



## OBJECT CHECKLIST

- !** **BEFORE YOU BEGIN – review the contents and complete the check list.**  
**Check list should be signed and returned with the box.**  
**Please notify History Center staff if an object or resource is missing.**

**Reviewed by (print name):** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>MUSEUM IN A BOX DEVICE</b>	✓
Audio Box and power cord	
<b>OBJECTS (FOR SCANNING)</b>	✓
Photograph cube	
Poll tax receipt	
White primary ballot	
Ocoee voter registration ledger excerpt booklet	
Vinyl record replica, oral history: Mildred Board	
Vinyl record replica, oral history: Sharon Cooley McWhite	
Rosewood, Moore bombing photograph card	
<i>Facsimile Green Book</i>	
Martin Luther King Jr. photograph card	
<b>MUSEUM IN A BOX TEACHER LESSON PLAN</b>	✓
<i>Lesson Plan: Museum in a Box</i> , 1 copy per teacher	
<i>Museum in a Box</i> student worksheet, 1 copy per teacher	
<b>SUPPLEMENTAL MATERIALS</b>	✓
<i>Lesson Plan: Ocoee Massacre Documentary</i> , 1 copy per teacher	
<i>Ocoee Massacre Documentary</i> student worksheet, 1 copy per teacher	
1842 public notice for the sale of enslaved persons	
1851 Contract for sale of enslaved persons	
1922 Orlando voter registration ledger excerpt booklet	
1924 Orlando voter registration ledger excerpt booklet	
1940 Green Book excerpt	
1949 Green Book excerpt	
Circa 1960 flyer boycotting Shell's City	
<b>CLEANING &amp; DISINFECTING</b>	✓
<i>AUDIO BOX DISINFECTING WIPES</i> zip lock pouch	
<i>OBJECTS, RESOURCES DISINFECTING WIPES</i> container	

## GETTING STARTED

- ! **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.**

### SETTING UP THE BOX

1. Select a safe and flat surface near a power outlet.
2. Plug the box in.
3. Wait for the light to turn green.
4. You're ready to scan!



**TIP: the audio box has an auxiliary input on the back that can be connected to a portable speaker for better sound quality and volume control.**

### SCANNING OBJECTS

Place objects one at a time, on top of the box to hear information about each object.



**TIP: Scan the objects in the order they are listed on the student worksheet to ensure objects are listened to in chronological order.**

### TURNING OFF THE DEVICE

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

### PACKING UP AFTER PROGRAM COMPLETION

- ! **Follow and complete the disinfecting procedures prior to packing up the program into its carrying case.**

## CLEANING & DISINFECTING

### AUDIO BOX

Follow the instructions found on the zip-lock pouch labeled *AUDIO BOX DISINFECTING WIPES*.

### OBJECTS & RESOURCES

Follow the instructions found on the container labeled *OBJECTS, RESOURCES DISINFECTING WIPES*.

# LESSON PLAN: MUSEUM IN A BOX

## SUPPLIES

- Museum in a Box audio device and 9 scannable objects
- *Teacher Lesson Plan: Museum in a Box*, 1 per teacher (laminated copy should remain with the box)
- *Museum in a Box* student worksheet, 1 per student (master copy provided to each teacher)
- Pen or pencil, 1 per student

## INSTRUCTIONS

- Have students fill out the worksheet as they scan each object.



**FOR DISTANCE LEARNERS:** A Google Slide presentation with the object images and corresponding audio is available in the *Museum in a Box: Ocoee Massacre* Google Drive.



**NOTE TO EDUCATORS:** The object descriptions (what students hear from the box) is available in the *Museum in a Box: Ocoee Massacre* Google Drive. Available in both English and Spanish.

## MUSEUM IN A BOX: STUDENT WORKSHEET ANSWER KEY

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- 1. *Photograph Cube:*** Briefly explain what life was like for Black Americans following the Civil War.  
Answers will vary but may include: left bondage of slavery without land, wealth, education, or property. Experienced an oppressive system. Segregation was evident in daily life.
- 2. *Poll Tax Receipt:*** How were poll taxes used to suppress Black voters?  
Poll taxes were required to be eligible to vote. The tax was often too costly for Black voters. Some poorer white voters were excused from paying the tax by a “grandfather clause” that did not apply to Black men.
- 3. *White Primary Ballot:*** How did white primary elections suppress Black voters?  
White primaries excluded Black men from choosing political candidates.
- 4. *Ocoee Voter Registration Ledger:*** Briefly explain what happened during the 1920 Ocoee Massacre.  
Answers will vary but may include: Moses Norman was turned away at the polls. A white mob came to the home of July Perry, looking for Norman. Shots were fired and violence ensued. Perry was captured and hanged in public view. Between November 2-3, Black

residents were attacked, homes were burned, and many fled.

5. **Oral History - Mildred Board:** Who came to Board's home the night of the massacre? Did he remain in Ocoee?  
Moses Norman. No, he did not stay in Ocoee.
6. **Oral History – Sharon Cooley McWhite:** What did law enforcement say to July Perry's family after the massacre?  
Answers will vary but may include: shared the news of Perry's death. They did not disclose how he died. They told the family not to travel to Ocoee.
7. **Rosewood & Moore Bombing Photographs:** Were the destruction of Rosewood in 1923 and the Moore bombing in 1951 isolated incidences? Why or why not?  
Answers will vary but may include: Both incidences were not isolated. They were a part of a long history of racial violence against Black Americans spanning decades (and centuries).
8. **Green Book:** Why is the Green Book no longer published?  
It's no longer published because of the passing of the Civil Rights Act (1964) which prohibited businesses from refusing to serve Black Americans.
9. **MLK Jr. Photographs:** What impact did Martin Luther King Jr.'s visit have on Orlando?  
Following his visit, the Orlando mayor formed a bi-racial committee to address the city's racial issues.

## STANDARDS: MUSEUM IN A BOX

This lesson meets the following Florida State Standards for Social Studies.



**NOTE TO EDUCATORS:** Additional standards may be satisfied by the *Ocoee Massacre Documentary and Supplemental Materials*.

<b>SS.6.W.1.3</b> Interpret primary and secondary sources.
<b>SS.7.C.3.7</b> Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<b>SS.6.W.1.5</b> Describe the roles of historians and recognize varying historical interpretations (historiography).
<b>SS.8.A.1</b> Use research and inquiry skills to analyze American History using primary and secondary sources.
<b>SS.8.A.1.5</b> Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
<b>SS.8.A.1.7</b> View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
<b>SS.8.A.3.16</b> Examine key events in Florida history as each impacts this era of American history.
<b>SS.8.A.4.3</b> 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.
<b>SS.8.A.4.4</b> Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
<b>SS.8.A.4.11</b> Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
<b>SS.8.A.5.2</b> Analyze the role of slavery in the development of sectional conflict. Clarifications - Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.
<b>SS.8.A.5.8</b> 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)
<b>SS.8.C.1.4</b> Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
<b>SS.8.C.1.6</b> Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
<b>SS.912.A.1</b> Use research and inquiry skills to analyze American history using primary and secondary sources.
<b>SS.912.A.1.4</b> Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<b>SS.912.A.1.7</b> Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<b>SS.912.A.2.1</b> Review causes and consequences of the Civil War. Clarifications -Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.
<b>SS.912.A.2.3</b> Describe the issues that divided Republicans during the early Reconstruction era. Clarifications - Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.

<p><b>SS.912.A.2.4</b> Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. Clarifications - Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<p><b>SS.912.A.2.5</b> Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p>
<p><b>SS.912.A.5.7</b> Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p>
<p><b>SS.912.A.5.9</b> Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas. Clarifications - Examples may include, but are not limited to, 100 Percent Americanism.</p>
<p><b>SS.912.A.5.10</b> Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p>
<p><b>SS.912.C.2.8</b> Analyze the impact of citizen participation as a means of achieving political and social change. Clarifications - Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>