

Historical Turning Point: A Time of Invention	Student Outcomes: Tell the story of Alexander Graham and his invention of the phone Use new vocabulary in context. Explain short history of major inventions of the 19th century Demonstrate the ability to read timelines. Use the passive voice referring to inventions appropriately.
Lesson Topic: Alexander Graham Bell and Some of the Greatest Inventions of the 19th Century	
NRS Level: High Intermediate ESL	
Lesson Goal: Understand the impact of the 19th century inventions on people's lives	Vocabulary Focus: invent, invention, expert, speech, deaf, experiment, boardinghouse, wire, centennial, exposition
	Time: 8 hours

Materials for Engagement :

- Post-It-Notes
- Enlarged pictures of some of the inventions (*typewriter, sewing machine, telephone, safety pins, paper clips, loud speaker, light bulb, vacuum cleaner, jeans, fountain pen, X-Ray*)
- You tube video: *A history of 19th century Inventions*
www.youtube.com/watch?v=ZqfEJbpDDSY

Outline for Engagement :

1. Post pictures of some of the 19th century inventions on the board; have the students label as many items as they can recognize
2. Teacher gives the names of the items students are unfamiliar with and she goes over the pronunciation of each word; students repeat the words
3. Students watch a short video clip about some of the greatest inventions of the 19th century; they have to decide which of these items they could not imagine life without today and why
4. Write students' answers on the board and discuss the results as a whole group
5. Brainstorm what students know about the invention of the telephone; write students' answer on the board

Materials for Presentation:

- A short story (*Alexander Graham Bell*) from *All about the USA*, by Milada Broukal and Peter Murphy
- Pictures of words from the story

Outline for Presentation:

1. Tell the students that they are going to listen to and read a story about the invention of the telephone; while they are listening/reading check if the previously written statements about the invention of the phone were correct; also have them underline the unknown words
2. Teacher reads the story, students follow it as they underline the unknown words
3. Go over the statements about the students' previous knowledge and decide which of them were correct/incorrect or which of them were not mentioned in the reading
4. Define any unfamiliar words or show pictures of the words (E.g. *deaf, wire, expert, boarding house, etc.)*

Materials for Practice:

- Vocabulary cards with new words and definitions,
- Worksheets with True/ False statement about the reading, comprehension questions, and a cloze exercise including new vocabulary
- Cut-out key words from the reading (*1847, interested in, emigrated, began experimenting, etc.)*
- A chart to complete after the reading

Outline for Practice:

1. Students practice reading the story in groups (ping-pong reading)
2. Each student works with a partner to match vocabulary cards with definitions (*deaf-people who cannot hear*)
3. Students complete the worksheets with True/False Statements, Comprehension Questions, and a Cloze Activity (individual work + peer correction)
4. Students complete a chart to summarize the major points of the reading (individual work)

Inventor's name:

Place and date of birth:

Invention:

Year of invention:

Assistant's name:

How it happened:

Major event it was introduced at:

5. Students work in groups of 5; 4 students get key words from the story, the 5th student reads the story to the rest of the group; when the other 4 students hear a word they have, they place it in the middle of the table; students can repeat this activity 2-3 more times to switch roles (see more under the “Assessment”)
6. In pairs, write a dialog between a newspaper reporter from 1867 and Alexander Graham Bell

Assessment :

1. Pair work: Students test each other on the new vocabulary; one of them reads the definitions, while their partner says the new words without any other help
2. Pair Work: Students take turns summarizing the story by using their previously created charts
3. Group Work: Students retell the story by using only the key-words from the previous activity
4. Students role-play the interview between A. G. Bell and the newspaper reporter

Materials for Application:

- Internet
- Blank charts (same as the ones students had worked with before)
- Timeline
- Grammar chart with the forms of the passive verbs

Outline for Application:

1. With a partner, students research another invention by using any online sources (*typewriter, sewing machine, safety pin, vacuum cleaner, etc.*),
2. Each pair completes a chart (similar to the one they had used before) to summarize the major points of the invention;
3. Students make a class a poster of all the inventions and present their part in front of the class
4. While some of the students are presenting, the rest of the class puts the name of the inventor, the invention, and the date on a timeline, (teacher demonstrates the first one with *A, G Bell - telephone, 1876*)
5. Once everyone has given their presentation, the teacher uses the timeline to go over some basic sentences using the passive voice (*When was the phone invented? Who was it invented by?*)
6. Students practice these forms in pairs
7. Whole class discussion on which items are the most useful and why

Extension: Homework: Chose from one of the following options:

1. Write six sentences of an invention and how it changed our lives
2. Be an inventor; you have an option to redesign 3 items: a pencil, a fork, and a soft drink can. How would you redesign the items to make them more user-friendly? Draw pictures and describe the changes