



ORANGE COUNTY REGIONAL  
**HISTORY CENTER**

# FIELD TRIP



**GRADES  
6 – 12**

## TEACHER LESSON PLANS

HIGHLIGHTS OF THE MUSEUM



# 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. We have ensured many of the activities include the use of technology to keep in sync with the digital classroom initiative.

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# Digital Exhibit – Website

## Overview

Students will research topics from Florida history and create a digital exhibit using a website as the medium.

## Focus

- Analyzing and utilizing primary and secondary sources.
- Researching historic topics.

## Standards

### Primary & Secondary Sources, General History

- SS.6.W.1.3 Interpret primary and secondary sources.
- SS.6.W.1.4 Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
- SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
- SS.8.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
- SS.8.A.1.6 Compare interpretations of key events and issues throughout American History.
- SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

### European Exploration

- SS.8.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America
- SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.

### Pioneers / Westward Expansion

- SS.8.A.4.1 Examine the causes, course and consequences of United States westward expansion and its growing diplomatic assertiveness... [Adams-Onis Treaty]
- SS.8.A.4.16 Identify key ideas and influences of Jacksonian democracy... [Indian Removal Act]
- SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native Americans and African slave populations.

### Seminole Indians

- SS.8.A.4.16 Identify key ideas and influences of Jacksonian democracy... [Indian Removal Act]
- SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native Americans and African slave populations.

## **Civil War**

- SS.8.A.5.1 Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2 Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.4 Identify the division (Confederate and Union states, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.7 Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8 Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.912.A.2.1 Review causes and consequences of the Civil War.
- SS.912.A.2.2 Assess the influence of significant people or groups on Reconstruction.
- SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.
- SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

## **Florida's Industries**

- SS.8.A.4.5 Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6 Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
- SS.912.A.3.13 Examine key events and people in Florida history as they relate to United States history [bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston]
- SS.912.A.5.12 Examine key events and people in Florida history as they relate to United States history [land boom, speculation, invention of modern air conditioning in 1929]

## **Materials**

- Internet access
- devices (laptop or tablets) for students - enough for small groups or per student, depending on your preference for group or individual work.

## **Prep**

- 1. View over both articles about virtual exhibits and multimedia assignments as a guide and gather ideas before presenting the project to students.**

<http://ii.library.jhu.edu/tag/online-exhibitions/>

<http://ii.library.jhu.edu/2014/02/25/multimedia-assignments/>

- 2. Select a media platform for creating and publishing the exhibits.**

We recommend Weebly which is a free and easy-to-use platform. Thousands of middle and high school students create Weebly websites for the National History Day (NHD) competition.

- 3. Watch the two Weebly demo videos:**

Weebly for education - <http://bit.ly/2u0TnkM>

Short how-to for creating a website for NHD - <http://bit.ly/2hoyP44>

- 4. View over real examples of sites created by middle school students:**

<http://22570218.weebly.com/>

<http://17854214.weebly.com/>

- 5. View over real examples of sites created by high school students:**

<http://motherjonesnhd.weebly.com/>

<http://25933634.weebly.com/>

- 6. Sign up and create accounts on the platform of your choice for participating students. You may also choose to have students create their own account.**

- 7. Create a grading rubric.**

For guidance or direction, view a sample rubric here: <http://bit.ly/2wpe7DK>

## Directions

### 1. Discuss the difference between primary and secondary sources.

Ensure students understand the difference between the two before they begin their research.

### 2. Show the demo video for creating a Weebly website.

You may learn that some of your students have already created websites with Weebly, Wordpress or another platform.

### 3. Review over the middle and/or high school website examples.

### 4. Assign students a topic for their virtual exhibit.

Recommended topics (relate to exhibit content):

**Civil War** - Slavery, causes and effects, Florida's role in the war, Reconstruction, Barber-Mizell family feud.

**European Exploration** - European countries and explorers, interaction between countries (British, French, Spanish, Dutch), their motives for coming to the New World, the impact (both negative and positive) on the Native American population living in Florida.

**Seminole Indians** - Lifeways, culture, Indian Removal Act, Andrew Jackson, causes and effects of the three Seminole Indian Wars.

**Pioneers** - Lifeways and hardship, westward (southward) expansion, Armed Occupation Act

**Florida's Industries** - Impact of the Four Henrys (Sanford, Flagler, Plant, Ford) on Florida's economy, cattle (during and after the Civil War, Jacob Summerlin), citrus (Dr. Phillips, pasteurization, the Great Freeze), and tourism (land boom, Tin Can Tourists.)

### 5. Discuss plagiarism.

Students should be encourage to quote historic documents, but the content explaining their topic should be written in their own words.

### 6. Discuss a bibliography and review over an example.

<http://25933634.weebly.com/paperwork.html> *(This example is from a NHD winner. You can choose to have student create an annotated bibliography or a simple bibliography.)*

While students are compiling their research and primary sources, they should credit their sources, especially for images or video that are used on their website.

## **Directions**

### **7. Research topic and select primary sources.**

As students are researching, they should also be selecting the primary sources they will incorporate on their website (photographs, videos, documents, etc). They should be updating their bibliography throughout the research process.

Recommended websites for research and primary sources (most of the sources have no copyright restrictions):

[floridamemory.com](http://floridamemory.com)

[dos.myflorida.com](http://dos.myflorida.com)

[digitalhistory.uh.edu](http://digitalhistory.uh.edu)

[archives.gov](http://archives.gov)

### **8. Create a website!**

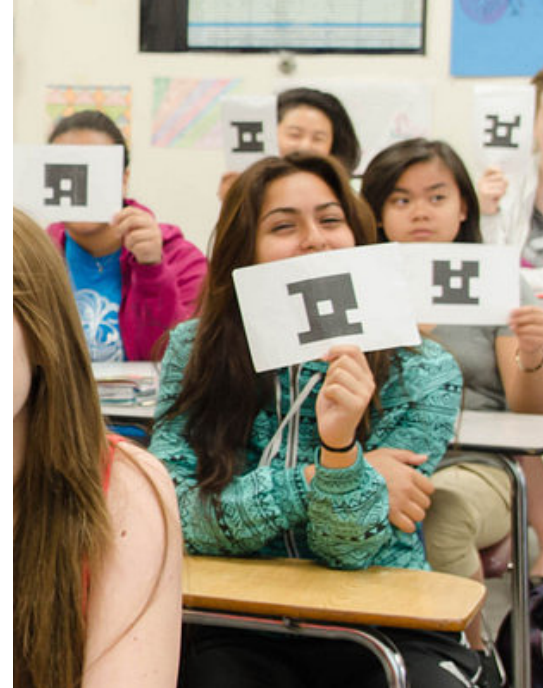


# Activity Ideas

## Plickers

Students can be shy and may not raise their hand to indicate they need more explanation or don't understand a concept. This tool gives you real time feedback/formative assessment data so you know how many students are struggling. You can then expound upon the topic without singling out a particular student.

Plickers is a free app available from [www.Plickers.com](http://www.Plickers.com) for Android and Apple devices. You'll need to create an account and assign unique Plicker cards to each student. We recommend printing the cards on cardstock so they will last the entire year.



## Kahoot!

Kahoot! is a fun, interactive assessment tool that's great for all subject areas. It's easy to use and available on both Android and Apple devices including phones, tablets, and computers. No app download required, just internet access. Students simply go to [kahoot.it](http://kahoot.it) and enter the game pin to begin playing. To get started, visit: [getkahoot.com](http://getkahoot.com)



## DBQ - Document Based Questions

Use archives to source documents for your DBQ assignments. To enhance your process for developing DBQ material, visit Social Studies

Success: [bit.ly/2ar1alk](http://bit.ly/2ar1alk)

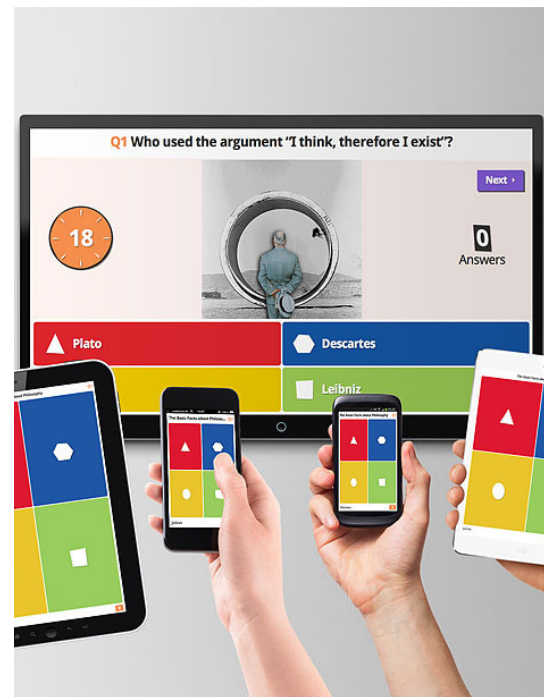
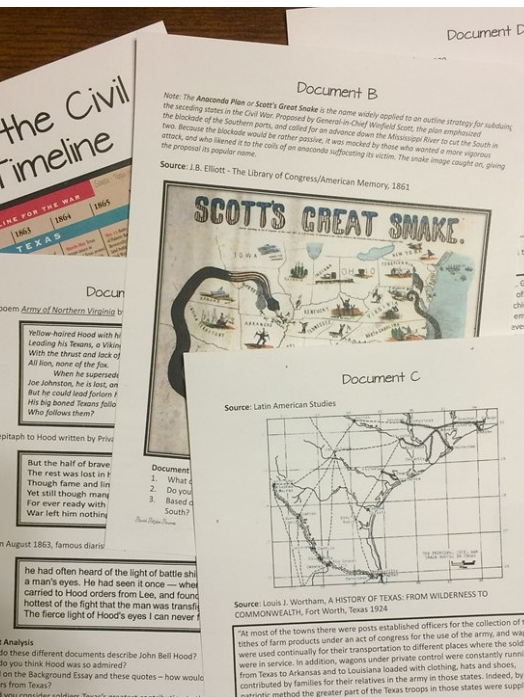
Recommended archives:

[digitalhistory.uh.edu](http://digitalhistory.uh.edu)

[archives.gov](http://archives.gov)

[dos.myflorida.com](http://dos.myflorida.com)

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# Standards

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full link - <https://www.youtube.com/watch?v=5AqR6vo0pno>

<http://bit.ly/2hoyP44>

full link - <https://www.youtube.com/watch?v=JzSR0cXeLe4>

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<http://25933634.weebly.com/>

<http://bit.ly/2wpe7DK>

full link

<https://docs.google.com/document/d/1tWeE5N6AuwVdyko4dBneeGefo8qX5xA5HPWpJdH4ml8/edit>

<http://25933634.weebly.com/paperwork.html>

## Plickers

<https://plickers.com/>

## Kahoot!

<https://kahoot.com/>

## DBQ - Document Based Questions

<http://bit.ly/2ar1alk>

full link - <https://www.socialstudiessuccess.com/2015/12/writing-your-own-dbq.html>

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[www.archives.gov](http://www.archives.gov)

[www.dos.myflorida.com](http://www.dos.myflorida.com)

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