

**Freedom Lesson: Freedom to Create**

Second and Third Grade

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In Seven Mile, Ohio.

**Standards 2<sup>nd</sup> Grade**

Information Literacy

Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E
1	1	2	1, 2	1, 2, 3, 4, 5

Technology literacy

Benchmark A	Benchmark B
1	4

**Standards 3<sup>rd</sup> Grade**

Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E
1 8	4	1, 3, 5	2, 3	1, 2, 4, 5, 6, 7,

Technology literacy

Benchmark C

1, 2, 4

Objective:

Students will recognize the many ways people have created items that we use everyday and how they came to invent them.

Students will explore using a dictionary, almanac and encyclopedia

Students will observe the differences between patent, trademark and copyright and the uses for each.

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Students will explore using and understanding primary and secondary resources.

### Suggested Readings

Hudson, Wade, and Valerie Wilson Wesley. Afro Bets Book of Black Heroes from A to Z: An Introduction to Important Black Achievers for Young Readers. Orange, N.J.: Just Us Books Inc, 1994. E185.96 .H77 1988

Pinkney, Andrea Davis. Bill Pickett: Rodeo-Ridin' Cowboy. London: Voyager Books, 1999. GV1833.6.P5 P56 1996

Taylor, Gaylia. George Crum and the Saratoga Chip. New York: Lee & Low Books, 2006. TX140.C78 T39 2006

Adair, Gene. George Washington Carver: Botanist (Black Americans of Achievement). United States of America: Chelsea House Publications, 1990. S417.C3 A63 1989

Ptacek, Greg, and Ethlie Ann Vare. Women Inventors & Their Discoveries (Profiles). London: Oliver Pr Inc, 1993. T39 .V37 1993

Towle, Wendy. The Real Mccoy (A Blue Ribbon Book). New York: Scholastic Paperbacks, 1995. T40.M43 T68 1993

Grandits, John. Blue Lipstick: Concrete Poems. New York: Clarion Books, 2007. PS3607.R363 B56 2007

Grandits, John. Technically, It's Not My Fault: Concrete Poems. New York: Clarion Books, 2004.

Hughes, Langston. The Block. NY: Metropolitan Museum/Viking, 1995.

Lewis, H.B.. Freedom Like Sunlight (Creative Paperbacks). Mankato: Creative Editions, 2003.

Trumpet Video visits Donald Crews PS3553.R45 Z871 1992

Winter, Jonah. Dizzy. New York: Arthur A. Levine Books, 2006. ML3930.G47 W56 2006

### Week 1

Have students look up the words invent, inventions and inventor in the dictionary, almanac and encyclopedia. Discuss the differences found between the three sources. Discuss what it means to

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invent. What things are they familiar with being invented? (Everything at one time or another was created/invented.) How do we know who to give credit to for an invention? Go online and look at the US Patent offices site (<http://www.uspto.gov/web/offices/com/iip/index.htm>) and read the differences between patents and trademarks. Is one better than another? What cannot be patented? Offer invention books for students to look for characteristics of people who invented. Make a list of things they found. (List should show that there is no one group of people who are inventors, old, young, female, male, all races...)

Where can a student find lists of inventions/inventors? (Almanacs, encyclopedias, biographies of inventors, online etc.) Look for a specific invention and then research it on the web. What did you find out about the inventor? (Troubles they had, nay-sayers, encouragers, financial hardships...)

### Week 2

Looking back at what we found last week about inventors. How did their experiences good and bad lead them to their invention? What do you think would have happened if they did not have their supporters? How do can we as peers, neighbors and fellow citizens support innovations? Read in table groups about the following inventors: Bill Pickett, George Washington Carver, Elijah McCoy, George Crum, other collective biographies. Work with those at your table and fill out the list of who encouraged/supported their work, who discouraged their efforts, and specific troubles they had along the way.

### Week 3

What is a copyright? (<http://www.copyright.gov/circs/circ1.html#wci>).

What things are created now? If the discussion doesn't lead to it, ask are songs, stories etc. creations? Have students write down several authors/titles of books songs etc. that they like. How did the author go about creating their work? With only 26 different letters the author was able to rearrange the combination and give us a unique work to enjoy. Here are some books where the author/illustrator has rearranged things in a unique way. Explore their work and see what you think. John Grandits, Langston Hughes, HB Lewis, video of Donald Crews. Explore how their life experiences spill over into their work. What of your life would come out in your work?

Discuss what parts of speech noun, adjective and object are.

Have students fill our lists of those in columns. Play at rearranging the three to find new ideas for story, poems or songs titles. Use one of their choices to write a short story, poem, song.

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Week 4

Open a discussion about ways that we can find out information about those who were living along time ago. Make a list of those ways. (Diaries, books they wrote, books written about them, letters of correspondence, movies, internet searches, audio files, etc.) Ask which ones would be the best at finding out the facts of their life? Which could possibly contain mistakes about their lives? How can we decide which ones to trust and how do we sort those we trust most and those we trust less? Discuss primary and secondary sources. Have students access the primary and secondary web site:

[Floridamemory.com/online classroom/MaryBethune/Louis.cfm](http://Floridamemory.com/online_classroom/MaryBethune/Louis.cfm)

Working as a whole have students sort through the following and put them into the two different categories: a letter from George Washington Carver discussing the way to make sweet potato flour; a report from an older sibling on inventors; the inside information from a book jacket discussing the life of Bill Pickett; a poster by Donald Crews, an audio file of Madam CJ Walker talking about her rise from washing clothes to owning a beauty empire.

Have them identify their reasons for putting the item in either group.

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