

TAKE A CHANCE ON HISTORY Grade K-5

OBJECTIVES:

- To understand that history tells the story of people and events of the past.
- To practice the skill of more likely versus less likely.
- To familiarize students with exhibits at the History Center.
- To seek information by doing research at the History Center.

FCAT STRANDS ADDRESSED:

Reading exam: Reference/Research

SUNSHINE STATE STANDARDS/ BENCHMARKS:

SOCIAL STUDIES - Grades K-2

Strand A: *Time, Continuity, and Change [History]*

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

Benchmark SS.A.1.1.2 The student understands that history tells the story of people and events of other times and places. (K-2)

MATH- Grades K-2

Strand E: *Data Analysis and Probability*

Standard 2: *The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistic*

Benchmark MA.E.2.1.2 The student predicts which event is more likely, equally likely, or less likely to occur.

LANGUAGE ARTS- Grades K-2

Strand A: *Reading*

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

Benchmark LA.A.2.1.3 The student reads for information to use in performing a task and learning a new task.

SOCIAL STUDIES- Grades 3-5

Strand A: *Time, Continuity, and Change [History]*

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

Benchmark SS.A.1.2.3 The student understands broad categories of time in years, decades, and centuries.

MATH- Grades 3-5

Strand E: *Data Analysis and Probability*

Standard 2: *The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistic*

Benchmark MA.E.2.2.2 The student predicts the likelihood of simple events occurring.

LANGUAGE ARTS- Grades 3-5

Strand A: *Reading*

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

Benchmark LA.A.2.2.5 The student reads and organizes information for a variety of purposes.

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

MATERIALS:

List of more likely or less likely events (attached)

Two pieces of paper per child

Pencil

A place the students can copy two words

Paper and markers to make a sign

PRE-VISIT ACTIVITIES:

1. Discuss with the class that they will soon be embarking on an exciting adventure to the History Center.
2. Have them give you their ideas of what “History” means to them.
3. Using their ideas, make sure you incorporate the notion that history tells the story of people and events of other times and places.
4. Remind the students, or introduce them to the words **more likely** and **less likely** and the idea of whether it is more likely or less likely that certain events did or could happen. (Example: The sky will fall down tomorrow (less likely to happen)...They will eat dinner this evening (more likely to happen).
5. Give each student two pieces of paper and have them copy the words **more likely** on one sheet and **less likely** on the other.
6. Then tell them your going to play a game. They are going to try and guess if the things you read are or were more likely or less likely to happen. Explain that all of these things have to do with history and are things they will learn about at the History Center.

7. Each child should hold up the answer that they feel is right.
8. Begin reading the statements on the attached sheet.
9. Explain to the students that the correct answers to these will be found at the History Center (the research process will occur while at the History Center).

AT THE HISTORY CENTER:

1. Have students search for the clues to answer the questions as they journey through the History Center.

POST-VISIT ACTIVITIES:

1. After returning from the History Center, remind the students of the **more likely** and **less likely game** they played before their trip. See if any of the children were able to find answers at the History Center.
2. If so, have them share their findings; if not, share what you found. You may want to enhance this process by helping children to find answers during the trip.
3. See if there are any of the children that would like to change the answers he/she previously gave.
4. As another review or in addition to the discussion, you can write one of the statements on a sign and let the students sign under whether they think the event was or would be **more likely** or **less likely** to occur. You might want to take the five that were the trickiest or most controversial and do one sign-up sheet a day.

**STATEMENTS TO USE WHILE PLAYING THE
“MORE LIKELY AND LESS LIKELY” GAME**

1. A sinkhole will swallow up this school tomorrow.
2. Native Americans used shells as shovels.
3. The Timucuan Indians had canoes.
4. Seminole Indians lived in teepees.
5. Some of the first settlers in Central Florida were called “Crackers.”
6. Watermelon trees were very popular in Central Florida.
7. The roads in Central Florida were built before the train tracks.
8. People used to go camping in their cars.
9. Sinkholes often happen when there is not much rain.
10. In the old days, people paid lots and lots of money for the land.
11. Walt Disney World has always been here.
12. Everyone who lives in Central Florida is the same.
13. The pioneers had telephones.
14. Cows used to roam free, without any fences.
15. I will learn something new at the History Center.

Answers: [1-less] [2-more] [3-more] [4-less] [5-more] [6-less] [7-less] [8-more]
[9-more] [10-less] [11-less] [12-less][13-less] [14-more] [15-more (of course!!)]