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| Organization name | Winter Garden Heritage Foundation |
| Lesson title | Walk Through Our Community Field Trip |
| Length of lesson | 1 ½ hour |
| Grade levels | 1-2 |

Objectives

Students will:

- examine photographs looking for evidence of how communities change over time.
- understand that primary sources tell us about the past.
- imagine what it was like to live at the time of early photographs.
- focus on several citizen heroes, learning what they did to help the community.
- formulate ways in which they can be heroes in their classroom, family and neighborhood.
- locate and understand key elements of a map.
- trace the route from one location to another.

State Standards (Common Core)

SS.1.A.1.1 Develop an understanding of a primary source.

SS.1.A.2.1 Understand history tells the story of people and events of other times and places.

SS.1.A.2.2 Compare life now with life in the past.

SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.

SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.

SS.2.A.1.1 Examine primary and secondary sources.

SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.

SS.2.A.2.3 Describe the impact of immigrants on the Native Americans.

SS.2.C.1.1 Explain why people form governments.

SS.2.C.2.2 Define and apply the characteristics of responsible citizenship.

SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.

SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

Vocabulary and definitions

Hero – a person with courage, ability and persistence; one who helps others.

History – the story of people, events, and places from the past.

Citizen – an inhabitant of a city or town.

Citizenship - the character of an individual viewed as a member of society; behavior in terms of the duties, obligations, and functions of a citizen

Community – a place that is made up of many neighborhoods.

Primary Source – a document or object that was present during a time of study.

Secondary Source – documents written or stories told after an event has occurred, providing secondhand accounts of the event.

Immunity – resistance to disease.



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Materials needed

All materials are provided by the Winter Garden Heritage Foundation.

School-based equipment/materials (be sure to ask for this in advance)

None needed.

Background information for teachers (suggested max ½ page)

This field trip is designed around Social Studies Standards (American History, Civics and Government) for first and second grades. Student groups rotate between three activities. While one group is discussing what it means to be a good citizen, another class is exploring the Heritage Museum and another is walking through downtown in search of historic buildings.

The "Citizen Heroes" presentation investigates individuals in the history of Winter Garden who made significant contributions. Heroes include: an original settler and business owner who incorporated the town and became it's first mayor; another early businessman and avid photographer, who left a legacy by documenting the early town through photos; an African-American couple who educated black children in a time when little government support was offered; and a local inventor who solved a problem for area farmers. In the presentation, the facilitator's goal is twofold: 1) to help students understand that ordinary men and women can improve their community; and 2) that they, too, can be shows the characteristics of good citizenship in their classroom, home and neighborhood.

In the Winter Garden Heritage Museum activity, students search through the museum looking for a variety of things on a photograph scavenger hunt. After the hunt, a guide talks about primary and secondary sources and examines with the students several primary sources from the original Native Americans in Florida.

During "The Detective Search," students use another primary source (photographs) while walking through historic downtown, searching for the buildings depicted in the photographs. When a building is found, students compare the photograph taken in the past to the building as it looks currently.

Lesson process (suggested max 1 page)

The field trip begins at the Winter Garden Heritage Museum at 1 North Main Street in historic downtown Winter Garden. After a brief introduction outside the museum, the large group divides into three smaller groups; each group goes in a separate direction and rotates between activities. One class will start at the Railroad Museum for the Citizen Heroes presentation; one class will follow a guide along the West Orange Trail on the Detective Hunt; and the third group will stay at the Heritage Museum. Each activity takes approximately 30 minutes. All activities are within walking distance in the Historic District.

21st Century Skills to Increase Rigor

In the Citizen Hero presentation, students identify the character ideals and principles of responsible citizens. After the students hear about five different individuals in the history of Winter Garden who solved problems to help the community, they discuss how they, too, can display the characteristics of a responsible citizen in their classroom, family and neighborhood.



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In the Detective Hunt, students work together to find historic buildings in the Winter Garden community, comparing ways in which life has changed over time.

In the Heritage Museum, students explore the museum and examine Native American artifacts to determine how the items were used.

Assessment

Students will demonstrate understanding of the material through a variety of assessment tools. In the Citizen Heroes presentation, students draw conclusions about how they can be good citizens in their classroom, family and neighborhood. In the Detective Hunt, students actually “find” historic buildings and identify how they have changed over time. In the Museum Scavenger hunt, students find the items and identify their use in history.

Reflection/follow-up activities

Discussion questions that can be used following the lesson include:

How is the downtown Winter Garden like your neighborhood? How is it different?

How do you think downtown Winter Garden will look in the future? How do you think your community will look in the future?

Writing Exercise: “Write down three citizen heroes and tell how they help improve life in your community.”

Additional information for teachers

Two pre- and post-field trip classroom exercises are supplied to reinforce concepts learned during the field trip and provide beginning map skills. They include:

- Find Your Way in Winter Garden – students trace several routes on a map of Winter Garden.
- How Communities Change – students examine photographs for evidence that communities change over time.

Cross-curricular connections

This Social Studies lesson uses Visual Arts Standards and English Language Arts Standards for Speaking and Listening.