






Annotated Resource Set (ARS)

Content Theme:	Internet Age		 <p>LIBRARY OF CONGRESS TEACHING WITH PRIMARY SOURCES</p>
Developed by:	Cher McDonald		
<p>Contextual Paragraph for Resource Set: The evolution of computing has made enormous strides forward in the past fifty years. There have been major changes even during the lives of the average student. Computing has changed from an institutional resource to an indispensable tool for almost every American.</p> <p>Essential Question: How have computers become necessary to all of our lives?</p> <p>This set will meet the Utah State Core: Standard X, Objective 1, Indicator b</p> <ul style="list-style-type: none"> Trace the development of computers and the Internet and their impact on American business and globalization. 			

Resource Set Internet Age

<p>Seamen's Bank for Savings, 30 Wall St., New York City. IBM machines 1955</p>	<p>IBM announces the mid-range IBM System/38, a general purpose computer that incorporates new semiconductor technology. 1974</p>	<p>The Commodore 64 1982. This was second generation personal computing, the 64 stood for 64K processing.</p>	<p>The World Wide Web was born when Tim Berners-Lee, a researcher at CERN, the high-energy physics laboratory in Geneva, developed Hyper Text Markup Language. HTML allowed the Internet to expand into the World Wide Web.</p>
			
<p>http://memory.loc.gov/pnp/gsc/5a24000/5a24000/5a24081r.jpg</p>	<p>http://www-03.ibm.com/ibm/history/history/images/ibm_sys38.jpg</p>	<p>http://www.computerhistory.org/timeline/images/1982_commodore_64.jpg</p>	<p>http://www.computerhistory.org/timeline/images/1990_web.jpg</p>

Notes/Comments:

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
11 th	<p>US History Utah State Core: Standard X, Objective 1, Indicator b</p> <p>Reading</p> <p>Writing</p> <p>Inquiry</p>	<p>Examine the growth of computers and their impact on American business.</p> <p>Develop language through viewing media.; make inferences and draw conclusions</p> <p>Students will write informational text evaluating information and interpreting ideas.</p> <p>Use process of inquiry to deepen understanding.</p>	<p>Students will use primary sources to help them understand how computers have evolved and become essential.</p> <p>Students will identify the differences in early computers and how they are different and similar to computers today.</p>	<p>Students will be able to analyze primary sources to increase their content knowledge of early technology and America's role.</p> <p>Students will read and comprehend original documents written during the historical period.</p> <p>Students will draw conclusions from examining primary documents.</p>	<p>1. Students will use the Analysis tool: Students will use the Analysis tool for documents: http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf and for pictures: http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf</p> <p>2. Students will use documents to determine the changes in computers and their role in business.</p>	<p>Students will be asked to list what a computer should be able to do. Students will be then broken into pairs to compare their responses and to work on a picture analysis of their photograph AND of some technology they or their partner have (have them do an artifact analysis of their iPhone, etc) As a class do a comparison of computers in the different eras.</p> <p>Written response to the question: "How have computers become necessary to all of our lives? Imagine life 50 years ago, how was a teenager's life different without computers?"</p>	