



ORANGE COUNTY REGIONAL HISTORY CENTER

TEACHER LESSON PLAN



GRADE 2 & UP

Florida's First People

MUSEUM IN A BOX

FOR MORE INFO, CONTACT SHANNON ELLISTON,
AT SHANNON.ELLISTON@OCFL.NET
OR CALL 407-836-8580



WELCOME TO MUSEUM IN A BOX!

The History Center’s Museum in a Box program is an object-based, multimedia learning experience that brings the museum into your classroom! This self-contained program can be easily facilitated by teachers at their own pace. Over the course of a week, you can incorporate the box and the pre-recorded school tour into your social studies lesson and share among your grade level.



TABLE OF CONTENTS

I. Object Checklist	2
II. Set-Up Instructions & How-To Use	4
III. Box Care & Cleaning Procedures	5
VI. Museum in a Box Student Worksheet Answer Key	6
V. Object Descriptions	8
IV. Rotation Stations – Optional Supplemental Material	10
A. Indigenous Dwellings STEM Building Challenge	
B. Theodor De Bry Story Cube	
C. Ancient Shell Middens vs. Modern Landfills	
IIV. Standards	14
IIIV. Resources	16

OBJECT CHECKLIST

- !** Prior to using Museum in a Box, please review the box's contents and ensure all the following objects and resources are accounted for. Please notify History Center staff if an object or resource is missing.

MUSEUM IN A BOX DEVICE

(2) Two Objects Total

- Audio box
- Audio box power cord

TIMUCUA

(4) Four Objects Total

- Timucua motion (lenticular) photograph
- Two arrowheads (displayed together in one case)
- 3D printed atlatl replica with attached label
- Oyster shell attached to a laminated photograph of a shell midden

SEMINOLES

(3) Three Objects Total

- Seminole motion (lenticular) photograph
- Seminole doll
- Seminole patchwork pouch

WINDOVER BOG

(2) Two Objects Total

- Laminated photograph of the Windover Bog site
- Laminated photograph of a bird bone

BOX CARE & CLEANING

(2) Two Objects Total

- One wipe container with disinfectant wipes
- One clear zip-lock pouch with individually wrapped disinfectant tech wipes

TEACHER LESSON PLAN & STUDENT WORKSHEET

(2) Two Objects Total

- Teacher Lesson Plan*, 1 copy per teacher
- Museum in a Box* student worksheet inside a sheet protector

SUPPLEMENTAL ACTIVITIES

(6) Objects Total

- Laminated reading passage *“Windover Bog: Bones & Brains”*
- Laminated reading passage *“The Timucua”*
- Laminated reading passage *“The Seminole Tribe of Florida”*
- Theodor de Bry Story Cube* handout template inside a sheet protector
- Laminated *Indigenous Dwellings Map*
- One set (8 cards) of laminated *Indigenous Dwellings STEM Challenge Cards*
- Shell Midden Coloring Page* handout inside a sheet protector

SET-UP INSTRUCTIONS & HOW-TO USE

TURNING ON THE AUDIO DEVICE

1. Select a safe and flat surface near a power outlet.
2. Connect the power cord to the audio device located on the back of the box then plug into a power outlet.
3. Wait for the large light to turn green. This will take a few seconds. Once the light is green, the box is ready to use.
4. Adjust the volume as needed. We recommend starting at a lower setting and increasing as needed.

NOTE: The audio device has an auxiliary input on the back. For higher quality sound or more control over volume, the box can be connected to a portable speaker.

SCANNING OBJECTS

1. Each object case or photograph has a scannable sticker on the bottom or back. Items not inside a case have a scannable sticker attached by a tag.
2. Place the case or object on top of the audio box ensuring the tag is placed directly in the center. It will take a few seconds for the audio to play. Leave object on the audio box. When objects are removed, the audio will stop playing.
3. Repeat for all objects.

Note: We recommend that objects are scanned in the order that they are listed on the student worksheet. This ensure objects are listened to in chronological order.

TURNING OFF DEVICE

1. Turn volume down to zero.
2. Unplug the cord from the audio box. Unplug cord from power outlet.

PACKING UP AFTER PROGRAM COMPLETION

- **Follow and complete the cleaning instructions within this lesson plan prior to packing up the program into its carrying case.**

BOX CARE & CLEANING PROCEDURES

- ! **Cases containing artifacts are sealed shut** to keep objects safe, germ-free, and easy to clean between use among classrooms. **Please do not open the object cases for any reason.**
- ! **Sanitize and disinfect all objects** - artifact cases, laminated photographs, replicas, audio box and power cord - **before** sending the Museum in a Box to the next classroom. Use the sanitizing supplies provided.

CLEANING THE AUDIO BOX

1. Use one individually wrapped tech cleaning wipe. Wipes are inside a clear zip-lock pouch labeled:
“AUDIO BOX DISINFECTING WIPES. Use for audio box only.”
2. Wipe down all surfaces, volume knob, power cord and plug.
3. Discard wipe.
4. Let items fully dry.
5. Place box and cord into designated space inside the carrying case.



CLEANING THE OBJECTS, SUPPLEMENTAL/TEACHER MATERIALS, AND CARRYING CASE.

1. Use one disinfectant wipe. Wipes are inside the white wipe container labeled:
“DISINFECTING WIPES. Use for objects, replicas, supplemental/teacher materials, and carrying case.”
2. Wipe down all artifact cases, laminated photographs, encased motion (lenticular) photographs, atlatl replica and attached tag, oyster shell and attached laminated photograph.
3. (IF USED) Wipe down all laminated reading passages, template/handout sheet protectors, STEM challenge cards, and accompanying clear zip-lock pouch.
4. Discard wipe.
5. Use a new wipe to wipe down disinfectant container, audio box disinfectant zip-lock pouch, and carrying case.
6. Discard wipe.
7. Let items fully dry.
8. Place items back into designated spaces inside the carrying case.



MUSEUM IN A BOX STUDENT WORKSHEET ANSWER KEY

Supplies

- *Museum in a Box* student worksheet, 1 per student (master copy provided in box)
- Pen or pencil, 1 per student

Prep

- Use the master worksheet to make copies of the *Museum in a box* worksheet. Ensure the original is returned to its plastic sleeve for use in the next classroom.

Instructions

- Have students fill out the worksheet as they scan each object.
- OR have students complete the worksheet after the experience as an assessment.

Name: _____ Teacher: _____

Class: _____ Date: _____

Museum in a Box

Answer Key

Place each object on the box one at a time. Carefully listen to each audio clip to answer the questions below.

1. *Timucua Motion Photograph*: What did the Europeans introduce to the Timucua? How did that impact them?

Introduced diseases which nearly wiped out the Timucua. They are considered extinct.

2. *Arrowheads*: What materials did Native Americans use before metal weapons were introduced by the Europeans?

Stone, wood, and animal bones.

3. *Atlatl Replica*: Why was the atlatl a helpful hunting tool? What did it do?

Makes the arm more powerful, extends your arm, and lets you throw a spear farther and with better aim than without the atlatl.

4. *Oyster Shell & Photograph*: What is the name of the large pile of shells that were created by the Timucua and other indigenous peoples?

Shell midden

5. *Windover Bog Photograph*: What are some of the objects that archaeologists found at Windover Bog?

Atlatl pieces, animal bones, some of the oldest fabric ever discovered in the Americas, and preserved burials with skulls that still contained brain matter.

6. *Bird Bone Photograph*: Why do archaeologists take pictures of artifacts next to a ruler?

Way to record or reference the size of an object.

7. *Seminole Motion Photograph*: What happened to the Seminole people during the Seminole Wars?

Forced to move to Oklahoma, assigned to live on reservations, and fled/escaped into the Everglades.

8. *Seminole Doll*: What are Seminole dolls made from?

Palmetto fiber and stuffed with cotton.

9. *Patchwork Pouch*: What year did the patchwork take off? What was special about their sewing machines?

(Around) 1920. The hand-cranked sewing machines did not need electricity.

OBJECT DESCRIPTIONS

The box features nine individual objects. The following descriptions for each object are the same as what students will hear from the audio box.

TIMUCUA MOTION (LENTICULAR) CARD

The Timucua lived in Central Florida for thousands of years before European explorers arrived in the 1500s. When the Europeans came to Florida, they brought diseases with them that nearly wiped out the Timucua. Today, they are extinct, or gone forever. What little we know of the Timucua comes from studying artifacts like pottery and tools found in dig sites. We also study European records like these images which may show us what the Timucua looked like. The images on these cards however, are called secondary sources because they were created by Theodor de Bry, who had never visited Florida or saw the Timucua himself. His images are based on the original drawings by Jacques de Moyne, a French artist and mapmaker who came to Florida in 1562 with French explorers.

ARROWHEADS

These arrowheads are real artifacts that were discovered here in Florida from an archaeological dig site, which is a place where artifacts or bones can be found. Before Europeans introduced metal weapons and guns to Florida in the 1500s, the earliest Native Americans hunted with weapons made from stone, wood, and animal bones. The Timucua, and other indigenous peoples, used arrow heads like this for hunting. They would tie the arrowhead to a wooden stick to make a spear. Often, they used a spear with another weapon called an atlatl.

3D PRINTED ATLATL REPLICA

This oddly shaped tool is called an atlatl. It was used with a spear for hunting before the bow and arrow were invented. The user would place the end of the spear into the little notch, hold the handle and launch the spear. The atlatl makes your arm more powerful. It extends your arm, letting you throw a spear farther and with better aim than you could without the atlatl. This 3D printed replica is much smaller than a real atlatl, which would be about the length of your arm.

OYSTER SHELL & SHELL MIDDEN PHOTOGRAPH

This looks like an ordinary shell, something you might find near a river or ocean, but this shell is a clue to what the Native Americans ate hundreds and thousands of years ago. They hunted animals, but they also gathered shellfish like oysters. When you are done eating something, what do you do with the wrapper? Do you throw it in the garbage can? Well, the Native Americans threw their trash away too. But instead of plastic wrappers, their garbage looked a lot different. When the Timucua were done eating the oysters, they threw away the shells. Eventually the shells piled up so high and formed what we call shell middens. It is like an ancient garbage dump, similar to the landfills we create today. You can still find some of these old shell middens along hiking trails in some of Florida's state and county parks.

WINDOVER BOG PHOTOGRAPH

This photo of a pond doesn't look like much, but did you know, this is an ancient burial ground? This pond is called Windover Bog. It was discovered in 1982 in Titusville, Florida. This bog was the burial site for Florida's earliest indigenous peoples more than 7,000 years ago. When archaeologists dug up artifacts, they found atlatl pieces, animal bones, and some of the oldest fabric ever discovered in the Americas. The thick peat in the bog, which is like mud, preserved the Windover burials so well that some of the skulls still contained brain matter!

BIRD BONE PHOTOGRAPH

At Windover Bog, archaeologists found several small, hollow bird bones that were carved with designs. They may have been used for smoking tobacco, or as part of a ritual ceremony. This is a photograph of one of the bird bones found in the bog. Do you notice the rulers in this photo? That's a way archaeologists record the size of objects. This bird bone is 8 centimeters long, which is about the length of a crayon.

SEMINOLE MOTION (LENTICULAR) PHOTOGRAPH

In the 1700s, the Lower Creek Tribe moved into Florida from other parts of the southeast. They joined with other indigenous groups and enslaved Africans and eventually formed their own identity known as the Seminoles. As white settlers moved into Florida in the early 1800s, they began pushing the Native Americans off their land. Between 1817 and 1858, three wars called the Seminole Wars, were fought between the United States government and the Seminole people. During these wars, thousands of Seminole men, women, and children were forced by the U.S. Army to move from Florida to Oklahoma to live on land assigned to them called reservations. Some Seminoles fled into the Everglades during the wars and their descendants still live in South Florida today on reservations.

SEMINOLE DOLL

Seminole dolls are made from palmetto fiber, which comes from palm trees, and stuffed with cotton. The dolls show the style of clothing and jewelry traditionally worn by Seminole men and women. Colorful beaded necklaces, like those on this doll, were popular for Seminole women after the Seminole Wars in the 1800s.

PATCHWORK POUCH

The Seminoles are well known for their colorful patchwork clothing and accessories, like this purse. In the late 1800s, Seminole women began using hand-cranked sewing machines; this helped them to sew faster. These machines did not require electricity and could be used in their camps. Around 1920, the patchwork style really took off. Over time, the designs became more detailed with colorful patterns and decorative ribbon like you see here.

ROTATION STATIONS – OPTIONAL SUPPLEMENTAL MATERIAL

The following optional activities can be incorporated into your lesson as stand-alone activities or used for rotation stations in combination with the audio box and objects.

Laminated reading passages are included in supplemental materials and can be used to enhance your social studies lesson plan as seen fit.

INDIGENOUS DWELLINGS STEM BUILDING CHALLENGE

Through a hands-on STEM challenge, students will use critical thinking to manipulate materials while also learning about Native American homes from different regions.

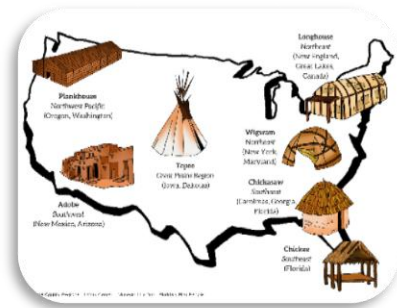


Supplies

- Building materials such as wooden blocks, Duplo Blocks, LEGOS, magnet tiles, etc.
- *Indigenous Dwellings Map* (provided in box)
- *Indigenous Dwellings STEM Challenge Cards* (provided in box)

Prep

- Set-up station with building materials, map, and challenge cards.
- OR have students select materials and complete the activity at their individual desk/workspace.



Instructions

- Students can either select a dwelling of their choice from the map or select a card at random from the card set.
- Using the materials at hand, students will create a Native American dwelling.
- When students are done building, ask them questions such as - What Native American group(s) used your style of home? Based on where those indigenous groups lived, why do you think they built that style of home? What did you find challenging and/or easy when building?

THEODOR DE BRY STORY CUBE

Theodor de Bry took inspiration from the illustrations of Jacques de Moyne who visited Florida in 1562. Through de Bry's engravings, he told a visual story of what life may have looked like for the Timucua, one of Florida's first peoples. Through the story cube activity, students will write their own short story about the Timucua taking inspiration from de Bry's engravings. As they roll the cube over and over, they will add to their story based on the images that appear on top of the cube.

Supplies

- White cardstock, 1 per student (template to be printed on)
- *Theodor de Bry Story Cube* template, 1 per student (master template provided in box)
- Scissors, 1 pair per student
- Glue stick or tape, as needed per student

Prep

- Use the master template to make copies of the cube template. Ensure the template is returned to its plastic sleeve for use in the next classroom.
- Set-up station with template, glue/tape, and scissors.
- OR pass out template and have students complete the activity at their individual desk/workspace.

Instructions

- Students will cut out the template, being careful not to cut off the tabs.
- Students will fold along all the lines and shape the template into a cube.
- Using glue or tape, students will secure the assembled cube.
- Students will roll the cube and start their short story based on the image facing up.
- Students will continue to roll their cube over and over, adding to their story with each roll. If they roll a repeat image, they should be encouraged to examine the image and find something new that they had not noticed before.



ANCIENT SHELL MIDDENS VS. MODERN LANDFILLS

Activity includes two options. You can choose to do both or just one.

OPTION 1 – COLORING PAGE

Students will reflect upon the Museum in a Box objects, like oyster shells and arrow heads, while adding to and completing a shell midden themed coloring page.

Supplies

- *Shell Midden Coloring Page*, 1 per student (master template provided in box)
- Crayons, markers, or colored pencils

Prep

- Use the master copy of the *Shell Midden Coloring Page* to make copies. Ensure the template is returned to its plastic sleeve for use in the next classroom.

Instructions

- Students will color the shell midden, taking inspiration from the colors of the Museum in a Box objects.

such as - Is this person a boy or a girl or unknown and why? What kinds of food do they eat? Do you think this person is an adult or a child and why? How old do you think they are? Do you think this person lives alone or with other people?

9. After the exercise, have each student share their findings. Were they correct or close in their observations?

STANDARDS

This lesson meets Florida State Standards for Social Studies, English Language Arts, and Visual Arts.

Note: Additional standards may be satisfied through the pre-recorded guided tour of the History Center and the resources list provided within this lesson plan.

SOCIAL STUDIES
SS.2.A.1.1 Examine primary and secondary sources.
SS.2.A.1.2 Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.
SS.2.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.
SS.2.A.2.3 Describe the impact of immigrants on the Native Americans.
SS.2.A.2.8 Explain the cultural influences and contributions of immigrants today.
SS.3.A.1.1 Analyze primary and secondary sources.
SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources.
SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
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.4.A.3.10 Identify the causes and effects of the Seminole Wars.
SS.5.A.1.1 Use primary and secondary sources to understand history.
SS.5.A.2.2 Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).
SS.5.A.2.2 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.
SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. Clarification - Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.
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. Clarifications - Examples are archaeology, geography, political science, economics.
SS.6.W.1.5 Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.8.A.1 Use research and inquiry skills to analyze American History using primary and secondary sources.
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.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.
SS.8.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.16 Examine key events in Florida history as each impacts this era of American history.
SS.8.A.4.3 Examine the experiences and perspectives of significant individuals and groups during this era [westward expansion] of American History. Clarifications - Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.
SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
SS.8.A.4.17 Examine key events and peoples in Florida history as each impacts this era of American history. Clarifications - Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

<p>SS.8.A.4.18 Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.</p> <p>Clarifications - Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.</p>
<p>SS.912.A.1 Use research and inquiry skills to analyze American history using primary and secondary sources.</p>
<p>SS.912.A.2.7 Review the Native American experience.</p> <p>Clarifications - Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</p>
<p>SS.912.W.4.12 Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.</p>
<p>VISUAL ARTS</p>
<p>VA.2.H.1 VA.3.H.1 VA.4.H.1 VA.5.H.1 VA.68.H.1 VA.912.H.1</p> <p>Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p>ENGLISH LANGUAGE ARTS</p>
<p>LAFS.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>LAFS.3.W.1.3 LAFS.4.W.1.3 LAFS.5.W.1.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. A. Use dialogue and description to develop experiences and events or show the responses of characters to situations. B. Use a variety of transitional words and phrases to manage the sequence of events. C. Use concrete words and phrases and sensory details to convey experiences and events precisely. D. Provide a conclusion that follows from the narrated experiences or events.</p>
<p>LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>LAFS.6.W.1.3 LAFS.7.W.1.3 LAFS.8.W.1.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.</p>

RESOURCES

The resources below provide additional information about Native Americans in various formats including videos, photographs, online exhibitions, audio recordings, reading passages and more.

TIMUCUA

- Video – How to Use an Atlatl
<https://www.youtube.com/watch?v=NHgUMUk3YwY>
- Image - Atlatl Throwing Demonstration
[https://commons.wikimedia.org/wiki/File:Camp_Kwiyamuntsi_2019_\(48577729667\).jpg](https://commons.wikimedia.org/wiki/File:Camp_Kwiyamuntsi_2019_(48577729667).jpg)
- Photograph of Shell Midden
<https://floridamemory.com/items/show/29009>
- Theodor de Bry Engravings
<https://floridamemory.com/items/show/295134>
- Reading Passage - “the Timucua”
<https://fcit.usf.edu/florida/lessons/timucua/timucua1.pdf>

SEMINOLES

- 1940 Audio Recording of “Buffalo Song” at Brighton Seminole Indian Reservation
<https://floridamemory.com/discover/audio/wpa.php>
- Official Website - Seminole Tribe of Florida
<https://www.semtribe.com/STOF/home/>
- Digital Exhibit - “Images of Florida Seminoles in the Sunshine State”
https://floridamemory.com/learn/exhibits/photo_exhibits/seminoles/
- Reading Passage - “The Seminole Wars”
https://fcit.usf.edu/florida/lessons/sem_war/sem_war1.pdf

WINDOVER BOG & ARCHAEOLOGY

- Digital Exhibit - “Florida Archaeology”
https://floridamemory.com/learn/exhibits/photo_exhibits/archaeology/
- Tools That Archaeologists Use
<https://sandiegoarchaeology.org/dig-deeper-what-tools-do-archaeologists-use/>

OTHER CULTURAL & MUSEUM RESOURCES

- Ah Tah Thi Ki Museum
<https://www.ahtahtiki.com>
- National Museum of the American Indian
<https://americanindian.si.edu/>
- Trail of Florida’s Indian Heritage Guide
<https://www.trailoffloridasindianheritage.org/wp-content/uploads/2020/08/TRAIL-of-FL-Indian-Heritage-2019-2020-brochure-1.pdf>