"A WOMAN MADE THAT!"

Grade Level: Middle School

Subject Area: History, Instructional Technology/Library Science

Lesson Topic: Women Inventors.

GENERAL GOALS OF THE LESSON:

1. To familiarize students with the Library Media Center-how to locate various sources and what library tools can be used to help locate information.
2. To give students the opportunity to use the card catalog to find a book about Women inventors and their inventions.
3. To give students the opportunity to use various sources –print and electronic- to locate information about women inventors and their inventions.
4. To give students the opportunity to use various sources to find examples of the importance of women's contributions in history.

SPECIFIC BEHAVIORIAL OBJECTIVES:

1. Students will demonstrate a knowledge of using the Library Media Center by Locating a book or magazine/journal article about a woman inventor.
2. Students will demonstrate a knowledge of the computer by using Internet websites to locate information about a woman inventor and her invention.

PURPOSE OF THE LESSON:

The purpose of this lesson is to have the students begin researching a woman inventor and her invention. They will learn that many women were inventors of things that we use even today. An example is Margaret Knight who invented a machine that made paper bags. Students will also find, as in Miss Knight's case, that many women's ideas were stolen by or credited to a man. This lesson will begin by reviewing research techniques. The students will then be given the period (and subsequent periods in the computer lab and Library Media Center as arranged by the U.S. History teacher) to begin getting biographical information about a woman inventor and her invention. At the end of this lesson, students will have the opportunity to decide if they want to do a Power Point presentation or impersonate their chosen inventor in an oral presentation for their final project. If they find any difficulties locating information/sources, they will be encouraged to ask the Library Media Specialist for help.

INSTRUCTIONAL MATERIALS:

Library: Pens, pencils, paper, computers, card catalog, photocopiers, Reference Books and books in the general collection of the Library Media Center.
Some suggested Websites: http://www.girlsgotech.org/engineer.html
http://www.pbs.org/wgbh/aso/databank/bioindex.html

http://web.mit.edu/invent/index.html
http://invention.smithsonian.org/centerpieces/ilives/
http://inventors.about.com/od/womeninventors/index.htm
http://smithsonianeducation.org/
http://www.ih.k12.oh.us/MSHERRMANN/Invent2.htm
http://www.lib.muohio.edu/epub/govlaw/FemInv/
http://www.factmonster.com/homework/inventionsfaq4.html
http://www.stsci.edu/stsci/service/wsf/current/inventions.html

History: A list of questions that might help in the research process:

1. Why did this Inventor invent a new machine or product?
2. What was her background? Was she wealthy, married, single, educated?
3. How would this invention improve the quality of life?
4. Was your Inventor made fun of because of her dreams to change and improve the quality of life?
5. What hardships did your Inventor have to overcome in order to produce an invention?
6. How do you think that you would feel in her place?
7. Do you think that you would dare to go ahead and invent something if you were made fun of?
8. Was your Inventor given credit for her invention or was it credited to a man?

EVALUATION:

At the end of the class period, the students should have materials to begin their project on a Woman Inventor. The final evaluation of how well they did their research will be in their Power Point Presentation or the impersonation of a Woman Inventor.

CURRICULUM FRAMEWORKS:

Instructional Technology Standards:

Standard 1. Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.
Standard 2. Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.
Standard 3. Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources.

History and Geography

7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)

8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)
10. Distinguish historical fact from opinion. (H, E, C)

U.S. History I Learning Standards

USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)

A. the technological improvements and inventions that contributed to industrial growth
B. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s
C. the rise of a business class of merchants and manufacturers

the roles of women in New England textile factories

USI.33 Analyze the goals and effect of the antebellum women's suffrage movement. (H)

A. the 1848 Seneca Falls convention
B. Susan B. Anthony
C. Margaret Fuller
D. Lucretia Mott
E. Elizabeth Cady Stanton

Seminal Primary Documents to Read: the Seneca Falls Declaration of Sentiments and Resolutions (1848)

U.S. II Learning Standards

Industrial America and Its Emerging Role in International Affairs, 1870-1920

USII.1 Explain the various causes of the Industrial Revolution. (H, E)

A. the economic impetus provided by the Civil War
B. important technological and scientific advances
C. the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt

USII.2 Explain the important consequences of the Industrial Revolution. (H, E)

A. the growth of big business
B. environmental impact
C. the expansion of cities