

## Overview

This lesson introduces students to Communication Technology by exploring what communication technology is, communication innovations and trends, and the purposes of communication. This lesson should take approximately 40 minutes.

This lesson addresses the following Standards for Technological Literacy:

- Standard 5, Benchmark F
- Standard 7, Benchmark D
- Standard 10, Benchmark G
- Standard 17, Benchmarks H, J, K

## Essential Questions

- What is communication technology?
- What is the difference between an innovation and a trend?
- Why do we need communication?

## Objectives

At the end of this lesson, students will be able to:

- Define “communication technology” with 100% accuracy.
- Distinguish between an innovation and a trend with 100% accuracy.
- Identify the five purposes of communication with 80% accuracy.

## Procedures

- I. What is Communication Technology?
  - A. Ask students to list what comes to mind when they think of “communication technology.” Write their responses on the board.
  - B. Have students (one at a time) read a paragraph from the section titled “What Is Communication Technology?” on page 74 out loud to the rest of the class.
  - C. Define “technology” as “the way that people use resources to meet their needs and wants.”
  - D. Define “communication” as “the process of sending and receiving messages.”
  - E. Ask students to define “communication technology” based on their responses and the given definitions of “technology” and “communication.”
  - F. Define “communication technology” as “all the ways people have developed to send and receive messages.”
- II. Why We Need Communication Technology
  - A. Have a student read the first paragraph from the section titled “Why We Need Communication Technology” on page 77 out loud to the rest of the class.
  - B. To inform
    - i. Have a student read the first bullet point (Inform) from the section titled “Why We Need Communication Technology” on page 77 out loud to the rest of the class.

1. Ask students to identify ways in which communication is used to inform.
  2. Examples
    - a. Reading the newspaper
    - b. Sales calls
    - c. Medical alert devices
- C. To educate
- i. Have a student read the second bullet point (Educate) from the section titled “Why We Need Communication Technology” on page 77 out loud to the rest of the class.
    1. Ask students to identify ways in which communication is used to educate.
    2. Examples
      - a. Textbooks
      - b. Computer applications
      - c. Seismometers
- D. To persuade
- i. Have a student read the third bullet point (Persuade) from the section titled “Why We Need Communication Technology” on page 78 out loud to the rest of the class.
    1. Ask students to identify ways in which communication is used to persuade.
    2. Examples
      - a. Advertising
      - b. Political campaigns
      - c. Radio and TV talk shows
- E. To entertain
- i. Have a student read the fourth bullet point (Entertain) from the section titled “Why We Need Communication Technology” on page 77 out loud to the rest of the class.
    1. Ask students to identify ways in which communication is used to entertain.
    2. Examples
      - a. Music on the radio
      - b. Telephone
      - c. Video games
- F. To control
- i. Have a student read the fifth bullet point (Control) from the section titled “Why We Need Communication Technology” on pages 77-78 out loud to the rest of the class.
    1. Ask students to identify ways in which communication is used to control.
    2. Examples
      - a. Traffic signals
      - b. Production line robots

### III. Parts of the Communication System

- A. Have students (one at a time) read a paragraph from the section titled “Parts of the Communication System” on pages 79-80 out loud to the rest of the class.
- B. Direct students to look at Fig. 4-8 on page 80 of their textbook. Have them follow along the path of the system as teacher defines the four parts of the system.
  - i. Inputs
    1. Define “inputs” as “the seven resources that provide support or supplies for the system.”
  - ii. Processes
    1. Define “processes” as “all the things done to or with the inputs in a communication system in order to get the desired result, or output.”
  - iii. Outputs
    1. Define “outputs” as “the received message.”
  - iv. Feedback
    1. Define “feedback” as “the part of the system that checks the output.”

### **Resources/Materials**

- *Technology Today and Tomorrow* (Fifth Edition) by Brusica, Fales, and Kuetemeyer
- Chapter 4 Outline (student handout)

### **Evaluation/Assessment**

- Check for understanding throughout the lesson when asking students to identify and describe examples of content being covered

### **Reflection**

As best as I tried to involve students and ask for their input they were unresponsive. I ended up lecturing the whole period with a few questions here and there. Having the students read the chapter out loud seemed to work out okay. I would have much rather have preferred to engage them in a more interactive learning process. However, some students' IEPs require that they hear the text of the chapter, which prevented me from doing something else.

After today's lesson it has become apparent to me that I need to rethink the next session's lesson. I had planned on using essentially the same strategy again but it didn't work out as well as I had thought. I failed to remember that just because I find this content interesting and want to learn more about it out of curiosity does not mean that students feel the same way.