PART I – PRIMARY SOURCE SET – enter the components of your topic-specific primary source set here.

1. **Title** – (Match the title of your primary source set to a teacher’s lesson title or subject area)

   Investigating technology, media and culture 1890-1970 / relating it to today: the telephone

2. **Historical Background** (brief background information about the topic of your primary source set)

   The lesson plans for this source set will focus on how advertising and media discussions about the newly invented telephone encouraged its use and subsequently influenced its infusion into daily life. This set uses the development and use of the telephone as the example of how to create lessons that can help students compare the technology students use today and change of that technology through time.

3. **Primary Sources** (complete the bibliographic organizer)

<table>
<thead>
<tr>
<th>Thumbnail Image of Primary Source</th>
<th>Title of Primary Source – Use MLA citation style and record the Digital ID/Permanent URL for bookmarking and retrieval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>According to Joan Brodsky Schur, a teacher at Village Community School, in New York, NY., this autobiography has a hilarious account of Twain's attempt to be an investor in new inventions, including the telephone.</td>
</tr>
<tr>
<td></td>
<td>Investigating patents is one way to develop ideas on why/how/inventions were created and how the development of time-saving and communication devices changed the lives of everyone.</td>
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<td><a href="http://hdl.loc.gov/loc.ndlpcoop/ichicdn.n064679">http://hdl.loc.gov/loc.ndlpcoop/ichicdn.n064679</a></td>
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<td>No image available off line</td>
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<tr>
<td>From LOC notes: “Possibly symbolizes the March 19, 1888 decision of the United States Supreme Court in Dolbear v. American Bell Tel. Co., 126 U.S. 1 (opinion by Mr. Chief Justice Waite) upholding the Bell telephone patents” on caption card.”</td>
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</tr>
</tbody>
</table>
- History of AT&T  
- A Brief History  
- Milestones in AT&T History  
- Inventing the Telephone  
- History of the AT&T Network  
- History of AT&T and Television  
- AT&T History Links  
Use the technology timeline to view documents for the telephone through time. |

http://library.duke.edu/digitalcollections/?keyword=telephone

Over 109 advertisement images for telephones from 1890’s – 1950’s. Excellent resources for lessons on media literacy, culture change and/or technology.

PART II – OTHER TOPIC-SPECIFIC RESOURCES

**Secondary Sources** – (List all secondary sources that relate to the topic)

**Source Repositories** – (List or provide links to select repositories that can be used to research the topic)

Utilize your school’s database and other online resources. *Petaluma High School databases* that will provide primary resource material on this topic include:

1- **Encyclopedia Britannica:** by their nature, encyclopedias are usually “secondary” resources, that is, they were written after the fact of the time period discussed. But the Encyclopedia Britannica includes many primary resources within their articles.

2- **U.S. History in Context:** This database by the Gale Cengage Co. contains a wide variety of secondary resources plus most topics also have ample primary resource documents and images.

3- **Image Quest:** over 2 million images gathered from a huge compendium of resources.

4- **Science In Context:** this database provides the science info needed for background on any topic about invention and technology. There are articles on the development of the cell phone.

5- **World History in Context:** Also by Gale Cengage, this companion to U.S. History in Context contains equal variety of primary and secondary sources for you to use. The portal for the “telephone” entry has primary doc images, historical context, and contemporary articles for comparisons.
Other Materials – (List other materials such as research guides; Internet search tips sheets, etc.)

Google keyword suggestions:

• telephone history 
• Alexander Graham Bell 
• telephone history primary resources

• telephone invention primary resources 
• Dr. Martin Cooper (considered inventor of cell phone)

• coming soon: a natural history of the cell phone @ the Smithsonian:


PART III – LITERACY SKILLS DEVELOPMENT

Vocabulary (List words that relate to your topic along with resources to help students find their definitions)

technology, invention, cell phone, receiver, transformer

Writing (List resources that will help students with the writing process)

• From NARA: Teaching with Documents: adapted by SCORE (http://score.rims.k12.ca.us/activity/second_war_independence/pages/aganda.html): propaganda techniques

• There are numerous resources for teaching about propaganda, advertising and other persuasive techniques. Knowing what these are will allow students to recognize the techniques within advertisements and other media which they too can use to create their own ads. Knowing about persuasive techniques can also help them as they write their own persuasive essays in school.

• Using NoodleTools for citation and note-taking helps students learn how to effectively take notes.

• This topic lends itself perfectly to an “infographic” style of presentation. Students research their data [timeline, technology innovation, cultural shifts, etc could each be a topic] and provide an infographic that supports a thesis statement.
PART IV – ALIGNMENT - for high school [as example only]

Academic Standards (Reference Common Core Standards that relate to this topic)

ELA
1. Write arguments to support claims with clear reasons and relevant evidence.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. (this “screams” infographic)
3. Conduct short as well as more sustained research projects to answer a question, solve a problem...

Literacy for History/Social Studies, Science and Technical Subjects
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Science
1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Writing
1. Develop claims and counter claims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
2. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
3. Provide a concluding statement of section that follows from or supports the argument presented.
Other Subject-specific Academic Standards

California Model School Library Standards:

Seek, produce, and share information
a. Locate information independently to satisfy curiosity.
b. Contribute actively to the learning community and participate in groups to pursue and generate information.
c. Demonstrate and advocate legal and ethical behavior among peers, family members, and their community when using information resources and technology.
d. Use technology to communicate, share information and collaborate with others with the same interests

Use information and technology creatively to answer a question, solve a problem or enrich understanding:

a. Explain how meaning is conveyed in image and sound and recognize that many media messages are constructed to gain profit or influence viewers or do both.
b. Analyze design elements of various kinds of media productions and identify media messages that have embedded points of view.
c. Identify capabilities and limitations of tools for organizing and using information.
d. Produce media efficiently and appropriately to communicate a message to an audience.
e. Design experiments, surveys, and interviews, individually or in a group as needed, to investigate research questions.
f. Analyze and interpret results of experiments, surveys, and interviews, using quantitative and qualitative methods.
g. Aware of the impact of personal bias when interpreting information.
h. Draw clear and appropriate conclusions supported by evidence and examples.
i. Use common organizational patterns such as logic, analogy, compare and contrast, problem and solution, cause and effect to inform or persuade.