

# History AT HOME

ORANGE COUNTY REGIONAL  
**HISTORY  
CENTER**

DOWNTOWN ORLANDO

TheHistoryCenter.Org

## VIRTUAL FIELD TRIP



## TEACHER LESSON PLANS HIGHLIGHTS OF THE MUSEUM



# Virtual Tour Lesson Plans

## CURRICULUM DESIGNED FOR YOU

Thank you for participating in a virtual field trip with the Orange County Regional History Center! This packet includes activities that can be done before or after your virtual experience and aligns with state standards.

The activities you'll find in here were created with you in mind! We know that distance learning poses new challenges for teachers and students alike. The activities can be easily adapted between a hands-on or digital format, for what best suits your needs in a digital classroom. Worksheets can be shared with a direct link or via google classrooms, allowing students to submit their assignment to be graded!

## TABLE OF CONTENTS

Indigenous People DBQ.....	2
Assessment.....	3
Activity Ideas.....	4
Standards and Websites.....	5

# Indigenous People DBQ

## Standards

SS.2.A.2.1, SS.4.A.1.2, SS.4.A.2.1, SS.5.A.2.3, LAFS.2.W.3.8, LAFS.4.W.3.7 (see end of curriculum for full descriptions)

## Materials

- Digital Worksheet - <https://bit.ly/2yYXK7j> (can be shared with students directly or on Google Classroom)
- Documents (links included below and on the worksheet):
  - Document 1 (Timucua): <https://bit.ly/34DhF7O>
  - Document 2 (Seminoles): <https://bit.ly/3a7RJSH>
  - Document 3 (Timucua): <https://bit.ly/3ek4mxj>
  - Document 4 (Seminoles): <https://bit.ly/2XA43bR>

## Prep

- Review over the DBQ worksheet and accompanying resources
- Make changes to Part A questions if needed
- Send the worksheet to students. You can send a copy of the worksheet directly to each student with the following link:  
<https://docs.google.com/presentation/u/2/d/12aKXQ1mIGybXmilEa1rBWh9nNZDN5rV7JXJGNASRes/copy>  
You can send the link directly through Google Classroom with the following link:  
<https://docs.google.com/presentation/d/12aKXQ1mIGybXmilEa1rBWh9nNZDN5rV7JXJGNASRes/edit?usp=sharing>

## Directions

1. Read the four articles and answer the accompanying questions to compile information about both tribes.
2. Use the information compiled in Part A to help draft the essay response for Part B.
3. After finishing the DBQ worksheet and essay, email or share both with your teacher for review.

# Assessment Tool

After attending the virtual Highlights of the Museum tour, you can use our Factile Jeopardy Rocks! game as a way to assess the information students learned throughout the field trip. Questions in the game include information from all four permanent exhibits. You do not need a Factile account to access the game!

## Materials

- Internet access
- Jeopardy Rocks! Game Link: <https://www.playfactile.com/historycenter01>

## Prep

- Review the Jeopardy Rocks! game questions before sending the game to your class
- Students can play individually or as a class. If playing as a class, open the game on your Zoom account, and share the screen with students. This will allow students to answer the questions in real time!

## Directions

1. Send the link to students, or open the game on your computer and share via Zoom.
2. Play Jeopardy!



# Activity Ideas

## Transportation Photos Timeline

Use this interactive Digital Timeline worksheet to look at the ways Transportation in Florida has changed over time. Students will use historical images to create a chronological timeline of these events, and respond to analysis questions.

You can send a copy of the worksheet directly to each student with the following link: <https://bit.ly/2V9Jhyf>

You can send the link directly through Google Classroom with the following link: <https://bit.ly/3afUsty>

This activity is digital and can be graded for each student individually! After students finish the worksheet, they can share or email to their teacher.

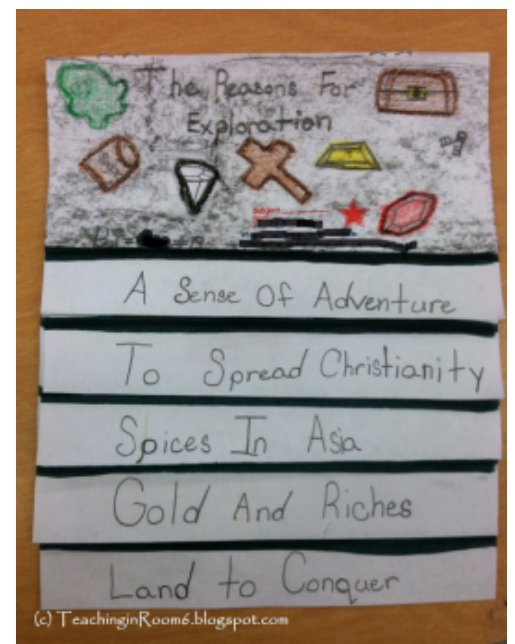


## Flip Book

Students can create a flip book per explorer with tabs for where they landed/explored, what they were seeking, the country they came from, etc. Or students can create a flip book for the reasons of exploration as done in the Teaching in Room 6 blog. Check out the blog here: [bit.ly/2auwaBt](http://bit.ly/2auwaBt)

For reading passages about the explorers, click here: <https://bit.ly/2wFRvVI>

Need a virtual option? Make your flipbook on PowerPoint or Google Slides instead!





# Standards & Websites

## **Standards & Descriptions**

SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.

SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.

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

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

SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.

SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.

LAFS.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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

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

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

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

*Does not include possible standards from Activity Ideas - Transportation Photos Timeline and Flipbook*

## **Full Web Links**

### **Indigenous People DBQ**

<https://docs.google.com/presentation/u/2/d/12aKXQ1mlGybXmilEa1rBWh9nNZDN5rV7JXJGNASRes/copy>

<https://docs.google.com/presentation/d/12aKXQ1mlGybXmilEa1rBWh9nNZDN5rV7JXJGNASRes/edit?usp=sharing>

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

<https://www.semtribe.com/STOF/culture/chickee>

<http://fcit.usf.edu/florida/lessons/lemoyne/lemoyne1.pdf>

<https://fcit.usf.edu/florida/3d/indians/indians01.htm>

### **Jeopardy Assessment Tool**

<https://www.playfactile.com/historycenter01>

### **Transportation Photos Timeline**

[https://docs.google.com/presentation/u/2/d/1cNz2\\_79zCtzP4uNMiteRQGcrhilkuJdThToVWwW4OM/copy](https://docs.google.com/presentation/u/2/d/1cNz2_79zCtzP4uNMiteRQGcrhilkuJdThToVWwW4OM/copy)

[https://docs.google.com/presentation/d/1cNz2\\_79zCtzP4uNMiteRQGcrhilkuJdThToVWwW4OM/edit#slide=id.p](https://docs.google.com/presentation/d/1cNz2_79zCtzP4uNMiteRQGcrhilkuJdThToVWwW4OM/edit#slide=id.p)

<https://www.flickr.com/photos/floridamemory/albums>

### **Flip Book**

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

<https://fcit.usf.edu/florida/lessons/lessons.htm>