

## Overview

This lesson introduces the Communication System and takes an in depth look at the Inputs of the Communication System. This lesson should take approximately 40 minutes.

This lesson addresses the following Standards for Technological Literacy:

- Standard 2, Benchmark M
- Standard 12, Benchmarks I, K
- Standard 17, Benchmarks I, J

## Essential Questions

- What are the four parts of the Communication System?
- What are the seven resources in the Communication Systems?

## Objectives

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

- Identify the four parts of the Communication System.
- Identify and describe the seven resources of the Communication System.

## Procedures

- I. Cooperative grouping activity
  - A. Divide class into five equal sized groups
  - B. Instruct students in each group to read an assigned section (see assignments below) and be prepared to teach their peers about the content they have just read about.
  - C. Assign each group one of the following sections
    - i. People (p. 81-82)
    - ii. Information (p. 82-83)
    - iii. Materials (p. 84-85)
    - iv. Tools and Machines, Safety and Maintenance (p. 86-87)
    - v. Energy, Capital, and Time (p. 87-89)
  - D. After students have read their assigned sections, taken notes, and have discussed the content they have read, regroup them so that all of the sections (from point C) are represented in each group.
  - E. Instruct students to teach their group members about the content they learned from their first grouping. They should also take notes on the content they are being taught by other group members.
- II. Summary and Reinforcement
  - A. Bring students together as one class and summarize the seven inputs of the Communication System.
    - i. People – create the message(s) and operate the system
    - ii. Information – knowing the best way to send a message and about the audience
    - iii. Materials – essential for fabricating the technology
    - iv. Tools and machines – devices that aid in communication of messages

- v. Energy – provides physical power as well as human physical and mental power
- vi. Capital (Finances) – allow for construction of buildings and manufacture of equipment
- vii. Time – necessary to design and develop new communication technologies

B. Allow students to ask any final questions they may have.

### **Resources/Materials**

- *Technology Today and Tomorrow* (Fifth Edition) by Brusick, 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**

The strategy of cooperative grouping seemed to work a little bit better than yesterday's strategy. Students were more actively involved in the content since they weren't listening to someone else read the book to them. I had some trouble keeping some of the students on task. There was also some confusion among the students about the purpose the assignment and what they needed to do. This is most likely due to a lack of thorough explanation on my part. However, once students were regrouped they seemed to better understand the nature of the assignment.

This lesson gave me an opportunity to see first-hand how individual students worked. Some of them worked very diligently while others wanted to do anything but the assignment. There was one instance of a group member not sharing her notes with other group members because she believed they were taking advantage of her hard work. I also saw one group simply passing around their notes for other members to copy. This defeated the whole purpose of the activity. My goal was that they would talk about what they learned and that would spur a discussion, which would get them to think about the content in different ways. Perhaps a different strategy would have worked better to meet this goal.