

WHAT IS THE HISTORY CENTER? GRADES 5-8

OBJECTIVES:

- Students will define what a history center is and explain its purpose.
- Students will use a variety of reading comprehension strategies to help them gather and organize information about Central Florida's history.
- Students will read text panels and view artifacts and photographs to gather information about a particular aspect of Central Florida's history / community.
- Students will create a new web page for the permanent exhibit section of the History Center's web page to demonstrate what they learned at the History Center about their chosen aspect of Central Florida's history / community.
- Students will create a time capsule of their school community.

FCAT STRANDS ADDRESSED:

Reading Exam: Main idea, plot, author's purpose
Reference and Research

Writing Exam: Expository and persuasive writing

SUNSHINE STATE STANDARDS / BENCHMARKS:

SOCIAL STUDIES – Grade 5

Strand A: *Time, Continuity, and Change (History)*

Standard 4: *The student understands United States history to 1880*

Benchmark SS.A. 4.2.1 The student understands the geographic, economic, political, and cultural factors that characterized early exploration of the Americas.

Standard 5: *The student understands the United States history from 1880 to present day*

Benchmark SS.A. 5.2.1 The student knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.

Benchmark SS.A. 5.2.2 The student knows the social and political consequences of industrialization and urbanization in the United States after 1880.

Strand B: *People, Places, and Environments (Geography)*

Standard 2: *The student understands the interactions of people and the physical environment*

Benchmark SS.B. 2.2.2 The student understands how the physical environment supports and constrains human activities.

LANGUAGE ARTS – Grade 5

Strand A: *Reading*

Standard 1: *The student uses the reading process effectively.*

Benchmark LA.A.1.2.1 The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.

Benchmark LA.A.1.2.2 The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.

Benchmark LA.A.1.2.4 The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

Standard 2: *The student constructs meaning from a wide range of texts.*

Benchmark LA.A.2.2.1 The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

Benchmark LA.A.2.2.5 The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

Benchmark LA.A.2.2.8 The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

Strand B: *Writing*

Standard 1: *The student uses writing processes effectively.*

Benchmark LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

Benchmark LA.B.1.2.3 The student produces final documents that have been edited for: correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

Standard 2: *The student writes to communicate ideas and information effectively.*

Benchmark LA.B.2.2.1 The student writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.

Benchmark LA.B.2.2.3 The student writes for a variety of occasions, audiences, and purposes.

Benchmark LA.B.2.3.6 The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

SOCIAL STUDIES – Grades 6-8

Strand A: *Time, Continuity, and Change (History) Grade 6-8*

Standard 1: *The student understands historical chronology and historical perspective*

Benchmark SS.A. 1.3.1 The student understands how patterns, chronology, sequencing, and the identification of historical periods are influenced by frames of reference.

Standard 3: *The student understands Western and Eastern civilization since the Renaissance*

Benchmark SS.A. 3.3.1 The student understands ways in which cultural characteristics have been transmitted from one society to another.

Standard 4: *The student understands United States history to 1880*

Benchmark SS.A. 4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States.

Standard 5: *The student understands United States history from 1880 to present day*

Benchmark SS.A. 5.3.1 The student knows the role of physical and cultural geography in shaping events in the United States since 1880.

Standard 6: *The student understands the history of Florida and its people*

Benchmark SS.A. 6.3.2 The student knows the unique geographic and demographic characteristics that define Florida as a region.

Benchmark SS.A. 6.3.3 The student knows how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.

Benchmark SS.A. 6.3.4 The student understands how the interactions of societies and cultures have influenced Florida's history.

LANGUAGE ARTS – Grades 6 - 8

Strand A: *Reading*

Standard 1: *The student uses the reading process effectively.*

Benchmark LA.A.1.3.1 The student uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.

Benchmark LA.A.1.3.4 The students uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.

Standard 2: *The student constructs meaning from a wide range of texts.*

Benchmark LA.A.2.3.1 The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

Benchmark LA.A.2.3.4 The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

Benchmark LA.A.2.3.7 The student synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

Strand B: *Writing*

Standard 1: *The student uses writing processes effectively.*

Benchmark LA.B.1.3.1 The student organizes information before writing according to the type and purpose of writing.

Benchmark LA.B.1.3.2 The student drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

Standard 2: *The student writes to communicate ideas and information effectively.*

Benchmark LA.B.2.3.1 The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

Benchmark LA.B.2.3.3 The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

WHAT IS THE HISTORY CENTER?

MATERIALS:

KWL chart (Included)

History Center Anticipation Guide (Included)

History Center web page on permanent exhibits
(http://www.thehistorycenter.org/exhibits_permanent.htm)

History Specialist Graphic Organizer (Included)

Pencil or pen

History Center Web Page Template (Included)

PRE-VISIT ACTIVITIES:

- At least one week before their field trip, invite students to share their ideas and what they already know about the History Center, its purpose, and the history of Orange County by having them complete the first section (K – Know) of the attached KWL chart. Discuss their answers as a class.
- On the same day or later in the week prior to the trip, ask students to complete the second section of the KWL chart (W – Want to know). (Special note: For middle school, you might want to phrase this as “What you think you can learn” instead of “What you want to know” to avoid the answer of “nothing.”)
- The day before the trip, divide the class into small groups to become specialists on a particular exhibit area of the History Center. The exhibits are: the Natural Environment, Florida’s First People, First Contact, the Seminoles, the Pioneers, Cattle, Citrus, Transportation, Tourism, Selling Central Florida, Aviation, the Day We Changed, and How Distant Seems Our Starting Place. Give each group member a copy of the attached “History Center Anticipation Guide” and ask the students to answer the first question. Have the groups share their answers with the class. Next, give each student a copy of the attached webpage from the History Center’s website to read (www.thehistorycenter.org). Have them use this page to answer question number 2. Again, have students share their responses with the class. After each group has shared, ask the students to complete the first column of the Anticipation Guide for their section in which they place an “x” in the blank in front of the statements that they believe are true.* Explain to students that this is based on their opinion and that there is no penalty for a wrong answer. Finally, inform each group that they will be responsible for completing the Anticipation Guide for their exhibit

while at the museum. In addition, they will need to complete the “History Specialist Graphic Organizer” on the back of the page with a minimum of three things they learned about their exhibit. Tell students that they will be expected to share this information with the class when they return. Be sure to emphasize that they will not be able to include the information already printed on the website as one of their 3 facts.

**Note: Depending on your class, you might want students to complete all of the sections of the Anticipation Guide.*

AT THE HISTORY CENTER:

1. Student groups will tour the History Center and take time to focus on collecting information in their areas. They will complete the “History Center Anticipation Guide” and “History Specialist Graphic Organizer” as they view their chosen section.

POST-VISIT ACTIVITIES:

1. To review, have students complete the final section (L – learned) of their KWL chart. Discuss their responses as a class.
2. Using the “History Center Web Page Template” provided, have each group create a new entry about their exhibit for the History Center’s Permanent Exhibit Web Page. Have the groups share their web pages with the class. This can be a paper activity or you can actually have students create the pages on a computer if your school has the appropriate technology available.
3. To extend the lesson, ask students to do one of the following activities:
 - Tell students that they have been asked to create a time capsule for their school and the surrounding community. Ask each student to prepare a list of 5 artifacts or photographs that they would include in a time capsule to represent the school and community. Students should write a brief paragraph for each artifact / photograph to explain why it would be included in the time capsule.
 - Ask the students to pretend that they are museum workers who are involved in a project to create a new exhibit section for the History Center. Ask each student to write a one-page paper in which they describe the section that they would add and write to convince the museum to add this section. Make certain they understand that they cannot repeat a section that already exists in the museum.

Name: _____

KWL Chart for the History Center

<p>K What do you know about... the History Center? the purpose of the Center? the history of our community?</p>	<p>W What do you want to know? What can you learn?</p>	<p>L What did you learn?</p>

Section 3 – First Contact

Me

Exhibit

1. The Apache were the main Native American group in Central Florida.
2. The Timucuan no longer exist as a tribe.
3. The Spanish came to Florida to find oranges.

Section 4 – The Seminoles

Me

Exhibit

1. The Seminole Indians are not native to Florida.
2. The name Seminole comes from the Italian word “semolina.”
3. Seminoles are famous for colorful patchwork clothes.

Section 5 – The Pioneers

Me

Exhibit

1. The word “cracker” was used as a compliment in England.
2. Crackers emphasized independence.
3. Crackers liked store-bought, prepared foods.

Section 6 – Cattle

Me

Exhibit

1. The Spanish found herds of cattle when they arrived in Florida.
2. Prior to 1949, most Florida cattle were fenced on huge ranches.
3. Cattlemen in Florida were called cowboys.

Section 7 – Citrus

Me

Exhibit

1. The Spanish found large citrus groves when they arrived.
2. Dr. Phillips developed a process to make canned orange juice taste better.
3. Freezes in the 1970s and 1980s killed local orange groves.

Section 8 – Transportation

Me

Exhibit

1. Steamboats helped develop trade and tourism in Central Florida.
2. Railroads were not important in Central Florida.
3. Orlando was the first Central Florida city connected by railroad.

Section 9 – Tourism

Me

Exhibit

1. Large-scale tourism began in Central Florida in the 1820s.
2. Tourists who arrived in Model Ts were called tin-can tourists.
3. Locals welcomed the tin-can tourists.

Section 10 – Selling Central Florida

Me

Exhibit

1. Many people came to Florida for cheap land and low taxes.
2. Some land sellers tricked people with fancy advertising, using photos of Maryland farms to sell Florida swampland.
3. Land salesmen in the early 1900s often greeted newcomers.

Section 11 – Aviation

Me

Exhibit

1. NASA valued Cape Canaveral for testing and tracking purposes.
2. Pinecastle Airforce Base became the Orlando International Airport.
3. Buzz Aldrin was a famous astronaut from Central Florida.

Section 12 – The Day We Changed

Me

Exhibit

1. Walt Disney liked Central Florida because of its highways.
2. Disney advertised that he was buying property in Central Florida.
3. Disney bought 27,000 acres for less than \$6 million.

Section 13 – How Distant Seems Our Starting Place

Me

Exhibit

1. Negro Abraham was a Black Seminole who lived in Central Florida.

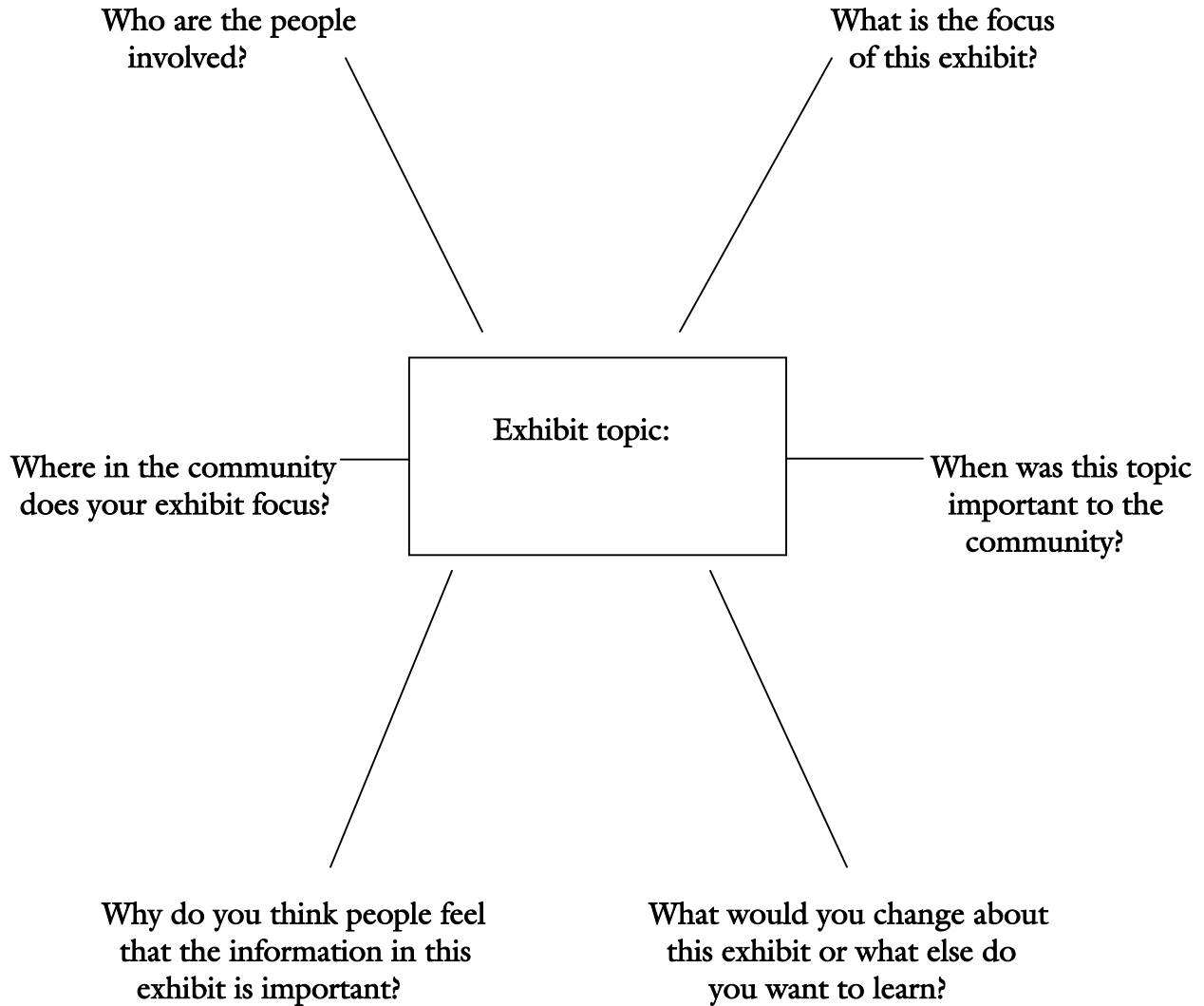
2. Eatonville is the first incorporated African American community in the United States.

3. The Civil Rights Movement bypassed Central Florida.

History Specialist Graphic Organizer

Directions:

After viewing the exhibit and reading the text panels for your assigned section, write at least one fact or detail for the areas listed below: You can also draw pictures if you wish.



History Center Web Page Template

Name: _____

Directions: Pretend that you are designing a new web page for the History Center. Your task is to create a new section for the exhibit you viewed at the museum. Please fill in each section completely.

New title

Description of the exhibit

Your description must have at least 3 sentences. Each sentence must contain specific details from the museum. Please proofread your description to make certain that there are no errors in grammar, punctuation, or spelling.

Visual

On the back of this page, please draw or describe a picture or photograph that could be placed on your web page section to accompany the written description.

Teacher's Answers to History Center Anticipation Guide

Section 1 – Natural Environment

Me	Exhibit	
_____	<u>F</u>	1. Calcium is the main material of underground Florida. (It is limestone)
_____	<u>T</u>	2. The rise and fall of the sea level help cause sinkholes.
_____	<u>T</u>	3. Florida once had mammoths and mastodons.

Section 2 – Florida's First People

Me	Exhibit	
_____	<u>T</u>	1. Archaeologists look at shell middens to study early cultures.
_____	<u>F</u>	2. Shell middens often contain metal and glass. (These items were brought to Florida by the Europeans.)
_____	<u>T</u>	3. Many middens have been destroyed by mining or land clearing.

Section 3 – First Contact

Me	Exhibit	
_____	<u>F</u>	1. The Apache were the main native American group in Central Florida. (The Timucuan)
_____	<u>T</u>	2. The Timucuan no longer exist as a tribe.
_____	<u>F</u>	3. The Spanish came to Florida to find oranges. (The Spanish were searching primarily for gold)

Section 4 – The Seminoles

Me	Exhibit	
_____	<u>T</u>	1. The Seminole Indians are not native to Florida.
_____	<u>F</u>	2. The name Seminole comes from the Italian word "semolina." (It comes from the Spanish word <i>cimarron</i> meaning runaway or Muskogee word <i>sim-in-oli</i> meaning wild and free.)

_____ T 3. Seminoles are famous for colorful patchwork clothes.

Section 5 – The Pioneers

Me Exhibit

_____ F 1. The word “cracker” was used as a compliment in England.
(A cracker was considered as a loudmouth or braggart.)

_____ T 2. Crackers emphasized independence.

_____ F 3. Crackers liked store-bought, prepared foods. (They called store-bought food “monkey food”)

Section 6 – Cattle

Me Exhibit

_____ F 1. The Spanish found herds of cattle when they arrived in Florida.
(They brought cattle with to the Americas.)

_____ F 2. Prior to 1949, most Florida cattle were fenced on huge ranches.
(Most cattle weren’t fenced in until the fence law was passed in 1949).

_____ F 3. Cattlemen in Florida were called cowboys. (Florida cattlemen
were called cowmen or cow hunters. Cowboys referred to western cattlemen.)

Section 7 – Citrus

Me Exhibit

_____ F 1. The Spanish found large citrus groves when they arrived.
(FALSE – The Spanish introduced citrus to the Florida peninsula).

_____ T 2. Dr. Phillips helped make canned orange juice taste better.

_____ T 3. Freezes in the 1970s and 1980s killed local orange groves.

Section 8 – Transportation

Me Exhibit

_____ T 1. Steamboats helped develop trade and tourism in Central Florida.

_____ F 2. Railroads were not important in Central Florida. (Railroads were essential to the development of the region.)

- _____ F 3. Orlando was the first Central Florida city connected by railroad.
(Sanford became the first Central Florida city to get the
railroad in October 1880.)

Section 9 – Tourism

Me Exhibit

- _____ F 1. Large-scale tourism began in Central Florida in the 1820s.
(Large-scale tourism began in Central Florida in the
1920s).
- _____ T 2. Tourists who arrived in Model Ts were called tin-can tourists.
(T)
- _____ F 3. Locals welcomed the tin-can tourists. (Locals did not like tin-
can tourists at all as they did not feel they helped the local
economy.)

Section 10 – Selling Central Florida

Me Exhibit

- _____ T 1. Many people came to Florida for cheap land and low taxes.
- _____ T 2. Some land sellers tricked people with fancy advertising, using
photos of Maryland farms to sell Florida swampland.
- _____ T 3. Land salesmen in the early 1900s often greeted newcomers
right at train stations.

Section 11 – Aviation

Me Exhibit

- _____ T 1. NASA valued Cape Canaveral for testing and tracking purposes.
- _____ T 2. Pinecastle Airforce Base became the Orlando International
Airport.
- _____ F 3. Buzz Aldrin was a famous astronaut from Central Florida.
(Astronaut John Young grew up in Orlando’s College Park
neighborhood.)

Section 12 – The Day We Changed

Me Exhibit

- _____ T 1. Walt Disney liked Central Florida because of its highways.

- _____ F 2. Disney advertised that he was buying property in Central Florida. **(He bought land in secret to keep prices low.)**
- _____ T 3. Disney bought 27,000 acres for less than \$6 million.

Section 13 – How Distant Seems Our Starting Place

Me Exhibit

- _____ T 1. Negro Abraham was a Black Seminole who lived in Central Florida.
- _____ T 2. Eatonville is the first incorporated African American community in the United States.
- _____ F 3. The Civil Rights Movement bypassed Central Florida. **(The Central Florida community was active in the Civil Rights Movement.)**