

What's The Big Deal?

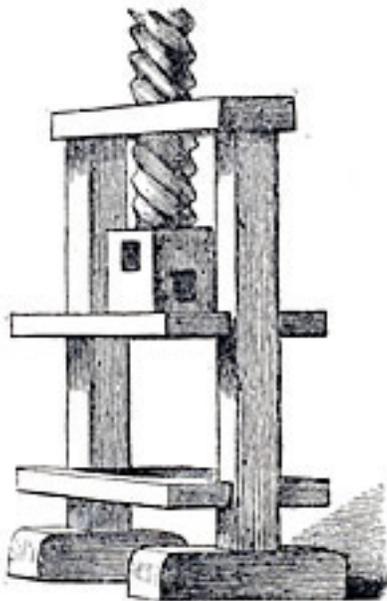


Subject: Language Arts and Social Studies

Grade level: 5th

Rationale or Purpose:

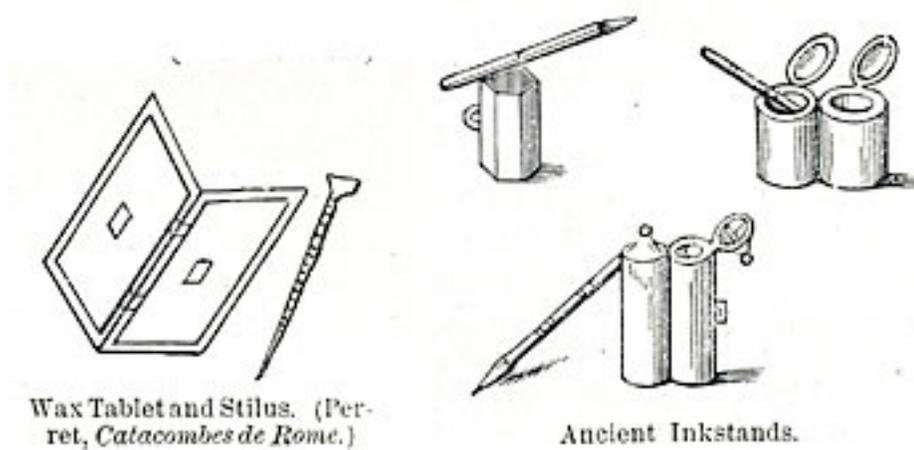
The student will understand the roll of the Gutenberg Press/ Bible and how it changed the dissemination of knowledge. Students will write a persuasive composition, discussing which form of copying is easier to mass produce.



The old type of press with
wooden screw

Materials:

- Internet access
- ink pads, one for each group
- stamps with a printed phrase, one for each group
- pens or pencils
- paper



Lesson Duration: 45 minutes to an hour for initial lesson with extra time to complete composition.

Objectives: Language Arts – 110.7

- (12E) compare communication in different forms
- (13A) form and revise questions
- (15 B) write to influence such as to persuade, argue, and request
- (15C) write to inform such as to explain, describe, report, and narrate
- (19G) refine selected pieces to publish

Objectives: Social Studies - 113.7

- (24C) Explain how scientific discoveries and technological innovations in the field of communication have benefited individuals and society in the United States.
- (24E) Predict how future scientific discoveries and technological innovation could affect life in the United States.
- (25A) Differentiate between, locate, and use primary and secondary sources.

Activity:

Step 1: Read **Gutenberg’s Legacy** with the class or in small groups.

<http://www.hrc.utexas.edu/exhibitions/education/modules/gutenberg/books/legacy>

Step 2: Divide students into groups of two to four

Step 3: Have each student group make ten hand copies and ten stamped copies of the phrase. Each copy must be as flawless as the student can produce in both written and stamped form.



Step 4: Discuss which method of copying they liked best and why. Ask students to imagine hand writing an entire page of a book compared to printing one (or stamping). Which method produced a perfect copy the fastest and how is it related to the spread of knowledge?

Step 5: Student will write a persuasive composition explaining which method of copying is easier to mass produce. He/she will give several reasons to support the opinion stated.

Modification: Student may dictate composition or shortened writing assignment.

Student Product: Composition

Closure: Ask students to consider the implications Gutenberg's invention had on the United States. How did it effect New World exploration? Discuss how it affected the colonists' fight for independence, drawing their attention particularly to Thomas Payne. How have the students been affected by Gutenberg's invention?

Assessment or evaluation: Composition

Extension: Activity may be performed again using a computer. It may take students longer to type a flawless sample, but it maybe reproduced innumerable times without retyping just as the type for a single printed page from a printing press could be inked and pressed multiple times before being reset. Pose questions about how our present technological innovations could impact the future.

Vocabulary:

- mass production
- legacy
- medieval
- vernacular
- censorship
- Reformation

Activity by:

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