

ELA: Grade 5, Lesson 7, Electrifying Personalities: Alexander Graham Bell

Lesson Focus: Alexander Graham Bell’s contribution to the history of electricity; his life and inventions.

Practice Focus: Students will write plan for a presentation to demonstrate their knowledge of the history of the telephone.

Objective: Students will use *Electrifying Personalities: Alexander Graham Bell* to learn about the history of electricity with a focus on the contributions of Alexander Graham Bell, specifically, his invention of the telephone.

Academic Vocabulary:

- speech
- transmitter
- receiver
- telegraph
- telephone

TN Standards: 5.RI.KID.1 / 5.RI.CS.4 / 5.W.TTP.3

Teacher Materials:

- Grade 5, Lesson 7 Teacher Packet
- Chart paper (or regular paper) for teacher graphic organizer
- Marker or highlighter

Student Materials:

- 1 pieces of paper
- pen or pencil
- marker or highlighter (if available)

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 5th graders out there, though everyone is welcome to tune in. This lesson is the second in this series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn’t see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others.</p> <p>Today we will be learning about someone that changed the history of human communication! But before we get started, and to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• 1 piece of paper• something to write with and a flat surface to write on	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>

<ul style="list-style-type: none"> • a highlighter or marker if you have one around, if not, your pen or pencil will do just fine. <p>I'll give you a few moments to get prepared for our time together! [Slight pause].</p> <p>Ok, let's begin!</p>	
<p>Intro (6 min.)</p> <p>So, my goal in the last lesson was to make sure you didn't think electricity was boring...and, I think I <i>scored</i>! Electricity is totally cool and I can't wait to dig back in today!</p> <p>But first, did you get the job? Remember, the job you're applying for...to work for an inventor? [pause and ☺] So, how was your speech? Was it convincing? Did you get a chance to drop the names of those three famous inventors? Show off your knowledge of the electric circuit? I surely hope so! Well, as soon as you get settled into your new office, send me your address and I'll be sure to swing by and bring you a coffee!</p> <p>Speaking of coffee, we found out in the last lesson we don't think we could live without it! Electricity, I mean, not coffee! We made lists of things in our homes that use electricity, either because they are plugged into an outlet or use batteries. And yes, I shared that my life would be really difficult without my morning coffee! ☺ All of this made us think deeper about what life would've been like if we lived before electricity. Wow, to go back that far, close to 150 years ago! We know for sure people living then didn't wake up to flip on the TV while they sat and sipped their cup of hot coffee!</p> <p>But, what about that electric circuit!! How cool, right? We found out that it's not quite as simple as one might think! Strangely, we learned that we're always surrounded by electricity, although we can see it, and at this stage it's just considered a <u>form</u> of energy, just kind of hanging around as tiny particles called...what was it, come on you got this! [pause] Right! Electrons! But it wasn't until the late 1800s, remember, the time period called the Electrical Age, that scientists discovered that electricity could be used as a <u>source</u> of energy, meaning they could make it power things. Ta-da! The electric circuit!</p> <p>Can you find your fantastic little drawing of a circuit from yesterday? I'll give you a second to locate it. [Pause]. Here's</p>	<p>Students engage in recalling learning from yesterday's lesson. They also review the information from their graphic organizer to prime for today's learning.</p>

mine, and I just love it! [Show students your organizer from yesterday: focus on your drawing of a circuit]. Look, here is my closed loop, my electrons travelling along it...dot, dot, dot, and then...who remembers what we learned that *forces* electrons along the circuit? [Pause]. Right on! Good old magnetism. We drew arrows all around the loop to represent the magnetism pushing everything along. See mine, here? Pretty cool, and I know yours is cool as well!

[Continue to hold up your organizer].

Hmmm....So, now that I'm looking at my organizer from yesterday, I see that we jotted down the names of three pretty important people we learned a little bit about. I've titled it FAMOUS INVENTORS and see that each name has something written below it. Oh, I remember, this is the most famous invention for each one. I see we have A.G. Bell first, and A.G. is short for Alexander Graham, and Bell is most famous for inventing the telephone. Then we have Thomas Edison, famous for the lightbulb, and last, we have Marconi (sounds a little like macaroni) famous for the wireless transmission of sound. I notice that we added something below all of these names – we added *build upon each other's ideas*. Do you remember what we meant by that? [Small pause]. Yep, we learned that scientists and inventors used one another's ideas as starting points for *their* new ideas, rather than starting all over. It's like taking something and making it even better!

So, I'm thinking this is the absolute perfect place for us to start our lesson today! Right here, with the first inventor on our list...Mr. Alexander Graham Bell. I know that we jotted down that he's *most* famous for the invention of the telephone, but I'm thinking it wasn't like the Smart Phones we have today.

So, I'm wondering:

- What even drove Bell to want to invent something like the phone...does that idea just come out of thin air?
- How did he get from the simple electric circuit, like the one that we drew, to a telephone? That seems like a big jump?
- Were there other inventions along the way that led him to the telephone?

Wow! This has me really curious, so I think we need to head into the text to find out. I'm going to read about this famous

<p>guy, Alexander Graham Bell, to see what we can find out about him. I want you to listen closely as I read, because you might pick up on something that I might miss!</p>	
<p>Teacher Model/Read-Aloud (15 min.)</p> <p>Alexander Graham Bell 1847-1922</p> <ul style="list-style-type: none"> Let's see, that means he lived to be about 75. A long life of inventing, right? Good to know. What did we find out this time period was called? [Pause]. Yes, the Electrical Age. Here is a picture of Alexander Graham Bell as an older man. [Show image L7-A]. <p>Alexander Bell was born in Edinburgh, Scotland, on March 3, 1847. Bell's parents did not give him a middle name, so he chose "Graham." He often went by that name rather than Alexander.</p> <ul style="list-style-type: none"> Wow, to be able to give yourself a middle name! I think Alexander Graham Bell is already shaping up to be one interesting human being! <p>Bell was born into a talented family. His mother, Eliza, was a musician and painter. His father, Alexander, was a speech teacher, as was his grandfather. Bell himself was such a gifted pianist that he could easily have made a career of it. Instead, he chose to follow in his father and grandfather's footsteps becoming fascinated by the human voice and human communication.</p> <ul style="list-style-type: none"> I'd say talented! This family was amazing. Alexander's mother was a musician - she played the piano, and Bell himself was so good at it too that he could've even made a career out of it. But, it seems like the world had other plans for him, don't you think? We read that Bell's father and grandfather were both speech teachers. Hmm... that's something we need to think about a little more. What do you think a <i>speech</i> teacher is? [Pause]. Well, let's think about that word, <i>speech</i>. It's close to the word <i>speak</i>, right? <i>Speech...speak</i>. Yes. So maybe, a speech teacher is a person that teaches others how to speak. What do you think? Does that seem right to you? [Pause]. Yep, I like that definition, too. At least for right now. We might learn some more that we can add to it later. So, let's really think about this: Bell's mother was a musician, and both his father and grandfather were 	<p>Students will learn about the life and inventions of Alexander Graham Bell.</p> <p>Throughout, students will be probed to think about how his path was paved with influences and experiences that led to the invention of the telephone.</p>

speech teachers. Hmm... [Thinking pause]. I'm thinking that Alexander Graham Bell was surrounded by SOUND! His mother's music on the piano, his father and grandfather teaching others how to sound out words, it's all coming through his ears as sound! How super cool!

- Alright, we read that Bell chose to *follow in his father and grandfather's footsteps*. What do you think that means, to follow in their footsteps? [Pause]. At first, I also thought it meant that, like them, he would become a speech teacher. And maybe as we read we'll find out that he does. But, at this point in the text, it just tells us that Bell became *fascinated by the human voice and human communication*. What do you think that means, fascinated by the human voice and human communication? [Pause]. Right! The human voice and how we used it to communicate with one another was really interesting to him. But the word fascinated is stronger than interesting. It means that this was something that he couldn't get enough of! Sort of like me and chocolate! I would definitely say I'm fascinated with chocolate!
- Enough about what I like, let's read some more about Bell.

Bell was an imaginative boy. He went to school from age 10 to age 14 only. Before that, his mother educated him at home. Bell was not a very good student. He was more interested in pursuing his own interests, such as collecting birds' eggs and animal skulls.

- That's really interesting! If he only attended to school from age 10 to 14, how many years was that? [Pause]. You're right, just four! But, it looks like his mom educated him at home the rest of the time.
- Was he a good student? [Pause]. Nope! Why do you think it might've been hard for him to be *a good student*? [Pause]. Well, we don't know tons about Bell yet, but so far I see him as a kid that is full of inquisitive energy, he is always wanting to know more about the world around him, he probably asks more questions than those around him have answers for. In short, I think he was probably learning faster than most people could teach him! He wasn't satisfied to sit quietly and listen, he wanted to figure it out on his own. Maybe, this could be why he only attended school for four years? Hmm...?

<ul style="list-style-type: none"> • Okay, are you feeling it too? I'm thinking that we're learning some really cool information about Alexander Graham Bell and need a way to keep it all organized! So, grab your piece of paper, something to write with, and I'll grab mine. [Pause]. • I'm going to start by writing Alexander Graham Bell at the top of my paper. Feel free to use a marker or highlighter to make it stand out. If not, just write it in all capital letters, like this. [Model writing Alexander Graham Bell at the top of your paper]. • We've learned a lot about Bell so far, so I think we're going to have to go back just a bit to collect it. I'll lead you along. • First, we learned that Bell lived during the Electrical Age, from 1847 – 1922, which means 75 years on this earth. I'm going to write that on my organizer [Model writing on your organizer: 1847-1922 (75) Electrical Age]. • Then, we read that he came from a very talented family. Let's write that his mom played the piano and his father and grandfather were speech teachers. [Model writing on your organizer: mom=played piano, father/grandfather=speech teachers]. Let's draw a circle around the word "<i>speech</i>" and then draw an arrow below it and write the word "<i>speak</i>". [Model writing on your organizer: draw a circle around the word <i>speech</i> and then draw an arrow below it and write the word <i>speak</i>]. Remember, we said that Bell was surrounded by what? Sound! Let's add the words "<i>fascinated with sound</i>". [Model writing on your organizer: <i>fascinated with sound</i>]. But, it just wasn't any sound he was fascinated with, what was it? Right, the sound of the human voice as well as how we used it to communicate. Let's add that too, like this, right under the words <i>fascinated with sound</i>. [Model writing on your organizer: <i>human voice</i> and <i>human communication</i>]. • What was last thing we learned about Bell? [Pause]. Yes! That young Alexander Graham Bell was not a very good student and that he only school from the age of 10 to the age of 14! We learned that he was just too busy following his <i>own</i> interests to participate in school. Let's jot down this. Bell was not a good student, went from 10-14, and had his own interests. [Model writing on your organizer: <i>not a good student, went to school from 10-14, own interests</i>]. 	
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- Great! This really helps! Now let's see what we might want to add.

Bell's father had invented a written code called Visible Speech to help deaf people learn to speak.

- So, think about it. Bell's father worked with people that are deaf. Do you know what deaf means? [Pause]. Yes, it means that someone can't hear, either they were born without the ability to hear, or they lost their hearing as a result of an illness or accident.
- Maybe you know someone that is deaf and know that it can be really challenging to not be able to hear everything that's going on around you. But if you don't, just imagine how it might feel. Pretty frustrating at times. You'd have to learn how to use your other senses, like sight and smell to help you in daily life.
- So, Bell's father obviously knew that deaf people already had challenges that hearing people did not, and he thought that teaching them to speak could be a big advantage. So, this code...Visible Speech! Let's learn some more about it!

In 1862, Bell and his brothers, Edward and Melville, began helping their father demonstrate how Visible Speech worked. In 1863, Bell and his brothers built a speaking machine. Bell had begun his pursuit to invent instruments for human communication.

- Cool! A code, for deaf people to learn how to speak. Let's look at a picture of what Bell's father called Visible Speech. [Show image L7-B: Visible Speech]. And there's that word again: speech. This is really cool! Can you see how this is the side of a face, and all these images down here must represent the way sounds are formed in the mouth. Let's take a minute to think about how difficult it would be to know each little step it takes for our mouth, teeth, and tongue to make a sound. Try saying your name slowly. [Pause and say your name slowly]. Say it again and think about all the things your mouth is having to do to just make your name! [Pause and say your name slowly]. That is really interesting! Wow! I'm wondering if this is something the Bell's father used with his students. He was a *speech* teacher after all!
- I'm thinking this definitely goes on our organizer. I'm going to add "*Visible Speech*" and "*code for deaf to*

learn speech sounds". You add it too. [Model writing on your organizer: *Visible Speech* and *code for deaf to learn speech sounds*].

- I think it was cool that Bell and his brothers helped their dad show people how Visible Speech worked, but even cooler that he and his brothers built, what? [Pause]. I know! A speech machine! What in the world is a speech machine? I think we're going to have to read on to find out. But first, let's add this to our organizer. I'm going to add a sub-heading called **INVENTIONS**. Like this. Then I'm going to write *speech machine (with brothers)* underneath. [Model writing on your organizer: *INVENTIONS* and *speech machine (with brothers)*].
- Isn't that cool to invent stuff with your siblings? The other thing my sister and I ever invented together was a mud pie! Let's keep reading

Determined to Succeed

By 1870, Alexander's two brothers had died from a lung disease called tuberculosis. He, too, was sick with the disease.

- Oh, no! That's awful!

His family moved to Canada, where they believed the young man would have a better chance for survival.

Having become a teacher of the deaf in London, young Bell did not want to move. But in 1870, Bell and his parents set sail for Canada.

- Well, that's really sad, and I'm sure losing his brothers really changed his life! And, I can see how it would be hard to move, but if it meant surviving the same disease that killed his brothers!
- We also see that, in fact, Bell *did* become a teacher, and he taught deaf students. I'm guessing the knowledge he gained from his father and grandfather was really beneficial. Not to mention, that he and his brothers had been very involved in their own way: showing people how the Visible Speech code system worked and inventing their own speech machine!
- Grab your pen or pencil! Let's add to our organizer: **Teacher of the deaf**. [Model writing on your organizer: *Teacher of the deaf*].

Bell did not stay in Canada long. In 1871, he moved to Boston, Massachusetts, where he began teaching at Sarah Fuller's Boston School for Deaf Mutes. He was a gifted

instructor. He explained to his students that sound is actually vibrations in the form of waves. The sound waves enter a person's ear, where they cause parts of the ear to vibrate. These vibrations are changed into electrical signals that are sent to the brain. In 1873, Bell became a professor at Boston University.

- That's really interesting! Did you know that's what happened when you hear a sound? It *sounds* 😊 pretty complicated, but I think it's neat to know that by then, the late 1800s, scientists understood the science behind how we hear!

Bell continued to work on several inventions while living in Boston. His fascination with speech had been accompanied by a study of electricity. Years before, he and his brother had tried to transmit the sound of a human voice over a wire. One of the inventions Bell worked on was a new telegraph machine. The telegraph was the first machine that allowed people to send messages electrically over wires.

- Okay, so let me reread this: His fascination with speech had been accompanied by a study of electricity. Tell me what you think that means [Pause]. Good job! I'm thinking the word accompanied means together, so it sounds like Bell was starting to think about speech and electricity together! I want to add that to our organizer! I'm writing *speech AND electricity*, like this. [Model writing on your organizer: *speech AND electricity*].
- It looks like we might have the first inklings of his famous invention! What was it? [Pause]. Yep, the telephone. We learned that he and his brother had tried to send the sound of a human voice over a wire, but failed. Don't Give up Alexander Graham Bell...You'll Make It!
- But you can't hold the good guys back for long, and Bell kept inventing. What did we learn he invented? What was it called? [Pause]. Right on! A telegraph. And what did it do? [Pause]. Yes, it was the very first machine that people could use to send messages electrically over wires! Woah!! So...Bell is getting closer to his dream formula: *speech = electricity*. Here is a picture of one of his first telegraphs. [Show image: L7-C]. Isn't this cool?! I'd love to see how one works. That might be something I could research after today's lesson. You should too!
- I'm thinking we have some new information to add to our organizer. Where do you think we need to add

the word *telegraph*? [Pause]. Right, let's add it under our sub-heading **INVENTIONS**. [Model writing on your organizer: *telegraph*].

- Alright, back in the text for more!

Bell hired a young man named Thomas A. Watson as his assistant. One day in 1875, a remarkable thing happened. Bell and Watson had run into a problem.

- A problem? That doesn't sound good! Hmmm...

A transmitter and a receiver on a telegraph they were working with had failed.

- Okay, these are two words that seem pretty important to electricity: *transmitter* and *receiver*. Let's write them down on our organizer. [Model writing on your organizer: transmitter and receiver].
- Let's start with *transmitter*. Well, transmit means to move, or to send, so this is obviously something that sends a signal. We also know that we're talking about electricity. So, I think we're safe to say that a *transmitter* is an electronic device that sends a signal. Let's add that definition next to the word transmitter on our organizer. [Model writing on your organizer next to the word transmitter: *an electronic device that sends a signal*].
- Alright, let's move on to receiver. This one should be easier since the root word is something I'm sure you've heard, and said, many times before. What is it? [Pause]. Yep, receive. And what does it mean to receive something? [Pause]. You're right, to get something. So, let's think about this, if a transmitter is an electronic device that sends a signal, what could a receiver be? [Pause]. Bingo! A receiver is an electronic device that receives, or detects, a signal. Good job, now let's add it to our organizer. [Model writing on your organizer next to the word receiver: *an electronic device that receives/detects a signal*].

While Bell was fixing the transmitter (the one that sends the signal) one of its parts vibrated and sent a sound to Watson at the receiver (the one that detects the signal). They realized that they had the beginnings of a "speaking telegraph," or telephone!

- Woah - I can only imagine how surprised these two were! How amazing. They didn't even expect it to happen. Let's look at a picture of Bell and his telephone. [Show image: L7-D].

- Maybe, closer to his dream formula? Yes, I think so too. This problem wasn't so bad after all. Notice what they called it. Do you remember? [Pause]. Yes, the speaking telegraph. I challenge you to call someone's phone a *speaking telegraph* sometime today. Of course, you're going to be asked to explain it. You can do it!
- Finally, we get to add the telephone to our organizer! Let's write it under INVENTIONS right now! [Model writing on your organizer: *telephone (speaking telegraph)*].
- Okay, let's get back to reading.

An Incredible Invention

Bell and Watson continued to work on their new device. Soon, Bell discovered a way to transmit an actual human voice. It was an exciting time as the two inventors continued to improve the design of their telephone.

- Of course, we knew he'd keep going!
- Notice, it says that Bell and his assistant, Watson, continued to do what? [Pause]. Yes! Improve upon their designs to make them better. We've been talking about this concept a lot and it seems like that's something important for us to focus on as we learn about other inventors.

Bell had to tell people about the telephone and convince them that it worked. He was a good speaker, so this was not a difficult thing to do. The telephone was both fascinating and practical. Although some people doubted that it would ever replace the telegraph, in time it did. Bell's original telephone became the standard form of communicating over distances.

- Okay, so the text says that eventually, the telephone replaced the telegraph, even though people doubted that it would. Why do you think people living then didn't think the telephone would be more successful than the telegraph? [Pause]. Well, I'm thinking they were used to the telegraph working just fine. They didn't think they needed anything better to replace it. I wonder what those people thought once the telephone was the biggest hit ever.

Bell did not stop working after the success of his telephone.

- Of course, not! Not Bell!

<p>He continued his work with deaf students. In 1890, he founded the American Association to Promote the Teaching of Speech to the Deaf. He also made improvement to the phonograph, one of Thomas Edison's inventions. Bell called his machine a graphophone. Fascinated by flying, Bell also worked on a flying machine. However, Orville and Wilbur Wright succeeded before he did.</p> <ul style="list-style-type: none"> • Okay, so we just heard another name on our list, what was it? [Pause]. Yep, Thomas Edison. I think it's important for us to remember that he is living at the same time as Alexander Graham Bell and inventing things out in the world too. We see that Bell had even decided to see if he can "build upon" Edison's invention: the phonograph. Of course, he couldn't call it a phonograph, but, it's pretty close. Do you remember? [Pause]. He called it a graphophone. • Let's write graphophone under INVENTIONS. [Model writing on your organizer: <i>graphophone</i>]. But, I don't think we can leave off that the graphophone was an improvement of Edison's phonograph. Let's add <i>improvement on Edison's phonograph</i> next to it, like this. [Model writing on your organizer: <i>improvement on Edison's phonograph</i>]. <p>Bell's greatest invention, the telephone, would in time connect the entire world.</p> <ul style="list-style-type: none"> • Speaking of connecting people across the world, let's look at a picture of Alexander Graham Bell when made the first telephone call from New York to Chicago 16 years after he invented the telephone. [Show image: L7-E]. <p>Bell died on August 2, 1922. Telephone service in Canada and the United States was stopped for one minute as a tribute to the man who had made it all possible.</p> <ul style="list-style-type: none"> • What a great way to honor Alexander Graham Bell! • I don't know about you, but I won't ever think of my phone the same again! 	
<p>Guided Practice (5 min.)</p> <p>Now, let's put our brains together and get you ready for your independent practice.</p> <p>Look over all of your notes on your organizer. [Pause and begin looking over your organizer, then read the following script as you orally review your notes]</p>	<p>Students will follow along as the teacher leads them through a review of their notes/organizer on Thomas Edison.</p>

- Yes, Alexander Graham Bell lived during the Electrical Age, from 1847 to 1922. He was a smart cookie but didn't like school very much and didn't formally attended school except between the ages 10 and 14.
- He had a very talented family that surrounded him with...yes, SOUND! His mother played the piano and his father and grandfather were speech teachers. He was fascinated with the human voice and human communication. We know that this influenced his life and shape the things he would invent later on.
- We see that, like his father and grandfather before him, he taught people that were deaf and likewise, knew a lot about how sound worked, including his father's invention of a code to help deaf people learn how to speak. It was called Visible Speech.
- Bell was a real go-getter, wasn't he?! He began inventing early in life and made some pretty neat things before he invented the telephone, like the speech machine and the telegraph. Remember, the telegraph was very important to the lives of people everywhere during this time period - it was the quickest way people could send messages...over wires!
- I also notice that, like other inventors, Bell worked to improve upon the invention of his colleague Edison! He tried to make Edison's phonograph better and even renamed it: the graphophone.
- More than anything, I remember that Bell wanted to connect his love and fascination of *speech and electricity*. And eventually he did. Hence, his most famous invention: the telephone.

I think it is safe to say that Alexander Graham Bell had an interesting life, full of hard work and great accomplishments. He lived during a time that encouraged this type of thinking and inventions were popping up everywhere! Let's take some time to think about the path that led Bell to his famous invention: the telephone.

Grab a piece of paper and jot down your thoughts as I ask you a few guiding questions.

- What do you think were Bell's earliest influences? In other words, what were the things in his life as a young boy that may have pushed him in the direction to invent? [Pause].
- What were some of the experiences he had along the way that kept him craving more? [Pause].

Students will write short responses to the guiding questions.

<ul style="list-style-type: none"> • What evidence did we collect that proves Bell was always striving to connect <i>speech AND electricity</i>? [Pause]. • How does each of his inventions prove that he was on a mission to fulfill his dream of connecting speech and electricity? [Pause]. <p>I'll give you a few moments to look over your answers before moving on. [Pause].</p>	
<p><u>Independent Work</u> (5 min.)</p> <p>Now, I'd like for us to make sure that we have everything we need to do our independent practice. [Pause and begin looking over your organizer and pointing to what you see].</p> <ul style="list-style-type: none"> • We just completed a solid review of our organizer notes. Great job capturing so much information! • We also just took some time to think deeper about Bell's influences and experiences that led to his eventual discovery, that <i>speech and electricity</i> could really be combined. His invention of the telephone was one of the greatest inventions of all time. <p>I think you're ready!</p> <p>After our lesson is over for today, I want you to take some time to complete another cool activity:</p> <ul style="list-style-type: none"> • I want you to imagine that you are an inventor, just like Alexander Graham Bell, BUT, you are living 50 years in the future. • You've been asked to develop the next generation of the telephone, way beyond the phones we have today. • Your boss has asked for you to give a presentation to her product development team that includes: <ul style="list-style-type: none"> ○ The history of the telephone since its invention by Alexander Graham Bell. This means you will need to interview others in your home that are older and may remember phones from years ago. There have been many versions along the way! ○ Your improvements: proof that you are building upon the ideas of others. ○ Your own additions! What makes your phone different than anything anyone has ever seen before? 	<p>Students will prep for their independent practice.</p> <p>Students will draft notes for a presentation about the history of the telephone and the idea for a new one.</p> <p>Students will interview people in their homes about the versions of the telephone that they remember.</p>

<ul style="list-style-type: none">• Use a clean piece of paper to make notes for your presentation, then be sure to summarize in a few short paragraphs at the bottom. Top it off with a prototype drawing of your new phone! Be sure to reference your graphic organizer for facts and details to support your writing. <p>So again... [Repeat directions another time]. I know you're going to do a fantastic job. Who knows, maybe your new phone will be the next big invention!</p>	
<p>Closing (1 min)</p> <p>I enjoyed learning with you today and am glad we know more about Alexander Graham Bell and how important he was to the history of electricity! Who knew all of the history behind the invention of the telephone! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	



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