

PERFORMANCE ASSESSMENT

“Swimming with Sharks”

Targeted Content Area: United States History

Grade Level: 5th/6th (USI)

Reporting Category: Expansion, Reform, and Civil War

Recommendation Time for Implementation:

SOL:

United States History

US 1.8c - describing the impact of inventions, including the cotton gin, the reaper, steamboat, and the steam locomotive on life in America.

SOL Skill:

1.1a - analyzing and interpreting geographic information to determine patterns and trends in United States history

1.1i - identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how pole and nations responded to positive and negative incentives

Know	Understand	Do
<ul style="list-style-type: none">● Inventions and their inventors● Entrepreneur● Cotton Gin● Mechanical Reaper● Steamboat● Steam Locomotive	<ul style="list-style-type: none">● Technological innovations cause positive and negative changes in society	<ul style="list-style-type: none">● Compare and contrast the costs and benefits (intended and unintended results) of the inventions.

Reporting Categories:

Westward Expansion and Reform

Essential Question:

How did inventions and entrepreneurs affect the lives of Americans?

Engaging Scenario + Explicit Directions

You are an entrepreneur. You have been given the job of researching an invention from the 1800s and prepare to present it to a panel of investor (or “sharks”). At the conclusion of the competition, the investors will decide whether or not they will invest in the invention.

Role: Entrepreneur

Audience: Investors or “Sharks”

Task: Students will choose an invention from the 1800’s, not taught in class, and research that invention. The students will create a depiction of the invention and will market it on “Shark Tank.”

Summary of the Assessment :

- 1) Watch a clip from the show, Shark Tank
- 2) Research and choose an invention from the 1800s (one NOT taught in class)
- 3) Decide which format (video, PowerPoint, or other electronic presentation approved by teacher) you are using to present

Be prepared to present your findings to the class through a choice in one of the following:

- Video
- PowerPoint, or
- another teacher approved presentation.

Tell the class:

- the name of your invention,
- who invented it,
- as well as why this invention was important.
- Create a claim with evidence (“sales pitch”) that presents the positive changes on society of this invention.
- Please provide a copy of your anticipated negative consequences in preparation for the questions an entrepreneur might ask you before investing in your invention.
- You also need to provide a reference list detailing the sources of your information and how you located them.

EVALUATION CRITERIA

- content (description of invention, impact/cost of invention)
- organization (argument/claims are properly supported)
- delivery (posture, expressions, eye contact)
- research skills (variety of information gathering techniques and reference style)

Possible links for students:

http://www.timetravelerproductions.com/2004nineteenth_century_inventions_18.htm

<http://www.enchantedlearning.com/inventors/1800a.shtml>

Swimming with Sharks Performance Assessment

Product Checklist	Items
Content	_____ Name of Invention

	_____ Name of Inventor _____ Impact of the Invention on Society _____ Cost of Invention on Society _____ Background on Inventor and Invention
References	_____ Online, Print, and Media Sources are formatted properly

	EXCELLING	ACHIEVING	DEVELOPING	BEGINNING
USE OF EVIDENCE (comments)	presents a claim about invention with supporting evidence that is convincing AND addresses a negative impact of the invention by putting a positive spin on it	presents a claim about invention with supporting evidence that is convincing	presents a claim about invention with supporting evidence that is not consistently convincing	presents a claim about invention with supporting evidence that is not convincing
DELIVERY (comments)	maintains eye contact with appropriate posture while using gestures and facial expressions to support, accentuate, and dramatize verbal message (without notes, from memory)	maintains eye contact with appropriate posture while using appropriate gestures and facial expressions to support, accentuate, and dramatize verbal message (can use notes or cues)	inconsistent eye contact and posture with minimal use of gestures and facial expressions to support, accentuate, and dramatize verbal message	presenter is lacking : eye contact, correct posture, and gestures / facial expressions