



Heraldry in America

Resource Guide#

Summary:

- **Recommended grade level:** 3 - 5
- **Classroom activity:** 20 minutes a day for one week
- **Site visit:** 1 - 2 hours
- **Benchmarks:** American History; Geography; Economics; Critical Thinking and Reflection; Skills, Techniques and Processes; Organization Structure; Historical and Global Connections
- **Subjects:** Social Studies and Art
- **Skills:** Using symbols to express ideas, genealogy
- **Objectives:** Students will create a crest to express themselves and things that are important to them.

Materials:

- *Learn and Tour Lessons – Heraldry in America* lesson booklet
- Display panels
- Multimedia disk

Vocabulary:

- *Heraldry* – The art of devising and describing coats of arms, tracing genealogies, etc.
- *Symbolism* – Representing things by symbols
- *Genealogy* – The study of family ancestries
- *Pictograms* – Record consisting of pictorial symbols, such as a prehistoric cave drawing or a graph or chart with symbolic figures
- *Logo* – Representation or symbol of a company name, trademark, etc.
- *Shield* – Plate of armor carried on the arm
- *Crest* – Emblem or insignia worn as a sign of membership, authority, etc.

Background:

The art of heraldry began as a way to distinguish warriors in battle. However, using a symbol as identification has a much broader and farther reaching history. Often pictures and symbols were used to communicate with someone who could not read and even with people who did not share the same language. Pictures, pictograms and symbols have been used since the time when prehistoric man walked the earth!

Fredrick deBary came up the St. Johns River in 1870 to Enterprise, Florida. He fell in love with the area and created his own winter retreat, bringing with him his culture and ancestry. The deBary coat of arms is on display in several locations within the house.

Procedure:

1. In the classroom, choose a crest to work from. Students can pick their own family crest or use a city, state or school name crest. Research the meaning behind the colors, symbols and placement of the items on the crest.
2. Have students determine what the symbols mean. Explore the significance of the symbols in the time period that the crest originated. What brought about creation of the crest? What was the primary use of the crest?
3. Tour DeBary Hall. During your tour, learn the history of Fredrick deBary and the impact he had on the area's industry and economy. Look at the deBary family crest. Talk about the meaning behind the symbols. Have students determine how they would change the crest and what symbols they think best represent the history they have learned.

Benchmarks

Social Studies

SS.4.A.4.2

SS.4.A.6.1

SS.4.A.6.2

SS.4.A.6.3

SS.4.G.1.3

SS.4.E.1.1

SS.4.E.1.2

Art

VA.4.C.1.1

VA.4.C.2.2

VA.4.C.2.3

VA.4.S.1.1

VA.4.S.1.3

VA.4.O.3.1

VA.4.H.1.1

VA.4.H.1.3

VA.4.H.1.4

VA.4.H.2.1

VA.4.H.2.2

VA.4.H.2.3