

LJHA Post-Visit Lesson Plan



Grade-levels:

2-6

Objectives:

Students will review knowledge gained from their field trip to the Lake Jackson Historical Museum.

Students will create a poster based off of an exhibit from the museum.

Students will connect new information with previous knowledge of the town.

TEKS:

Social Studies

- 2nd Grade: 2.A. 2.B. 4.A. 4.C.
- 3rd Grade: 1.A. 3.A. 17.B.
- 4th Grade: 1.A. 1B. 10.A. 22.D.
- 5th Grade: 25.D. 25.E.
- 6th Grade: 21.B. 21.E. 22.E.

ELAR

- 2nd Grade: 1.C. 1.D. 12.B.
- 3rd Grade: 1.D. 12.B.
- 4th Grade: 1.D. 12.B.

Materials:

- Butcher paper for posters
- Pencils
- Markers, color pencils, crayons
- Scavenger Hunts from field trip
- Technology devices (optional)

Introduction:

Ask students about their favorite exhibit at the museum. On the board, list exhibits as students name them. Try to get them all! There are 10: Karankawa, Lake Jackson Plantation, Birth of a City, It Started with a Vision, Visionary leader, Lake Jackson Scrapbook, Lake Theatre, Windecker Eagle, Petrochemicals, and Selena.

Activity:

1. Once all 10 exhibits have been listed, have students work in pairs or groups to come up with one fact they learned from each exhibit. They can use their

scavenger hunts, or they can try to do it without the scavenger hunt for more of a challenge!

2. Ask students to share their ideas with the class. Write the facts with the exhibit name on the board. Keep this list, or take a photo, for students to use during their poster-making activity.

Assessment:

1. Divide students into groups as you see fit (partners, table groups, etc.), and assign them an exhibit from the museum.
2. Students will work together to create a report poster about their exhibit that includes text and pictures. Students may refer back to the list created by the class to get started.
3. The poster should:
 - a. Have a title
 - b. Include facts about the subject of the exhibit
 - c. Explain how the exhibit fits into the history of Lake Jackson.
 - i. Was this from the early history of Lake Jackson, or recent history? Why was it important? How has it impacted the rest of Lake Jackson's history?
 - d. Include pictures
 - i. These can be drawn, traced, or printed out and glued.
4. Students will share their posters with the class.

Modifications:

The teacher can assign students exhibits that fit into their curriculum best, or allow students to choose. Devices could be used to find reference photos or visit the museum's website (LJHistory.org) to gather more information, but it is not necessary.