Inventors and Inventions

WebQuest Description: Through this Webquest, students will further their knowledge on certain scientists and inventors. Students will assess how specific inventions impact society and their own lives.

Grade Level: 3-5
Curriculum: Social Studies
Keywords: Inventions, technology, medical breakthroughs, inventors

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Introduction

"Mother Necessity, with her good intentions. Where would this country be without her inventions?"
Successful inventions are the result of a need to make life easier, better, and more enjoyable. In this WebQuest, you and your partner will study one famous inventor. You will then complete a research guide together examining your inventor's contribution(s) and determining how these inventions have impacted your life. Would our lives be different without this important invention? How? Be prepared to discuss this and share your thoughts.
Your task will also include creating a Glogster page to advertise your inventor's contributions, demonstrating how it makes life easier, better, and more enjoyable.

Tasks

So, how have certain inventors and their inventions impacted your life? How have specific inventions made life easier, better, and more enjoyable? Your task is to discover how these inventions shape us and the world we live in. You and your partner will first need to identify an inventor you would like to investigate. Please choose only one person from the following list: Alexander Graham Bell, Thomas Edison, George Eastman, Jonas Salk, Louis Pasteur. There are resources for each inventor located on the "Process" page. You and your partner will look over those resources and fill in the research guide, also located on the "Process" page. You will consider who this person was, what they did, and how their invention helped us. Discuss your thoughts and feelings with your partner as you complete your research guide together.
Once you and your partner complete your research guide, you will work together to create a Glogster. Your Glogster will advertise your inventor's accomplishments and will show how their inventions have made life easier, better, and more enjoyable. You will need one (1) copy of the research guide (one per group) and two (2) copies of your Glogster. You will then start creating your Glogster advertisement. Click on the "Glogster" link under "Resources". Your teacher will give you log in instructions, so please follow these carefully. You will create an advertisement showing how your person's invention has

Process

1. You will be given a partner to work with; together you will investigate a particular inventor. You will first read the "Introduction" page and view the "Schoolhouse Rock" video together. Look over the "Task" page together, too.
2. Review the rubric on the "Evaluation" page together. Yes, you did this earlier, but please do it again. It is very important that you know the details of the project before you get started!
3. Print out a copy of the research guide at the bottom of the "Process" page (the page you are on right now). You will need one (1) copy to share with your partner. Choose one person to write the answers on the guide. Make sure that both partner's names are clearly written at the top of the page. Keep your research guide in a safe place until the end of the project.
4. You will need to research the resources located on the "Pathfinder" link. You will be using videos, websites, and/or articles during your inquiry. Please only review the links that relate to your chosen person. Share your thoughts and feeling related to your inventor and their contributions. Be thinking how these inventions impact you and how you live.
5. Answer all of the questions on the research guide with the information you found from the resources. Please use complete sentences and give as many details from your research as you can. Your answers need to be thoughtful and detailed. Please be sure to discuss all answers with your partner.
6. There are spaces provided on the research guide for citations. Citate at least three (3) of your sources. Make sure that you give as much information as possible on each source. They do not have to be perfect, but you need to give credit if you are using these resources in your research. Do your best to follow the example citations given.
7. You will then start creating your Glogster advertisement. Click on the "Glogster" link under "Resources". Your teacher will give you log in instructions, so please follow these carefully. You will create an advertisement showing how your person's invention has
made life better, easier, and more enjoyable. There needs to be a clear picture of what the invention is, what it has done for you and your partner, and how it helps make life better.

8. Once your Glogster is complete, please print two (2) copies. Staple your research guide to copy #1 and hand this to your classroom teacher. Turn in copy #2 to your school librarian. Make sure that each partner’s name is all three copies!

9. Together, you will review the “Conclusion” page and view the YouTube video. Think about the final questions with your partner. We will discuss these questions as a class.

10. We will show off our creative advertisements on display in the library.

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**Evaluation**

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>25 Points</th>
<th>17 Points</th>
<th>10 Points</th>
<th>0 Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Process</td>
<td>You and your partner were seen working together throughout the entire WebQuest. You were both on task and were consistently observed sharing thoughts and ideas.</td>
<td>You and your partner were working together throughout most of the WebQuest. You were both observed off topic at times and/or did not always share your thoughts and ideas.</td>
<td>You and your partner were only seen working together a few times. There was little sharing between the two of you.</td>
<td>You and your partner were not observed working together at all. The majority of the work was done by one group member with little input from the other partner.</td>
<td>25 %</td>
</tr>
<tr>
<td>Research Guide-Questions</td>
<td>All questions are answered correctly and thoughtfully.</td>
<td>One (1)-two (2) questions are answered incorrectly or there is evidence of little thought and/or research.</td>
<td>More than two (2) questions are answered incorrectly or there is evidence of little thought and/or research.</td>
<td>The assignment was not turned in.</td>
<td>25 %</td>
</tr>
<tr>
<td>Research Guide-Citations</td>
<td>At least three (3) sources are cited.</td>
<td>Only two (2) sources are cited.</td>
<td>Only one (1) source is cited.</td>
<td>No sources are cited.</td>
<td>25 %</td>
</tr>
<tr>
<td>Glogster Advertisement</td>
<td>The advertisement clearly shows how an invention has helped improve life for the students. The advertisement is creative and shows effort.</td>
<td>The advertisement shows how an invention has helped improve life for the students. The advertisement is missing some key facts about the invention and/or inventor.</td>
<td>The advertisement is confusing. Facts are not correct and ideas are not clear. The advertisement is plain and shows little effort.</td>
<td>The assignment was not turned in.</td>
<td>25 %</td>
</tr>
</tbody>
</table>

Total Score 100 %

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**Conclusion**

“To invent, you need a good imagination and a pile of junk”—Thomas A. Edison

You have learned how the inventions of just a few people have impacted the lives of millions of people. This is only the beginning! What other inventions can you think of that have impacted your life? How? Did they make life easier, better, or more enjoyable? Think about your own life. Do you have an idea that might help make life easier, better or more enjoyable? Watch the video below and see one more time how the desire to make a difference can have a huge impact on people’s lives.

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**Teacher Page**

Objectives of this WebQuest: As students complete this WebQuest, they will be able to: 1. Understand how the new technology created or invented by inventors has impacted their life. 2. Organize their ideas and thinking with a graphic organizer, citing sources 3. Create an original advertisement for the new technology.

About this WebQuest: This WebQuest was created specifically for third grade students. Students will work in partners or groups to analyze how the contributions of a famous inventor have impacted their lives. They will also develop an understanding of gathering information for an explicit purpose from multiple sources and use a specific format to cite sources. After viewing the introduction from Schoolhouse Rock, it is important that students begin to have an understanding of the phrase “Mother Necessity, with her good intentions. Where would this county be without her inventions?” and that successful inventions are the result of a need to make life easier, better or more enjoyable. Students will choose one of the inventors presented in the WebQuest and complete the research template provided in the WebQuest. The template not only presents higher level thinking questions, but also requires each student to correctly cite their sources from the research. Finally, they will design a Glogster page to ‘advertise’ their inventor’s contribution that they feel has had the most impact on their lives. The rubric provided will provide students with the opportunity to self-assess their work during this WebQuest. Several of the inventors have created more than one successful invention. It will be up to each group to determine which invention they feel has had the most impact on their lives. The classroom teacher and the librarian should work collaboratively to present this WebQuest in
order to effectively model strategies for locating and citing information. Additionally, the support of both the teacher and the librarian will be necessary to answer questions and handle any issues with technology.

Standards

AASL Standards

- Standard 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- Standard 2.1.2 Organize knowledge so it is useful.

ISTE NETS

- S3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources.

- 4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: b. plan and manage activities to develop a solution or complete a project.

TEKS

- 3rd Grade Social Studies TEKS
  - (16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:
    - (A) identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur;
    - (B) identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical medicines on various communities.
  - (17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - (A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources.

- Technology Applications- Grades 3-5

- Information acquisition. The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:
  - (A) acquire information including text, audio, video, and graphics; and
  - (B) use on-line help and documentation.

- Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:
  - (A) publish information in a variety of media including, but not limited to, printed copy, monitor display, Internet documents, and video; and
  - (B) use presentation software to communicate with specific audiences.

- 3rd Grade English Language Arts and Reading TEKS

- (28) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.

Standards

Credits

Other