**Lesson plan 2**

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| **Lesson Title (concept)** | Societal and Technological Influences on Housing |
| **Instructor** | Elizabeth Hagan |
| **Suggested grade level/course** | High School |
| **Time suggested** | 1 45-minute day |
| **National Standards addressed:**   * State the entire objective, not just the number   **State and/or local standards addressed:**   * State the entire objective, not just the number | Standard 11.5.2  Explain societal and technological trends on periods of architecture and interior design through ages |
| **Rationale for the lesson:**   * Where does it fit into the unit plan? * Why are you choosing this activity/strategies? * How will you plan for differentiation? | * This fits into the second day of class for the unit * It helps students understand the cause and effect relationship of how society and technology influence housing trends * Cooperative learning when working in research groups * Research strategies when studying a time frame and the societal/technological trends |
| **Content objective:**   * What will students know and be able to do at the end of the lesson? * Is the information or concept new to the students? | * They will know significant societal and technological events that occurred in the 20th century. * They will also understand how society and technology influence architecture * The architecture on how it relates to society and technology information will be new, but they may have learned about the historical events in their history classes |
| **Assessment:**   * How will you know students can do the above? | * They will each being doing their own timeline; therefore, they will write all of the answers. We will also be having class discussion where I can observe their strengths and weaknesses. |
| **Procedure/activities**   * Assign each small group a different time frame to study that is listed on their timeline. * They will need to research the societal and technological significant events of that time period. On their worksheet, they will record their findings on the left-hand column. * After all groups have completed their worksheet, each group will share what societal and technological events they discovered. * On the arrows, each student will write the event separately. For example, if group A has the 1930’s, they would explain the Great Depression. They would write about “The Great Depression” and a summary of what happened on an arrow. * Each group would also have to listen to the other group’s descriptions. Therefore, group A would not only write about the Great Depression, but also fill out a separate arrow for every time period. By the end of the class, all students would have information on all of the time frames. You will need to give students multiple worksheets with the arrows on it. * Then, students would cut out the arrows. They would arrange them in chronological order on the timeline following the format demonstrated on worksheet 1 * As a class, we would discuss how each societal and technological event might have influenced the architecture. This allows students to hypothesize and discuss their thoughts. Also, the timeline and the arrows visually represent the cause and effect relationships. | |
| References and resources | History of Homes- Societal and Technological Worksheet, attached |

Include attachments of any handouts, assessments, and/or powerpoints, etc.