

Remember When

Student Objectives

The student:

- will explain that electric energy use has increased through the years
- will explain that technology has changed our everyday lives.

Key Words: interview

Time:

Outside of class: 15 - 20 minutes per interview

Follow up: 1 class period

Materials:

- Science Journal (1 copy per interview)

Procedure

1. Explain to the students that they will choose several older people to interview on their electric energy use at present, and also as a child. (recommended 2 - 3 interviews per student). You may choose to show the class one or two of the interview videos listed below to give them ideas and get them started.
2. On the follow up day, lead a discussion encouraging students to share the information they gathered. Graphs and charts can be created using the class data.
3. Lead a discussion on how energy use has changed through the years. Points to include:
 - Many homes have multiples of an item (i.e. television, stereo) where one per house used to be the norm.
 - Our use of electric appliances is growing; many things that we used to do manually now are done with electricity.
 - Our dependancy on electric appliances and gadgets is growing. Most students can not imagine doing without many of these electric items.
4. Students may be interested in making predictions of future electrical energy use and futuristic appliances and gadgets.

Key Words & Definitions

- **interview** – a conversation, such as one conducted by a reporter, to gather information about a subject

Related Research

1. Create a skit of a person from today in the year 2050 being interviewed by a student on what it was like to live in 2020. The student should be amazed at how “primitive” the living conditions were.

2. Design your bedroom of the future. Make sure you take into account where you will be getting your energy.
3. Create a video of one or more of your interview subjects with interesting stories and perspectives and post the video on the internet.
4. Per capita energy usage in the United States has decreased from its peak in the 1970s even though we now have more gadgets and electric devices. What factors have contributed to this trend?

Internet Sites

http://www.eia.gov/kids/energy.cfm?page=tl_electricity

U.S. Energy Information Administration, Electricity Timeline for students

http://en.wikipedia.org/wiki/File:United_States_per_capita_energy_use_1650-2010.png

Graph of per capita electricity usage for the United States from 1650 - 2010

<https://www.youtube.com/watch?v=HPVvta-tHC8>

The 1940s House: The Kitchen. This video series was produced in England to show how daily life was during WWII, but includes an inside look into the kitchen and housekeeping at the time.

Student interviews:

The videos below were produced by students interviewing older relatives and friends about life before electricity.

<https://www.youtube.com/watch?v=8HbzaOv8HZ0>

<https://www.youtube.com/watch?v=D2ScaA9nFtU>

<https://www.youtube.com/watch?v=RuKTKiyY3ac>

<https://www.youtube.com/watch?v=bDB3Ur9jo50>

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Florida NGSS Standards & Related Subject Common Core

Social Studies Standards	Sixth Grade - SS.6.W.1.4 Eighth Grade - SS.8.A.1.1, SS.8.A.1.7
Language Arts Standards	Sixth Grade - LAFS.6.SL.1.2 Seventh Grade - LAFS.7.SL.1.2

Sixth Grade Benchmarks

Social Studies–World History

- SS.6.W.1.4 - Describe the methods of historical inquiry and how history relates to the other social sciences.

Language Arts–Standards for Speaking and Listening

- LAFS.6.SL.1.2 - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Seventh Grade Benchmarks

Language Arts–Standards for Speaking and Listening

- LAFS.7.SL.1.2 - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Eighth Grade Benchmarks

Social Studies–American History

- SS.8.A.1.1 - Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
- SS.8.A.1.7 - View historic events through the eyes of those who were there as shown in their art, writings, music and artifacts.

Remember When

Name of person you interviewed: _____

Your relationship to the person interviewed: _____

Interview Questions:

What is your age: (check one)

- | | |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> 20 - 29 | <input type="checkbox"/> 70 - 79 |
| <input type="checkbox"/> 30 - 39 | <input type="checkbox"/> 80 - 89 |
| <input type="checkbox"/> 40 - 49 | <input type="checkbox"/> 90 - 99 |
| <input type="checkbox"/> 50 - 59 | <input type="checkbox"/> 100+ |
| <input type="checkbox"/> 60 - 69 | |

Where did you live when you were young?

- in the country
- in the city
- in the suburbs

Where are you from? _____

Are you from another country?

- yes
- no

If yes, which country? _____

How many people lived in your house when you were a child? (including yourself)

- | | |
|----------------------------|---------------------------------------|
| <input type="checkbox"/> 2 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 6 | <input type="checkbox"/> more than 10 |

How many people live in your house now? (including yourself)

- | | |
|----------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> more than 10 |
| <input type="checkbox"/> 6 | |

For each of the items below, ask if the person you interview currently has that electrical appliance in their home. Write the number that they currently own in the first box. In the second box, write how many they had as a child. If they did not have that item, find out what they used instead, and put it in the third box.

Electrical Appliance	In your home now	In your home as a child	Used instead
Entertainment			
Television			
Radio			
Stereo			
DVD player			
Computer			
Tablet			
Video game			
Cordless phone			
Cell phone			
Home assistant (i.e. Alexia)			
Security system			
Heating and Cooling			
Central air conditioner/heater			
Window air conditioner			
Fan			
Space heater			
Hot water heater			
Electric blanket			
Cooking			
Electric oven			
Electric stove			

Electrical Appliance	In your home now	In your home as a child	Used instead
Microwave oven			
Toaster/toaster oven			
Electric can opener			
Blender			
Food processor/mixer			
Coffee maker			
Electric grill			
Refrigerator			
Freezer			
Cleaning			
Dishwasher			
Wshing machine			
Clothes dryer			
Vacuum			
Electric broom			
Clothes iron			
Steamer/carpet cleaner			
Vacuum for swimming pool			
Personal Items			
Electric clock			
Electric toothbrush			
Hairdryer			
Electric curlers/curling iron			
Electric shaver			