

**Teacher notes:** Pause the video at the timestamps to allow students to fill in the blanks. Answers provided below.

**Innovation (noun): a new idea, method, or device**

**Innovate (verb): to introduce a new process or way of doing things**

Innovation is about **CHANGE** and the **IMPACT** of that change. **[Pause 0:39]**

**How is an innovation different from an invention?**

Innovation is not simply an **INVENTION**. Innovation is a **CREATIVE** and **NEW** approach to how we **LIVE**, **WORK**, and **THINK**. **[Pause 0:52]** An invention is a **STARTING POINT**. **[Pause 0:55 - ONLY SPOKEN]** An innovation is what happens when people keep **CHANGING / IMPROVING / ADAPTING** an idea. **[Pause 1:01 - ONLY SPOKEN...ACCEPT ONE OF THE**

**THREE WORDS OR A SYNONYM FOR THE ANSWER]**

**Teacher notes:** Stop the video at **1:42** and give students the time to come up with at least one or two inventions and the innovations related to them. This is a good opportunity for a think-pair-share. Have them share their ideas with a partner or small group before sharing with the whole class. Encourage students to add to their lists. Accept all brainstorming ideas, but remind students that their innovation should be at least 20-25 years old to be considered "history." Some additional ideas are provided.

**STOP & THINK:** Name three inventions. Then, brainstorm how those inventions have been innovated. Be prepared to share your list with the class.

| Invention                  | Innovation(s)  |
|----------------------------|--|
| Drinking straw             | <ul style="list-style-type: none"> <li>Bendable drinking straw</li> </ul>  |
| Light bulb                 | <ul style="list-style-type: none"> <li>Fluorescent lights, neon signs, LED lights</li> <li>Using lights to extend the work hours in factories</li> </ul> |
| Arts and Music             | Trends and artists (Cubism & Picasso or Pop-Art & Warhol); Jazz, Motown, Rock & Roll; new instruments  |
| Gutenberg's Printing Press | Access to knowledge, literacy; Protestant Reformation; Age of Enlightenment; newspapers; propaganda  |
| Democracy                  | Voting rights expansion; natural rights; amendments to the Constitution  |
| Agriculture                | Horse-drawn and motorized plows/equipment; Green Revolution; barbed wire; the Enclosure Movement   |

**NHD 2027 Theme Teacher Brainstorm Sheet**  
*Innovation in History: Impact, Influence, Change*

Asking research questions about \_\_\_\_\_ **IMPACT** \_\_\_\_\_, \_\_\_\_\_ **INFLUENCE** \_\_\_\_\_, and \_\_\_\_\_ **CHANGE** \_\_\_\_\_ over time is an important way to identify innovation in history. **[Pause 2:34 - Audio only]**

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| <b>Key Word</b>  | <b>Impact (noun) - The strong influence of one thing on another; a significant or major effect</b>   |
| <b>Put the definition in your own words/ideas</b>                            | <b>Teacher Notes:</b> Pause the video at <b>3:02</b> to allow students to rewrite the definition in their own words. English as an Additional Language students could be encouraged to write the definition in their mother tongue. This is another good time to use think-pair-share or another active learning strategy of your choice to support students who are struggling with the task. |
| <b>Connect the keywords to the theme using topic examples from the video</b> | What <b>impact</b> did the <b>innovation</b> of the scrap drive initiatives have on World War II?<br><br><b>Teacher Notes:</b> Pause the video at <b>3:46</b> . This would be a good time for a whole-group share-out or another active learning strategy. Encourage students to add information they hear from their peers to the worksheet.  |

**Impact** helps us understand the \_\_\_\_\_ **RESULTS** \_\_\_\_\_ of an innovation. **Influence** helps explain how those ideas \_\_\_\_\_ **SPREAD** \_\_\_\_\_ and \_\_\_\_\_ **SHAPED** \_\_\_\_\_ people, societies and future development. **[PAUSE 4:29]**

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| <b>Key Word</b>  | <b>Influence (verb) - To have an effect on the condition or development of something, like people, technology, culture, government, and/or society</b>   |
| <b>Put the definition in your own words/ideas</b>                            | <b>Teacher Notes:</b> Pause the video at <b>4:36</b> to allow students to rewrite the definition in their own words. English as an Additional Language students could be encouraged to write the definition in their mother tongue. This is another good time to use think-pair-share or another active learning strategy of your choice to support students who are struggling with the task. |
| <b>Connect the keywords to the theme using topic examples from the video</b> | What lasting influence and impact did the innovation of prehistoric irrigation canals in Arizona by the Hohokam have on life in the desert?<br><br><b>Teacher Notes:</b> Pause the video at <b>5:12</b> . This would be a good time for a whole-group share-out or another active learning strategy. Encourage students to add information they hear from their peers to the worksheet.        |

|  |  |
|--|--|
| <b>Key Word</b>  | <b>Change (verb)</b> - To make different in some particular way or aspect; to give a different position, course, or direction.   |
| <b>Put the definition in your own words/ideas</b>                            | <b>Teacher Notes:</b> Pause the video at <b>5:52</b> to allow students to rewrite the definition in their own words. English as an Additional Language students could be encouraged to write the definition in their mother tongue. This is another good time to use think-pair-share or another active learning strategy of your choice to support students who are struggling with the task. |
| <b>Connect the keywords to the theme using topic examples from the video</b> | In what ways did <b>innovations</b> in the labor movement help <b>influence</b> and <b>change</b> both work and society in the United States?<br><br><b>Teacher Notes:</b> Pause the video at <b>6:23</b> . This would be a good time for a whole-group share-out or another active learning strategy. Encourage students to add information they hear from their peers to the worksheet.      |

Innovation, at its core, involves \_\_\_\_ **CHANGE** \_\_\_\_\_. The history of innovation is about \_\_\_\_ **CREATIVITY** \_\_\_\_ and \_\_\_\_ **TRANSFORMATION** \_\_\_\_\_. **[PAUSE 7:02 - Audio only]**

**Brainstorm:** What lesser-known or unexpected stories can you find that address innovation, impact, influence, or change?

**Teacher Notes:** At the end of the video, allow students time to brainstorm ideas. This could also be done for homework. Encourage them to think about local history.

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**What questions or observations do you have after watching the video?**

You may want to incorporate some inquiry-type questions, similar to those the narrator asks at the end of each section in the video.

**Examples include:** Who was there? How did their life story or identity change what they did? What really happened? What happened first, next, and last? Where did this happen? How did geography change the event? When did this happen? What was life like for most people during that time? Why did this happen? What changed because of this event?