INVENTOR/INVENTION RESEARCH PAPER GUIDELINES

WHAT IS THE PURPOSE OF THIS ASSIGNMENT?

- To investigate/research an inventor/invention from the time period 1870-1920.
- To study an inventor/invention in-depth and draw conclusions from your research findings.
- To learn the process and format of writing a research paper in MLA format.

HOW TO I GET STARTED?

- First, visit [http://www.enchantedlearning.com/inventors/1800b.shtml](http://www.enchantedlearning.com/inventors/1800b.shtml) and choose an inventor/invention of interest to you. This webpage does not count as one of your sources.
- Skimming through textbook pages 78-87 and 222-228, visiting *Grolier's New Book of Knowledge* through your OLS account, or visiting your local library would be helpful, too.
- Also, Use a good search engine ([www.bing.com](http://www.bing.com), [www.yahoo.com](http://www.yahoo.com), [www.google.com](http://www.google.com), or [www.scholar.google.com](http://www.scholar.google.com)).
- Please do not use Wikipedia as a source.
- As you're reading and researching about your inventor/invention, take notes on key information.
- Lastly, be sure to keep track of all your sources because you will need them for your Works Cited page.

WHAT TOPICS DO I NEED TO RESEARCH AND INCLUDE IN MY PAPER?

- **WHO INVENTED IT? WHEN WAS IT INVENTED? WHERE WAS IT INVENTED:** Who was the inventor? When did this inventor live? How was this inventor educated? Where did he/she live? Give the date of the invention, the date of patent, and location where the invention was made.
- **WHAT THE INVENTION DOES:** Clearly explain what the invention does and how it can be used for communication, transportation, fun, food, medicine, science, or something else.
- **WHAT OTHER INVENTIONS LED UP TO THIS INVENTION:** Describe the earlier inventions that led to this invention.
- **THE IMPORTANCE OF THE INVENTION (WHY/HOW):** Explain why the invention was invented and why it is important. Has it saved lives, helped transportation, simplified communication, increased the food supply, or is it simply fun? Has it been improved upon since it was invented? Did it lead to other inventions?

HOW SHOULD THE PAPER BE ORGANIZED? (See outline)

- Start your paper with an introductory paragraph that states the main idea you will be writing about. Then write at least three paragraphs that clearly describe the inventor/invention. Each paragraph should cover one topic (one paragraph for who/when/where, what, why/how. Then you will write a closing paragraph that summarizes what you wrote and learned.

HOW DO I CITE MY SOURCES?

- When you create your Works Cited page, list all of your sources.
- [http://www.citationmachine.net/mla](http://www.citationmachine.net/mla) will help you correctly cite your sources.
- You can also visit [www.historywithmrb.weebly.com](http://www.historywithmrb.weebly.com) and view video tutorials on MLA format, creating a Works Cited page, and correctly making in-text citations.

WHAT IS THE FORMAT OF THE PAPER?

- Times New Roman, black – 12-point font.
- Typed – doubled-spaced, 1-inch margins – minimum 500 words/600 word maximum (include page numbers).
- Please run spellcheck before submitting your paper.
- Modern Language Association (MLA) format (see my Weebly page for video tutorials).
- Works Cited page with 3-4 research sources (at least one must be a non-web source).
- Third person narration (do not I, we, us, you, yours).
- You must submit your paper using this link: [http://www.formpl.us/form/0B3cm4rqSHjedUi1TcIvKvXgwM2c/](http://www.formpl.us/form/0B3cm4rqSHjedUi1TcIvKvXgwM2c/)
- It would be best if you finished this assignment by no later than September 17.

STATEMENT FOR ACADEMIC HONESTY:

- Academic honesty is expected on this assignment (and all other assignments). **Plagiarism** will not be tolerated.
- Consequences may include: reduction in grade on assignment, repeat assignment, no grade on assignment, etc.
- Academic dishonesty will be reported to a school FSL and a parent will be notified.
INVENTOR/INVENTION Page One Format

Your Last Name 1

Your First and Last Name

Mr. Berry

American History B

Title
INVENTOR/INVENTION RESEARCH PAPER OUTLINE

I. Introduction:
   a. Thesis Statement – state the main idea you will be writing about.

II. First Main Topic: WHO WAS THE INVENTOR? WHEN WAS THE INVENTION MADE? WHERE WAS IT INVENTED?
   a. Who was the inventor? When did this inventor live? How was this inventor educated? Where did he/she live?
   b. Give the date of the invention, the date of patent, and location where invention was made.

III. Second Main Topic: WHAT THE INVENTION DOES & WHAT OTHER INVENTIONS LED UP TO THIS INVENTION:
   a. Clearly explain what the invention does and how it can be used for communication, transportation, fun, food, medicine, science, or something else?
   b. Describe the earlier inventions that led to this invention.

IV. Third Main Topic: THE IMPORTANCE OF THE INVENTION (WHY/HOW):
   a. Explain why the invention was invented and why it is important. Has it saved lives, helped transportation, simplified communication, increased the food supply, or is it simply fun?
   b. Has it been improved upon since it was invented?
   c. Did it lead to other inventions?

V. Conclusion:
   a. Summarize what you wrote and learned.

VI. Works Cited page
   a. Include a list of sources you used for the paper.

“YOU MUST EXPECT GREAT THINGS
OF YOURSELF BEFORE YOU CAN DO THEM.”
~MICHAEL JORDAN
# INVENTOR/INVENTION RESEARCH PAPER RUBRIC

<table>
<thead>
<tr>
<th>OLS UNIT 2</th>
<th>6-Exceptional</th>
<th>5-Strong</th>
<th>4-Almost There, Refining</th>
<th>3- Making Strides, Developing</th>
<th>2- I'm Emerging, I'm on My Way</th>
<th>0-1-Getting Started/Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas X2</td>
<td>*Student topic is well-chosen and researchable. *Topic is well-developed and focused. *Student has included specific, interesting, and accurate details. *Clear use of evidence to support all ideas.</td>
<td>*Student topic is well-chosen and researchable. *Topic is focused *Student has included some details. *Clear use of evidence to support most ideas.</td>
<td>*Student topic was clear, but was not appropriate for research report. *Piece included general observations, but lacks specificity. *Student has included basic details, but readers have some questions after reading the piece.</td>
<td>*Student topic was clear, but was not appropriate for research report. *Piece included general observations, but lacks specificity. *Student has included basic details, but readers have some questions after reading the piece.</td>
<td>*Topic is hinted at, but not made perfectly clear. *Essay is too short, but does address the assignment. *Details are inaccurate or thin.</td>
<td>*Clear topic does not exist. *Essay is too short and does not address the assignment. *Little to no details are provided in my essay.</td>
</tr>
<tr>
<td>Organization X2</td>
<td>*Details unfold in a logical order and include transitions. *My paper is well structured and includes paragraphs. *Essay includes clear introduction and conclusion.</td>
<td>*Details unfold in a logical order but lacks transition sentences. *My paper is well structured and includes paragraphs.</td>
<td>*Organization is basic. *Essay has clear beginning, middle, and end, but seems formulaic or canned. *Flow of essay may feel confusing at times.</td>
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<td>*Organization is basic. *Essay has clear beginning, middle, and end, but seems formulaic or canned. *Flow of essay may feel confusing at times.</td>
<td>*Beginning, middle, and/or end of essay is unclear. *There are no transitions or sequencing within my essay. *There is no paragraphing or clear organization to my essay.</td>
</tr>
<tr>
<td>Voice</td>
<td>*Essay is clearly original and presented in a personal way. *Piece is expressive and has a clear, appropriate tone. *Purpose for writing is clear, and writer directs essay towards appropriate audience.</td>
<td>*Essay is original, but lacks personality. *Tone is clear, but may not be appropriate for the piece. *Purpose for writing is clear, and writer directs essay towards appropriate audience.</td>
<td>*Essay is predictable and lacks expression. *Purpose for writing is not clear, and little effort has been made to connect to the audience through tone. *Piece lacks originality and may feel canned.</td>
<td>*Essay is predictable and lacks expression. *Purpose for writing is not clear, and little effort has been made to connect to the audience through tone. *Piece lacks originality and may feel canned.</td>
<td>*There is little energy or personality evident in essay. *Purpose for writing is absent from the piece. *Piece is uninteresting and is not directed towards the appropriate audience.</td>
<td>*There is no energy or personality evident in essay. *Purpose for writing is absent from the piece. *Piece is uninteresting and is not directed towards the appropriate audience.</td>
</tr>
<tr>
<td>Word Choice</td>
<td>*Words are accurate, specific, and interesting. *Verbs are active and powerful. *Words are varied and precise.</td>
<td>*Words are specific, but may not sound natural. *Verbs are mostly active, but may lack power. *Words are varied.</td>
<td>*Words are used correctly, but lack specificity. *Verbs may be passive and lack power. *Word choices are weak and uninteresting.</td>
<td>*Essay may include slang or jargon. *Verbs may be passive and lack power. *Word choices are weak and uninteresting.</td>
<td>*Essay relies on bland words or slang. *Passive voice dominates this essay. *Word choices are weak and uninteresting.</td>
<td>*Words and phrases are misused and make my writing difficult to understand. *Passive voice, slang, or jargon dominates this essay. *Word choices are weak and uninteresting.</td>
</tr>
</tbody>
</table>
| Sentence Fluency | *Sentence structures are varied and well-built.*  
*My paper includes transitions and is well-sequenced.* | *Sentence structures are varied and well-built in most of my essay.*  
*My paper includes some transitions and is well-sequenced.* | *Sentence structure may lack variety, but are written correctly.*  
*My paper is sequenced well, but lacks transition sentences.* | *There is little-to-no sentence variation in my essay.*  
*My paper has no transitions and the sequencing is confusing at times, and reader may stumble when trying to read the piece aloud.* | *Sentences are choppy or incomplete.*  
*My paper is unreadable.*  
*There is no sentence variety, and my sentences are out of sequence.* |
|---|---|---|---|---|---|
| Conventions | *There are no spelling errors in my paper.*  
*There are no punctuation or capitalization errors in my paper.*  
*My paper displays a command of standard English grammar and usage.* | *There are a few spelling errors in my paper.*  
*There are a few punctuation or capitalization errors in my paper.*  
*My paper displays a command of standard English grammar and usage.* | *There are more than a few spelling errors in my paper.*  
*There are more than a few punctuation or capitalization errors in my paper.*  
*My paper displays a general understanding of standard English grammar and usage.* | *There are many spelling errors in my paper.*  
*There are many punctuation or capitalization errors in my paper.*  
*My paper displays a general understanding of standard English grammar and usage.* | *My paper is unreadable due to significant errors in spelling, punctuation, or capitalization.*  
*My paper displays a lack of understanding of standard English grammar and usage.* |
| Presentation | *Paper has been typed and is at least 500 words.*  
*Font is easy to read, is 12 point font, and is black.*  
*My paper is presented professionally.* | *Paper has been typed and is at least 475 words.*  
*Font is easy to read, but may not be black or the appropriate size.*  
*My paper is presented professionally.* | *Paper has been typed and is at least 450 words.*  
*Font is difficult to read.*  
*Font and formatting choices may not be appropriate for intended audience.* | *Paper has been typed and is at least 425 words.*  
*Font is difficult to read.*  
*Font and formatting choices are not appropriate for intended audience.* | *Paper is typed but is fewer than 375 words.*  
*Paper is illegible and cannot be read.* |
| MLA Format (In-Text Citations and Works Cited Page) | *No errors in MLA style.*  
*Scholarly style.*  
*3-4 sources used.*  
*One or more non-web source used.*  
*Works Cited page present.* | *Rare errors in MLA style that do not detract from the paper.*  
*Scholarly style.*  
*3-4 sources used.*  
*One non-web source used.*  
*Works Cited page present.* | *Errors in MLA style are noticeable and minimally detract from the paper.*  
*3-4 sources used.*  
*No non-web sources.*  
*Works Cited page present.* | *Errors in MLA style are obvious and frequently detract from the paper.*  
*Fewer than 3 sources used.*  
*No non-web sources.*  
*Works Cited page present.* | *MLA style unidentifiable.*  
*Paper includes no in-text citations or a Works Cited page.*  
*1 or fewer sources used.*  
*No non-web sources.* |

**Total Score:**

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