



# ORANGE COUNTY REGIONAL HISTORY CENTER

## TEACHER LESSON PLANS



**GRADES  
3 - 5**

# FIELD TRIP

FOR MORE INFO, CONTACT AMANDA PARISH WALTERS,  
AT [AMANDA.PARISHWALTERS@OCFL.NET](mailto:AMANDA.PARISHWALTERS@OCFL.NET)  
OR CALL 407-836-8376.



# Field Trip Lesson Plans

## CURRICULUM DESIGNED FOR YOU

Thank you for planning your field trip to the Orange County Regional History Center! This packet includes activities that can be done before or after your visit to the museum and aligns with state standards.

The activities you'll find in here were created with you in mind! We know that your day is jam packed and it's sometimes hard to squeeze in time to meet social studies standards. That's why we incorporated activities that are interdisciplinary with other subjects such as language arts. We have also ensured many of the activities include the use of technology to keep in sync with the digital classroom initiative.

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# This is Jeopardy!

## Standards

SS.3.C.3.1, SS.3.C.3.2, SS.3.C.3.3, LAFS.3.RI.1.1, LAFS.3.RI.1.2, LAFS.3.RI.3.7, SS.4.A.2.1, SS.4.A.3.1, SS.4.A.3.10, SS.4.A.3.2, SS.4.A.3.3, SS.4.A.3.5, SS.4.A.3.7, SS.4.A.4.1, SS.4.A.5.1, SS.4.A.5.2, SS.4.A.6.1, SS.4.A.6.3, SS.4.A.7.1, SS.4.A.7.2, SS.4.A.8.1, SS.4.A.8.3, SS.4.A.8.4, SS.4.C.3.1, SS.4.C.3.2, LAFS.4.RI.1.2, LAFS.4.RI.1.3, SS.5.A.3.2, SS.5.A.3.3, SS.5.A.4.1, SS.5.A.6.3, LAFS.5.RI.1.1 (see end of curriculum for full descriptions)

## Materials

- Internet access
- Smartboard or computer to projector hookup
- Reading passages (link included)
- Paper
- pencil

## Prep

1. Print copies of desired reading passages from the links below. The passages are divided into categories that can be used as it fits into your curriculum.

### Native Americans

[bit.ly/thecalusa](http://bit.ly/thecalusa)  
[bit.ly/thetimucua](http://bit.ly/thetimucua)  
[bit.ly/thetocabaga](http://bit.ly/thetocabaga)  
[bit.ly/thetequesta](http://bit.ly/thetequesta)  
[bit.ly/theapalachee](http://bit.ly/theapalachee)  
[bit.ly/seminolewars](http://bit.ly/seminolewars)

### Industry, Economy & Innovation

[bit.ly/economyboom](http://bit.ly/economyboom)  
[bit.ly/growthrailroads](http://bit.ly/growthrailroads)  
[bit.ly/landboom](http://bit.ly/landboom)  
[bit.ly/newdealdepression](http://bit.ly/newdealdepression)  
[bit.ly/spaceprogram](http://bit.ly/spaceprogram)  
[bit.ly/tourismfl](http://bit.ly/tourismfl)  
[bit.ly/henryflagler](http://bit.ly/henryflagler)

### Explorers and Exploration

[bit.ly/juanponcedeleon](http://bit.ly/juanponcedeleon)  
[bit.ly/narvaezvaca](http://bit.ly/narvaezvaca)  
[bit.ly/hernandodesoto](http://bit.ly/hernandodesoto)  
[bit.ly/jeanribault](http://bit.ly/jeanribault)  
[bit.ly/deaviles](http://bit.ly/deaviles)  
[bit.ly/francisdrake](http://bit.ly/francisdrake)

### African American History

[bit.ly/fortmosefl](http://bit.ly/fortmosefl)  
[bit.ly/flcivilwar](http://bit.ly/flcivilwar)  
[bit.ly/reconstructionfl](http://bit.ly/reconstructionfl)  
[bit.ly/civilrightsf](http://bit.ly/civilrightsf)

## Prep Continued

### Florida Statehood

[bit.ly/landsfl](http://bit.ly/landsfl)  
[bit.ly/waterfl](http://bit.ly/waterfl)  
[bit.ly/transferoffl](http://bit.ly/transferoffl)  
[bit.ly/flstatesymbols](http://bit.ly/flstatesymbols)

### Civics and Government

[bit.ly/localgovfl](http://bit.ly/localgovfl)  
[bit.ly/stategovfl](http://bit.ly/stategovfl)

2. Create an account on [www.jeopardy.rocks](http://www.jeopardy.rocks)

### Directions

1. Read the reading passages. Can be done individually, in groups, or as a class.
2. Divide students into small groups and assign them a reading passage. Students will create several questions and answers based on their assigned passage.
3. Use the students questions and answers to create a Jeopardy game. With Jeopardy Rocks, you can have up to 6 categories and 30 questions.
4. Play Jeopardy!



# Tribes of Florida

## Standards

SS.3.G.1.2, SS.4.A.2.1

## Materials

- Worksheet (included)
- Reading passages (links below)
- Colored pencils, crayons or markers
- Pencil

## Prep

1. Print copies of the reading passages below, 1 per student or group.

[bit.ly/thecalusa](http://bit.ly/thecalusa)

[bit.ly/thetimucua](http://bit.ly/thetimucua)

[bit.ly/thetocabaga](http://bit.ly/thetocabaga)

[bit.ly/thetequesta](http://bit.ly/thetequesta)

[bit.ly/theapalachee](http://bit.ly/theapalachee)

[bit.ly/seminolewars](http://bit.ly/seminolewars)

2. Print copies of Tribes of Florida worksheet, 1 per student.

## Directions

1. Read the reading passages as a class, in groups or individually.
2. Complete the Tribes of Florida worksheet.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Native American Tribes of Florida

### Directions

1. Draw a compass rose. Label the Atlantic Ocean and Gulf of Mexico and color blue.
2. Color each tribe's territory a different color. Fill in the legend with the correct color. Use the mini map as a guide.



<input type="checkbox"/>	Ais
<input type="checkbox"/>	Apalachee
<input type="checkbox"/>	Calusa
<input type="checkbox"/>	Choctaw
<input type="checkbox"/>	Creek
<input type="checkbox"/>	Jeaga
<input type="checkbox"/>	Miccosukee
<input type="checkbox"/>	Tequesta
<input type="checkbox"/>	Timucua



# Assessment

## Interactive Quizzing Tool

The following assessment tool can be used pre-lesson to determine the range of knowledge or as a quick summative review. This is also a great tool for other subjects like reading and science.

### Materials

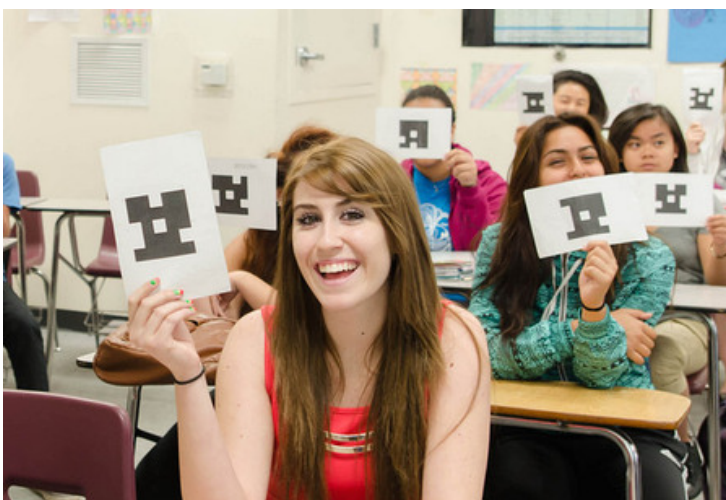
- Smartphone or tablet
- Plickers app
- Cardstock

### Prep

- Download the free Plickers app. Available for Android and Apple devices.
- Set-up a Plickers account.
- Familiarize yourself with how Plickers works.
- Create a class and link card numbers to student names.
- Create questions to assess students on. Can use the questions developed for Jeopardy or create questions relating to the reading passages or content covered during the field trip.
- Print a set of Plickers cards on cardstock.

### Directions

1. Pass out the assigned cards to students.
2. Explain how Plickers works.
3. Practice with the test questions.
4. Assess students!





# Activity Ideas

## Instagram Worksheet

Students can share what they've learned with a fun Instagram inspired worksheet developed by Teach Create Motivate. Available here: [bit.ly/2anJsPQ](http://bit.ly/2anJsPQ)

## "Ipad" Worksheet

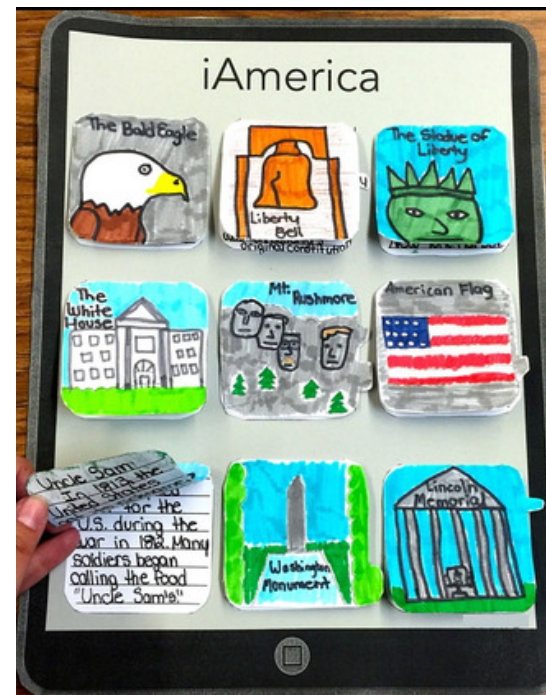
Inspired by technology, this paper "Ipad" activity, from Create Teach Share, is a great way to review material or serve as the medium for a small research project. Students can create symbols for their "apps" and provide information within the "app." For a printable template, visit: [bit.ly/29WAF4Y](http://bit.ly/29WAF4Y)

## Florida State Lap Book

Streamline all the state facts into an organized lap book. Get the detailed tutorial from Appletastic Learning here: [bit.ly/29WWMqLY](http://bit.ly/29WWMqLY)

## Social Studies Manipulatives

Reach your visual learners with manipulatives created from historic images. Students can place photographs in chronological order, categorize by era, or connect cause and effect. For information on how to use photographs as manipulatives, visit the Social Studies Success blog at: [bit.ly/29REIDv](http://bit.ly/29REIDv)  
For great Florida archival photographs, visit: [www.floridamemory.com/](http://www.floridamemory.com/)



# Standards & Websites

## Standards & Descriptions

### 3rd Grade

SS.3.C.3.1 Identify the levels of government (local, state, and federal).

SS.3.C.3.2 Describe how government is organized at the local level.

SS.3.C.3.3 Recognize that every state has a state constitution.

SS.3.G.1.2 Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).

LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### 4<sup>th</sup> Grade

SS.4.A.2.1 Compare Native American tribes in Florida.

SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

SS.4.A.3.10 Identify the causes and effects of the Seminole Wars.

SS.4.A.3.2 Describe cause and effects of European colonization on the Native American tribes of Florida.

SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

SS.4.A.3.5 Identify the significance of Fort Mose as the first free African community in the United States.

SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

SS.4.A.4.1 Explain the effects of technological advances on Florida.

SS.4.A.5.1 Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

SS.4.A.5.2 Summarize challenges Floridians faced during Reconstruction.

SS.4.A.6.1 Describe the economic development of Florida's major industries.

SS.4.A.6.3 Describe the contributions of significant individuals to Florida.

SS.4.A.7.1 Describe the causes and effects of the 1920's Florida land boom and bust.

SS.4.A.7.2 Summarize challenges Floridians faced during the Great Depression.

SS.4.A.8.1 Identify Florida's role in the Civil Rights Movement.

SS.4.A.8.3 Describe the effect of the United States space program on Florida's economy and growth.

SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.

SS.4.C.3.1 Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

SS.4.C.3.2 Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).

SS.4.A.2.1 Compare Native American tribes in Florida.

LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

## **5<sup>th</sup> Grade**

SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.

SS.5.A.6.3 Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.

LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

*\*Does not include possible standards from Activity Ideas - Florida State Lap Book, Instagram worksheet, Ipad worksheet, and Social Studies Manipulatives.*

## **Full Web Links**

### **Instagram Worksheet**

[https://drive.google.com/file/d/0B6sexMICX\\_L2d0Fxs3BIRIJSWDA/view](https://drive.google.com/file/d/0B6sexMICX_L2d0Fxs3BIRIJSWDA/view)

<https://www.bloglovin.com/blogs/iteach-third-13897747/using-social-media-to-assess-learning-4772621853>

### **Ipad Worksheet**

[bit.ly/29WAF4Y](http://bit.ly/29WAF4Y)

[www.createteachshare.com/2016/05/social-studies-projects-for-end-of-year.html](http://www.createteachshare.com/2016/05/social-studies-projects-for-end-of-year.html)

### **Reading Passages**

[bit.ly/thecalusa](http://bit.ly/thecalusa)

<http://fcit.usf.edu/florida/lessons/calusa/calusa1.pdf>

[bit.ly/thetimucua](http://bit.ly/thetimucua)

<http://fcit.usf.edu/florida/lessons/timucua/timucua1.pdf>

[Bit.ly/thetocabaga](http://Bit.ly/thetocabaga)

<http://fcit.usf.edu/florida/lessons/tocobag/tocobag1.pdf>

[bit.ly/thetequesta](http://bit.ly/thetequesta)

<http://fcit.usf.edu/florida/lessons/tocobag/tocobag1.pdf>

[bit.ly/theapalachee](http://bit.ly/theapalachee)

<http://fcit.usf.edu/florida/lessons/apalach/apalach1.pdf>

[Bit.ly/seminolewars](http://Bit.ly/seminolewars)

[http://fcit.usf.edu/florida/lessons/sem\\_war/sem\\_war1.pdf](http://fcit.usf.edu/florida/lessons/sem_war/sem_war1.pdf)

[bit.ly/fleconomyboom](http://bit.ly/fleconomyboom)

[http://fcit.usf.edu/florida/lessons/ec\\_boom/ec\\_boom1.pdf](http://fcit.usf.edu/florida/lessons/ec_boom/ec_boom1.pdf)

[Bit.ly/growthrailroads](http://Bit.ly/growthrailroads)

<http://fcit.usf.edu/florida/lessons/railrd/railrd1.pdf>

[Bit.ly/landboom](http://Bit.ly/landboom)

[http://fcit.usf.edu/florida/lessons/ld\\_boom/ld\\_boom1.pdf](http://fcit.usf.edu/florida/lessons/ld_boom/ld_boom1.pdf)

[bit.ly/newdealdepression](http://bit.ly/newdealdepression)

<http://fcit.usf.edu/florida/lessons/depress/depress1.pdf>

[bit.ly/spaceprogram](http://bit.ly/spaceprogram)

<http://fcit.usf.edu/florida/lessons/capecan/capecan1.pdf>

[Bit.ly/tourismfl](http://Bit.ly/tourismfl)

<http://fcit.usf.edu/florida/lessons/tourism/tourism1.pdf>

[Bit.ly/henryflagler](http://Bit.ly/henryflagler)

<http://fcit.usf.edu/florida/lessons/flagler/flagler1.pdf>

[Bit.ly/flstatesymbols](http://Bit.ly/flstatesymbols)

<http://fcit.usf.edu/florida/lessons/symbols/symbols1.pdf>

[Bit.ly/transferoffl](http://Bit.ly/transferoffl)

<http://fcit.usf.edu/florida/lessons/trnsfer/trnsfer1.pdf>

Bit.ly/landsfl

<http://fcit.usf.edu/florida/lessons/land/land1.pdf>

bit.ly/waterfl

<http://fcit.usf.edu/florida/lessons/water/water1.pdf>

Bit.ly/juanponcedeleon

[http://fcit.usf.edu/florida/lessons/de\\_leon/de\\_leon1.pdf](http://fcit.usf.edu/florida/lessons/de_leon/de_leon1.pdf)

bit.ly/narvaezvaca

<http://fcit.usf.edu/florida/lessons/narvaez/narvaez1.pdf>

Bit.ly/hernandodesoto

[http://fcit.usf.edu/florida/lessons/de\\_soto/de\\_soto1.pdf](http://fcit.usf.edu/florida/lessons/de_soto/de_soto1.pdf)

bit.ly/jeanribault

<http://fcit.usf.edu/florida/lessons/ribault/ribault1.pdf>

bit.ly/deaviles

<http://fcit.usf.edu/florida/lessons/menendz/menendz1.pdf>

bit.ly/francisdrake

<http://fcit.usf.edu/florida/lessons/drake/drake1.pdf>

Bit.ly/fortmosefl

<http://fcit.usf.edu/florida/lessons/african/african1.pdf>

bit.ly/flcivilwar

[http://fcit.usf.edu/florida/lessons/cvl\\_war/cvl\\_war1.pdf](http://fcit.usf.edu/florida/lessons/cvl_war/cvl_war1.pdf)

bit.ly/reconstructionfl

<http://fcit.usf.edu/florida/lessons/reconst/reconst1.pdf>

bit.ly/civilrightsfl

[http://fcit.usf.edu/florida/lessons/cvl\\_rts/cvl\\_rts1.pdf](http://fcit.usf.edu/florida/lessons/cvl_rts/cvl_rts1.pdf)

Bit.ly/localgovfl

<http://fcit.usf.edu/florida/lessons/localgov/localgov1.pdf>

bit.ly/stategovfl

<http://fcit.usf.edu/florida/lessons/stategov/stategov1.pdf>

### **State Lap Book**

bit.ly/29WMqLy

<http://appletasticlearning.com/2015/03/17/how-to-make-lap-book/>

### **Social Studies Manipulatives**

bit.ly/29REIDv

<http://socialstudiessuccess1.blogspot.com/2015/11/manipulatives-in-social-studies.html>