



Inventors of New England

Middle Level Lesson Plan

Topic Design technology

Grade Level 7-8

Overview

An uncountable number of tools and technological devices have been developed using scientific knowledge. Americans have come to rely on technology – the application of science – to make our everyday tasks easier, faster, and more enjoyable. This teaching unit uses the *QUEST: Inventors* video to introduce students to several new technologies that have originated in Maine, New Hampshire, and Vermont. The video follows several individuals through the design technology process; it captures what inspired them, presented them with challenges, and eventually proved successful.

Introduction

In this series of lessons, students will learn about the widespread role that technology plays in our everyday lives. Initially, students will be presented with some rather unusual tools for which they must determine a purpose. Next, while creating a Top 5 Inventions list, students will become more familiar with the many technological advances that have occurred in the last 50 years. They will also consider the ways in which these devices have impacted our society. Finally, students will experience the process of designing and creating a prototype of a technological innovation that they have determined will be useful to people in their state. By the end of this teaching unit, students will be able to:

- Differentiate between science and technology
- Describe the interdependence of technology and science
- Identify the processes involved in designing new technology
- Understand the role that technology plays in our everyday lives
- Examine both the expected and unexpected effects that technology has on society

Time Allotment

Approximately 7 class session of 45-minutes each

**QUEST: Investigating Our World is a regional public television series
seen on Maine Public Broadcasting Network, Vermont Public Television, and New Hampshire Public Television**



VERMONT
PUBLIC
TELEVISION
PBS



Major funding for Quest is provided by the National Science Foundation. Additional support is provided by Irving Woodlands and by gifts to More Connected, More Maine. The Campaign for Maine Public Broadcasting Network's Programming.





Accessing Prior Knowledge

By the time students reach middle school, they have had innumerable experiences and interactions with technology. They depend on technology to make their world easier, more accessible, and more entertaining. Students should be able to give numerous examples of the role that technology plays in their everyday lives. They should also be able to discuss some of the advantages and disadvantages of one particular technology. In addition, students should be familiar with the ways certain common technological devices generally work, and they should be familiar with the main aspects of the technology design process.

Concepts to Clarify

Middle-school students tend to have great difficulty differentiating between science and technology. Students usually believe that both science and technology are pursued in the same fashion – that both are used to achieve *desired outcomes* – rather than seeing science as a mechanism to find something out (determining cause-and-effect relationships) and technology as the vehicle used in the creation of something new. On the other hand, students are also inclined to view the *effects* of science and technology differently, believing that science influences society positively and technology influences it negatively. Point out to students that technology came before science (technology was used initially to define us as “human”!) and that gradually technology has applied scientific knowledge in its further development.

CONNECTIONS TO THE STANDARDS

Maine Learning Results	New Hampshire Curriculum Framework	Vermont Learning Standards	National Science Education Standards	Benchmarks for Science Literacy
<p>Science and Technology (5-8)</p> <p>J. Inquiry and Problem Solving: – Design, construct, and test a device (invention) that solves a special problem.</p> <p>M. Implications of Science and Technology: – Research and evaluate the social</p>	<p>Science, Technology, and Society</p> <p>2d. (Grade 6): – Construct simple projects from readily available materials found at home.</p> <p>– Compare and contrast old and new technologies.</p> <p>2e. (Grade 6): – Describe the possible consequences</p>	<p>Inquiry, Experimentation, and Technology Investigation (5-8)</p> <p>7.2.cc.: Completely design a physical structure or technological system.</p> <p>Design and Technology – Outputs and Impacts (5-8), 7.18.d.: Identify the positive and negative</p>	<p>Content Standards (5-8)</p> <p>E. Science and Technology: – Scientific inquiry and technological design have similarities and differences. Scientists propose explanations for questions about the natural world, and engineers propose solutions relating to human problems, needs, and aspirations.</p>	<p>Chapter 3: The Nature of Technology (6-8)</p> <p>3A. Technology and Science: – Technology is essential to science for such purposes as access to outer space and other remote locations, sample collection and treatment, measurement, data collection and storage,</p>



CONNECTIONS TO THE STANDARDS (continued)

<p>and environmental impacts of scientific and technological developments.</p> <ul style="list-style-type: none"> – Discuss the ethical issues surrounding a specific scientific or technological development. – Recognize scientific and technological contributions of diverse people, including women, different ethnic groups, races, and the physically disabled. 	<p>of various alternative decisions to a science- and/or technology-related issue.</p> <p>(Grade 10):</p> <ul style="list-style-type: none"> – Determine how technology affects lives and predict how it might affect the future. <p>2f. (Grade 6):</p> <ul style="list-style-type: none"> – Cite examples which show how society can affect the direction taken by science and technology. <p>(Grade 10):</p> <ul style="list-style-type: none"> – Illustrate, through example, that the knowledge produced through science and technology affect career choices and the kinds of work people do. 	<p>consequences of technology.</p> <p>Designing Solutions (5-8), 7.19.aa.:</p> <ul style="list-style-type: none"> – Create a design solution built on specifications, with an understanding of the constraints and tolerances that affect performance... include steps and sequences for efficiently building a prototype that conforms to the specifications... <p>7.19.bb.:</p> <ul style="list-style-type: none"> – Understand that the sequence in which these steps occur is critical to the efficiency and effectiveness of a solution. 	<p>Technological solutions are temporary; ... technological solutions have side effects; and technologies carry costs, carry risks, and provide benefits.</p> <ul style="list-style-type: none"> – Science and technology are reciprocal. Science helps drive technology... technology is essential to science, because it provides instruments and techniques that enable observations of objects and phenomena that are otherwise unobservable.... – All technological designs have trade-offs, such as safety, cost, efficiency, and appearance... – Technological solutions have intended benefits and unintended consequences. Some consequences can be predicted, others cannot. 	<p>computation, and communication of information.</p> <ul style="list-style-type: none"> – Engineers, architects, and others who engage in design and technology use scientific knowledge to solve practical problems. But they usually have to take human values and limitations into account as well. <p>3B. Designs and Systems:</p> <ul style="list-style-type: none"> – All technologies have effects other than those intended by the design, some of which may be predictable and some not.
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Materials Needed

- TV with VCR
- QUEST: *Inventors* video
- 1 notebook for each student
- Collection (gathered earlier by the teacher) of unique tools and gadgets (or pictures of same)
- Teacher Reproducible: Mystery Tools (optional)
- Computer(s) with Internet access for classroom use
- 2 pieces of chart paper per group
- Markers
- 1 package of 4" x 6" self-stick notes
- Miscellaneous supplies (paper tubes, 2-L bottles, tape, wood scraps, juice cans, clothespins, scrap wire, scissors, hot glue, etc.) (optional)
- Digital camera (optional)
- Student Handout 1: Internet Resources for Research
- Student Handout 2: Adventures in Inventing!
- Student Handout 3: *QUEST at Home: Sell It!*
- Reference materials (see Resources for the Classroom section in this teaching guide)

I. Introducing the Concepts

In this introductory lesson, students will begin by examining various “mystery” tools (or pictures of tools). In small groups, they will try to determine what each tool is and what it was designed to do. After groups have had a chance to share their thoughts with the rest of the class, they will engage in a short discussion about what an invention is, why inventions come about, and how inventions are developed. In the second part of the activity, students will brainstorm a list of the top 5 inventions in the past 50 years. These activities set the stage for the *QUEST: Inventors* video, which showcases some innovative inventions in Maine, New Hampshire, and Vermont.

Activity I: Mystery Tools

Step 1

Explain to students that throughout this project, they are to use a notebook to jot down their thoughts, experiences, and ideas. Their notebooks should be with them at all times during this teaching unit. Stress that the notebooks are a place for students to record data, observations, illustrations, understandings, reflections, questions, and ideas *while* they are working. Emphasize that because a notebook is often a place to explore thinking, pose questions, and consider connections, students should do just that – and not get hung up on the accuracy of explorative thinking. Also tell them that, since their work is being kept in a notebook, they will easily be able to revisit their ideas as they develop. Share with students that



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notebooks are an important tool that developers use in their daily work, and explain that these notebooks will be part of students' final projects.

Step 2

Note: If a collection of tools and gadgets are unavailable to you, you may use the pictures of tools included in the handout. Before the lesson begins, make a copy of the Mystery Tools handout. Cut the pictures apart, making sure the names of the tools are not visible to students.

Arrange students in small groups. Explain that each group will be given some kind of tool (or picture of a tool). Distribute a tool (or picture) to each group. As student groups examine their tools, have them make a sketch of the tool in their notebooks. Also instruct them to record what they think the tool was designed to do and why they think this.

Step 3

When all groups have finished, have them share their tools with the rest of the class. Direct each group first to hold up their tool and share their thinking about what it was designed to do. When they have finished, ask if anyone else in the class has additional ideas about what this particular tool is (or was) used for. Confirm and/or correct the purpose of the tool. Continue in this manner until all groups have shared their tools and ideas.

Step 4

Write the following questions on the board:

- Why is a particular technology (a tool) developed?
- How is a particular technology (a tool) developed?
- How is science involved in the development of technology (tools)?

Ask students to take a few minutes to respond to these questions in their notebooks. If time permits, discuss some of their answers, or collect their notebooks to read and respond to individually.

Activity 2: The Top 5 Inventions

Step 1

Arrange students in small groups. Explain that in these groups, they are to brainstorm a list of the top 5 inventions of the past 50 years. Tell students that as they consider whether or not an invention should make the list, they need to be able to support and defend their choices. Also tell them that, in order for an invention to make the list, all members of the group must agree that it belongs in the top five. As students brainstorm, allow them to use available reference materials to assist in the process. Distribute copies of Student Handout 1: Internet Resources for Research if students will be using classroom computers to conduct their research on past inventions.



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Once each group has had enough time to compile its list, have them use chart paper to make a final copy of the list, including the reasons why they think each device should be included.

Step 2

When groups have finished their lists, have them post them around the classroom and take turns sharing their ideas with others. As each group shares its list, ask the class to note similarities and differences among the reasons that the different groups give for including an invention on their Top 5 Inventions list. When the sharing concludes, facilitate a discussion focusing on the commonalities in the groups' choices. Questions to include in the discussion might include:

- What technological feature or characteristic was key to getting an invention placed on the list most often?
- What scientific knowledge had to be available and incorporated into the technology?
- Did everyone agree easily on the top five choices?
- How were differences in choices resolved?
- Would this list be the same if we asked people in another region, or another country, to compile a Top 5 list?

During the discussion, stress the point that technology has different meanings to different people at different times. Also encourage students to see that the particular technologies that have value in our culture are usually integrated into society more easily.

2. Exploring the Concepts

In the next activity, student will view the *QUEST: Inventors* video to learn about inventions that have been developed in Maine, New Hampshire, and Vermont. They will be asked to keep notes about select information in the video.

Activity 3: QUEST: Inventors Video

Step 1

Before playing the video, instruct students to use their notebooks as they view the film. In particular, they should be noting the following things:

- how a particular invention extends the senses of people
- individual steps and features of the design technology process
- the science involved in creating each invention
- the potential advantages and/or disadvantages these technologies may have
- any social consequences the technologies may bring



Step 2

Play the video.

Step 3

After viewing the video, follow up with a discussion that links the conclusions students came to in the class discussion about their Top 5 lists with the ideas they have just recorded in their notebooks.

3. Developing the Concepts

In this activity, students will be challenged to design a device that would be useful to the citizens of their state. Students will engage in the research and planning process by brainstorming possible inventions, making sketches, and contemplating materials. Then they will complete a blueprint of their proposed invention, which will be used later to create a prototype.

Activity 4: Design Challenge

Step 1

Present students with the following scenario: *You have been contacted by a wealthy entrepreneur who is interested in creating a unique invention that will be useful to the citizens of your state. The entrepreneur is most interested in inventions that address problems not currently being solved by available technology.*

Remind students that technological inventions range from the very simple – such as a screwdriver – to the very complex – such as a computer. Distribute copies of Student Handout 2: Adventures in Inventing! Review the handout with students, and point out the types of information that they will need to include in their work. Answer any questions. Then create a time line of due dates for each section of the project.

Step 2

Arrange students in small groups of 3 to 4. Explain that each group will work as a team to create a “blueprint” of their invention. Ask students what they think they would need to do – or know – before actually trying to develop such a device. Encourage students to consult their notes and refresh their thinking about how the inventors featured in the video worked through the development of their ideas. During this elicitation, focus students on the planning aspects involved in developing their inventions. Key aspects to mention include the following:

- Understanding the scope of the problem
- Knowing what materials to use
- Recognizing what is involved in successful collaboration

Students should be encouraged to continue to use their notebooks to capture initial brainstorming ideas in the form of sketches, descriptions, and questions. Encourage them to think about technology that is already around them in their daily lives at school, at home, and in their community. Have them consider the limitations of present technologies and ways in which they could be improved.



Step 3

Familiarize students with the resources and reference materials available to their teams. Refer them back to Student Handout 1, which included numerous Web sites with information about inventions. Circulate through the classroom and assist students as needed. At the conclusion of the work session(s), each group should have completed the history section of the project. They should also have turned in a completed blueprint, including a detailed sketch of their idea and a description of how it works. In addition, they should have identified the materials required for the construction of the invention.

Step 4

Before the end of class, direct each team to determine who will be responsible for bringing in the materials for the next session so that the group can build its prototype. (**Note:** You may opt to bring in a variety of materials yourself rather than place this burden on students. Or, depending on the resources available at school, you may choose to create a list of materials that are on hand that groups would be allowed to use.)

4. Synthesizing and Applying the Concepts

In the next activity, teams will use their blueprints to develop the prototypes of their inventions. They will also review and comment on the blueprints of the other groups.

Activity 5: The Prototype

Step 1

Hand back each group's blueprint. Have groups place their blueprints on their work tables or post them on a wall that is easily accessible to others. Give each team a set of self-stick notes – one note for each blueprint on display minus their own. Explain to students that they will get a chance to briefly review all of the designs on display (about three minutes to review each blueprint). At each display, they must make comments about the design using one of the sticky notes. Encourage groups to make appropriate, constructive comments about their classmates' blueprints.

Signal the time for teams to begin reviewing the blueprints. After three minutes, give a signal for groups to move on to another design. After all groups have visited all of the blueprints, reconvene the class.

Step 2

Explain to students that next they will be working in their teams to create prototypes of their inventions, using the materials they have gathered and following their blueprints. Review with students the concept of a prototype. Remind them that the prototype is a model – a representation of their idea. If it were ever to be chosen by an entrepreneur, it would be further developed. However, at this stage of development, and for the purposes of this project, their prototype does not have to be a (fully) functional device, nor does it need to be made from the actual materials.



Step 3

Allow teams time to work on their prototypes. Encourage them to read and consider their peers' comments from the earlier design review. Direct students to continue making comments in their notebooks about their prototype's progress. Circulate through the room, assisting teams as necessary. At the close of the work session, remind students that if they need any additional materials, they must organize this with their teams before leaving today.

Step 4

Have students display their completed projects. If a digital camera is available, take photographs of the teams and their projects.

Activity 6: Analysis & Reflection

(Note: This section can be handled in several ways. After answering the questions below, students can pass in their notebooks, and you can use these for assessment purposes. Another possibility is for you to use the questions as part of a concluding discussion to wrap up the entire project.)

Step 1

If available, give each student a copy of the digital picture of the team's invention/prototype to paste into his or her notebook. Below the picture, each student should respond in the notebook to the following questions.

- In a few sentences, how would you describe the processes involved in designing a new technological idea?
- What was the most difficult aspect of the process? Why?
- If the entrepreneur chose your idea to further develop, what do you think would happen next? Why?
- How would your prototype change if it were to be taken further in the development of this product? Be specific about the changes that you think would happen, and be sure to explain why you think these changes would occur.
- What obstacles would need to be overcome before this product could be made?
- What are the societal and/or environmental implications of this product?
- What scientific knowledge is needed to build this technology? Give three specific examples.



5. Extending the Concepts

QUEST at Home

In this take-home activity, each student will create an ad to sell his or her team's invention. The ad will need to contain a picture of the technology, a description of the features of this device, the cost, and other relevant details. After completing the ad, the student will get feedback from family members on its effectiveness.

Step 1

Distribute copies of Student Handout 3: Sell It! Review the handout with students, answer any questions, and set a due date for their completed ads.

Step 2

Have students share their finished advertisements with the group. Ask students which ads seem to be most effective and why. This activity can lead to a discussion about marketing strategies used by developers, and/or an exploration of other types of advertising, time permitting.

Community Connections

Think outside the box! Have students brainstorm a list of technology-related businesses or individuals in their area. For each of these entities, ask students to answer the following questions:

- What kind of services or products does this business/individual provide?
- What link to technology does this business/person have?
- What is involved in this business's/person's work?

A town office, chamber of commerce, or community center may offer additional suggestions.

In what ways can youth get involved in using technology to solve problems? Many youth organizations – such as scouting, after-school science clubs, or groups like Odyssey of the Mind – have problem-solving challenges that require the development of a device using scientific principles. Are your students up for a challenge?

Career Opportunities

Middle-school students are just beginning to think about possible careers. Most are not aware of the numerous technology-infused professions and related fields. Invite local students who are enrolled in technology education programs in high schools, vocational education centers, and/or colleges to share their experiences and describe the kinds of programs that are available. Or, plan a visit to one of these nearby institutions. Many have outreach programs, and many welcome visits from school groups.

Virtually all communities include people and/or businesses involved in technology-related work. Arrange a visit from one or more of these individuals, or take a tour of a technology-infused workplace. Ask the guest(s) or host(s) to highlight ways in which technology and science play a role in their everyday work.



Resources for the Classroom

Print Publications

The New Way Things Work by David Macaulay

The NASA Yearbook

Brainstorm!: The Stories of Twenty American Kid Inventors by Tom Tucker and Richard Loehle

CD-ROM

Leonardo the Inventor by Softkey

This software explores a variety of Leonardo's inventions, including war-related technology, engineering innovations, and inventions involving music, water, and flight. It also includes scientific principles and a discussion of how these inventions actually worked.

Internet

(See Student Handout 1: Internet Resources for Research for a detailed listing of relevant Web sites.)

The National Science Teachers Association (NSTA) sponsors awards and competitions relating to inventions and innovations. More information can be found at:

http://www.nsta.org/awardscomp/&program_type=student.

Related programs include Craftsman/NSTA Young Inventors Award and ExploraVision programs; find out more at: <http://www.exploravision.org>.

Plan now to celebrate your work engaging students in math, science, and engineering activities during ESTME Week. Visit <http://www.estme.org> to learn more about ESTME Week, sponsored by the U.S. Department of Education and other agencies.

The American Society of Mechanical Engineers Web site has links and information about partnership opportunities, teaching materials, and projects for students.

<http://www.asme.org/education/precollegelindex.htm>

The Maine Engineering Promotion Council is an organization formed to promote the work and contributions of the nation's engineers. The group organizes Maine Engineer's Week. This site contains information about the group's activities, gives descriptions of Maine engineers and their contributions, and has short descriptions about different types of engineers. <http://www.engineeringme.com>

Visit the National Engineers Week home page. It contains many valuable links to activities, related organizations, and other information. Especially interesting is A Sightseer's Guide to Engineering – a state-by-state "tour" of products that have been developed by engineers. <http://www.eweek.org>

To find out more about National Engineers Week activities developed by NASA, visit

<http://education.gsfc.nasa.gov/eweek>.



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Go! Engineering E-Newsletter is a brand-new electronic newsletter containing a wealth of articles, activities, and factoids describing the growing role of engineering in education. It is sponsored by the American Society for Engineering Education. To subscribe, send an e-mail to j.douglas@asee.org, or check out their home page at <http://asee.org>.

The Science Source – Linx Design and Construction Curriculum
<http://www.thesciencesource.com>

Inventors

Field trips and guest speakers: Tour an engineering department or technology center at a local higher education facility.

HearFones®, developed to allow singers to hear their own voices, were developed in Maine by Nils Peter Mickelson and Ray Miller: <http://www.hearfones.com>

For a state-by-state listing of “cool places” to visit, including many would be great invention-related field trips, visit the following sites (broken down by state):

Links for Maine:

<http://www.howstuffworks.com/cp-me.htm>

Maine State Museum “Made in Maine” exhibit
<http://www.state.me.us/museum/exhibits/madeinmaine.html>

Link for New Hampshire:

<http://www.howstuffworks.com/cp-nh.htm>

Links for Vermont:

<http://www.howstuffworks.com/cp-vt.htm>

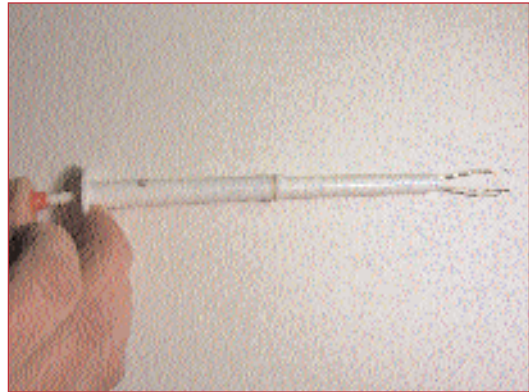
Vermont Inventions
<http://www.vtliving.com/inventions/index.shtml>

Mystery Tools

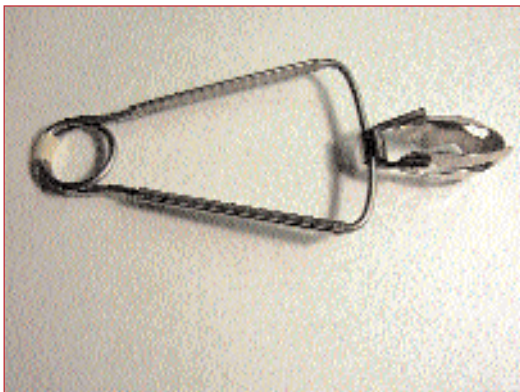
Note: If a collection of tools and gadgets are unavailable to you, you may use the pictures of tools below. Before the lesson begins, make a copy of the Mystery Tools handout. Cut the pictures apart, making sure the names of the tools are not visible to students. Distribute one tool picture to each group.



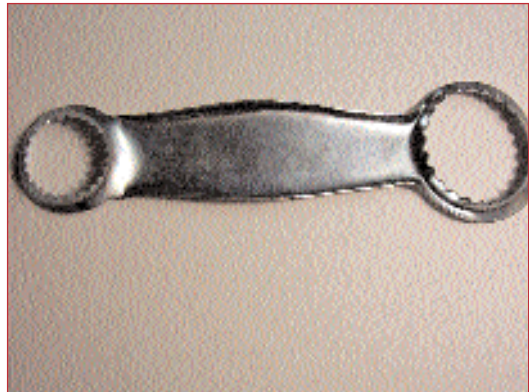
A



B



C



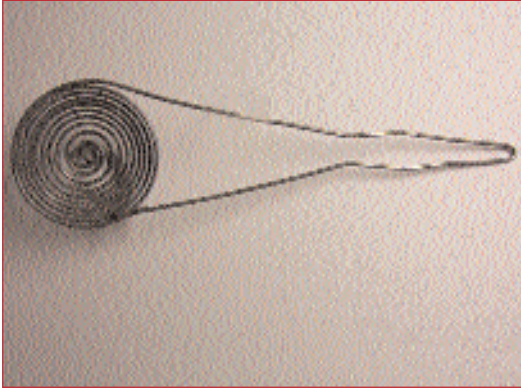
D



E



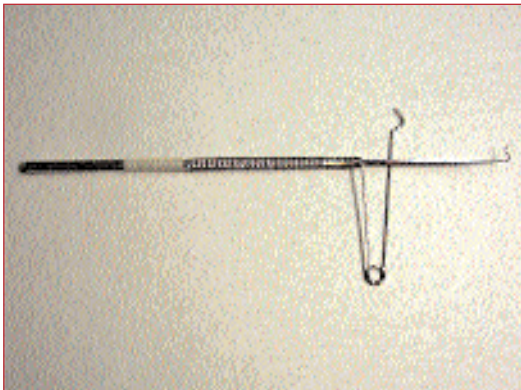
F



G



H



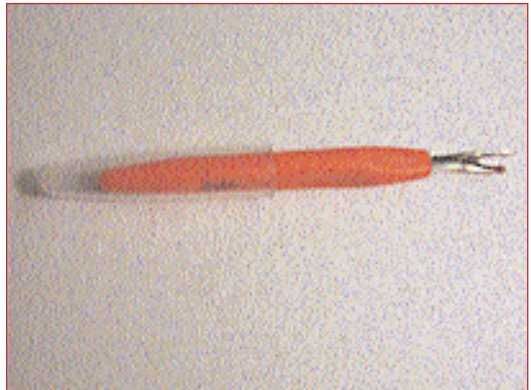
I



J



K



L

Answer Key: A Bot fly knife, B Olive or Pickle Picker, C Escargot Tongs, D Fish Scaler, E Hoof Pick, F Lemon Squeezer, G Minnow Dipper, H Oil Filter Wrench, I Whip Finisher for Fly Tying, J Feeler Gauge (used to measure the gap that the spark plug fires across in an engine), K Green Bean Slicer, L Seam Ripper



Internet Resources for Research

For a description of the "Coolest Inventions of 2003":

<http://www.timeforkids.com/TFK/inventions>

This site, developed by the Boston Museum of Science, highlights the inventions of Leonardo Da Vinci. It includes an explanation of simple tools and has interactive portions.

<http://www.mos.org/sln/Leonardo/InventorsWorkshop.html>

This site contains a collection of inventions that have changed our lives separated into categories. It includes short descriptions about inventions and inventors, with a time line of development.

<http://www.worldalmanacforkids.com/explore/inventions.html>

An Internet scavenger hunt on inventors and inventions can be found at:

http://www.education-world.com/a_lesson/lesson120.shtml

Time Magazine's Coolest Inventions of 2003:

<http://www.time.com/time/2003/inventions>

Gateway to inventors, inventions, and contests:

http://www.girltech.com/Invention/IN_menu_frame.html

Massachusetts Institute of Technology's "Inventor of the Week":

<http://web.mit.edu/invent/invent-main.html> (from the Lemelson-MIT program)

Home page for the Segway Human Transporter:

<http://www.segway.com>

Time magazine's on-line article (12/2/2001) called "Reinventing the Wheel," about Dean Kamen's creation of the Segway Human Transporter, can be found at:

<http://www.time.com/time/business/article/0,8599,186660,00.html>

For an alphabetical listing of inventions, with brief descriptions:

<http://www.enchantedlearning.com/inventors>

National Geographic for Kids has invention-related games and trivia:

<http://www.nationalgeographic.com/features/96/inventions>

The Museum of Ancient Inventions collection from Smith College can be found at:

http://www.smith.edu/hsc/museum/ancient_inventions/hsclist.htm

Totally Absurd Inventions, an index of wacky inventions, can be found at:

<http://www.totallyabsurd.com/absurd.htm>

Amazing Kids describes inventions by "real" kids!

<http://www.amazing-kids.org/kids3-00.htm>

American inventions are listed here by state (although it contains very few listings for northern New England states): http://inventors.about.com/library/bl_by_state_inventors.htm



Adventures in Inventing!

Your team has been contacted by a wealthy entrepreneur who is interested in creating a unique and innovative invention that will be useful to the citizens of your state. The entrepreneur is most interested in addressing problems that current technology does not solve. Your task is to convey a vision of your idea to the entrepreneur. You will need to include the following components in your proposal. All components must be completed in order to be considered by the entrepreneur.

✓	PROJECT COMPONENT	DESCRIPTION
	Notebook	Each team member must maintain a notebook throughout the duration of the project. The notebook should contain design ideas, notes, sketches, questions, future plans, research notes, materials lists, and the like.
	Blueprint	Each team must submit a blueprint that details the technology being developed. In addition to the visual representation, the blueprint will include dimensions, materials, and color(s) as well as a description of how the invention works.
	Research History	A brief history of the existence and/or development of related technological devices must be provided. This one- to two-page document should describe similar technology that is presently available; how that technology works; and how, why, and when it was invented.
	Bibliography	Cite sources for your research history above in bibliographic form.
	Prototype	This should be a representation of the technological device that shows the design team's vision. The device does not need to be (fully) functional, nor does it need to be made of actual materials or be of actual size.
	Impact	This will be a one- to two-page description of the impact your technology will have on society. Who will benefit from this technology? What positive and negative effects will it have on its users? What role will it play in society? What do you think will happen with this technology 20 years from now? What possible improvements could be made?



Sell It!
You're on a QUEST!

Part 1

Create a one-page advertisement that could be used to "sell" your invention. Include in the advertisement:

- A color picture of the technology
Name of the technology
Catchy title and/or marketing slogan
Description of your audience
Description of what the technology would do for them and/or why they would want the device
Cost

Part 2

Show your advertisement to family members. Ask if they think this product would be something they would buy. Keep a record of their responses. Ask them to tell you why they would or would not buy your product.

Table with 2 columns: Name, Response to Product. Contains three empty rows for recording responses.

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