

Would You Survive with No Technology?

Application Question: Could you survive without technology?

So What? From this lesson students will be made aware of their reliance upon technology. This lesson will illuminate how much humans use technology during their daily lives. While technology is needed for some aspects of daily life there are many ways it dictates the human life. Through this lesson students will come to understand what they need technology for and what they rely on it too much for.

NCSS Thematic Strand: Science, Technology, and Society (NCSS, 2010, p.114).

Ohio Academic Content Standard: Falls within Global Connections and how media/technology plays a role within it (2018, p.43).

Grade Level: 9th grade World History

Class Periods Required: 1 50-minute class period

Purpose, Background, and Context:

The purpose of this lesson is to highlight students' dependability upon technology by presenting them with a series of challenges one would often turn to technology to solve. If students can understand how dependent they have become on technology, then they will learn the ways it impacts their daily lives. This lesson will help students understand what parts of their lives are dependent upon technology and how they may be able to cut back on their technology usage. During the lesson students will also be able to understand all the different types of technology they use throughout their days to comprehend how prevalent it is.

Part of the background for this lesson comes from taking a step out of everyday classroom and life activities to see how technology functions within it. This lesson will center itself in giving students the opportunity to evaluate parts of their daily lives they may not need technology for, and when it is needed. There is not necessarily a plethora of content available within the lesson template, though it can be included within the class discussion or trivia, because students should reflect on technology in their own lives. Since the usage of technology could vary from student to student, the teacher should create a safe space for discussion about which technology is necessary and which is not.

The lesson does not fit within a greater unit but is instead a stand-alone day for reflective inquiry regarding technology place within society. The trivia questions can be changed to fit within any lesson, or the questions could be changed to all technology related. The context of this lesson fits within a larger dissemination of information through technology and how it impacts people's lives.

Goals/Objectives/Student Outcomes/Performance Expectations:

- "Learners will understand how our lives today are media and technology dependent" (NCSS, 2010, p.115).

- “Learners will understand how society often turns to science and technology to solve problems” (NCSS, 2010, p.115).

Within this lesson students will engage in reflective activities to spark critical thinking surrounding the use of technology within society and their own lives. Through group and partnership work they will interrogate their own reliance’s on technology and brainstorm how this impacts their own and other people’s lives.

Materials: a bell, plain paper to pass out, writing utensils

Procedures:

Procedure 1: Hook: A technology catastrophe (5 minutes)

To start off this lesson and grab students’ attention the teacher should have her phone or some sort of alarm go off right as she’s about to teach another lesson. In a fluster they will turn off the alarm and answer the phone as if it’s a call from someone. At the end of the call they should turn off their computer and any other devices at use within the classroom telling the students “the principle just called and there has been a cyber security breach to my computer so I need to complete the remainder of this class without using any technology”. The teacher should express to the students that her whole lesson plan involved technology for the day, but it’s a good thing she has backup material to use for the day!

Procedure 2: Trivia Time! (25 minutes)¹

At this time the teacher will break students into groups of 4 to serve as their trivia teams. The teacher will explain that her backup lesson is a trivia game which will teach students about the upcoming chapter. Students will engage in 3 rounds of 5 questions each and the team with the most correct answers will win a prize picked out by the teacher. Students should be told to put away all their technology devices to make the trivia fair for everyone. See the appendix for possible trivia questions, but the questions for the first two rounds can be tailored to reflect any unit a class may be starting. The final round of questions should focus only on technology and the impacts of it on society. However, the teacher must ensure the questions asked will be almost impossible to get the answers correct.

Procedure 3: Finishing Trivia/Tallying scores (5 minutes)

If completed properly the trivia should greatly frustrate students and make them wish they knew the correct answers. At this time the teacher should tally the scores and ask students how they could have found the correct answers. The teacher should help the students come to the conclusion that the easiest way to find the answers would be to use the internet.

Procedure 4: Can you survive without technology (15 minutes)

Once students have arrived at the conclusion that using technology is the easiest way to find answers to challenging questions the teacher should pose the application question to students: can you survive without technology? Allow students a minute to think then a minute to discuss with a partner and then facilitate a discussion about technology usage in student’s daily

lives. Throughout the discussion remind students of all the different types of technology they encounter; cars, household appliances, TV, electricity, and much more. In the final moments before class ends assign students to write a page long reflection about if they could survive without technology as homework.

Assessment of Outcomes:

Through their take home reflection answering the question “Can you survive without technology” students will be able to analyze the usage of technology within their lives and evaluate what is necessary and what is not. While there is not correct answer to this question it will challenge students to think critically about the ways people rely on technology and how it impacts society.

Extensions and Adaptations: This lesson can easily be adapted to fit within different grade levels and can be completed any time a new unit may be starting. It is a stand-alone lesson, not one which fits into a greater chapter of content, but one which could help spark critical thinking if students are struggling with reflecting and analyzing. The lesson could be changed to accommodate larger or smaller class sizes by adjusting the size of the trivia teams. This lesson is not meant to span more than one class period as it relies on the teacher telling students their technology is not working for the day.

ESOL Adaptations: This lesson will include adaptations on a case-by-case basis depending upon what the student’s IEP outlines. However, possible adaption ideas could be written out directions for the trivia competition, adaptations for the homework reflection assignment, teammates for trivia based off their needed accommodations, translations, etc. This is a lesson any student should be able to participate in, regardless of ESOL or IEP accommodations.

Resources:

Balgojevic, I. “Texting Statistics”. 99 Firms. 99firms.com/blog/texting-statistics/#gref.

DataReportal. (2023). “Digital Around the World”. Kepios. datareportal.com/global-digital-overview.

Nelson, J. (2022) “90+ Ancient History Trivia Questions and Answers”. Thought Catalog. thoughtcatalog.com/january-nelson/2021/10/ancient-history-trivia/.

National Council for the Social Studies. (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Maryland: National Council for Social Studies.

Ohio Department of Education. (2018). *Ohio’s new learning standards: Social studies standards*. Retrieved from <https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Social-Studies/SS-Standards.pdf.aspx>

Appendices:

¹Possible Trivia Questions if the class was beginning a unit on ancient civilizations:

Round 1:

1. How many wonders of the Seven Wonders of the Ancient World still exist?
 - a. One
2. The Mayans were the only ancient society in the area of Latin America to accomplish which feat?
 - a. Writing
3. What was the original purpose of Stonehenge, the stone monument in England?
 - a. No one knows.
4. Which age followed the Bronze Age?
 - a. Iron age.
5. Who are the ancient people who invented the Seismograph?
 - a. The Chinese

Round 2:

1. Who is credited with making the first map of the known world?
 - a. Anaximander
2. What was one of the Inca cities which was situated at a height of nearly 3500 meters?
 - a. Machu Picchu
3. To whom is attributed the construction of the Hanging Gardens of Babylon?
 - a. Nebuchadnezzar II
4. According to Roman historians, who was the first King of Rome?
 - a. Romulus
5. What dynasty ruled China for nearly 400 years?
 - a. Han

Round 3: Technology specific questions

1. On average how many texts are sent globally each day?
 - a. Approximately 18.7 billion texts
2. How many minutes does the average smart phone user in the US spend texting each day?
 - a. Approximately 26 minutes per day
3. What percentage of internet users use social media every month?
 - a. 92%
4. Out of 10 people, how many buy something online every week?
 - a. 6 out of 10 peoples
5. The average global users spend how long on the internet each day?
 - a. 6 hours and 37 minutes