



ORANGE COUNTY REGIONAL  
**HISTORY CENTER**

# FIELD TRIP



**KINDERGARTEN**

## TEACHER LESSON PLANS

HIGHLIGHTS OF THE MUSEUM & LITTLE HISTORIANS



# Field Trip Lesson Plan

## 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 like language arts.

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# Then and Now

## Overview

Students will view, compare and contrast real photographs (primary sources) of schools and classrooms from the past with their own school and classroom.

## Focus

- Understanding what a primary source is.
- Comparing modern-day life with the past.

## Standards

- SS.K.A.1.2 Develop an awareness of a primary source.
- SS.K.A.2.1 Compare children and families of today with those in the past.
- LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

## Materials

- Internet access  
*\*If internet access is not available, print photographs on paper, enough for the class to view.*

## Prep

- Download and view the photographs from Google Docs here: [bit.ly/2tNMtDn](https://bit.ly/2tNMtDn)

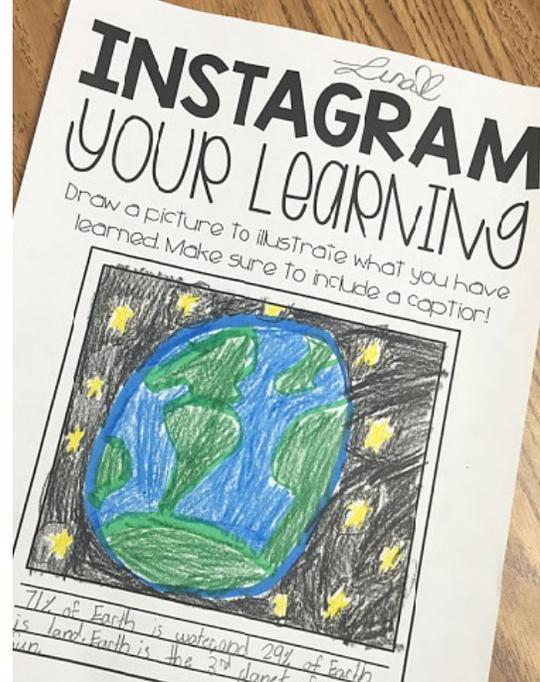
## Directions

- **Explain what a primary source is.**  
A primary source is an actual account - proof/evidence. Examples: photograph, piece of art, legal document, diary or journal, speech, historic document (like the Declaration of Independence), and letters. Primary sources can also be objects like clothing, furniture, and buildings. These sources tell us about events, time periods, and the people who used or created them.
- **As a class, view the photographs and ask students what they see.**  
Is the school large or small? How many students are there? Is there anything on the walls? What kind of board do they have? What are they wearing? What's interesting about their desks or tables? How do you feel about these classrooms? How are the classrooms similar to ours? How are they different?

# Activity Ideas

## Instagram Worksheet

Students can share what they've learned with an Instagram inspired worksheet developed by Teach Create Motivate. Download from Google Docs here: <http://bit.ly/2anJsPQ>



## Pioneer Journals

Use brown paper bags as the outer cover to create fun, old-school looking journals as seen in the blog, Literacy Loves Company. Students can share what they learned about pioneer life after their visit to the History Center.



## Long Ago & Today - School

This activity is a great complement to the Then & Now activity. Students arrange classroom objects in order from oldest to newest. They also view and discuss artifact cards containing old classroom items such as a coal stove, writing slate, lantern, and horn book. Courtesy of the Patton's Patch blog. Download the lesson plan from Google Docs here: <http://bit.ly/2tNH8Mm>

## Seminole Patchwork

Create Seminole patchwork with various geometric shapes cut from colored construction paper. For information about Seminole patchwork and clothing, visit: <http://bit.ly/2h6FBv3>



Long Ago and Today  
Social Studies Unit  
Part 1: School



By: Mrs. Patton



# Standards & Websites

## Standards

### Now & Then

SS.K.A.1.2 Develop an awareness of a primary source.

SS.K.A.2.1 Compare children and families of today with those in the past.

LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small or large groups.

### Instagram Worksheet

LAFS.K.W.1.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

VA.K.F.1 Creative, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

### Pioneer Journals

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### Long Ago & Today - School

SS.K.A.1.2 Develop an awareness of a primary source.

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### Seminole Patchwork

VA.K.F.1 Creative, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

## Full Web Links

### Now & Then

<https://drive.google.com/file/d/0B46noRWWyXRxeHlrX200bmFXSms/view>

### Instagram Worksheet

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

### Long Ago & Today - School

[https://drive.google.com/file/d/0B1qw349\\_IrGPYTFiMjJINmYtOTY0Ny00OTRhLThkZjYtY2E4NzcyZjMwZTQx/view](https://drive.google.com/file/d/0B1qw349_IrGPYTFiMjJINmYtOTY0Ny00OTRhLThkZjYtY2E4NzcyZjMwZTQx/view)

### Seminole Patchwork

<http://www.semtribe.com/Culture/SeminoleClothing.aspx>