

WHO THOUGHT OF THAT?

CONVERSATIONS WITH AMAZING INVENTORS

Learning Objectives: Students will:

1. Discover information about prominent inventors of the United States using a variety of sources.
2. Analyze the impact of new science and technology on the American public.
3. Display knowledge of the content as well as communication skills in an interview format.

TEKS: SS 3.15 (A), 3.16 (A), 3.17 (A), 4.21 (A), 4.22 (A), 4.23 (C), 5.24 (A), (C), 5.25 (A), LA 3.12 (H), (J), 3.14 (A), 3.20 (C), 4.13 (C), (G), 4.15 (C), 5.13, 5.15 (C)

Materials: PowerPoint presentation (included), projection equipment, research sources

Vocabulary: invention, impact, patent

Teaching Strategies:

1. Ask students to imagine life without electricity or telephones. What would they miss the most? How would one compensate for the lack of these necessities? Compare camping experiences with life without electricity or telephones.
2. Introduce the inventors to be studied in this lesson by showing the attached PowerPoint slides. Lead the class in a discussion of the importance of each invention. Inventors included are: **Ben Franklin, Louis Daguerre, Cyrus McCormick, Joseph Glidden, Thomas Edison, Alexander Graham Bell, Steve Jobs, and Bill Gates**
3. Divide the class into groups of 4, each group to learn more about one of the inventors.
4. Choose the appropriate number of inventors for your class and assign each group to discover the following information about the inventor assigned to the group:
 - Dates of birth and death of inventor
 - What was invented – give as many details as possible
 - How long did the inventor work on this before it was perfected
 - What were some of the problems encountered while trying (if available)
 - The importance of the invention – how it changed peoples' lives
 - What other inventions did this one lead to – more modern versions of this invention

- Other inventions this person created (if applicable)
5. Provide Internet access or research information. Facts should be recorded on note cards to be used in the Inventors Spotlight talk show interview.
 6. With the teacher serving as Inventors' Spotlight talk show host, interview inventor groups in chronological order, to discover facts learned by the group, as they discuss their invention and its importance.
 7. After all interviews have been completed and students have become better informed about all the inventions studied, each student will analyze and evaluate the importance of each. Students will write a paragraph describing which invention they see as having the greatest impact, listing four to six reasons for their choice.

Extension for G/T

Students will research current inventions still being developed to determine which they believe will be the most significant. Possible sources include "Research and Development" sites of major industries, such as automobile, technology, energy, agriculture and/or education.

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