



Welcome Introduction



Description:

In the beautiful main rotunda, students receive an orientation to the Florida Historic Capitol Museum. This covers the Historic Capitol's history and restoration, the restored areas where all three branches of Florida's government were located in 1902, and an introduction to the Museum's exhibits which explore the intriguing world of Florida politics.

Objectives & Purpose:

Students will learn about the rich history of Florida's Capitol city and how a building can serve as a link to the past. Students will learn about the three branches of government and their connection to one another. Students will experience how this building has connected Floridians to their government for over 150 years.



Audience: Grades K-12, General

Location: Main Rotunda

Cost: Free

Program Time: 10-15 minutes

Limit: 50 participants

Scheduled Times: By appointment

Florida Standards

This program correlates with Florida Standards for grades K-12 in the subject areas of Social Studies, English Language Arts, and Science.

Florida Standards

Kindergarten

SS.K.A.2.4: Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.

LAFS.K.L.3.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

LAFS.K.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

LAFS.K.SL.1.2: Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SC.K.N.1.5: Recognize that learning can come from careful observation.

First Grade

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.

LAFS.1.L.3.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

LAFS.1.L.3.5: With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.

LAFS.1.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Second Grade

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

SS.2.A.1.2: Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historic topic.

SS.2.A.2.7: Discuss why immigration continues today.

SS.2.A.3.1: Identify terms and designations of time sequence.

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.

LAFS.2.SL.1.1: Participate in collaborative conversation with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LAFS.2.SL.1.1b: Build on others' talk in conversations by linking their comments to the remarks of others.

LAFS.2.SL.1.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.2.SL.1.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Third Grade

SS.3.A.1.1: Analyze primary and secondary sources.

SS.C.1.2: Describe how government gains its power from the people.

SS.3.C.2.1: Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

SS.3.C.3.1: Identify the levels of government (local, state, federal).

SS.3.C.3.2: Describe how government is organized at the local level.

LAFS.3.SL.1.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Fourth Grade

SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

SS.4.A.3.3: Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

SS.4.A.3.7: Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

SS.4.A.3.9: Explain how Florida (Adams-Onis Treaty) became a U.S. territory.

SS.4.A.4.1: Explain the effects of technological advances on Florida.

SS.4.A.6.1: Describe the economic development of Florida's major industries.

SS.4.A.6.3: Describe the contribution of significant individuals to Florida.

SS.4.A.7.3: Identify Florida's role in World War II.

SS.4.A.8.2: Describe how and why immigration impacts Florida today.

SS.4.A.9.1: Utilize timelines to sequence key events in Florida history.

SS.4.C.2.2: Identify ways citizens work together to influence government and help solve community and state problems.

S.S.4.C.3.1: Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

S.S.4.C. 3.2: Distinguish between state (governor, state representatives, and senator) and local government (mayor, city commissioner)

LAFS.4.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being.

LAFS.4.L.3.5: Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Fifth Grade

SS.5.A.1.1: Use primary and secondary sources to understand history.

SS.5.A.1.2: Utilize timelines to identify and discuss American History time periods.

SS.5.C.2.4: Evaluate the importance of civic responsibilities in American democracy.

SS.5.C.2.5: Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

LAFS.5.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships.

LAFS.5.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Sixth Grade

SS.6.W.1.1: Use timelines to identify chronological order of historic events

SS.6.W.1.3: Interpret primary and secondary sources.

SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.

SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

LAFS.6.L.3.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LAFS.6.SL.1.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Seventh Grade

SS.7.C.2.13: Examine multiple perspectives on public and current issues.

SS.7.C.3.8: Analyze the structure, functions, and processes of the legislature, executive, and judicial branches.

SS.7.C.3.9: Illustrate the law making process at the local, state, and federal levels.

SS.7.C.3.14: Differentiate between local, state, and federal governments' obligations and services.

LAFS.7.L.3.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LAFS.7.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Eighth Grade

SS.8.A.1.2: Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine causes and effect.

SS.8.A.1.5: Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.

SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.

LAFS.8.L.3.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ninth-Twelfth Grade

SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3: Utilize timeline to identify the time sequence of historical data.

SS.912.A.1.4: 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.

SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

SS.912.A.7.17: Examine Key events and key people in Florida history as they relate to United States history.

SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.

