

Dear Parents,

As you know, February is a month for observing important African Americans who have impacted our lives. As a community, we are very aware of famous African Americans such as Bill Cosby, Michael Jordan, Martin Luther King, etc. however, we are unfamiliar with African American inventors who have impacted our lives daily. For this reason, your child is assigned a project, which focuses on African American inventors and their discoveries.

For this project, there is an attached rubric to guide you as to what is expected. This rubric will be used in the grading process. This project will count as two grades: one in Language Arts and one in Social Studies. **Please review this rubric carefully.**

There are three parts to this project:

Part One: Written Presentation

- In their own handwriting, students will write a one-page report about the inventor and his/her discoveries. Students will be graded on neatness, punctuation, sentence structure, and fluidity of the paper (is the paper easy to read).
- Students can use several resources: Internet, video, and book. When using these resources, make sure your resources are documented properly (please see rubric).
- Students can write about anything, which pertains to the inventor and his/her discoveries. This may include, but is not limited to, family history, other inventions/discoveries, where they were born, where they lived, etc.

Part Two: Visual Presentation

- The students will incorporate a visual presentation with their project. Students can use one of the following for their visual presentation: poster board, mobile or a first person presentation (the student dresses and presents as the inventor).
- Since the project is centered on an inventor, students will need to include a picture representation of the item(s) invented and/or the actual item.

Part Three: Oral Presentation

- All students will present an oral presentation of their inventor. This includes a detailed account on what they have learned in reference to their inventor. Since this is a learning experience, **students will not be able to read from their report**. Students will need to rehearse their researched information on their inventor. They will be graded on what they have learned (please see rubric).

This project is due February 23rd. If the project is turned in on the 26th, a penalty of 15 points will be deducted from the final grade for both Language Arts and Social Studies. *No projects will be accepted after the 26th.*

A list of African American inventors is included. You may use an inventor off of this list or find one on your own.

AFRICAN AMERICANS INVENTORS

The list of inventors was obtained from http://www.acdagy.com/afr_inventions.htm

James S. Adams	Aeroplane propelling
A.P. Ashbourne	Biscuit cutter
L.C. Bailey	Folding bed
James A. Bauer	Coin changer
Andrew Beard	Rotary engine
Andrew Beard	Car coupler
G.E. Becket	Letter box
Alfred Benjamin	Stainless steel pads
Henry Blair	Corn planter
Otis Boykin	Pace maker controls Guided-missile
H. Bradberry	Torpedo discharge
Charles Brooks	Street sweeper
Phil Brooks	Disposable syringe
L.F. Brown	Horse bridle bit
Marie Brown	Home security system
Oscar E. Brown	Horseshoe
Burridge & Marshman	Typewriter
R.A. Butler	Train alarm
Geo.Carruthers	Image converter Radiation detector

Issac R. Johnson	Bicycle frame
Jerry Johnson	Sani-phone
P. Johnson	Eye protection
Jones & Long	Bottle caps
H. Jordan	Clothes dresser
Latimer & Nichols	Electric lamp
W.A. Lavalette	Printing press
Lester Lee	Lasher fuels
Maurice W. Lee	Pressure cooker
F.W. Leslie	Envelope seal
A.L. Lewis	Window cleaner
Jan Matzeliger	Shoe lasting machine
Elijah McCoy	Lubricators
Hugh McDonald	Rocket catapult
Lyda Newman	Hair brush
Alice H. Parker	Heating furnace
J.F. Pickering	Air ship (Blimp)
Purdy & Sadgwar	Folding chair
W.B. Purvis	Hand stamp
	Fountain pen
L.P. Ray	Dust pan
A.C. Richardson	Insect destroyer gun
W.H. Richardson	Baby buggy
N. Rillieux	Sugar refinement

Walter Sammons	Pressing comb Hair dressing device
G.T. Sampson	Clothes drier
Dewey Sanderson	Urinalysis machine
Ralph Sanderson	Hydraulic shock absorber
S.R. Scottron	Curtain rod
Adolph Shamms	Multi-stage rocket
R.B. Spikes	Automatic gear shift
J. Standard	Refrigerator
Darryl Thomas	Cattle roping apparatus
Rufus J. Weaver	Stairclimbing wheelchair
J.B. Winters	Fire escape ladder

African-American Project - Social Studies

	4	3	2	1	TOTAL
Follows Directions	Shown strong evidence of conceptual understanding. All directions followed.	Shown some evidence of conceptual understanding. Most directions followed.	Shown little evidence of conceptual understanding. Followed few directions.	No conceptual understanding. Did not follow directions.	
Facts	Numerous details about the inventor and his/her discovery or invention. Exceeds expectations.	Some relevant details about the inventor or his/her discovery.	Very few details about the inventor or his/her discovery. Does not go beyond basic information.	Very little research shown. Shows very little evidence of basic understanding of inventor and their invention.	
Resources (options) • Book - <i>title and author</i> • Video - <i>title</i> • Internet - <i>website address</i> • Encyclopedia - <i>Name of series and Volume #</i>	Shown 3 - 5 resources used.	Shown 2 resources used.	Shown one resource used.	No evidence of resources used.	
Organization	Exceeds the expectations of being organized. Shows a lot involvement in the thought process. Many details were represented. Easy to read and well presented.	Shows good organization. Presentation was organized. Student took their time on the project. Some details were represented.	Shows little organization. Very little time was spent on the project. Very few details are mentioned. Some difficulty interpreting information.	Little or no organization was used. Little to no time was spent on the project. Little to no details was used. Difficult to interpret information. Shows no organization. Project shows no evidence of detail.	
Creativity • Neatness • Well developed	Exceeds expectation of creativity and personal involvement. Project is well developed and neat. Work shows creativity in the design of the project. Shows a lot of effort and ingenuity.	Shows some creativity. Effort made to present research in developed and creative format. Effort and personal involvement evident.	Shows little creativity. Although the visual presentation includes the required elements. There is little effort made to present the research in a developed and creative format. Student participation is minimal.	No effort or creativity evident. Visual presentation may include the required elements, but there is no evidence of personal involvement.	
<p>Total Points (out of 20 points)</p>					

_____ On time

_____ Late (- 15 points)

_____ No project

African-American Project - Language Arts

	4	3	2	1	Points
<p>Paragraph Formation</p> <ul style="list-style-type: none"> • Indent • Main Idea • Supporting Details • Closing 	Shows evidence of paragraph formation which includes indentation, main idea, and has numerous details. Goes into great depth about the inventor, his life history and other accomplishments. Includes a well developed closing.	Shows some evidence of indentation, main idea and has written some supporting details. Does not go into great depth about the inventor, his life history, other accomplishments, etc. Attempts made to include a closing.	Shows little evidence of paragraph structure. Showed lack of indentation. Shows evidence of a main idea and has written very few supporting details.	Showed no evidence of paragraph structure.	
<p>Legibility</p> <ul style="list-style-type: none"> • Clear letter formation • Clear word spacing • Readable 	Writing is clear, legible, and easy to understand.	Consistent with letter formation and word/space relation. Some effort to read and understand writing.	Inconsistent letter formation. Some illegible words. Makes little effort to read and understand writing.	Illegible. Words are not separated. Paper is difficult to read.	
<p>Spelling</p>	Free or almost free of spelling errors.	Spelling usage is mostly correct.	Makes frequent and noticeable spelling errors.	Makes repeated and serious errors in spelling usage.	
<p>Conventions</p> <ul style="list-style-type: none"> • Punctuation • Capitalization • Subject/Verb Agreement 	Free or almost free of grammatical and mechanical errors.	Grammatical and mechanical usage is mostly correct.	Makes frequent errors in grammatical and mechanical usage.	Makes repeated and serious errors in grammatical and mechanical usage.	
<p>Oral Presentation</p> <ul style="list-style-type: none"> • Students must present research without reliance on their written research. 	Showed an exceptional understanding of research which includes numerous details about the inventor, invention, life history, etc. Speaks clearly and is easily heard.	Showed some understanding of researched information. Mentions several details about inventor, invention, life history, etc. Speaks clearly and is easily heard.	Showed little understanding of researched information. Mentions very few details about inventor, invention, life history, etc. Speaks clearly and is easily heard.	No understanding of written information. Unable to hear or understand information.	
<p>Total Points (out of 20 points)</p>					

<p>_____ On time</p> <p>_____ Late (- 15 points)</p> <p>_____ No project</p>
