



Post-Trip Lesson Plan General History

- I. Grade Level: grades 3 - 5
- II. Objectives:
 - a. To support the ideas and information that the children learned at Cracker Country.
 - b. To explore how the ideas learned at Cracker Country fit into the big picture of the United States and the world in 1898.
 - c. To address any further questions the students may have about rural Florida in 1898.
 - d. To allow the students to make parallels between Florida today and rural Florida in 1898.
- III. Standards (based on grades 3-5):
 - a. Sunshine State Standards (2006):
 - i. Time, Continuity, and Change: Standard 1: Student understands historical chronology and the historical perspective.
 - ii. Time, Continuity, and Change: Standard 6: Student understands the history of Florida and its people.
 - iii. People, Places, and Environments: Standard 2: Student understands the interaction of people and the physical environment.
- IV. Vocabulary:
 - a. History: a type of study or knowledge that deals with past events.
 - b. Timeline: a type of graph that allows people to see events in the sequence they occurred.
 - c. Governor: the executive controller of the state of Florida.
 - d. Evidence: a type of item or information that provides proof and justifies an idea or concept.
 - e. Artifact: an object fabricated by humans.
 - f. Historical Buildings: a building that was constructed in the past that is displayed for public viewing.

Activity 1: Timeline

- V. Materials:
 - a. Paper
 - b. Crayons, colored pencils, markers
 - c. Various other craft supplies (optional)
- VI. Procedure Option 1: Create a timeline with your students of important events in the United States history from 1865-1965. Explain to your students why these events are important, and how lifestyles changed in a 100 year time span.
- VII. Procedure Option 2: Create a timeline with your students about important events in the life of someone living in 1898 in rural Florida, such as Albert Carlton from the Carlton house. Discuss what types of events are commemorated (weddings, religious holidays) and the major events in someone's life (graduation from school, purchasing your own farm, marriage, children's births). Be creative.
- VIII. Assessment: This is a collaborative project within the classroom and can be graded based on assessing your students understanding and use of historic material, as well as, participation and creativity.
- IX. Open-Ended Questions:
 - a. How/why are timelines useful?



- b. Are there any similarities between historical time periods and today?
 - i. Are there any differences?
- c. Would you rather live 100 years ago or today? Explain.

Activity 2: Worksheet: Evidence and Artifacts

- X. Materials:
 - a. Worksheet: Evidence and Artifacts
 - b. Writing Utensil
- XI. Procedures: Hand out worksheet: Evidence and Artifacts to the classroom. Then allow enough time for the students to complete the worksheet.
- XII. Assessment: This activity can be graded based on students' evaluation skills and completion. The open-ended questions can help guide the students to understand this activity.
- XIII. Open-Ended Questions:
 - a. What types of artifacts can be used to learn about a time period or culture?
 - b. What objects and people in the Wedding photograph do you think are important elements to create an understanding of Florida in 1898?
 - c. Why do objects have the ability to "capture" a time period of culture? (this can be answered creatively)

Activity 3: Historic House

- XIV. Materials:
 - a. Worksheet: Historic House
 - b. Pencils, crayons, colored pencils, markers
 - c. Various other craft supplies
- XV. Procedures: Hand out worksheet: Historic House to your class, and allow them time to plan and create their own historic building. This can be done on paper or each student can create a model out of various craft supplies (hint: popsicle sticks resemble the rural Florida homes found at Cracker Country)
- XVI. Assessment: This activity can be graded based on completion and creativity. Use of historic information is also important.
- XVII. Open-Ended Questions:
 - a. What does a rural Florida home look like from 1898?
 - b. Why do you think many of these houses were built on stilts (such as the Carlton house)? (air-ventilation)
 - c. What aspects of the house keep the house cool?
 - d. What parts of the house keep the house warm in the winter?
 - e. Describe the type of house you would live in, if you were a cracker living in Florida in 1898.
- XVIII. Sources:
 - a. "Hon William D Bloxham." Florida Historical Society. Retrieved on October 2, 2008 from http://www.florida-historical-soc.org/gallery/box3/portraits_a-b/Hon+William+D+Bloxham.jpg.html
 - b. "About Charlie Crist." Charlie Crist: The People's Governor. Retrieved October 2, 2008 from http://www.charliecrist.com/about_crist.php