

The History of the Telephone

Content Standards

C3 Social Studies Framework

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D.2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.

Texas Social Studies TEKS

113.18 (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: (A) identify and describe the historical influence of individuals or groups on various contemporary societies; and (B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

Next Generation Sunshine State Standards

SS.7.CG.2.2 Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.

SS.8.CG.2.2 Compare the responsibilities of citizens at the local, state and national levels.

Common Core State Standards for Language Arts

Speaking and Listening 6.1, 7.1, 8.1 Engage effectively in collaborative conversations with diverse partners on grade level issues, building on others' ideas and expressing their own clearly.

Speaking and Listening 6.2, 7.2, 8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Writing 6.2, 7.2, 8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Florida's B.E.S.T Standards

ELA.6-8.C.4.1 Conduct research to answer a question, drawing on multiple reliable and valid sources and refocusing the inquiry when appropriate.

Social Emotional Learning Performance Descriptors

2A. Recognize the feelings and perspectives of others.

Stage E.4. Analyze the various points of view expressed on an historical, political, or social issue.

Stage F.3. Describe others' feelings in a variety of situations.

WIDA ELD Standard 5: English language learners communicate information, ideas, and concepts necessary for success in the content area of Social Studies.

Texas ELPS:

1.A Use prior knowledge and experiences to understand meanings in English

1.E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.

Appropriate for:	Student Background Knowledge:
<ul style="list-style-type: none">● Students in grades 6-8● English Language Learners	Students should have some knowledge of <ul style="list-style-type: none">● Cell phones● Communication

The History of the Telephone



<p>Essential Question: How has the invention of the telephone impacted society?</p>
<p>Learning Objectives: Students will:</p> <ul style="list-style-type: none"> • Explain how phones changed over time • Analyze how the telephone impacted American society and communication • Express their feelings about not having a cell phone or other device for communication

Video Assignment



- **Pauline Barr** shares what it was like having a telephone and sharing it with the locals.
- **Emma Jean Layl** shares what it was like having a party line being shared by multiple telephone service subscribers.

<p>Before viewing</p>	<p>Bell Ringer:</p> <ul style="list-style-type: none"> • Collect students' cell phones and explain that students will have one cell phone or landline phone to use. Give students scenarios or ask them to think of scenarios where they would need to use the phone (calling a family member, making an appointment, etc.) and ask students to wait in line to make their phone call. • Ask students to write 1-3 words to express how they felt using only one phone on a sticky note without their name on it to keep it anonymous. Ask students to place their sticky note on the board so you can read responses aloud as the teacher or they can view others' responses on their own. Guide students in thinking about what they missed and why they missed it. • Introduce the video by explaining that one telephone was shared among many neighbors when they were first invented. Pauline Barr shares her experience having a telephone for the first time and sharing it with the locals. • Differentiation considerations: Prior to viewing the video, it may be helpful to discuss the following words/phrases: <ul style="list-style-type: none"> • in the country • Communication • Invention • Landline • Party line <p>Please refer to the many different activities included in GBC Stories' Social Emotional Handbook. It may be best to select the specific soft skills and related Social Emotional learning activities from the handbook prior to teaching this lesson.</p>
<p>During Viewing</p>	<p>Students may take notes on the Video Note-taking Guide in Reusable Resources.</p>

<p style="text-align: center;">After viewing</p>	<p>Class Discussion:</p> <ul style="list-style-type: none"> ● Pauline Barr shared what it was like having her first telephone and how she shared with her family and many other locals. Her family knew that many locals did not have telephones, so they shared theirs. How did Pauline describe the telephone experience? How do you think the locals felt when they were able to use a telephone? ● Think back to what it felt like without cell phones earlier in class. How would you feel if cell phones stopped working for an entire day or week? ● How would you feel if you had only one cell phone to share with your classmates? How would you feel if you had only one cell phone to share with your family? ● What are the advantages of cell phones? What are the disadvantages? ● Based on her actions, describe Pauline Barr’s mother. Would you like Pauline Barr and her mother as your neighbors? Why or why not? Would you share your first telephone with all of your neighbors? ● Telephones were expensive when they were first invented. Pauline Barr’s neighbors were fortunate that her family was willing to share their telephone. How might the telephone and other advancements cause conflict between the rich and poor? ● In 1880, the first telephone was installed in the U.S. Capitol Building and now handles over one million calls per year. How did the invention of the telephone changed politics in the way citizens and government representatives communicate? ● Emma talked about what it was like having her first telephone and talked about how a party line worked. How did Emma describe how the party line telephone operated? Would you like to use a party line telephone? Why or why not? ● People had radios only for entertainment prior to having party lines. Listening to others’ conversations could be a form of entertainment and you would be the first to have the gossip. Would you love to snoop and listen to others’ conversations on the party line? Ask students to raise their hands to show whether or not they would listen in on the party line. Would it be wrong to listen to others’ conversations? Why or why not? ● Earlier in class, you waited in line to use the telephone. Would you wait patiently for the party line or ask the person on the phone to finish their conversation? What if it was an emergency and someone refused to get off the phone? How would you feel? What would you do? <p>Class Activity:</p> <p>Directions:</p> <ul style="list-style-type: none"> ● Guide students in creating a timeline of the history of the telephone as a class on the board. Students can use books and credible resources, such as those listed in Suggested Reading below, to research the history of the telephone. ● Differentiate: Choose resources at various reading levels to provide to learners. ● Instruct students to complete the Compare and Contrast Venn Diagram 3-Circle in Reusable Resources to compare and contrast life before the telephone, life with a landline telephone, and life with cell phones today. Project or draw a Venn Diagram for students to volunteer to write their ideas on the board. ● Differentiate: Provide students with content in each section of the Venn diagram. You may also consider providing a list of phrases that students can place in each
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	category. Advanced students should have the least amount of content or phrases provided to them.
Exit Ticket	Using the Venn diagram, summarize in 3-5 sentences life before the telephone and life after the telephone was invented.
Extension Activity	<ul style="list-style-type: none"> • Tell students we are going to pretend that all cell phones stopped working and we must create our own phones today to be able to communicate. Give students two paper cups, a string and a pencil. Include other materials if you would like. Create a STEAM challenge by asking students to brainstorm and engineer their own phones with these materials only. Give students time to create, allow students to test out their creations, and demonstrate a string cup phone for the class. Discuss that this is a simplified version to visualize the concept of the first telephone and explore how sound waves travel. • Differentiate: Provide a demonstration or visual and written instructions to guide students in creating a telephone. Students will use the pencil to create a hole in the base of each cup. Next, students will thread the string through the base of each cup and tie a knot to keep the string in place. Alternatively, students can draw their design rather than create a phone. • Students will design and draw a picture of a phone of the future. What will it look like? What capabilities will this future phone have? <p>Please refer to the many graphic organizers, rubrics, and other materials in Reusable Resources for ideas for additional Extension activities.</p>

Printable/downloadable:
<ul style="list-style-type: none"> • Compare and Contrast Venn Diagram 3-Circle in Reusable Resources • Video Note-Taking Guide in Reusable Resources • Social Emotional Handbook

Suggested Reading
<ul style="list-style-type: none"> • https://www.history.com/topics/inventions/alexander-graham-bell • https://www.telcomhistory.org/resources/telecom-history-timeline/

Teacher Notes:

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Lesson 1

Handwriting practice sheet with 11 sets of dashed lines for tracing.