



Innovation: Gizmos and Gadgets

Resource Guide

Summary:

- **Recommended grade level:** 2 - 5
- **Classroom activity:** 1 hour
- **Site visit:** 1 hour
- **Benchmarks:** Social Studies, Reading and Language Arts
- **Subjects:** Architecture, mathematics, historic preservation, history, growth of Florida
- **Skills:** Innovation, decision-making, communication, history inquiry and analysis, and reflection

Objectives: Students will learn about technology advances at DeBary Hall during the late 19th and early 20th centuries. Students will learn to write in a persuasive tone and practice drafting, writing and revising techniques.

Materials:

- *Learn and Tour Lessons – Innovation: Gizmos and Gadgets* lesson plan
- *Gizmos and Gadgets* display panel
- Multimedia disk
- Paper
- Pen or pencil

Background:

DeBary Hall was the winter retreat of European-born wine merchant Frederick deBary, who chose the St. Johns River country for his hunting estate. Beginning in the 1870s, deBary acquired lands near Lake Monroe, built a large vacation house, and tried his hand at orange growing and commercial steam-boating. The upper St. Johns Country was famous for its wild look. While deBary and his family may have wanted a break from their busy lives in New York, roughing it was not entirely the plan here. Using inventions of their day, they brought many comforts from home to the Florida woods, such as running water, an elevator, lightning protection systems, gas-powered lighting, and a servant's call system.

Procedure:

1. Using the *Gizmos and Gadgets* exhibit panel and the multimedia presentation, have students compare similar rooms in their own homes. How have the conveniences changed through time? What did the deBarys have in their homes that you do not? What do you have that the deBarys did not?
2. After discussing conveniences and technology, have each student make a list of the items in their home not found at DeBary Hall
3. Have students choose an invention or convenience and write what their day might be like without it in their homes, such as electrical appliances, hot water, the telephone or the light bulb.

4. After reviewing the purpose and need of each of the items, have students pick their favorite to create a persuasive commercial about. Have each student draft, write, and present a 30-second “commercial” about their selection to present to the class. Suggest students come up with a jingle, theme song, skit or other way to present the information creatively to the class. Then present the commercials to the class.

Assessment:

In this lesson, students will learn how technology has evolved and created conveniences for comfortable living styles. The deBarys had many more conveniences than many other families in their time. Students also will utilize persuasive language to encourage peers to understand important conveniences of today. This lesson encourages dialogue in the classroom as you and your class discussed modern and historic technologies and the role technology plays in daily life.

Extension ideas:

1. Have students write down questions about the DeBary Hall conveniences.
2. Create a list of items for a scavenger hunt while at DeBary Hall.
3. Watch commercials on TV and discuss persuasive and advertising language. Discuss common phrases and what makes an item appealing.
4. Discuss how to improve the items each student chooses to present. How may these items differ in the future and what could replace them?