

*Training for the New Georgia Performance Standards  
Day 3: Building a Performance Task*

# ***Participant's Guide Social Studies 6-12***

## ***Acknowledgements***

This training program was developed by the Georgia Department of Education as part of a series of professional development opportunities to help teachers increase student achievement through the use of the Georgia Performance Standards. The following people contributed to its development.

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## *Use of This Guide*



The module materials, including a Content Facilitator's Guide, Participant's Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education. These materials are designed to help participants in the state-level training facilitate training of teachers in their systems to the Georgia Performance Standards for Social Studies.

Materials (guides, presentations, links to online training, etc.) will be available electronically through the [georgiastandards.org](http://www.georgiastandards.org) website (<http://www.georgiastandards.org>). Information regarding access, use, and availability of on-line training and associated resources is provided during training and on the Social Studies webpage accessed through the Curriculum and Instructional Services webpage on the Georgia Department of Education's website.

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## **Agenda**

This is a one-day workshop, with approximately six hours of instructional time.  
(8:30-3:30)

- Re-delivery discussion
- Conceptual Teaching
- Balanced Assessment Plan and Performance Task
- Write a Performance Task
- Write a rubric for the performance task

## **Training Goal**

Demonstrate a deep understanding of the new Georgia Performance Standards, the standards-based education approach, and conceptual teaching in Social Studies, through thoughtful curriculum planning, development of formative and summative assessments, and the design of instruction matched to the standards and research-based best practices.

Key words from the goal:

- Deep understanding
- Georgia Performance Standards (GPS)
- Conceptual teaching
- Standards-based education
- Research-based best practices

Note that the goal will not be reached in one day of training. It will take preparation, follow up, and additional training days to master this goal. The various days of additional training will deal with different components of the goal, such as assessment, instruction, and differentiation

## **Module Objectives**

By the end of Day 3 training, participants will be able to:

1. Write a performance task connecting GPS content to an enduring understanding.
2. Write a rubric to measure understanding in the performance task.

## **Provided Texts**

**Each trainer should receive a copy of each of the following books.**

How Students Learn History in the Classroom  
NCSS Curriculum Standards for Social Studies  
Social Studies and the World  
A Link to the Past: Engaging Students in the Study of History

**Each school received one copy of each book listed below at the beginning of the 2004-05 school year. This box of books was addressed to the principal of the school.**

Hayes Jacobs, Heidi. *Mapping the Big Pictures: Integrating Curriculum and Assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development. 1997.

Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development. 2003.

Robert J. Marzano, Debra Pickering, and Jay McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, VA: Association for Supervision and Curriculum Development. 1993.

Marzano, Robert J, Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

Marzano, Robert J, Jana Marzano, & Debra Pickering. *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Alexandria, VA: Association for Supervision and Curriculum Development. 2003.

Strong, Richard W., Harvey F. Silver, and Matthew J. Perini. *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

Tomlinson, Carol Ann. *How to Differentiate Instruction in Mixed-Ability Classrooms, 2<sup>nd</sup> edition*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

Wiggins, Grant and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development. 1998.

Wiggins, Grant and Jay McTighe. *Understanding by Design Study Guide*. Alexandria, VA: Association for Supervision and Curriculum Development. 2000.

## Professional Organizations

National Council for the Social Studies (NCSS)  
Georgia Council for the Social Studies (GCSS)  
National Council for Economic Education (NCEE)  
Georgia Council for Economic Education (CGEE)  
National Council for History Education (NCHE)  
Center for Civic Education  
Georgia Geographic Alliance

## Web Sites

NCSS ([www.ncss.org](http://www.ncss.org))  
GCSS ([www.gcss.net](http://www.gcss.net))  
NCEE ([www.ncee.net](http://www.ncee.net))  
GCEE ([www.gcee.org](http://www.gcee.org))  
NCHE ([www.garlandind.com/nche](http://www.garlandind.com/nche))  
Center for Civic Education ([www.civiced.org](http://www.civiced.org))  
Georgia Geographic Alliance ([www.gageography.org](http://www.gageography.org))

Units (incorporating Learning Focused components). Connected Learning.  
<http://www.title3.org/>.

BOCES is a cooperative service organization that helps school districts save money by pooling resources and sharing costs.

## Special Education Resources

*Access, Participation, & Progress in the General K-12 Curriculum.* National Center on Accessing the General Curriculum ([ncaog.org](http://ncaog.org)).

Approximately 70 general and special educators and parents attended the National Capacity Building Institute on Access, Participation, and Progress in the General Curriculum, held on July 10, in Arlington, VA. The article includes the proceedings from the Institute.

*Aligning Special Education with NCLB.* [www.ldonline.org](http://www.ldonline.org).

The No Child Left Behind Act (NCLB) is a standards-based reform movement. This movement emphasizes standards and the alignment of curriculum and assessment to those standards. States established what is to be taught. The goal of standards is to increase academic achievement levels. A related goal is to close the achievement gap for students who have traditionally been at-risk for academic failure or lack of success. This group includes students with disabilities.

Thompson, S., Thurlow, M., Quenemoen, R.F., & Esler, A. (2001). *Addressing Standards And Assessments On State IEP Forms*, National Center on Educational Outcomes (NCEO Synthesis Report 38)

This article summarizes data on each State's use of standards in developing Individualized Education Programs (IEP) for students with disabilities. All fifty states were asked to send their IEP forms and to indicate whether the forms were required, recommended, or simply sample forms. Out of the 41 states with IEP forms, only 5 states specifically addressed the general curriculum on their forms. Recommendations for IEP forms that provide decision-making guidance involving access to the general curriculum are summarized.

*Writing Standards-based IEPs*. Colorado Department of Education. [www.cde.org](http://www.cde.org).

The Colorado Department of Education provides information for teachers on developing standards-driven IEPs. The summary includes a definition of standards-driven IEPs, characteristics of standards-driven IEPs, and a rationale for standards-driven IEPs.

## **Resources for Differentiation**

Association for Supervision and Curriculum Development. *At work in the differentiated classroom*. Alexandria, VA. Author. (video staff development set). 2001.

Chapman C. & Gregory, G. *Differentiated instruction strategies for writing in the content areas*. Thousand Oaks, CA: Corwin Press. 2003.

Coil, C. *Standards-based activities and assessments for the differentiated classroom*. Marion, IL: Pieces of Learning. 2004.

Tomlinson, C. *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Development. 2003.

Winebrenner, S. *Teaching gifted kids in the regular classroom*. Minneapolis, MN: Free Spirit. 1992.

**PERFORMANCE/ACTIVITY QUIZ** (use with permission H. Lynn Erickson, *Concept-Based Curriculum and Instruction for the Thinking Classroom*, 2007).

**1. State Academic Standard:**

"Analyze Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address."

**Enduring Understanding:**

Watershed events mark turning points in history.

**Performance or Activity?**

Recite from memory key passages from the Gettysburg Address.

**2. State Academic Standard:**

"Analyze the causes and effects of physical and human geographic factors on major historical and contemporary events in the United States."

**Enduring Understanding:**

The availability of human and material resources provides tactical advantages in times of war.

**Performance or Activity?**

Create pie graphs that show available resources to the North and South before the Civil War.

**3. State Academic Standard:**

"Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution."

**Enduring Understanding:**

The values, beliefs, and ideals of a country are reflected in its laws and political documents.

**Performance or Activity?**

Design a graphic organizer demonstrating the U.S. system of checks and balances. Then have students use the graphic organizer to write a rationale defending why they think the systems of checks and balances reflects American values and beliefs.

**4. State Academic Standard:**

"Identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. system of government."

**Enduring Understanding:**

Political documents can set forth social ideals such as justice, equality or freedom, but the path to ideals is impeded by conflicting notions.

**Performance or Activity?**

Create an outline highlighting social ideas such as justice, equality, or freedom for the Magna Carta, the English bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. Constitution. Select one of these social ideas and describe how conflicting notions have impeded the progress of these ideals. (Cite specific examples from history or current events to support your position.)

**5. State Academic Standard:**

"Explain the impact of significant international events such as World War I and World War II on changes in the role of government."

"Predict the effects of selected contemporary legislation on the roles of government."

**Enduring Understanding:**

As a society becomes more complex, the role of government increases in the daily lives of its citizens.

**Performance or Activity?**

Create a three-column chart. In the first column, list significant international events such as World War I, World War II, global terrorism. In the second column, show some of the resulting U.S. legislation, or governmental policies, enacted in response to these events. In the third column, detail the impact of the legislation on the daily lives of citizens. In a paragraph below the chart, answer this question: "How does the increasing complexity (social, economic, and political) of a society lead to the expansion of the government.?"

**Stage 2: Determine Appropriate Assessments**

Grade Level/Subject \_\_\_\_\_ Unit One Focus: \_\_\_\_\_

Informal Observation	Dialogue and Discussion	Selected Response	Constructed Response	Self-Assessment

**Sample Culminating Performance Task(s) For Unit \_\_\_\_\_**

<p>Task 1:</p>	
<p>Map and Globe Skills:</p>	<p>Information Processing Skills:</p>

**PERFORMANCE PLANNING CHART**

<b>KNOW</b>	<b>DO</b>	<b>UNDERSTAND</b>	<b>PERFORMANCE TASK</b>	<b>DIFFERENTIATION</b>

<b>SCALE</b> → <b>CRITERIA</b> ↓	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

***Creating a Performance-Based Assessment******Outline of the Task and Criteria to Guide the Process of the Performance of a Skill and the Performance of a Product****(Adapted from Dr. Jan Leppien)*

A performance assessment allows teachers to observe students while they are performing a specific task that demonstrates the use of complex skills, or examines the products students create. It also provides a method for evaluating the level of proficiency demonstrated in the creation of this product or demonstration of this performance. Most performance-based assessments require students to use a set of complex thinking skills or processes. Performances are based on observation and judgment, and the evaluator applies criteria of excellence to evaluate the level of proficiency the performer demonstrates. Performance assessments can be used to look at complex reasoning and problem solving, performance skills, and product development. The performance task must be challenging, but achievable. The following criteria, written in question form, can be used to judge the quality of your performance-based assessments and scoring protocols (ranking, criteria, rubrics).

**Content Criteria for the Performance-Based Assessment**

- Does the performance task clearly assess an intended learning outcome (standard(s))?
- Do the problem and the process simulate, mimic or parallel activities in the real world?
- Does the performance task contain a clear and delimited task and a specific problem situation (if necessary)?
- Does the performance task provide students with an indication of the types of thinking and content to use in responding to the task?
- Does the task establish a framework to guide the students to the expected performance?
- Does the performance task(s) illicit from students the kind of response that will permit you to dependably assess proficiency?
- Does the task describe what students are to do or create?
- Does the task define the conditions under which students are to perform, and include a reminder to students of the criteria you will apply in evaluating the work?
- Have you written the task in an interesting manner to engage students?

**Rubric Criteria for the Performance-Based Assessment**

- Do students know how many points each section of the task is worth?
- Is there a set of criteria (e.g., rating scale or rubric) for the evaluation of the students' responses and performances, which includes the quality of the content of the response or performance, the quality of the use of complex skills or processes demonstrated in the response or performance, the organization of the performance, and the conventions or performance indicators used in creating this response?
- Will the criteria, which will be used to judge the quality of the process, performance, and/or production be available to the students from the beginning?
- Does the criteria inspire improvement and suggest what success looks like?
- Does the criteria indicate what an outstanding product or performance look like?
- Does the rubric or ranking scale indicate what different levels of accomplishment would look like?

**Culminating Performance Task World History Unit 2**

Enduring Understanding: **Students will understand that the movement of ideas, people, and culture has both positive and negative impacts on the development of societies.**

Standards: WH 4, 5, 6, 7

You are a consultant who specializes in obtaining money for educational projects. You have been hired to present a proposal to the Mega-Mart Philanthropic Foundation to obtain funding for an educational program that will focus on the importance of cultural interaction and the results of such interactions. You will present your proposal to the Board of Directors of the Mega-Mart Philanthropic Foundation.

As part of your presentation you are going to discuss the impact of movement on a variety of cultures throughout history. For this part of your presentation you will talk about the positive and negative results of cultural interactions that resulted from the contact through both growth of commerce (trade) (*optionally discuss the spread of religious ideas*) during the period from 450 CE to 1500 CE.

**An important part of the presentation is relating the information to the present. You will need to use examples to help the Board of Trustees understand that we learn through the past. You will need to show some examples from today and relate them to historical events. The key will be showing how over time, while the circumstances may change, the impact of movement, is still important, even in today's global society.**

It will be necessary for you to use a variety of resource to document your findings. In addition discussing historical events, you will need to make some references to similarities in the world today. This will help the Board of Directors understand the importance of studying the various cultures of the world, their contributions, and the impact of their interactions on each other.

**You will need to provide examples from commerce (*and optionally, religion*) on the impact of movement on the cultures involved. Not all examples should be positive. Part of your presentation may include examples where the results were negative. In those cases you should offer recommendations on how global education could help make the situation less negative.**

Your presentation needs to be persuasive. Your goal is to convince the Board of Directors to grant the money for this program.

**Standards and elements that can be assessed by sample task:  
Elements in each standard that could appear in this task are  
identified by bold, italics, and larger print.**

### **Effect of movement through trade on cultural diffusion**

**SSWH4 The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE.**

- a. Explain the relationship of the Byzantine Empire to the Roman Empire.
- b. Describe the significance of Justinian's law code, Theodora and the role of women, and Byzantine art and architecture.
- c. Analyze the establishment of Christianity as the official religion of the Byzantine Empire.
- d. *Analyze the role of Constantinople as a trading and religious center.***
- e. *Explain the influence of the Byzantine Empire on Russia, with particular attention to its impact on Tsar Ivan III and Kiev.***
- f. Define the role of Orthodox Christianity and the Schism.

**SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE.**

- a. Explain the origins of Islam and the growth of the Islamic Empire.
- b. *Identify the Muslim trade routes to India, China, Europe, and Africa and assess the economic impact of this trade.***
- c. Explain the reasons for the split between Sunni and Shia Muslims.
- d. Identify the contributions of Islamic scholars in medicine (Ibn Sina) and geography (Ibn Battuta).
- e. Describe the impact of the Crusades on both the Islamic World and Europe.
- f. *Analyze the impact of the expansion of the Mongol Empire; include the stabilization of trading networks from China to the Mediterranean world.***
- g. Analyze the relationship between Judaism, Christianity, and Islam.

**SSWH6 The student will describe the diverse characteristics of early African societies before 1800.**

- a. Identify the Bantu migration patterns and contribution to settled agriculture.
- b. *Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.***

- c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.***
- d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity.

**SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics.**

- a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne.
- b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV.
- c. Explain the role of the church in medieval society.
- d. Describe how increasing trade led to the growth of towns and cities.***

### **Effects of movement of religious ideas on cultural diffusion**

**SSWH4 The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE.**

- a. Explain the relationship of the Byzantine Empire to the Roman Empire.***
- b. Describe the significance of Justinian's law code, Theodora and the role of women, and Byzantine art and architecture.
- c. Analyze the establishment of Christianity as the official religion of the Byzantine Empire.***
- d. Analyze the role of Constantinople as a trading and religious center.***
- e. Explain the influence of the Byzantine Empire on Russia, with particular attention to its impact on Tsar Ivan III and Kiev.***
- f. Define the role of Orthodox Christianity and the Schism.***

**SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE.**

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- b. Identify the Muslim trade routes to India, China, Europe, and Africa and assess the economic impact of this trade.
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- d. Identify the contributions of Islamic scholars in medicine (*Ibn Sina*) and geography (*Ibn Battuta*).

***e. Describe the impact of the Crusades on both the Islamic World and Europe.***

- f. Analyze the impact of the expansion of the Mongol Empire; include the stabilization of trading networks from China to the Mediterranean world.
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- c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.

***d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity.***

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- a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne.
- b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV.***
- c. Explain the role of the church in medieval society.***
- d. Describe how increasing trade led to the growth of towns and cities.

Performance Task for Unit 4: America's Federal System

Enduring understanding: **Students will understand that distribution of power in government is a result of existing documents and laws combined with contemporary values and beliefs.**

Standards: SSCG 5, 16a, 17, 18

Your town is creating a Civics Museum. The museum will be used to teach people in the community about American Government. The facility will be used for field trips, civic group workshops, teacher development, and receptions/banquets. Each room will be themed according to various areas of the study of American Government. Your group has been contracted as experts in the field of America's Federal system. Your contract includes the following requirements:

- **You are to construct a 3-D model that represents the levels of government from the smallest level to the largest level.**
  - Major elected officials at each level should be represented on your model.
  - At LEAST 2 powers or services found at each level should be represented on your model.
- **You are to create a plaque that will go next to your model that explains WHERE each level of government gets its power. Correctly use the terms "enumerated powers", "implied powers", "denied powers", and "shared powers."**
  - The plaque is to be written in paragraph form with correct mechanics and be no more than 350 words.
- **Finally, your group is to conduct a press conference to introduce the model and plaque.**
  - You are to explain the relationship of national/state/local governments, include analysis of the Supremacy Clause in your discussion.
  - You should address the on-going debate between various levels of government.
  - The last component of your speech should give an overall evaluation of distribution of power among different levels of government in America. You may include your opinions, but support them with clear and appropriate evidence.

The following slides are used with permission from Dr. Jan Leppien.

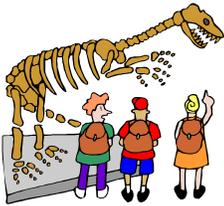


## Possible Goals for Performance Tasks

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Summarize the procedures for a lab experiment for a student who was absent.</li> <li>Explain the legal justification for a court decision to newspaper readers.</li> <li>Inform the PTA Garden Committee about which plants are best suited to your area.</li> <li>Teach a younger student about the water cycle.</li> <li>Teach a classmate to read a contour map.</li> </ul> | <ul style="list-style-type: none"> <li>Design a poster to teach about human, capital, and natural resources.</li> <li>Create a museum display to document a historical event you've researched.</li> <li>Persuade a friend to read a book by your favorite author.</li> <li>Defend your position with data.</li> <li>Critique a student's letter to the editor of the local newspaper.</li> </ul> |
|---|---|

McTighe, J., & Wiggins, G. (1999). *The understanding by design handbook*. Alexandria, VA: ASCD.

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## Possible Student Roles

Advertiser	Historian	Scientist
Artist or illustrator	Interviewer	Teacher
Author	Inventor	Social scientist
biographer	Literary critic	Anthropologist
Boy Scout or Girl Scout	Museum director or curator	Art Critic
Candidate	Novelist	Travel agent
Cartoon character	Nutritionist	Zoo keeper
Caterer		Mythologist
Coach	Panelist	Ethnographer
Composer	Photographer	Botanist
Detective	Playwright	Geographer
Engineer	Poet	Mathematician
filmmaker	Product designer	Musicologist

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# Possible Audiences

Board members Boss Business or corporation Celebrities	Jury Library patrons Museum visitors neighbors	TV viewers Visitors (to school, community, state, or county)
Community members Consumers Experts (individual or panel)	Relatives Pen Pals Radio listeners Art patrons	Publisher Author Packaging Company Documentarian
Friends Government or elected leader Historical figures Judge	Readers (newspaper or magazine) School staff Students Travel agents	Lyricist Ad Agency Contractor Family members FDA or other professional organizations

## Possible Products and Performances

- |               |                 |                  |                |
|---------------|-----------------|------------------|----------------|
| Map           | Lecture         | Book List        | Puzzle         |
| Diagram       | Editorial       | Calendar         | Model          |
| Sculpture     | Painting        | Coloring Book    | Timeline       |
| Discussion    | Costume         | Game             | Toy            |
| Demonstration | Placement       | Research Project | Article        |
| Poem          | Blueprint       | TV Show          | Diary          |
| Profile       | Catalogue       | Song             | Poster         |
| Chart         | Dialogue        | Dictionary       | Magazine       |
| Play          | Newspaper       | Film             | Computer       |
| Dance         | Scrapbook       | Collection       | Program        |
| Campaign      | Lecture         | Trial            | Photographs    |
| Cassette      | Questionnaire   | Machine          | Terrarium      |
| Quiz Show     | Flag            | Book             | Petition Drive |
| Banner        | Scrapbook       | Mural            | Teaching       |
| Brochure      | Graph           | Award            | Lesson         |
| Debate        | Debate          | Recipe           | Prototype      |
| Flow Chart    | Museum          | Test             | Speech         |
| Puppet Show   | Learning Center |                  | Club           |
| Tour          | Advertisement   |                  | Cartoon        |
|               |                 |                  | Biography      |
|               |                 |                  | Review         |
|               |                 |                  | Invention      |