**Day 1 and Day 2**

**Course Data**

Amanda Flynn

August 30 & 31

6th grade

Social studies-technology

Lesson duration: 2 class periods

**Standards**

* 6.1.06 Understand the influence of science and technology on the development of culture through time.

b. Show through specific examples how science and technology have changed people’s perceptions of the social and natural world.

**Objectives**

* TSWBAT explain how their inventor’s inventions affected the world.
* TSWBAT use current technology to research their inventor.
* TSWBAT give a brief presentation on their inventor, discussing how their inventor’s inventions affected the world.

**Materials**

Computer lab

Inventor Biography Worksheet

Rubric for inventor presentation

**Anticipatory Set/Focus**

***ABK/IA/RRL-*** Have any of you ever wondered where some of our everyday items came from? Who invented the items we use on a daily basis? Have you ever stopped to think about what your life would be like without certain inventions? I want everyone to think about an invention that they could not live without! I am going to go around the room and have each of you share the invention you could not live without.

***LL-*** Today we are going to research different inventors and determine how their inventions have changed the world.

**Instruction**

First, I am going to assign each of you an inventor. Then, I am going to pass out the Inventor Biography worksheets. Each of you will be responsible for filling out the worksheet. We are going to go to the computer lab and each of you will do research on your inventor. Tomorrow, each of you will give a brief presentation of your inventor and how their inventions changed the world.

Inventors

1. Alexander Graham Bell
2. The Wright brothers
3. Henry Ford
4. Thomas Edison
5. Benjamin Franklin
6. Eli Whitney
7. Robert Fulton
8. Walter Hunt
9. Thomas Davenport
10. Samuel Colt
11. Crawford Williamson
12. Samuel F. B. Morse
13. Richard M. Hoe
14. Elisha Graves Otis
15. Edwin T. Holmes
16. James Plimpton
17. Lucien B. Smith
18. Christopher Latham Sholes
19. R.G. Rhodes
20. George Eastman
21. J.P. Holland
22. King Camp Gillette
23. Willis H. Carrier
24. Philo Farnsworth

Walk students to the computer lab and monitor their work and assist them when necessary.

Allow students to search the web for information on their inventor.

If the students do not have their worksheet filled out at the end of class, have them finish it for homework and be prepared to present tomorrow.

Give students a grading rubric for their presentation the next day so they know what is expected of them. Go over rubric aloud before the bell rings.

**Instruction CONTINUED DAY 2**

Have the inventors listed on the board. The order will be the order in which the students give their presentations.

Allow each student to come up and share very briefly who their inventor is, what they invented, and how their inventions have changed the world.

**Closure**

Now, I want each of you to write a journal about your experience with this inventor assignment. What did you learn? What did you find extremely interesting? Which invention/inventor do you think was most crucial to your life and why?

**Assessment**

Take up Inventor Biography Worksheet

Grade each student’s presentation based on the guidelines on the rubric

Take up each student’s journal

|  |  |
| --- | --- |
| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Inventor Biography Worksheet**

Name of Inventor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What country is your inventor from? : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List all the inventions your inventor created:

|  |  |  |
| --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Explain how these inventions affect the world:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other interesting facts:

**Rubric for Inventor presentation**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | Score |
| Organization | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. |  |
| Subject Knowledge | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate. | Student is at ease and answers most questions with explanations and some elaboration. | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. |  |
| Eye Contact | Student makes no eye contact and only reads from notes. | Student occasionally uses eye contact, but still reads mostly from notes. | Student maintains eye contact most of the time but frequently returns to notes. | Student maintains eye contact with audience, seldom returning to notes. |  |
| Verbal Techniques | Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of class to hear. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. |  |
| Total |  |  |  |  |  |