instructional Goals:

- The student will use the PebbleGo online database to research how innovations from long ago have changed the way people live today.
- The student will take notes using graphical and textual representations of information.
- The student will be introduced to the terms timeline and innovation.
- The student will be introduced to the term bibliography and the importance of giving credit to a source during research.
- The student will navigate an online database to locate needed information.

Materials/Resources:

- PebbleGo online database
- Long Ago and Today page (copy for each student)
- Pencils

Procedures/Lesson Activities:

Focus

1. Write the word timeline for the students to see. Explain that a timeline shows when things happen in the order that they happened. Share an example timeline, such as a timeline of a typical day at school.
2. Write the word innovation for the students to see. Explain that an innovation is a new idea, new invention, or a new way to do something. As an example, smart phones are an innovation that changed the way people communicate and find information. Explain to students what telephones were like before the invention of smart phones.
3. As a class, brainstorm different types of innovations. Begin to classify them based on the following subjects: communication, transportation, games and fun, homes, schools, farming, clothing, and food.
4. Explain that the students are going to create a timeline of innovations in one of the subjects listed above.

Teach/Model

5. Walk students through the process of accessing the PebbleGo online database.
6. Show students how subject directory searching works by navigating through the subject directory pictures in PebbleGo under Long Ago and Today. Tell students they can choose the Long Ago and Today subject they wish to research for their timeline of innovations.
7. Demonstrate the read aloud function by clicking on the appropriate button and listening to the text being read aloud.
8. Show students the tabs at the top of the screen that allow them to scroll through the information.



9. Demonstrate how students can use the buttons to watch a video.
10. Show the students how they can look through the different pictures in an article. Point out any captions that go along with the pictures. Explain that they will need to use the pictures to help them with their Long Ago and Today timeline activity.

Guided Practice

11. Show students the Long Ago and Today timeline page.
12. Explain that students will research innovations in PebbleGo to complete the timeline. Show students where to write the subject they have chosen to research (communication, transportation, games and fun, homes, schools, farming, clothing, or food). Model how to find an innovation in that subject and draw/write the information on their timeline.
13. Explain to students what a bibliography is and why it is important to give credit to their research source. Tell students that the source they are using for this research is called PebbleGo. They will need to write the source title (PebbleGo) in their bibliography when they are finished with their research. (You can also show students the "Cite This Source" button for the complete bibliography citation. They can copy the complete citation on their timeline, if developmentally appropriate.)

Independent Practice

14. When a student has found a Long Ago and Today subject they would like to research in PebbleGo, they will listen to the article using the read aloud feature. They will watch the video, if one is available.
15. Students will use the information they discover to complete the Long Ago and Today timeline. They will draw three innovations and write the appropriate years on the timeline. They will also complete the bibliography.
16. Monitor student progress as they work to complete the Long Ago and Today timeline activity.

Closure

17. Bring students together as a whole group. Ask for volunteers to share with the class some of the information they learned about their innovations.
18. Students may have a class discussion about how things have changed from long ago to today. Write their ideas in a t-chart or other graphic organizer to summarize their discussion.

Extend/Enrich

- Students may create a class timeline featuring many different types of innovations.
- Students may draw or write about future innovations they predict may happen in communication, transportation, games and fun, homes, schools, farming, clothing, or food.

Name: _____



Long Ago and Today

How have things changed between long ago and today?

Draw three Long Ago and Today innovations from **PebbleGo** on your timeline.

A horizontal timeline diagram consisting of a large grey arrow pointing to the right. The arrow is divided into three equal-width sections. The leftmost section is labeled "Long Ago", the middle section is labeled "Today", and the rightmost section is labeled "Today". Below each section is a large, empty rectangular box with a black border, intended for drawing an innovation. Lines connect the top corners of these boxes to the top edge of the arrow, indicating that the boxes represent innovations occurring at those points in time.

Long Ago

Today

Today

Write the years for each innovation.

Bibliography: _____.