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Who should be named the greatest Florida inventor of all time?

#### Adapted from CPALMS Resource ID#: 30334

**Social Studies Benchmarks:**

**Grade: 4**

**SS.4.E.1.1** Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

**English/Language Arts Standards:**

**LAFS.4.RI.1.1** Refer to details and examples in a text when explaining what the text says explicitly and when  drawing inferences from the text.

**LAFS.4.RI.3.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, demonstrate understanding of the text (e.g., time lines, animations, or interactive elements  on Web pages) and explain how the information  contributes to an understanding of the text in which it appears.

**LAFS.4.W.3.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources  
**LAFS.4.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

For this decision-making lesson, students will choose the greatest Florida inventor of all time. Students will use information from the Florida Inventors Hall of Fame and other resources to choose criteria for ranking. Using this information, students will rank their choices and explain how they reached those decisions.

13 Critical Traits of Successful Inventors <https://www.entrepreneur.com/article/242356>

Florida Inventor’s Hall of Fame

<http://www.floridainvents.org/>

What Makes an Invention Great <https://www.youtube.com/watch?v=jNyD8eAHFNw>

# 9 Things You Had No Idea Were Invented in Florida

<http://www.onlyinyourstate.com/florida/inventions-fl/>

Top 10 Florida Inventions of All Time

<http://www.pacific54.com/top-10-florida-inventions-of-all-time/>

**Problem**

Who should be named the greatest Florida inventor of all time?

**Alternatives**

Five inventors from Florida

**Criteria**

What makes an inventor and his/her invention great?

**Decision**

How were the inventors ranked from first to fifth?

1. Read the letter from FL-IDEA with the students. Help students determine Mr. Inventive’s problem (His organization is going to choose the Greatest Florida Inventor of All Time and needs help).
2. Use the following links to provide information on what makes inventors and inventions great:
   1. What Makes an Invention Great <https://www.youtube.com/watch?v=jNyD8eAHFNw>

Watch and discuss the ideas in the video. Have students take notes in the 2-column note-taking organizer. They will need to think about what makes an inventor as well as an invention great to create criteria for choosing the greatest inventor.

b. Critical Traits of Successful Inventors

<https://www.entrepreneur.com/article/242356>

Use information from this text to add more to their note-taking organizer.

1. Discuss some of the products in the video and the traits of successful inventors. Many of these products led to successful entrepreneurs. What would be some of the risks an inventor would take in order to get his or her product on the market? Costs are things that a decision maker gives up; benefits are things that a decision maker gains. What are the costs and benefits of being an inventor?
2. From the list, narrow the criteria (impact on health or environment, patents, creativity, etc.) for selecting the greatest Florida inventor to four or five. This can be done whole group or with small research groups determining their own criteria.
3. Provide students with the decision-making matrix. Review the alternatives (the inventors) and have students write their criteria into the spaces at the top.
4. Using the following links, students can research each inventor:
   1. <http://www.floridainvents.org/> Florida Inventors Hall of Fame. There is a short biography as well as video that further explains each inventor’s contribution.
   2. <https://www.youtube.com/watch?v=7WbXiZhuk_g> Robert Cade
   3. <https://www.youtube.com/watch?v=6T6LDh8-Gtk> Sin Tson Wu
   4. <https://www.youtube.com/watch?v=mn8uGDg_5fA> Thomas Edison
   5. <https://www.youtube.com/watch?v=_YgYn6ZlmoU> John Gorrie
   6. <https://www.youtube.com/watch?v=5W5fYQT97XE> Jacqueline Quinn
5. Working in groups, students discuss the criteria for each inventor and rank their choices from highest to lowest.
6. Groups write a letter to FL-IDEA explaining how they made their choices.

Extension/ideas:

* Have each group create a presentation explaining how they made their choices and highlighting the Greatest Florida Inventor of All Time.
* Choose inventors from Florida who are not in the Florida Inventor’s Hall of Fame. Research these inventors. Who should be the next inductee? Why?
  + Write a letter to the Florida Inventors Hall of Fame nominating the next inductee.
* Research the patent process at the United States Patent and Trademark Office: <https://www.uspto.gov/kids/>

Differentiation:

* Reduce alternatives and/or criteria.
  + Create a new letter from FL-IDEA asking students to reconsider their choices based on different alternatives/criteria
* Increase alternatives and/or criteria.
  + Same as above
* Provide note-taking tools with some of the information from videos and/or web articles already filled in.