



ORANGE COUNTY REGIONAL HISTORY CENTER

TEACHER LESSON PLANS



**GRADE 2
& UP**

PIONEER PORTRAITS

HISTORY ON THE GO

FOR MORE INFO, CONTACT AMANDA PARISH WALTERS,
AT AMANDA.PARISHWALTERS@OCFL.NET
OR CALL 407-836-8376.



Portraits Lesson Plans

CURRICULUM DESIGNED FOR YOU

Thank you for planning your History on the Go play with the Orange County Regional History Center! This packet includes activities that can be done before or after our visit 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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@pioneerportraits

Standards

LAFS.2.RI.4.10, LAFS.2.W.1.2, LAFS.3.RI.4.10, LAFS.3.W.1.2, LAFS.4.RI.3.9, LAFS.4.RI.3.7, LAFS.4.W.1.2, LAFS.4.RI.4.10, LAFS.5.RI.3.9, LAFS.5.RI.3.7, LAFS.5.RI.4.10, LAFS.5.W.1.2

Materials

- Internet access for students
- @pioneerportraits worksheet (included)
- Optional: related reading passages or books

Prep

- Print copies of the @pioneerportraits worksheet, one per student.
- Optional: select books and research materials as desired to enhance the students research.

Directions

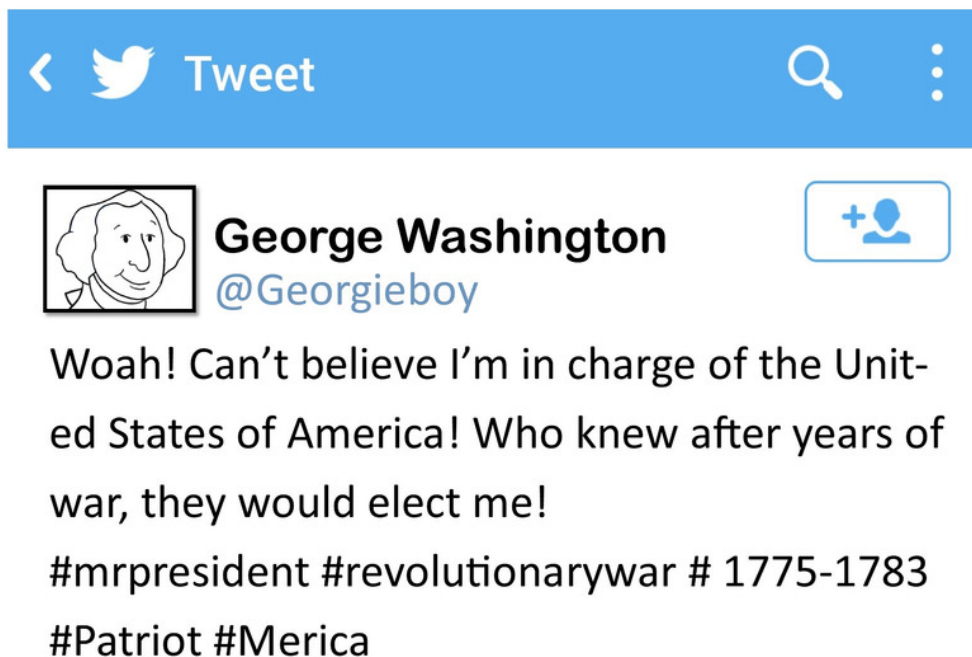
1. Assign students a historical figure from Florida history. Suggested people: Bessie Coleman, Zora Neale Hurston, Clara Frye, Mary McLeod Bethune, Ray Charles, Estevanico, Lawrence Silas, Josiah Wells, James Weldon Johnson, and Dr. John Gorrie.
2. Using the internet (and books, if provided), students will research their historical figure.
3. After students have researched their figure, they will complete the @pioneerportraits worksheet.

@pioneerportraits

Directions

1. Research your assigned historical figure. Truly understand your person because you are going to create a Twitter post as if you were that person!
2. On your Twitter worksheet, draw a picture of your historical figure.
3. Write their name and a username.
4. Write a short Twitter post that your person may have written if Twitter existed back then. Remember to keep it short and simple, but very informative.
5. Add some hashtags! Your hashtags should provide additional information about your person.

See the example below before working on your Twitter post.



@pioneerportraits



Tweet



.....



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.

Materials

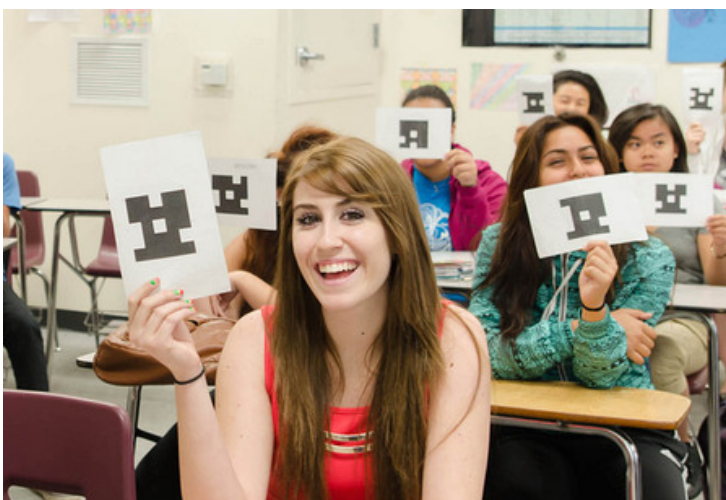
- Smartphone or tablet
- Plickers app
- Cardstock

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.
- Print a set of Plickers cards on cardstock.

Directions

1. Pass out the assigned cards to students.
2. Explain how Plickers works.
3. Assess students!



Activity Ideas

"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."

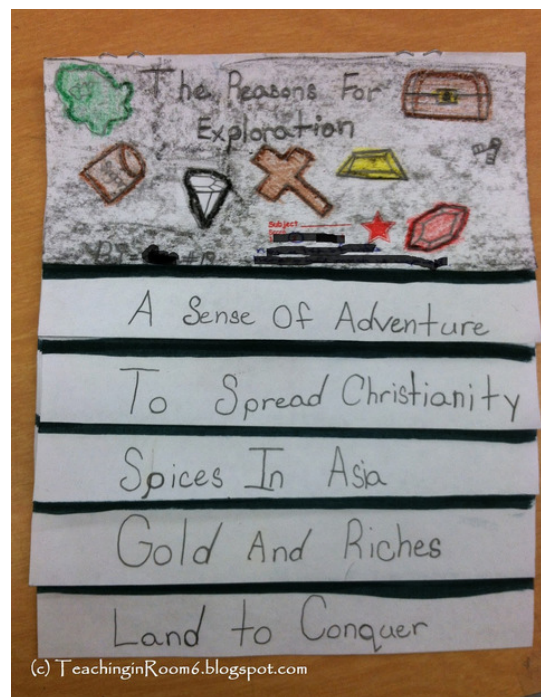
For a printable template, visit: bit.ly/29WAF4Y



Flip Book

Students can create a flip book for a historical figure with tabs related to their life; may include basic information (birthday, birth place, etc), what they achieved and why they are important in Florida history. To see an example, visit the Teaching in Room 6 blog:

bit.ly/2auwaBt

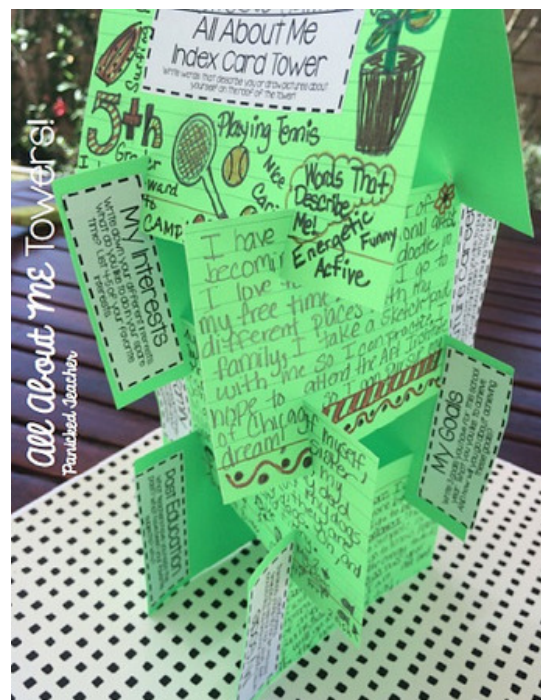


Index Card Research Tower

Take a spin on the Panicked Teacher's index card tower activity and have students use it as a medium for presenting a historical figure or research project. It's a fun way for students to share their research.

For more information on index card towers, visit:

bit.ly/2a5vEtT



Standards & Websites

Standards & Descriptions

Possible Show Standards

TH.2.C.1.2 Respond to a play by drawing and/or writing about a favorite aspect of it.

TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.

Activity Standards

LAFS.2.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LAFS.3.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a concluding statement or section.

LAFS.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, 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.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a concluding statement or section related to the information or explanation presented.

LAFS.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LAFS.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

LAFS.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a concluding statement or section related to the information or explanation presented.

Does not include possible standards for the Activity Ideas - Ipad worksheet, flip book, and index tower research project.

Full Web Links

Ipad Activity

bit.ly/29WAF4Y

<http://www.createteachshare.com/2016/05/social-studies-projects-for-end-of-year.html>

Index Research Towers

bit.ly/2a5vEtT

<http://panickedteacher.blogspot.com/2016/07/5-ways-to-get-to-know-your-students.html>

Flip Book

bit.ly/2auwaBt

<http://www.teachinginroom6.com/2012/12/here-be-dragons.html>