Join the ©TEAM!

For Media Specialists and Librarians

Dear Media Specialist/Librarian,

The fascinating world of inventors and their discoveries provides an ideal forum for exploring with your students the connections between creativity and copyright.

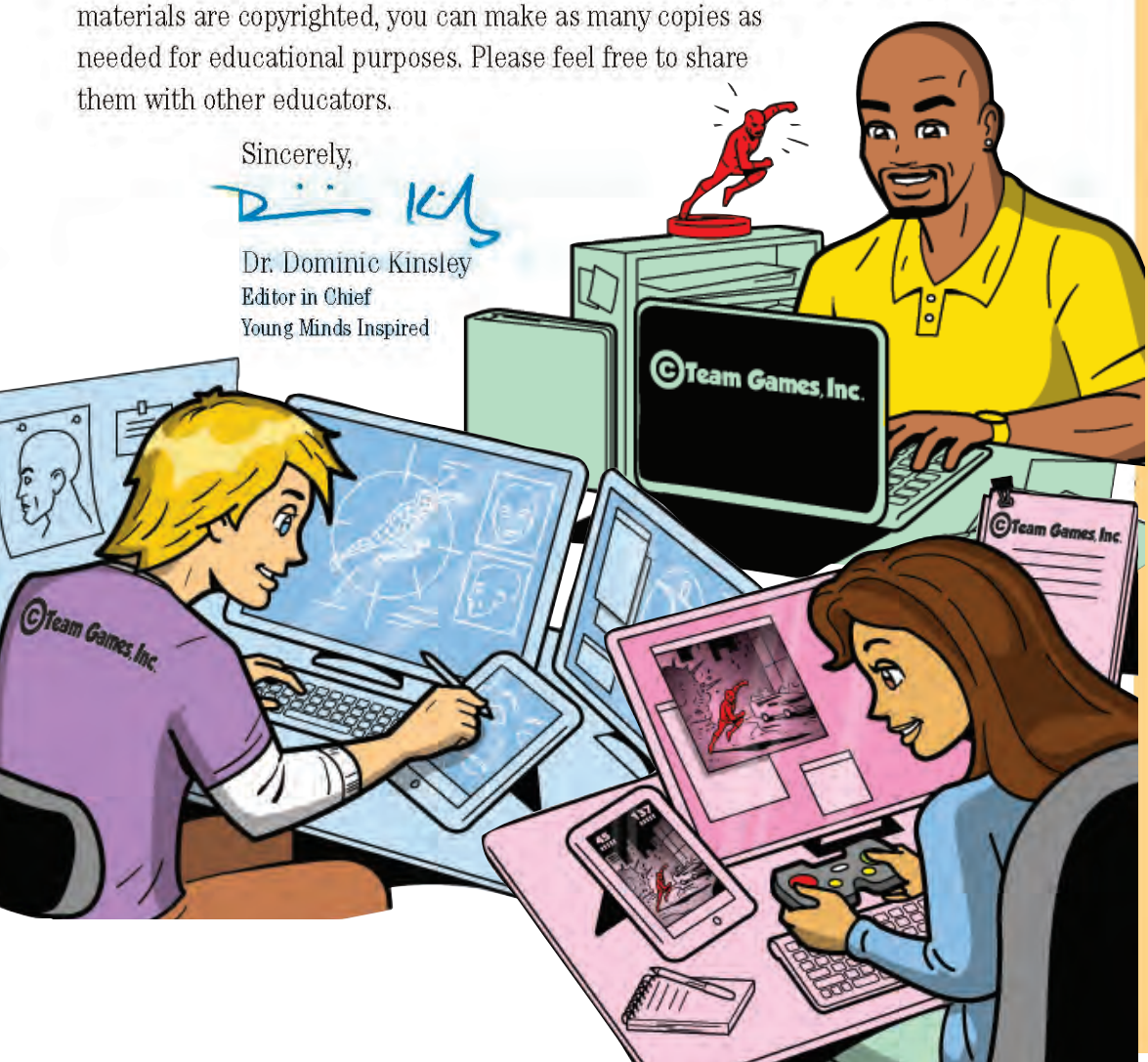
As use of the Internet accelerates across all elementary grade levels, it becomes even more critical for students to understand the importance of respect for intellectual property, research tactics utilizing different types of media, and appropriate ways to cite sources.

This program, drawing on famous inventors and some who are less well-known, stimulates inquiry, enhances students' research skills, and facilitates your introduction of the concepts of copyright, academic plagiarism, and intellectual property.

Designed as a supplement to the Join the ©Team program(**www.jointhecteam.com**), these activities have been created specifically for librarians and media specialists by the award-winning curriculum professionals at Young Minds Inspired (YMI). Although the materials are copyrighted, you can make as many copies as needed for educational purposes. Please feel free to share them with other educators.

Sincerely,

Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired



Target Audience

This program has been designed for students in grades K-5, with modifications and extension activities to cover this broad grade-span.

Program Objectives

- Introduce the concepts of copyright and academic plagiarism
- Raise awareness of the value and importance of intellectual property
- Develop positive research skills
- Teach students how to cite sources in their own work

Program Components

- Librarian's guide, which provides background information, suggestions for classroom activities, answer keys, and activity modifications and extensions
- Two reproducible activity sheets

How to Use This Program

- Download, print, and photocopy the teacher's guide and reproducible activities, and share them with other educators.

©This Librarian's guide has been designed as a free supplement to the Join the ©Team program. Be sure to take a look at additional program content at **www.jointhecteam.com.**

National Education Standards	Activity 1	Activity 2
Use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	◆	◆
Practice responsible use of technology systems, information, and software.	◆	
Gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate discoveries.		◆
Develop understanding of science as a human endeavor.	◆	◆

Activity 1: Investigating Inventors

Part 1: Rules for Research

This activity provides an interactive opportunity to introduce the concepts of academic plagiarism, copyright, intellectual property, research strategies, and the importance of citing sources.

Begin by reviewing the key terms on the reproducible. Then read the introduction and each of the five statements aloud, asking students to circle T if they believe the statement is true and F if they think it is false. Discuss each of the statements as a group. For the true statements, probe why students believe it is true. For false statements, prompt students to correct the sentences so they become true statements. For question 5, ask students to give examples of plagiarism.

Answers: 1.True; 2. False – Other places to get information include websites, audio recordings, videos, etc.; 3. True; 4. False – it is equally bad; 5.True

Part 2: Who Am I?

Begin by discussing intellectual property (a product of a creative mind that, depending on what it is, may be protected by patent, copyright, or trademark laws) and introducing the inventors. As a class, brainstorm with students about sources they can use to gather information to match the inventors to their inventions. Review with students how to cite sources. Younger students may only cite the author and copyright date while older students may write complete citations for the sources.

Break students into smaller groups and allow ample time to research each of the five inventors and identify which statement best describes each one. Encourage students to utilize two or three different types of sources of information (print, online, multimedia). Leave enough time at the end of the class for the groups to come back together and compare answers.

Inventors:

◆ Grace Hopper – devised the first compiler, a program that translates instructions for a computer from English to machine language.



◆ Ben Franklin – one of America's Founding Fathers and credited with inventing bifocal glasses. Other inventions include the armonica, Franklin stove, lightning rod, and odometer.



◆ Thomas Jefferson – helped write the Declaration of Independence, and invented practical things, including the portable copying press and macaroni maker.



◆ Garrett Morgan – inventions focused on things that help people stay safe, including an early version of the traffic lights we use today.



◆ Tim Berners-Lee – invented the World Wide Web that made it easy for anyone with Internet access to contribute and collect information.



Modifications: Break younger students into five groups and assign each group one inventor to research. Allow time at the end of the period to come back together as a class. Review each of the statements and ask the groups to match their inventor to one of the statements.

Extension: As older students are researching inventors, ask them to discover three additional facts about each of the inventors that they think are the most surprising. (For example, Garrett Morgan also invented a gas mask; Thomas Jefferson suggested the decimal system we use for money.)

Activity 2: The Life of an Inventor

This activity gives students the chance to practice research skills and learn to cite sources of information.

This activity enhances students' research skills with a broader look at the life of an inventor. Use and citation of various sources reinforces concepts of plagiarism, copyright, and intellectual property.

Part 1: Fact Finding

Ask students to think about the inventors and what would happen if someone else took credit for their invention. Ask students how they would feel if their friend took credit for a drawing or a school project they completed.

Working individually or in small groups, have students research an inventor introduced in the previous activity and record their findings on the KWHL chart. Make sure students cite all sources. Review the KWHL chart as a class:

◆ What I **K**now – For each of the inventors, students have a least one fact from Activity 1. Instruct them to add any other facts they know about the inventor.

◆ What I **W**ant to Know – can include other inventions, biographical facts, how an invention came about, etc.

◆ **H**ow I Will Find the Information – Require students to use four different types of sources (image, print, online, multimedia). Highlight the importance of citing their sources in this section of the chart and reinforce the concepts of plagiarism and copyright.

◆ What I **L**earned – should include four or five additional facts about the inventor's life.

Part 2: Portrait of an Inventor

Using their research, ask students to complete a portrait of their inventor by drawing a picture or writing a short paragraph about his/her accomplishments. Make sure students designate their work as copyright-protected by including the standard copyright notice. Have students share their portraits with the class.

Modifications: For younger students, pick an inventor and complete the KWHL chart as a class exercise. Encourage younger students to record one-word descriptions about their inventor and record basic citation information from their sources, such as author and copyright date. For older students, have them write sentence descriptions and complete citations for sources.

Extensions: On the back of the activity sheet, have students plan a computer presentation about their inventor, describing what information and images will be included on each slide and which sources should be cited. As an extension or part of another class period, students can prepare PowerPoint presentations using the existing Join the ©Team template at **www.jointhecteam.com** (under Computer Projects) and share them with the class. Make sure students include a "Credits and Copyright" and "Created by" page.

Additional Resources:

Join the ©Team. **www.jointhecteam.com**

The Great Idea Finders.
www.ideafinder.com/history/inventors/hopper.htm

The World of Ben Franklin.
http://sln.fi.edu/franklin/rotten.html

Invention Dimension.
http://web.mit.edu/invent/invent-main.html

Zoom Inventors and Inventions.
www.enchantedlearning.com/inventors

CyberSleuth Kid. **http://cybersleuthkids.com/sleuth/Science/Inventors/index.htm**

Activity 1: Investigating Inventors

Reproducible Master

Part 1: Rules for Research



When we learn about new subjects, we have to gather information. We can look for this information in many different places. When we find facts that are helpful to us, it is important that we let others know where we found those facts.

For each of the sentences below, circle T if you think it is true and F if you think it is false.

1. Except for certain special situations, it is against the law for you to reproduce and distribute anyone else's work without their permission.

T or **F**

2. Books are the only place to get information when you want to learn about a new topic.

T or **F**

3. In most cases, you can use other people's ideas in your work without getting their permission if you show people whose ideas they were and where you got the information.

T or **F**

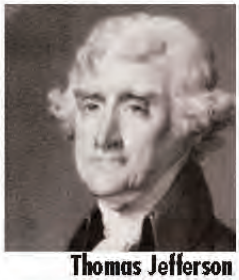
4. Copying someone else's ideas into your report or project is not as bad as copying someone's answers on a test.

T or **F**

5. When you use someone else's work in your schoolwork and pretend it is yours, that is called plagiarism.

T or **F**

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Thomas Jefferson



Tim Berners-Lee



Grace Hopper



Benjamin Franklin



Garrett Morgan

Key Terms

Plagiarism – copying someone else's work without giving credit.

Copyright – protects the work of authors, artists, composers, designers, and others from being used without permission. Copyright infringement is the term used to describe someone copying a copyright-protected work without the creator's permission.

Part 2: Who Am I?

Today we're going to learn about five inventors whose work has an effect on our lives. Their inventions are considered intellectual property, a product created from an idea. Art, books, movies, music, video games, and inventions are all examples of intellectual property and are protected under different laws, including copyright, patent, and trademark laws.

You will research each of these inventors and then match the inventor to the sentence that describes him or her best. Remember to write down where you learned the information.

- Thomas Jefferson
- Tim Berners-Lee
- Grace Hopper
- Benjamin Franklin
- Garrett Morgan

1. I enjoyed playing with machines from a very young age and I helped invent the first compiler that translated instructions for a computer from English to machine language.

Who am I? _____

Source _____

2. I was one of America's Founding Fathers and had very poor vision. I invented bifocal glasses that helped me see both near and far.

Who am I? _____

Source _____

3. Although many people know I wrote the Declaration of Independence, they may not know I invented things like a portable copying press and macaroni maker.

Who am I? _____

Source _____

4. I invented many things to help people stay safe, including one of the first traffic signals to help keep drivers safe on the road.

Who am I? _____

Source _____

5. I am known as the Father of the Internet because I invented the World Wide Web, making it easy for anyone with Internet access to contribute or collect information.

Who am I? _____

Source _____

Activity 2: The Life of an Inventor

Reproducible Master



Part 1: Fact Finding

Although inventors are sometimes most famous for just one accomplishment, they are often creative throughout their lives. Research an inventor and you may discover something you never knew before! Don't forget the importance of noting where you find your information.

What I Know	What I Want to Know	How I Will Find the Information	What I Learned

Part 2: Portrait of an Inventor



Share with your friends more facts about your inventor. Create a portrait of your inventor by illustrating or describing his/her accomplishments in the space below. Don't forget to copyright your work by using the standard notice below.

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Copyright © _____ by _____
(year) (your name)