

HAVE ANOTHER LOOK

Grades K-2

A Post-Visit Activity

OBJECTIVES:

- To understand that history tells the story of people and events of the past.
- To practice questioning techniques.
- To enhance the visit to the History Center.

FCAT STRANDS ADDRESSED:

Reading Exam: Main idea, Plot and Author's Purpose

Writing Exam: Narrative writing

SUNSHINE STATE STANDARDS/ BENCHMARKS:

SOCIAL STUDIES

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.

LANGUAGE ARTS

Strand A: *Reading*

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

Benchmark LA.A.2.1.1: The student determines the main idea or essential message from text and identifies supporting information.

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

Strand B: *Writing*

Standard 2: *The student writes to communicate ideas and information effectively*

Benchmark LA.B.2.1.2 The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.

Strand C: *Listening, Viewing, and Speaking*

Standard 3: *The student uses speaking strategies effectively*

Benchmark LA.C.3.1.2 The student asks questions to seek answers and further explanation of other people's ideas.

MATERIALS:

Pictures provided with this lesson
Paper, pencil, and supplies for drawing

ACTIVITIES:

1. After returning from the History Center, tell the students that you are going to play a quick game to test their memory.
2. Tell them if they get picked, their job will be to hold up a picture and ask questions from the class until the class figures out which part of the History Center that picture came from, what it was about, and possibly even when it was supposed to take place.

(For example, a student will hold up the picture of the Seminole hut and ask, “Does anyone remember where this picture came from?” “Do you know what this is?” “Do you know who lived in this house?” etc.)

3. You may pick one or two students to ask the questions about each picture.
4. After the class has discussed all the pictures, they will each individually pick a picture that they liked best and write and/or draw about what they think it would have been like to live at the time that picture was representing.
5. As a culminating activity, have the students share their ideas with the class.
6. FCAT EXTENSION: In addition to using pictures to prompt questions, use written descriptions of the exhibits at the History Center. Tell students to listen for the main idea or details as the descriptions are read (by the students or the teacher) to determine which exhibit matches.

EXTENSIONS:

1. Make the pictures and stories into a class book.
2. Allow more time at a later date for those who want to write about more than one picture.
3. Graph the students’ responses and discuss the graphed results.

Pictures of History Center Exhibits for “Have Another Look”



1981 Winter Park Sinkhole



Native American (Floridian) boy on shell midden



Pioneer Cabin



Cracker cowman whip



Model T (Tin Can Tourist)



Courtroom B