



Welcome Introduction

Description:

In the historic House Chamber, students receive an orientation to the Museum. This program highlights the Historic Capitol building's history, restoration process, and restored 1902 areas. The students will also be provided a brief introduction to the Museum's thematic exhibits which tell Florida's political history from territorial days to the present.

Objectives and Purpose:

Students will learn about the history of Florida's Capital City, the three branches of government, and the impact the branches have on the lives of Floridians. Students will experience how the Historic Capitol has served as Floridians' gateway to their government for over 150 years and explore the ways a building serves as a link to the past.

Audience: Grades K-12, General

Location: Historic House Chamber

Cost: Free, donations appreciated

Program Time: 10-15 minutes

Limit: 50 student participants

Scheduled Times: By appointment

Florida's State Academic Standards for Social Studies:

Kindergarten

SS.K.A.1.1 Develop an understanding of how to use and create a timeline.

SS.K.A.1.2 Develop an awareness of a primary source.

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.

SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.

SS.K.AA.1 Positive influences and contributions by African Americans.

SS.K.CG.1.2 Identify people who have the authority and power to make and enforce rules and laws.

SS.K.CG.2.1 Describe and demonstrate the characteristics of being a responsible citizen.

SS.K.CG.2.2 Describe ways for groups to make decisions.

SS.K.CG.2.5 Recognize symbols that represent Florida

First Grade

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

SS.1.A.1.2 Understand how to use the media center and other sources to find answers to questions about a historical topic.

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

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

SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community.

SS.1.AA.1 Positive influences and contributions by African Americans.

SS.1.CG.1.1 Explain the purpose of rules and laws in the home, school and community.

SS.1.CG.2.5 Recognize symbols and individuals that represent Florida.

SS.1.CG.3.2 Explain responsible ways for individuals and groups to make decisions.

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 historical topic.

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

SS.2.AA.1.1 Identify African Americans who demonstrated civic service.

SS.2.CG.2.2 Describe the characteristics of responsible citizenship at the local and state levels.

SS.2.CG.2.5 Recognize symbols, individuals and documents that represent Florida.

Third Grade

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

SS.3.A.1.3 Define terms related to the social sciences.

SS.3.AA.1.1 Identify African Americans who demonstrated heroism and patriotism.

SS.3.CG.2.1 Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.

SS.3.CG.2.5 Recognize symbols, individuals, documents and events that represent the State of Florida.

Fourth Grade

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

SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.

SS.4.A.3.10 Identify the causes and effects of the Seminole Wars.

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

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

SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.

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

SS.4.AA.1.1 Identify African American community leaders who made positive contributions in the state of Florida.

SS.4.CG.2.1 Identify and describe how citizens work with local and state governments to solve problems.

SS.4.CG.2.2 Explain the importance of voting, public service and volunteerism to the state and nation.

SS.4.CG.2.3 Identify individuals who represent the citizens of Florida at the state level.

SS.4.CG.3.1 Explain the structure and functions of the legislative, executive and judicial branches of government in Florida.

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.A.6.8 Describe the causes and effects of the Missouri Compromise.

SS.5.AA.1.6 Examine the experiences and contributions of African Americans in early Florida.

Sixth Grade

SS.68.AA.2.3 Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).

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

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

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

SS.6.E.1.1 Identify the factors (e.g., new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

Seventh Grade

SS.68.AA.2.3 Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).

SS.7.CG.2.10 Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.

Eighth Grade

SS.68.AA.2.3 Examine the various duties and trades performed by slaves.

SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause 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.1.6 Compare interpretations of key events and issues throughout American History.

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

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.

SS.8.A.4.10 Analyze the impact of technological advancements on the agricultural economy and slave labor.

SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.

Ninth-Twelfth Grades

SS.912.A.1.3 Utilize timelines 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.1.6 Use case studies to explore social, political, legal and economic relationships in history.

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

SS.912.AA.2.8 Examine the range and variety of specialized roles performed by slaves.

SS.912.AA.3.2 Examine social contributions of African Americans post-Civil War.

SS.912.AA.4.7 Explain the struggles and successes for access to equal educational opportunities for African Americans.

SS.912.AA.4.9 Examine the key people who helped shape modern civil rights movement.

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

SS.912.W.1.6 Evaluate the role of history in shaping identity and character.

SS.912.CG.2.3 Explain the responsibilities of citizens at the local, state and national levels.

SS.912.CG.3.15 Explain how citizens are affected by the local, state and national governments.