

Students will:

9. Identify people who influenced the United States. 10. Demonstrate knowledge of the Industrial Period.

- Excerpt from: Archdiocese of Cincinnati Graded Course of Study for Social Studies

Inventions/Inventors Project Overview Due date: _____

Goal: While researching important inventions of the late 1800s Industrial Period, students will gain in-depth knowledge of the time period and the way these inventions affected modern life. Students will synthesize this information and apply what they have learned to create a unique advertisement and demonstrate their ability to share what they have learned.

Students must answer the following questions about their assigned invention:

1. What was the invention called?
2. When was this invention created and patented?
3. Why was this invention needed? Who used it and why?
4. How did this invention work?
5. Who was the inventor? (If possible, note what inspired him or her).
6. When was the inventor born, where did he or she live and do, and when did they die?
7. How did this invention affect life in the 1800s? Today?

Students must:

- Share their research in the form of a poster advertisement for their invention.
- The poster may be no smaller than a legal sheet of paper and no larger than a half of a posterboard.
- Present all answers to the above questions on advertisement.
- Create an advertisement utilizing color and at least one picture of the invention.
- Advertise the invention to the intended audience (see question 3) using a unique slogan.
- Use at least three sources (the textbook may be included). At least one must be a print source. Internet sources must end in .gov, .org, or .edu. Sources must be cited correctly using APA format.
- Use proper grammar, punctuation, and sentence structure throughout. Information on the advertisement must be neat and legible. Students may use print.
- Give an oral presentation to the class “marketing” their invention. Presentations must answer all questions, make use of the advertisement, and last no longer than 4 minutes. Creativity is encouraged.
- Answer class and teacher questions after presentation.

Students will be given time to research their assigned invention and develop posters in class. It is important that students use this time wisely and ask the teacher questions as they arise – not the day before their presentation! Points will be deducted for late assignments.

My invention _____

* A Rubric for grading will be passed out. Please use the information already supplied for APA citations.

Suggested Online Resources

<http://www.invent.org/> - go to the “Inventors Hall of Fame”

<http://web.mit.edu/invent/i-archive.html> - search for information about inventors

<http://edtech.kennesaw.edu/web/inventor.html> - list of sites about inventions/inventors

http://invention.smithsonian.org/CENTERPIECES/iap/inventors_main.html - good invention stories