



Your instructor will now use your steps to carry out the tasks of making a peanut butter and jelly sandwich and/or brushing your teeth. As you watch this being done, make notes below about how to improve your steps below.

Now write the steps for the other task. (For example, if you were originally assigned to write the steps for making a peanut butter and jelly sandwich, you will now write the steps for brushing your teeth). **Use what you have learned in this activity to write your new steps!** Write your new steps in the right side of the table on page 1.



Part II: The “Art” of Communication

You will be grouped with 1-2 other members of the class. Your instructor will assign each person in your group a role (or job). You will be either an “INNIE” (an INPUT) or an “OUTIE” (an OUTPUT).

Write your assigned role here: _____

Directions: Based on the role you were assigned, complete the following.

“INNIE”: MUMS THE WORD!

Ask your instructor for a drawing, and do not let the other members of your group (the “OUTIE[S]”) see the it, or clue them into any details about it. When instructed to do so, you will provide the instructions for your “OUTIE” partner(s) to draw the same drawing you have been given. **Reminder: you cannot clue them into any details about the drawing ahead of time.** For example, if you have a drawing of a child flying a kite, you cannot say “draw a person holding a kite”. You and your “OUTIE(S)” will have fifteen minutes to complete this task.



“OUTIE(S)”: LISTEN, YOUNG MINDS!



Your “INNIE” partner will be giving you the instructions to make a drawing. While you are being given these instructions, you are not allowed to ask for clarifications. (For example, you cannot ask how thick should I make that line or where should I make it?). You must remain silent the entire time. As your “OUTIE” partner provides you with your instructions, you will make your drawing on a piece of blank paper. You and your “INNIE” will have fifteen minutes to complete this task.



You will now be assigned to another partner or group, and you will have 15 minutes to repeat the task.

Write your NEWLY assigned role here: _____

“INNIES”, ask your instructor for a new diagram and follow the same instructions as before.

Take a screenshot or photo of your NEW group’s drawing and place it in the box below when the 15-minute time limit has been reached.





EXTEND YOUR THINKING: Digital Genesis Unveiled

Type the following link into an Internet browser.

<https://www.computerhope.com/history/index.htm#timeline>

This website contains a list of important dates throughout history that have contributed to the invention or improvement of computers. Follow the instructions below and use this site to answer the questions.

1. The table below contains time periods from the computer history timeline in this website, and you can click on each time period to see contributions toward the development of computers. Click on each time period link and find one event that would help in the invention of computers and/programming. (**Note:** While births and deaths are important, choose different events here).

Time Period	Event
BC - 1000 AD	
1000's - 1400's	
1500's	
1600's	
1700's	
1800's	

2. What do you notice in the years between 1900-1940? What is happening in this period?

3. In 1900, George W. Fairchild forms the International Time Recording Company. Why is time an important feature in computers?

4. In the following year, in 1901, the first radio message was sent across the Atlantic Ocean in Morse code. How did this help with the invention of the computer?



5. Click on the year 1907, and then click on "IBM". At the time, what was the name of anyone who worked for IBM?
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6. Scroll down on the IBM page, and write an event that happened in each of the years listed in the table.

Year	Event
1907	
1911	
1933	
1937	
1956	
1980	
1981	
1992	
1997	
2004	