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EDUCATION CENTER

INSTRUCTIONAL RESOURCES

Miami History Expo

Innovation in History- Impact, Influence, Change

Grades 4 and 5

Miami News photographs, 1896-1988. Series 1: Photographic prints. Folder: Miami-Downtown--1920-1949. Museum of Miami

The Museum of Miami's History Expo Resource Kit: This teaching and learning resource is designed to support the launch of the Museum of Miami's first History Expo in March 2027 for students in grades 4 and 5.

Included are structured guides for both educators and 4th/5th-grade students based largely on the National History Day research and project design and aligned with the 2027 National History Day (NHD) theme: "Innovation in History: Impact, Influence, Change."

Additional adaptations for 4th and 5th grade students have been made to NHD resources included throughout this kit. This has been done for the participating students to be able to "Think Like Historians" and to guide them in the creating of their own mini exhibit

Florida State Academic Standards addressed through this learning process are identified in the Appendix section of this kit.

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Miami History Expo: Innovation in History- Impact, Influence, Change

Dear Teachers:

Welcome to the Museum of Miami's History Expo: Innovation in History—Impact, Influence, Change! As educators, you hold the unique power to transform the past from distant facts in a textbook into a living, breathing experience for your students. This project is designed to be much more than a research assignment; it is an active journey of civic discovery.

By guiding your 4th and 5th graders to "Think Like Historians," you are giving them the tools to uncover the innovators, builders, and ideas that shaped the vibrant city they call home. When young learners connect historical primary sources to the streets they walk every day, history becomes tangible. They begin to see themselves as part of Miami's ongoing story, fostering a profound sense of civic identity, belonging, and pride.

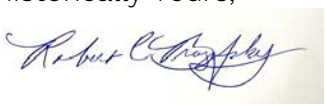
Your guidance through this inquiry process will spark curiosity and build essential analytical skills that extend far beyond the classroom. You are not just teaching history, you are inspiring the next generation of Miami's problem-solvers, critical thinkers, and changemakers.

Thank you for your dedication to bringing history to life and for helping your students discover their own legacy!

To learn more about the Museum of Miami's school programs, see the appendix section of this document.

The Museum of Miami is dedicated to ensuring you and your students' success and we are here to assist you on this journey. Please find our contact information below.

Historically Yours,



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Overview and Educator Instructions-Timeline

This framework supports 4th and 5th-grade classroom integration of historical thinking skills based on the National History Day's 2027 theme with adaptations for 4th and 5th grade students, a focus on local Miami history, and using the National History Day's project description for "Exhibition."

The expected outcomes for students are as follows:

1. To develop and/or enhance foundational historical inquiry skills,
2. To assist students in appreciating Miami's rich and diverse history based on the annual theme.
3. To assist students in defining, appreciating, and expanding their identity as a Miamian.
4. To assist students to enhance their research, writing, analytical, speaking, and collaborative skills.
5. To support select Florida State Academic Standards (found within this document)

Program Overview & Requirements

- The Museum of Miami's History Expo aims to provide a platform for young history enthusiasts to learn and research about local Miami history, access and analyze relevant primary and secondary sources, and use their historical thinking skills to develop a project, in an exhibition format, to be considered for entry into the History Expo.
- Theme: *Innovation in History Impact, Influence, Change*
- Format Focus: Exhibit option only (e.g. traditional display/exhibit board).
- Topic Scope: All projects must focus on local Miami/South Florida history.
- Source Requirement: Projects must heavily feature primary and secondary sources from the Museum of Miami's digital collections and curated archives.
- Word Count: 500 student-composed words maximum on the exhibit board.
- Reflection Requirement: My Miami Legacy Student Reflection Activity.
- Group Work: Students are encouraged to work together. The maximum number of students permitted in a single group is 4. Groups can be 2, 3, or 4 students. Students can also opt to work on their own with no group members. Students Working in Groups- special instructions for the "My Miami Legacy Student Reflection Activity: Each group member should complete the reflection activity and include their responses as part of the reflection paper,

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Recommended Project Timeline (Leading to March 2027)

A. October-Early November: Project Kickoff & Brainstorming
   1. Introduce the "Innovation" theme.
   2. Theme Exploration: See links to assist learning about this year's theme:
      a. National History Day Theme Book
      b. Video Overview of the Theme: Innovation- Innovation in History- Impact, Influence, Change. See the Video Viewing Guide for students below in the Student Resource Kit and the answer key in the appendix.
   3. Share with students the sample research topics (found in the Student Resource Kit) based on Miami's history. Have them point out and or describe how each example relates to the theme.
   4. Assign student work groups.
   5. Assist students by modeling how to go about researching for topic ideas.
   6. Assist students in exploring the Museum of Miami's digital resources to discover Miami-specific inventors, architectural shifts, and cultural milestones. ***Note: innovation topics span a wide array of content ideas and should not be limited to the suggested topics found in this document.***
   7. Assign: student groups to work together to select their research topic. See the topic guide selection page in the Student Resource Kit. ***Teacher evaluates and approves the topic accordingly.***

B. Mid-November-Early December: Core Research
   1. Students conduct research gathering primary sources (photos, documents) and secondary sources to deepen their understanding of their chosen topic.
   2. Students select the most important sources to be included in their exhibit (See Claim-Evidence-Reasoning Resource Selection Guide in the Student Resource Kit).

C. Early January: Drafting the Narrative & Annotated Bibliography
   1. Students draft their 500-word exhibit text and organize their Annotated Bibliography and Process Paper.
   2. See support resources found in the Student Resource Kit.

D. Mid-Late January: Exhibit Construction
   1. Focus on visual storytelling. Students mount their research, quotes, and primary source images onto their physical exhibit boards.
   2. See support resources found in the Student Resource Kit.

E. Early February: In-House Project Evaluation- Selecting the Top Projects
   1. Participating schools conduct an internal evaluation of student projects and select the top projects to enter the Museum of Miami's History Expo. The maximum number of projects per school is as follows: 2 Fourth Grade and 2 Fifth Grade entries for a total of 4 projects. If a school is only entering projects for a single grade level, the maximum number of projects is 4. Schools may also opt to enter 4 projects from both grades 4 or 5 in any combination not exceeding a total of 4 projects (e.g. one 4th grade project and 3 5th grade projects etc.).
   2. See evaluation rubrics below.

F. Reflection Activity: Assign the My Miami Identity- Research Reflection Activity. See Student Resource Kit found below.

   Educator Tip for In-House History Expo: Create a "Miami Legacy Wall" in your classroom Have students cut out their "Miami Innovator's Seal" and post it on the wall next to a photo of themselves. This creates a powerful visual representation of the next generation of Miami's history-makers.

G. March 3rd and 4th: Museum of Miami History Expo: Top projects are presented and evaluated by museum docents and guest judges.

See the Appendix Section for:

- Information about the Museum of Miami's School Programs and on free membership information.
- Information about coming to the museum for research purposes.

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Miami History Expo

Innovation in History- Impact, Influence, Change

Grades 4 and 5

Miami News photographs, 1896-1988. Series 1: Photographic prints. Folder: Miami-Downtown--1920-1949. Museum of Miami

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Additional adaptations for 4th and 5th grade students have been made to NHD resources included throughout this kit. This has been done for the participating students to be able to "Think Like Historians" and to guide them in the creating of their own mini exhibit

Florida State Academic Standards addressed through this learning process are identified in the Appendix section of this kit.

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Miami History Expo: Innovation in History- Impact, Influence, Change

Overview for Students

Calling All 4th & 5th Grade Historians!

Above: The Museum of Miami- Entrance to the North Building
101 West Flager Street, Miami, Florida 33130

Are you ready to dig into the past, uncover amazing stories, and show off your research and historical thinking skills?

The 2027 Theme: Innovation in History: Impact, Influence, Change: An innovation is more than just an invention—it's a new idea, method, or device that *changes* how we live, work, and think! Your mission is to find an amazing innovation from local Miami or South Florida history and show how it impacted our community.

What You Need to Know: To enter your project into the Expo, here are the rules you need to follow:

- **The Format:** You will create an **Exhibit Board** (a traditional display board) to visually tell the story of your historical topic.
- **The Topic:** It must focus on local Miami or South Florida history! You can research inventors, architectural shifts, cultural milestones, and more.
- **The Sources:** You must use primary sources (like old photos, maps, and letters) and secondary sources straight from the **Museum of Miami's digital collections**.
- **The Writing:** Your exhibit board can have a maximum of **500 words** written by you.
- **The Reflection:** All students will complete a special My Miami Identity Student Reflection Activity.

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Your Miami History Expo Project Steps

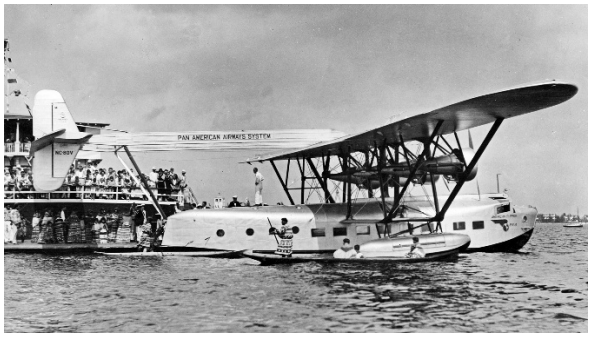

Image source

Step 1: Project Kickoff & Brainstorming: Learn about the theme, watch the "Innovation in History" video, and pick your perfect Miami history topic! Your teacher will help you explore the Museum of Miami's digital resources to find ideas. Your topic is selected at the end of Step 1.

Step 2: Core Research: Become a detective! Gather your primary and secondary sources and choose the best evidence for your exhibit board.

Step 3: Drafting & Building Your Exhibit: Write your 500-word draft, organize your bibliography, and start creating your physical exhibit board with photos, quotes, and visual storytelling.

Step 4: Complete the My Miami Identity Student Reflection Activity

Step 5: School Evaluation Showcase: Present your hard work! Your school will evaluate all the projects and select the top 4 entries (two from 4th grade, two from 5th grade) to move on to the big Expo.

Step 6: Top Projects Showcase: Museum of Miami History Expo: The top projects from each school are presented to museum docents and guest judges at the official Museum of Miami History Expo!

Get ready to discover the incredible innovations and ideas that have shaped the city we love and

Good luck, historians!

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Your Miami History Expo Project- Let's Get Started!

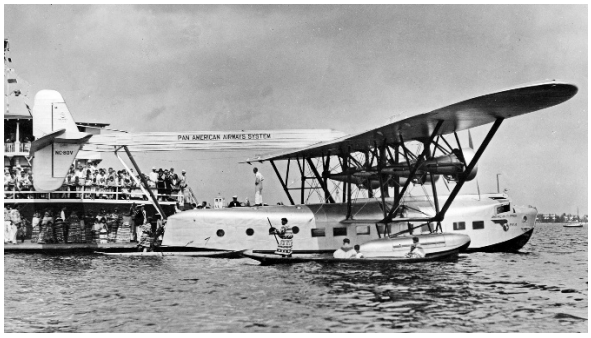

Image source

Project Kickoff, Brainstorming, Understanding the Theme, and Selecting Your Topic (Miami History Expo Step 1)

Learn about the theme: Innovation in History- Impact, Influence, Change.

National History Day Theme Book

Video Overview of the Theme

Use the following Video Guide to assist you in understanding this year's theme. The Video Guide is divided into the following parts: Before, During, and After watching,

Video Viewing Guide: Innovation in History- National History Day 2027 Theme adapted for use for the Museum of Miami's History Expo for 4th and 5th grade students.

See the next page for the Video Viewing Guide

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Understanding the Theme: Video Viewing Guide
(Miami History Expo Step 1)

Name: _____

Part 1: Before You Watch

Answer this question before starting the video.

1. Have you ever heard the word "innovation"? In your own words, what do you think it means?

Part 2: While You Watch

Listen carefully to the video and answer these questions as you watch.

2. Invention vs. Innovation [00:45] The video explains that an innovation is different from an invention.

- An **invention** is a starting point (like creating a brand-new tool).
- An **innovation** is what happens when people keep changing, improving, and adapting to that idea.

The video uses a drinking straw as an example.

- What made the standard drinking straw an **invention**?

  _____

- What small change turned the drinking straw into an **innovation**?

  _____

- Who did this small change help the most?

  _____

3. Understanding "Impact" [03:00] To show the impact of an innovation, the video talks about World War II scrap drives.

What did everyday communities turn common kitchen items into? (Circle one)

a) Food for soldiers

b) Resources for war, like gunpowder and parachutes

c) Money for the government

4. Understanding "Influence" [04:19] The video travels to Arizona to look at the Hohokam people.

What innovative system did the Hohokam create that transformed life in the desert?

_____

True or False Modern water systems in Phoenix still follow the paths created by this indigenous innovation centuries ago. (_____)

5. Understanding "Change" [05:41] The video shows how early factory workers innovated by organizing together.

Why did the workers organize? What kind of "change" were they fighting for?

_____

Part 3: After You Watch

Think about the whole video to answer these final questions.

6. The Big Three Words The 2027 theme is "Innovation in History", followed by three very important words. Can you name them?

1. I _ _ _ _ _
2. I _ _ _ _ _ _ _ _
3. C _ _ _ _ _

7. Be the Historian! The video ends by asking you to think about lesser-known stories in your own local history. If you had to pick an innovation (a new way of doing things, a changed tool, or a new method) that changed your town, state, or even your school, what would it be?

Use the space below to record your answer.

_____
_____
_____
_____
_____
_____

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Miami Innovations: Student Brainstorming Information Sheet
(Miami History Expo Step 1 Continued)

The theme of 2027 is Innovation in History: Impact, Influence, Change. Innovation isn't just about technology, it's about new ideas, new ways of building, and new ways of solving problems.

Because your project must focus on Miami history, consider these local brainstorming questions:

- Architecture & Building: How did the invention of air conditioning change who moved to Miami? How did builders innovate to protect against hurricanes after 1926?
- Transportation: How did Henry Flagler's railroad (an innovation in travel) impact the growth of early Miami?
- Agriculture & Environment: How did early pioneers innovate farming techniques in South Florida's unique climate?
- Culture & Community: How have different immigrant groups brought new ideas, foods, or businesses that changed Miami's culture?

Brainstorm with a partner additional topic to consider researching about innovation in Miami.

Record your ideas below:

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Historical Thinking Skills: Overview for 4th and 5th Grade Students
Examples from Miami's History

Multiple Accounts & Perspectives

- What it means: Looking at the same event in history from different people's points of view. History isn't just one single story; it is many different stories combined. Depending on who you ask, the story can sound completely different!
- Miami History Example: When learning about the founding of the City of Miami in 1896, we can look at the perspective of Julia Tuttle (the wealthy landowner who wanted the city built), Henry Flagler (the businessman who brought the railroad), and the Bahamian and African American laborers who actually did the hard, physical work of clearing the jungle and building the streets.

Analysis of Primary Sources

- What it means: Investigating raw clues from the past. A primary source is something created during the exact time period you are studying, like an old photograph, a diary, a map, or an artifact. We analyze them to figure out what life was really like back then.
- Miami History Example: Instead of just reading a textbook about the Great Miami Hurricane of 1926, you look at real black-and-white photographs of the flooded streets and wrecked boats in Biscayne Bay, or you read a letter written by a survivor describing the terrifying sound of the wind.

Sourcing

- What it means: Asking "Who made this?" and "Why did they make it?" before we trust a piece of historical evidence. We have to figure out if the person writing a document had a specific reason to stretch the truth or if they are a reliable witness.
- Miami History Example: If you find a 1925 newspaper advertisement selling land in Coral Gables that says, "The weather is perfect every single day and you will become instantly rich," you have to source it. You realize a real

estate developer wrote this ad to make money, so they might be exaggerating how perfect the land actually is.

Context

- What it means: Understanding the "big picture" of what was happening in the world at that time. It's like setting the scene in a movie so the characters' actions make sense. You can't understand an event without knowing what else was going on around it.
- Miami History Example: Why did Henry Flagler finally decide to build his famous railroad all the way down to Miami in 1896? The context is that a terrible freeze had just destroyed all the citrus crops in northern and central Florida. Because Julia Tuttle sent Flagler a fresh, unspotted orange blossom to prove Miami was warm and frost-free, he realized the economic value of extending the train tracks south.

Claim-Evidence Connection/Reasoning

- What it means: Stating what you believe happened in the past (your claim) and proving it using facts and clues (your evidence). You can't just guess or share an opinion about history; you have to show your proof and explain how it supports your idea!
- Miami History Example: You make the claim that the Tequesta Native Americans were expert fishermen who lived off the ocean. Your evidence is the discovery of the Miami Circle at the mouth of the Miami River, where archaeologists have dug up thousands of ancient fish bones, pumice stones for sharpening tools, and shells used as tools. Your reasoning is that because so many ocean-related artifacts were left behind at their village site, the Tequesta must have relied heavily on the sea to survive.

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Claim, Evidence, Reasoning (CER) Grades 4 & 5

Claim, Evidence, Reasoning (CER) is a three-part framework used to build and explain a clear, logical scientific or argumentative response. It helps turn a simple opinion into a proven fact.

The Three Parts of CER

- **Claim**: A one-sentence statement that answers a specific question or prompt. It is not a guess or a feeling; it is what you plan to prove. [
- **Evidence**: The data, facts, observations, or quotes that support your claim. Good evidence is true, exact, and comes from a reliable source.
- **Reasoning**: The rule or logic that explains *why* and *how* your evidence proves your claim. It links the data to a bigger scientific or logical idea.

An Easy Example

Imagine a science class tests if air has weight.

- **Claim**: Air is matter and has weight.
- **Evidence**: A deflated ball weighs 300 grams, but after pumping air into it, the ball weighs 305 grams.
- **Reasoning**: Weight is a property of matter. Because adding air increased the overall weight of the ball by 5 grams, the added air must have weight and take up space.

Video: Here is a helpful video to use with your students:

An Introduction to Claim-Evidence-Reasoning

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History Expo Exhibit: Group Work & Role Guide

Building an exhibit board for the "Innovation in History" Expo requires research, writing, and design. You can choose to work as an Independent Historian (1 person) or build a team of 2, 3, or 4 students. Groups may not have more than 4 members.

Use this guide to divide the workload fairly so every team member contributes to uncovering Miami's history.

The Golden Rules of Teamwork

- Research is Everyone's Job: Even if you are the "Lead Designer," you must still read the primary sources and understand the history.
- The C-E-R Rule: Every piece of evidence on the board needs a caption explaining its reasoning. Teammates must review each other's Claim-Evidence-Reasoning connections.
- Shared Assembly: When it is time to cut, glue, and build the physical trifold board, all hands must be on deck.

Task Delegation by Group Size

Working as a Pair (2 Students)

- Partner A: Research & Writing Lead. Takes the lead on diving into the Museum of Miami's digital library and online catalog. Drafts the main thesis (Claim), the body paragraphs explaining the innovation, and the Process Paper.
- Partner B: Design & Evidence Lead. Focuses on selecting the most powerful visual primary sources (photos, maps, letters). Designs the exhibit board layout, creates the titles, and writes the C-E-R captions for each image.

Working in a Trio (3 Students)

- Student A: Archive Director. Manages the research process. Keeps track of all primary and secondary sources found in the finding aids and databases. Takes the lead on writing and formatting the Annotated Bibliography.
- Student B: Lead Copywriter. Drafts the main exhibit text, ensuring the story of the historical innovation flows logically from background to impact. Takes the lead on writing the Process Paper.

- Student C: Exhibit Architect. Designs the physical board. Chooses the color scheme, plans where the text and images will go, builds the historical timeline, and creates any 3D or interactive elements for the display.

Working as a Squad (4 Students: Note- The Maximum # of Students in a Group = 4).

- Student A: Primary Source Specialist. Dedicated to hunting down historical photographs, newspaper clippings, and documents. Ensures every visual has a proper museum citation.
- Student B: Secondary Source Specialist. Finds books and articles that explain the background of the innovation. Manages the Annotated Bibliography.
- Student C: Content Manager. Writes the central thesis statement, the main text sections, and the Process Paper. Double-checks that the group's writing stays focused on the "Impact, Influence, Change" theme.
- Student D: Design & Layout Director. Creates the blueprint for the trifold board. Measures spacing, selects fonts, mounts the evidence on colored paper, and directs the physical assembly of the exhibit.

Working Solo (1 Student)

- The Independent Historian. You control the entire creative vision! Because you are managing every role, the best strategy is to divide your project into strict phases. Dedicate your first weeks entirely to research in the digital collections, the next phase strictly to writing your drafts, and your final weeks to printing and designing your board.

Weekly Check-In Strategy

To prevent last-minute rushing before the March Expo, groups should spend the first 10 minutes of their work time conducting a "Stand-Up Meeting."

1. What did I finish since our last meeting?
2. What am I working on today?
3. Do I need help from a teammate to finish my task?

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History Expo Group Contract
Project Theme: Innovation in History
Museum of Miami History Expo – March 2027

Group Name: _____

Students' Names:
_____
_____
_____
_____
_____

Our Historical Innovation Topic: _____

1. Team Members & Roles

We have reviewed the History Expo role guide and agree to take on the following primary responsibilities. *(Note: Even with specific roles, everyone is required to help with research and final board assembly.)*

Student Name	Chosen Role	Main Responsibility
1.		
2.		
3.		
4.		

2. The Historian's Pledge

As a member of this research team, I promise to:

- Do My Fair Share: I will complete the work assigned to me on time and to the best of my ability.

- Be a Team Player: I will listen to my teammates' ideas with respect, even if we disagree.
- Do Genuine History: I will use the Museum of Miami's digital collections properly and write the Claim-Evidence-Reasoning captions in my own words.
- Communicate: If I am confused, stuck, or falling behind, I will ask my group or my teacher for help instead of waiting until the last minute.

3. Project Deadlines

We agree to finish our parts of the project by the following dates so our group stays on track for the March Expo:

4. Solving Problems

If someone in our group is not doing their fair share or a disagreement happens, we agree to follow these two steps:

1. The Warning: We will politely remind the teammate of this contract and ask how we can help them catch up.
2. The Teacher Check-In: If the problem continues for more than two days, we will ask the teacher to help us find a solution. We will not argue or do the missing teammate's work for them.

Signatures

By signing below, I agree to this contract and promise to be a responsible historian for my team.

Sign: _____ Date: _____

Sign: _____ Date: _____

Sign: _____ Date: _____

Sign: _____ Date: _____

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Museum of Miami
History Expo
Teacher Lesson Plan

Traditional Search Engines: Teacher Introductory Lesson Plan

This lesson plan is designed to help students to foundational web research with well-known search engines. By framing everyday search engines as powerful "history detective tools," students can bypass unreliable information and uncover trustworthy sources for their History Expo projects. *See the following two documents at the end of this lesson and make sure students have access to them.*

Traditional Internet Search Engines: Quick Guide & Practice for Students
Information from Research- To Use or Not to Use C-E-R Test

1. Setting the Stage: The Hook (5 Minutes)

Before opening the laptops, gather your students and establish their roles as active historians navigating the World Wide Web.

- Say: "When historians want to learn about how innovations changed people's lives, they have to be careful detectives. Today, you are going to use tools you already know—Google and Bing—but you are going to use them with *historian superpowers*. Anyone can type a question into the internet, but today you will learn how to sift through the junk to find the real historical facts."

- The Goal: Explain that the internet has billions of pages, but a historian's job is to find the ones written by experts, museums, and universities to gather verified evidence.

2. Demystifying the Three Tools (10 Minutes)

Write the names of the three search strategies on the board. Use these kid-friendly analogies to explain how they work:

1. The General Search (The Wide Net)

- The Analogy: It's like throwing a giant net into the ocean. You will catch some fish, but you will also catch some old boots and seaweed.

- What it does: It gives you websites, articles, and encyclopedias based on your words.
- Pro-Tip for Students: Warn them that the first link isn't always the best link. Teach them to look for trustworthy "domain tags" like .edu (schools), .gov (government), or .org (non-profits and museums).

2. Image Search (The Visual Time Machine)

- The Analogy: The instant time machine for your eyes.
- What it does: It filters out all the text and only shows you pictures, diagrams, and maps.
- Pro-Tip for Students:: Tell them that anyone can upload a picture online. When they click an image, they must look at the website it comes from to make sure it's a real historical photograph and not a modern recreation or fake.

3. Smart Keywords (The Laser Focus)

- The Analogy: Turning your wide net into a laser beam.
- What it does: Using specific words and quotation marks instead of typing full sentences.
- Pro-Tip for Students: Instead of typing, *"Who invented the air conditioner in Florida?"*, tell them to use keywords like *"John Gorrie Florida ice invention"* to get better historical results.

3. Guided Practice: "I Do, We Do" (10 Minutes)
Before handing out their assignment, project your screen and model a search.

- Search a Local Topic: Type a familiar term into Google or Bing (e.g., *Florida East Coast Railway 1890s*).
- Think Aloud: "I see a lot of results. I see a Wikipedia page, but right below it, I see a link from a .edu website. I'm going to click that one because it's from a university. Now I'm going to switch to Image Search. I'm looking at this black-and-white photo... but wait, the website is a personal blog. Let me find an image that comes directly from a historical society."

- Address Frustration: Show them what happens when a search gets bad results. Model how to change the keyword (e.g., changing "old planes in Miami" to "Miami aviation history 1930s").

4. Priming for C-E-R (5 Minutes)
Remind students that finding a cool fact or old picture online is only step one. The real job of a historian is to use it as evidence to support the theme: *Innovation in History Impact, Influence, Change*.

- The Expectation: Explain that they will practice the Claim-Evidence-Reasoning framework with what they find.

- The Golden Rule: Tell them, "A Google result doesn't speak for itself. You have to tell the History Expo judges exactly what detail from your source proves your claim about how an innovation influenced change."

5.Homelearniing: Provide the following two documents (titles found below) to students to assign for homelearning and to use as best practices while researching their topic:

Traditional Internet Search Engines: Quick Guide & Practice for Students
Information from Research- To Use or Not to Use C-E-R Test

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Museum of Miami
History Expo

Traditional Internet Search Engines: Quick Guide & Practice for Students

When historians want to learn about how innovations changed people's lives, they must be careful detectives. The information below explains how to use tools you already know—Google and Bing—but like a historians

The Big Idea: The Internet has billions of pages, but a historian's job is to find the ones written by experts, museums, universities, and other researchers like themselves to gather verified evidence.

A. What to Know, What to Think About, and What to Do: 3 Main Type of Searches

1. The General Search (The Wide Net)
   - The Analogy: It's like throwing a giant net into the ocean. You will catch some fish, but you will also catch some old boots and seaweed.
   - What it does: It gives you websites, articles, and encyclopedias based on your words.
   - Pro-Tip for Students: The first hit (link that comes up) isn't always the best link. Look for trustworthy "domain tags" like .edu (schools), .gov (government), or .org (non-profits and museums).

2. Image Search (The Visual Time Machine)
   - The Analogy: The instant time machine for your eyes.
   - What it does: It filters out all the text and only shows you pictures, diagrams, and maps.
   - Pro-Tip for Students: Anyone can upload a picture online. When they click an image, they must look at the website it comes from to make sure it's a real historical photograph and not a modern recreation or fake.

3. Smart Keywords (The Laser Focus)
   - The Analogy: Turning your wide net into a laser beam.
   - What it does: Using specific words and quotation marks instead of typing full sentences.
   - Pro-Tip for Students: Instead of typing, *"Who invented the air conditioner in Florida?"*, tell them to use keywords like *"John Gorrie Florida ice invention"* to get better historical results.

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B. What to Know, What to Think About, and What to Do #2: Practice Makes Perfect:

- Search a Local Topic: Type a familiar term into Google or Bing (e.g., *Florida East Coast Railway 1890s*).
- Think Aloud: "I see a lot of results. I see a Wikipedia page, but right below it, I see a link from a .edu website. I'm going to click that one because it's from a university. Now I'm going to switch to Image Search. I'm looking at this black-and-white photo... but wait, the website is a personal blog. Let me find an image that comes directly from a historical society."
- Handling Research Frustration: Often, a search gets bad results. When this happens, try changing the keyword (e.g., changing "old planes in Miami" to "Miami aviation history 1930s").

C. What to Know, What to Think About, and What to Do #3: Information Approval Using C-E-R (Claim, Evidence, Reasoning)

Finding a cool fact or old picture online is only step one. Once you have determined if the information you have found is credible, make sure the information can be used to support the theme: *Innovation in History Impact, Influence, Change* and

- The Golden Rule: Remember: A Google result doesn't speak for itself. You have to tell the History Expo judges exactly what detail from your source proves your claim about how an innovation influenced change."
- The Expectation: Use the Claim-Evidence-Reasoning (C-E-R) framework to decide to use the information from your search or to keep searching.
- Search Results- To Use or Not to Use: Once you think you want to use the information from your Internet search for your History Expo Exhibit, use the following sentence starters to see if the information passes the C-E-R Test.

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Information from Research- To Use or Not to Use C-E-R Test

Digitally copy this page as many times asneeded to use for all your research findings.

Seach Results/Information being Considered (list below):

Complete the sentences below to check if the information you found in your research should be used for your History Expo Exhibit.

1. C- I CLAIM THAT THE _____ (type of search result; for example, a research article, an image, a film clip, a documentary, a newspaper or magazine article etc.) is appropriate to use for my exhibit because it is from a credible and accurate source, is aligned to the History Expo theme, and is about the topic or focus of my project.

2. E: The evidence supporting the C- Claim statement above, is: (list the specific evidence to why the information is credible, aligns to the theme and your project topic).

Evidence: Information/Source is credible because

Evidence: Information is aligned to the theme because

Evidence: Information is aligned to my topic because

3. Reason: The reason that the evidence supports my claims is because (write a summary statement about the information you will use).

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Research Tips
(Miami History Expo Steps 1 and 2)

You are required to research a topic about Miami history tied to the theme "innovation." You can use many different sources to investigate. See the research tips found below t o get started.

Navigating Local Digital Archives

- **Start with trusted databases:** Use the **Miami-Dade Public Library System (MDPLS)** digital collections and **Florida Memory** instead of open web searches. These databases hold verified primary sources, meaning you won't waste time on unreliable websites.
- **Use precise keywords:** Instead of typing a broad phrase like "Miami history," use specific terms related to your topic. Try combinations like "Tequesta Miami Circle," "1926 hurricane," or "Henry Flagler railway."
- **Filter your search results:** Most digital archives let you filter by "Format" or "Date." If you are looking for visual evidence for your exhibit board, check the boxes for "Photographs," "Maps," or "Posters."

Exploring "Innovation in History"

- **Search for changemakers:** Since the Expo theme focuses on innovation, look for primary sources showing how Miami transformed. Search for the 1925 Coral Gables advertisements or early city blueprints to see how specific ideas influenced South Florida's development.
- **Look for diverse perspectives:** Innovation comes from many communities. Make sure to search for the contributions of Black Miamians, Hispanic immigrants, and early pioneers like Julia Tuttle to get a complete picture of the city's growth.
- **Track the impact over time:** A strong project shows change. Find an early photograph (like a 1910 street view) and compare it to a later document to show how a specific innovation influenced the area.

Evaluating Primary Sources

- **Identify the source:** Before using a document, ask yourself who created it and why. A railroad advertisement was designed to sell land, while a personal diary entry tells a private story. Recognizing the creator's purpose is key to understanding the historical context.

- Look for context clues: Examine the date, the clothing in photographs, or the language used in letters to accurately place the source in its correct time period.
- Compare multiple accounts: If you read a newspaper article about the founding of Miami in 1896, try to find another source from the same year to see if the perspectives match.

Building Your Project Framework

- Organize your evidence early: Keep a specific digital folder or Google Doc for your downloads. Always save the URL, the date of the source, and a quick note about why it matters so you can easily build your annotated bibliography later.
- Connect clues to your claim: When you select a primary source, practice explaining *how* it proves your point. Your reasoning should clearly connect your chosen artifact back to your main argument about Miami's history.

Links to Main Search Options:

Museum of Miami Digital Library

- What's there: The museum's research center hosts an online catalog containing over two million historical photographs of southeast Florida, alongside manuscripts, maps, and early diaries. The digital object collection also features hundreds of digitized Miccosukee and Seminole artifacts, including patchwork, beadwork, and wooden dugout canoes.
- Expo connection: Ideal for finding visual evidence of local innovations, early city blueprints, the 1925 Coral Gables advertisements, and primary sources related to early pioneers like Julia Tuttle and Henry Flagler.

Florida Memory (State Archives of Florida)

- What's there: A massive digital outreach program providing free public access to over 320,000 digitized historical photographs, archival documents, and audio recordings maintained by the state.
- Expo connection: The strongest database for finding official government records, early maps of the South Florida region, and high-resolution visual
- evidence of major events like the 1926 hurricane.

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Miami-Dade Public Library System (MDPLS) Digital Collections

- What's there: A searchable community archive containing local historical documents, early regional newspapers, and extensive photograph collections focused entirely on the development of Miami-Dade County.
- Expo connection: Perfect for researching hyper-local neighborhood histories and the specific innovations and historic contributions of Black Miamians in early communities like Overtown.

Digital Library of the Caribbean (dLOC)

- What's there: A collaborative, international digital archive powered by the University of Florida that provides access to digitized cultural materials, historical records, and regional newspapers.
- Expo connection: Essential for students researching the profound impact, cultural shifts, and innovations brought by Hispanic and Caribbean immigrants to South Florida.

Quick Tips for Digital Archives

When researching our big four databases, keep these hints in mind:

- Florida Memory: Look closely at the "Description" box below the image. It often tells you the exact year and location to put in your citation!
- MDPLS Digital Collections: If you find a great photograph of early Black Miamians in Overtown, make sure to write down the neighborhood name in your summary sentence.
- Primary vs. Secondary: Remember to group your bibliography into two sections: Primary Sources (documents and photos from the actual time period) and Secondary Sources (articles or books written later by historians). Most of your digital archive finds will be Primary Sources!

See the next page for specific research directions for the Museum of Miami's collections.

Researching the Museum of Miami Special Collections…

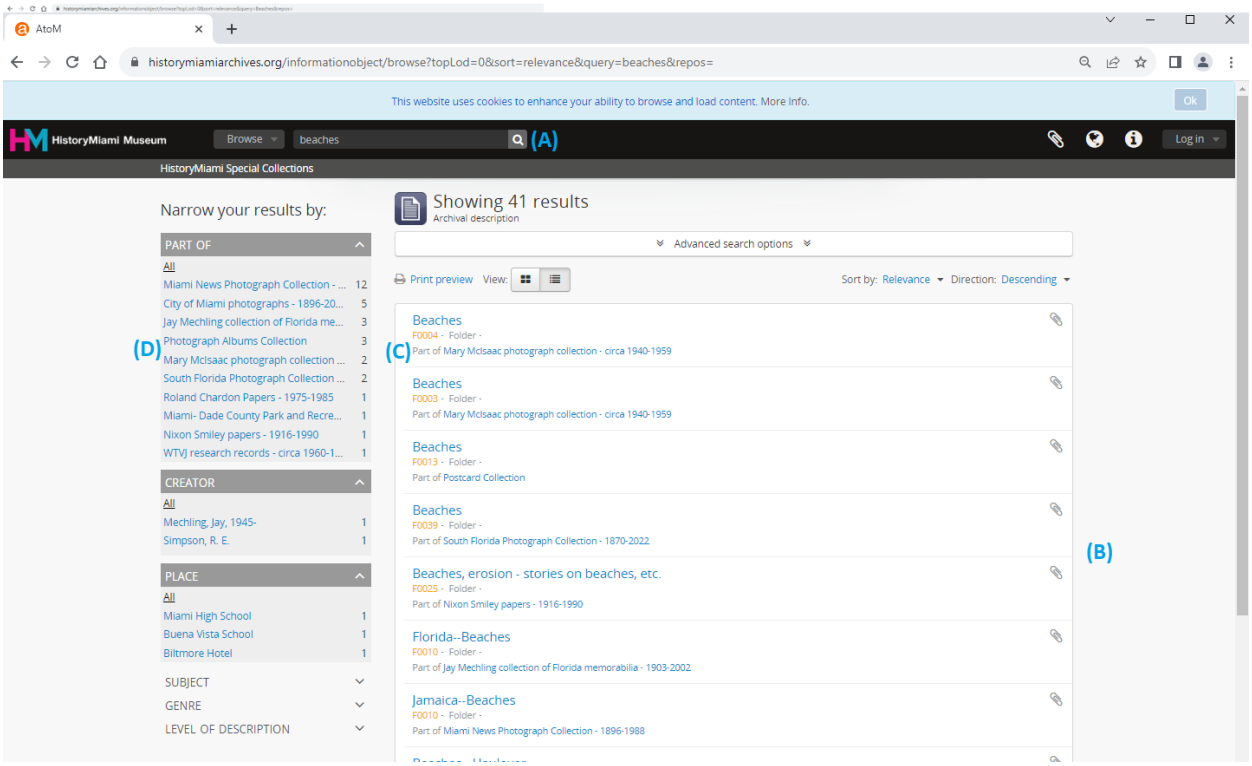
Finding aids

Our online finding aids contain records of archival materials such as manuscripts, personal and family papers, business and organizational records, photographs, maps, architectural records, prints, recordings, and ephemera. Items from our finding aid can be requested for complimentary in-person viewing.

Keyword searching the finding aids

Our finding aids can be accessed by going to: www.historymiamiarchives.org

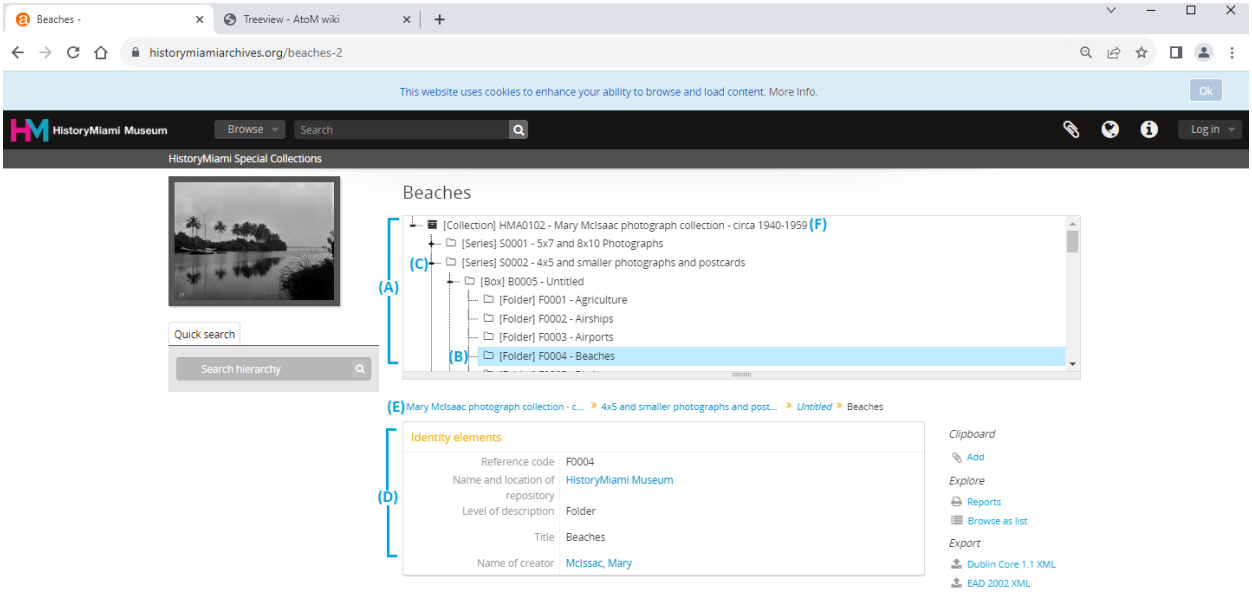
To search the entirety of the collection, simply type in your keyword in the top left search bar (A):



As seen above, the term ‘beaches,’ has been searched. All search results show up in the middle right (B). The title could denote a box, folder or entire collection. The name of the collection is displayed

underneath the title (C). In the middle left of the page, a list of collections with the keyword term can be found (D). This is yet another way of searching the collection for your chosen keyword.

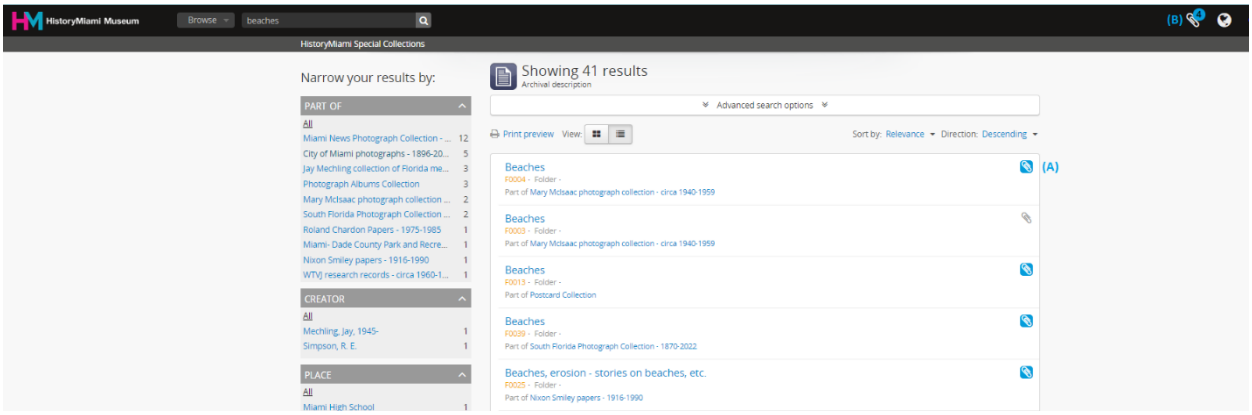
Let's now click into the first result for the keyword 'beaches,' from the Mary McIsaac Photograph Collection…



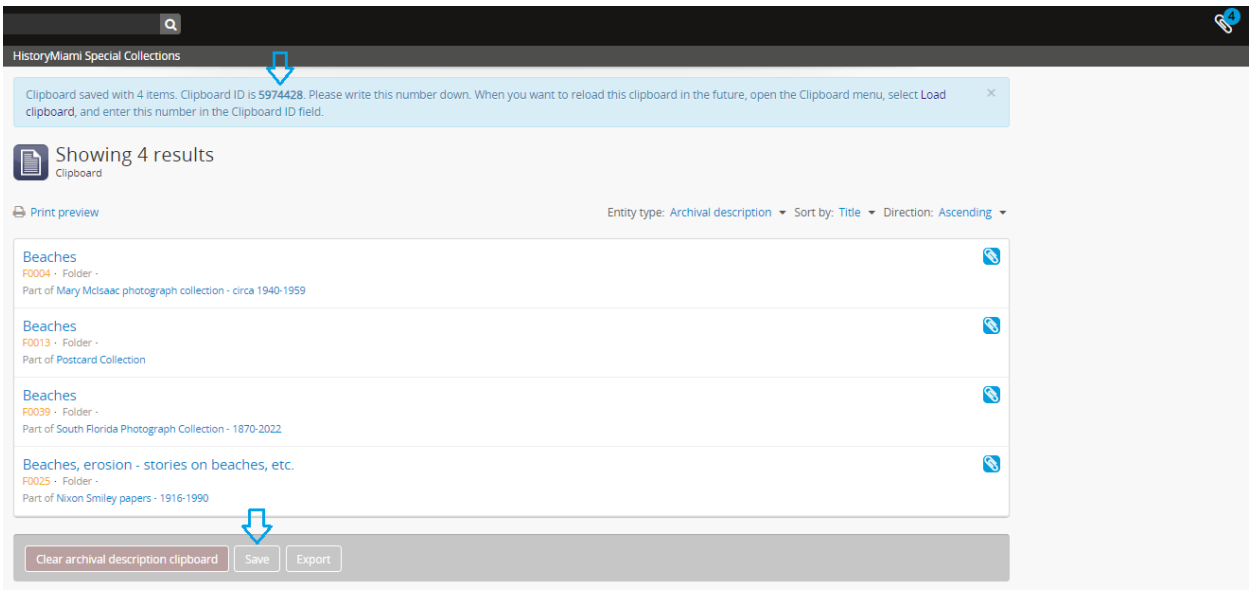
Starting at the top, we can see the tree view, which helps us navigate the collection (A). Within the tree view we can see the way the collection is organized. Our keyword 'Beaches' is the name of a folder in Box 5 (B). Since this is a photography collection, it's safe to say that this file contains photographs, though our tree view also confirms this because Box 5 is part of Series 2- 4x5 and Smaller Photographs and Postcards (C). We can also see the other items within this box such as agriculture, airships, and airports. Furthermore, additional information may be listed in Identity Elements (D). If you would like to read about the collection that this folder is housed within, simply click on the collection name at the top of the tree (E) or just above the identity elements (F).

Creating and sharing a list

You can make a sharable list by clicking on the paperclip icon next to each search result of interest(A):



This will accumulate everything you wish to view for your research appointment(B). Make sure to save your clipboard and write down the unique number it generates to share with us and for your future reference. You can also print, or screen capture your list as a backup.



Make sure to send the archives associate this list so that they can retrieve the selected boxes from storage and have them available prior to your visit. You will also be prompted to share your requests when scheduling an appointment. If you have any other questions, feel free to reach out!

Online catalog

Our online catalog contains records for materials such as books, magazines, recordings, and digital photographs. To access, go to: https://museumofmiami.org/collections/research-the-collection/ and scroll to “Online Catalog” (not a permalink). From there, you may keyword search and note any items of interest to view during an appointment.

City Directories

City directories contain addresses, contact information, demographic information, city statistics, and advertisements for the year they are printed. Our collection holds many directories for Miami, Miami Beach, and suburbs. Titles can be found in our Online Catalog and requested for appointments.

Publications

Museum of Miami has published *Tequesta*, *South Florida History*, and *Update* which can be accessed online at: https://museumofmiami.org/online-publications/

More recent volumes of *Tequesta* can be purchased on Amazon or read for free during research appointments.

Contacting the Special Collections

For any questions, free to reach out to our archival staff at archives@museumofmiami.org or call 305-375-1623

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Topic Research Guide
(Assists with Miami History Expo Step 2)

Use this guide to help you find the best information, pick the strongest evidence, and write a perfect thesis statement!

Do Detective Work (How to Research):
Good historians don't just use Wikipedia. They dig deep to find the real story. As you read about your Miami innovation, you should look for two types of clues:

- Primary Sources (Clues from the past): These are things created *at the exact time* your historical event happened. Think of old black-and-white photographs, newspaper articles from that year, diary entries, letters, or actual objects (like an old train ticket or an antique tool).

- Secondary Sources (What experts say today): These are books, museum websites, and articles written by historians *after* the event happened. They help you understand the big picture.

Where to look: Ask your teacher to help you get stated. visit the Museum of Miami website and search for old photographs in digital archives.

Gather Your Evidence (What to Keep):
You will find a *lot* of information, but you can only put the best pieces on your exhibit board. How do you choose? Pick evidence that proves your topic was an innovation that changed Miami.

Keep an "Evidence Log" notebook. Every time you find something great, write it down! The best evidence for a visual exhibit includes:

- A powerful quote: Did someone from the past say something amazing about your topic? Write it down exactly as they said it.

- A clear photograph or map: Does a picture show exactly how the invention worked or how Miami changed because of it? Save it!

- A surprising fact or statistic: Did the population of Miami double after your innovation was created? Numbers make great evidence.

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Write Your Thesis Statement (The Big Idea):
A thesis statement is the most important sentence on your entire board! It is a short summary (1 to 2 sentences) that tells the judges exactly what your project is about and *why it matters*. It is not just a fact; it is the argument you are going to prove.

The 4th & 5th Grade Thesis Formula:
[Your Topic] was an important innovation in Miami history because *[How it changed the way people lived/worked/traveled]*.

Bad Example: "Henry Flagler built a railroad to Miami in 1896." *(This is just a fact, not a thesis).*

Good Example: "Henry Flagler's Florida East Coast Railway was an important innovation because it connected Miami to the rest of the country, transforming a small village into a booming city for tourists and businesses."

Quick Checklist for Your Exhibit Board
Before you glue anything to your board, make sure your evidence passes this test:

[ ] Does this picture or quote directly relate to my thesis statement?

[ ] Did I write down where I found this information so I can give credit?

[ ] Is this the strongest piece of proof I have?

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Museum of Miami Digital Collections: Teacher Introduction Guide

Target Audience: 4th & 5th Grade Educators | Program: March 2027 History Expo ("Innovation in History")

This one-page guide is designed to help you confidently introduce your students to the Museum of Miami's digital archives. By framing these tools as "historian superpowers," you can lower the intimidation factor and get students excited about uncovering primary sources for their Expo projects.

1. Setting the Stage: The Hook (5 Minutes)

Before opening the laptops, gather your students and establish their roles as active historians.

- Say: *"When historians want to learn about how Miami was built, or how innovations changed people's lives, they don't just read textbooks. They go to the source. Today, you are going to get access to the Museum of Miami's real historical vaults. You are going to look at the exact same photographs, letters, and blueprints that professional historians use."*
- The Goal: Explain that the internet has a lot of information, but the Museum's databases hold verified, historical *evidence*.

2. Demystifying the Three Tools (10 Minutes)

Write the names of the three databases on the board. Use these kid-friendly analogies to explain how they differ:

1. The Online Catalog (The Giant Index)

- The Analogy: It's like the library catalog at school.
- What it does: It tells you *everything* the museum owns—books, objects, and photos.
- Pro-Tip for Kids: Warn them that finding a record here doesn't always mean there is a picture they can click on. Sometimes it just tells them the item is safely stored on a shelf downtown!

2. Finding Aids (The Treasure Maps)

- The Analogy: It's the map to a very specific treasure chest.

- What it does: When famous innovators or businesses give the museum 50 boxes of their stuff, the Finding Aid is the list of exactly what is inside every single folder in every single box.
- Pro-Tip for Kids: Tell them to look for the "Scope and Contents" section—that's where the map reveals if a box holds old train tickets, personal diaries, or maps.

3. The Digital Library (The Virtual Museum)

- The Analogy: The instant time machine.
- What it does: These are the items the museum has already scanned and uploaded.
- Pro-Tip for Kids: This is where they will find the immediate, visual primary sources (like photographs of early Miami architecture or transportation) that they can save and use on their History Expo exhibit boards.

3. Guided Practice: "I Do, We Do" (10 Minutes)

Before handing out the scavenger hunt, project your screen and model a search.

- Search a Local Topic: Type a familiar term into the Digital Library (e.g., *Florida East Coast Railway* or *1926 Hurricane*).
- Think Aloud: *"I see a lot of results. I'm going to click on this photograph. I'm looking at the date... 1896. I'm zooming in on the background. What do we notice about the buildings?"*
- Address Frustration: Show them what happens when a search gets zero results. Model how to change the keyword (e.g., changing "flying machines" to "aviation" or "Pan Am").

4. Priming for C-E-R (5 Minutes)

Remind students that finding a cool old picture is only step one. The real job of a historian is to use it as *evidence*.

- The Expectation: Explain that in Part 4 of their scavenger hunt, they will practice the Claim-Evidence-Reasoning framework.
- The Golden Rule: Tell them, *"An image doesn't speak for itself. You have to tell the History Expo judges exactly what detail in the photograph proves your claim about innovation.*

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My (Our) Miami History Expo Topic

Use the space below to define and explain the topic you have chosen to develop your exhibit about Miami History as related to the theme: Innovation in History- Impact, Influence, Change.

Write a title for your topic here:

_____

_____

Explain how this topic is related to Miami below:

_____

_____

Explain how this topic is related to the theme: Innovation in History- Impact, Influence, Change below:

_____

_____

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Double Checking Your Selected Topic
(Miami History Expo: The End of Step 1)

MAKE SURE: The C-E-R Topic Check:

Once you have an idea, you need to make sure it fits the rules. Historians use a tool called C-E-R (Claim, Evidence, Reasoning) to prove their points. Try filling out this worksheet out for your topic!

1. Claim (Your Answer)

What is your topic, and why is it an innovation in Miami history?

Example: The Florida East Coast Railway was a major innovation that changed Miami forever.

Your Turn:

_____

2. Evidence (The Facts)

What is one specific, true fact that shows your topic happened in Miami and was new or important?

Example: In 1896, Henry Flagler brought the very first passenger train down to Miami, connecting it to the rest of the country for the first time.

Your Turn:

_____

3. Reasoning (The "Why")

How does your evidence prove your claim? (Why did this change things?)

Example: Because the train connected Miami to new places, people and supplies could travel here quickly. This allowed the city's population and businesses to grow faster than ever before, proving the railroad was a powerful innovation.

Your Turn:

_____

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The Final Check

Look at what you just wrote in your C-E-R. Answer the questions below by placing an X to the appropriate response.

1. Did it happen in South Florida? _____ Yes____ No
2. Was it a new idea or invention? _____ Yes____ No
3. Did it change the way people live or have an impact? _____ Yes____ No

If you put an X in the space for No in questions 1 and/or 3, you should consider reshaping your topic.

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Sample Project Ideas
(Miami History Expo Step 1 Continued)

Below is a curated list of Miami-specific history topics tailored for 4th and 5th-grade students. To help students understand the 2027 NHD theme, each topic is broken down into Innovation (the new idea, method, or technology), the **Impact** (the immediate effect), and the **Change** (the long-term historical shift).
These topics are designed to be highly visual and well-supported by the Museum of Miami's digital archives.

Weather & Environment

1. The Saffir-Simpson Hurricane Scale

- **The Innovation:** In the 1970s, Miami engineer Herbert Saffir and meteorologist Robert Simpson created a 1-to-5 scale to measure the potential damage of a hurricane based on wind speed and storm surge.
- **The Impact:** It gave weather forecasters and news stations a simple, fast way to warn the public about how dangerous an approaching storm was.
- **The Change:** This scale revolutionized emergency management in South Florida and around the world, saving countless lives by making evacuation orders easier to understand.

2. Rebuilding for Survival: Architecture after the 1926 Hurricane

- **The Innovation:** Following the devastating 1926 Great Miami Hurricane, local builders and politicians innovated strict new building codes, requiring homes to be anchored to their foundations to resist high winds.
- **The Impact:** It changed how houses, hotels, and schools were constructed across South Florida.
- **The Change:** It set the foundation for the modern South Florida Building Code, making Miami a global pioneer in hurricane-resistant engineering.

Transportation & Connection

3. Henry Flagler's Florida East Coast Railway

- The Innovation: Extending a massive commercial railroad system through the challenging, swampy terrain of South Florida all the way down to Miami in 1896.
- The Impact: It transformed a tiny, isolated riverside trading post into an accessible, connected city.
- The Change: The railroad brought a massive influx of new residents, tourists, and building materials, essentially birthing the modern city of Miami.

4. Pan Am's "Flying Clippers" at Dinner Key

- The Innovation: In the 1930s, Pan American World Airways used innovative "seaplanes" (which took off and landed on the water) to launch international commercial flights from Miami to Latin America.
- The Impact: It dramatically cut down the travel time between North and South America from weeks by boat to hours by plane.
- The Change: It established Miami's long-term identity as the "Gateway to the Americas" and a hub for international business and travel.

Culture, Community & Daily Life

5. Bahamian Innovation in Coconut Grove

- The Innovation: In the late 1800s, Bahamian immigrants brought specialized architectural techniques to Miami, such as "shotgun houses" raised off the ground with large porches and perfectly aligned doors to capture the cross-breeze.
- The Impact: It allowed early Miami pioneers to survive the intense tropical heat and humidity before air conditioning was invented.
- The Change: Bahamian agricultural and architectural knowledge shaped the physical and cultural development of Coconut Grove, Miami's oldest continuous neighborhood.

6. The Invention of Coppertone Suntan Lotion

- The Innovation: In 1944, a Miami pharmacist and airman named Benjamin Green used red veterinary petrolatum (later mixing it with coconut oil and cocoa butter) to create a cream that blocked the sun's harmful UV rays.
- The Impact: It allowed tourists and soldiers training in Miami to spend hours on the beach without severe sunburns.
- The Change: It helped launch the modern sunscreen industry, forever changing beach culture and the global tourism industry.

7. The Rise of Art Deco in Miami Beach

- The Innovation: In the 1920s and 30s, architects transformed Miami Beach by using a brand-new architectural style—Art Deco—featuring pastel colors, geometric shapes, neon lights, and nautical themes (like porthole windows).
- The Impact: It provided a cheap but highly futuristic, glamorous way to rebuild the beach after the 1926 hurricane and the Great Depression.
- The Change: It created the largest concentration of Art Deco architecture in the world, giving Miami Beach its famous, unique visual identity that still drives tourism today.

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What is an Exhibit? What are the Miami History Expo Rules for Exhibits?

(Assist with Miami History Expo Step 3)

An exhibit is a visual display—just like the ones you see in a museum! Instead of writing a long paper, you will use a display board (like a trifold), pictures, quotes, and your own words to tell the story of your history topic.

1. The Size Rules (Keep it in bounds!): Your exhibit must fit on a table and can't be too giant! When it is all set up, it must be no larger than:
   - 40 inches wide
   - 30 inches deep
   - 72 inches (6 feet) tall (That's probably taller than you!)
   - *Note If you make a spinning or circular exhibit, it can only be 30 inches across.*

2. The 500-Word Limit (Make every word count!): You are only allowed to use 500 of your own words on your whole board. This includes your title, subtitles, captions, and any paragraphs you write to explain your topic.
What DOES NOT count toward your 500 words?
   - Direct Quotes: When you copy exactly what someone in history said (like *"I have a dream"*), those words don't count!
   - Credits: The tiny words under a photo telling where you found it.
   - Dates: A date like "January 1, 1903" only counts as one single word.

3. Giving Credit (Cite your sources): Whenever you use a photograph, drawing, chart, or a quote from a book or person, you must tell the judges where you got it. You do this by putting a brief "credit" right underneath the picture or quote on your board.

4. Using Electronics (Keep it short and sweet): Want to show a short video or play a voice recording on a tablet or laptop? You can! But there are strict rules:
   - The video or audio cannot be longer than 2 minutes.
   - It cannot loop (play over and over automatically).
   - The judges must be able to press "play" and control the volume themselves.
   - The device must fit *inside* your size limits.
   - No QR Codes: You are not allowed to use links or QR codes that send judges to websites. Everything they need to see must be right there on the board!

5. No Freebies or Goodies! It might sound fun to give the judges a souvenir, a piece of candy, or a handout about your topic, but takeaway items are strictly against the rules. Let your awesome historical research do all the talking!

6. Don't Forget Your Paperwork: Even though this is a visual project, you still need to bring a few papers for the judges:

1. A Title Page (Just your title, your name, and your word counts)
2. A Process Paper (A short essay about how you built your project)
3. An Annotated Bibliography (The list of all the books, websites, and pictures you used to learn about your topic)

Examples of Exemplar Exhibits:

For examples of exhibits and additional information and best practices for creating an exhibit, see the National History Day Exhibit Description Page HERE.

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Exhibit Board Blueprint

Your exhibit is a visual story. Remember, you are building a mini-museum display!
(Assists with Miami History Expo Project Step 3)

Section	What Goes Here
Center Panel (The Core)	Your Main Title, your Thesis Statement (the main argument), and your most important primary source photos. **Minimum # of Museum of Miami Sources: 4.**
Left Panel (The Background)	The historical context. What was Miami like *before* this innovation? What problem needed solving? **Minimum number of Museum of Miami Sources: 2.**
Right Panel (The Impact)	The short-term and long-term changes. How did this innovation influence Miami's future? **Minimum number of Museum of Miami Sources: 2.**
The Rule of 500	You can only use 500 words of your own writing on the board. (Quotes from your primary sources do not count toward this limit!)

Use the blank sheets below to plan your exhibit.

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Exhibit Board Planning Sheet: Center Panel- The Core
(Assists with Miami History Expo Project Step 3)

Museum of Miami History Expo Topic: Write/type the title of your project in the space below:	
Section	What Goes Here
Center Panel (The Core) Details: Use the box below to list the information/evidence you will use for the Center Panel.	Your Main Title, your Thesis Statement (the main argument), and your most important primary source photos. (# of Museum of Miami Sources = 4).
The Rule of 500 You can only use 500 words of your own writing on the board. (Quotes from your primary sources do not count toward this limit!)	

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Exhibit Board Planning Sheet: The Left Panel- The Background
(Assists with Miami History Expo Project Step 3)

Museum of Miami History Expo Topic: Write/Type the title of your project in the space below:	
Section	What Goes Here
Left Panel (The Background) Details: Use the box below to list what information/evidence you will use for the Left Panel.	The historical context. What was Miami like *before* this innovation? What problem needed solving? (# of Museum of Miami Sources = 2).
The Rule of 500- You can only use 500 words of your own writing on the board. (Quotes from your primary sources do not count toward this limit!)	

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Exhibit Board Planning Sheet: Right Panel- The Impact
(Assists with Miami History Expo Step 3)

Museum of Miami History Expo Topic: Write/Type the title of your project in the space below:	
Section	What Goes Here
Right Panel (The Impact) **Details: Use the box below to list what information/evidence you will use for the Right Panel.**	The short-term and long-term changes. How did this innovation influence Miami's past or future? (# of Museum of Miami Sources = 2).

The Rule of 500-You can only use 500 words of your own writing on the board. (Quotes from your primary sources do not count toward this limit!)

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The History Expo: Annotated Bibliography Guide

What is Annotated Bibliography?

An annotated bibliography is just a list of the sources you used for your project, but with a bonus! Under each citation (the information about where you found it), you write an **annotation**—a short paragraph of 3 to 4 sentences that explains what the source is and how it helped you prove your point about **Innovation in History**.

Every entry has two parts:

1. **The Citation:** The facts about the source.
2. **The Annotation:** Your explanation of the source.

Part 1: How to Write the Citation

For digital archives, you need to tell your reader exactly where the artifact lives online so they can find it too. Use this simple format:

- **Title of the Item**
- **Creator/Photographer** (If known. If not, write "Unknown")
- **Date the Item was Created** (e.g., 1925)
- **Name of the Digital Archive** (e.g., Museum of Miami Digital Library, Florida Memory)
- **Web Address (URL)**

Example: *Advertisement for Coral Gables, The City Beautiful* Creator: Unknown Date: 1925 Archive: Museum of Miami Digital Library URL: www.museumofmiami.org/digital/coral-gables-ad-1925

Part 2: How to Write the Annotation

Your annotation should show off your historical thinking! Use this 3-sentence formula to make sure you are connecting your evidence to your reasoning:

- **Sentence 1: The Summary (What is it?)**
  - *Prompt* Tell the reader what this primary source is in your own words.
- **Sentence 2: The Evidence (What did you learn?)**
  - *Prompt* Give one specific detail you noticed in the source.
- **Sentence 3: The Reasoning (Why does it matter?)**

- *Prompt* Explain how this source connects to the Expo theme of "Innovation in History" and how you used it on your exhibit board.

Example Annotation:

This primary source is a newspaper advertisement from 1925 trying to convince people to move to a new city called Coral Gables. I noticed that the ad promises sunshine, beautiful architecture, and a modern trolley system. This source helped my project because it shows how early developers used innovative marketing to bring thousands of new residents to South Florida, which completely changed the region's population.

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Process Paper & Annotated Bibliography Checklist
(Assists with Miami History Expo Project Step 3)

Along with your exhibit, you must turn in a Process Paper and an Annotated Bibliography.

- Process Paper (Maximum 500 words):
  - How did you choose your Miami history topic?
  - How did your topic relate to "Innovation in History"?
  - How did you conduct your research in the Museum of Miami digital collection?
  - How did you build your exhibit?

- Annotated Bibliography:
  - List all your sources (separated into Primary and Secondary sources).
  - Write 2-3 sentences under each source explaining what it was and how it helped you understand your topic.
  - Remember the required number of Museum of Miami sources for each panel.

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Process Paper Graphic Organizer
(Assists with Miami History Expo Step 3)

Directions: Your Process Paper explains the "behind-the-scenes" of your project. Use these sentence starters to draft your paragraphs. Remember, your final paper cannot be more than 500 words!

Paragraph 1: Choosing My Topic

The topic I chose for the History Expo is _____

I decided to research this topic because _____

The most interesting thing I knew about this topic before I started was _____.

Paragraph 2: Connecting to the Theme

This year's theme is "Innovation in History." My topic fits this theme because _____.

The specific innovation or new idea was _____.

It changed Miami by _____.

Paragraph 3: My Research Journey

To find my information, I used the Museum of Miami's digital collection.

One of the best primary sources I found was a [photograph / letter / map / newspaper] showing _____.

A challenge I had while researching was _____, but I solved it by _____.

I also used _____ to assist me with my research and found that the most valuable evidenced I found was _____

Paragraph 4: Building My Exhibit

I am confident that the evidence and information I selected for the exhibit board is the most essential information because

_____

_____

My favorite part of my final exhibit is _____ because _____.

LAST PAGES OF THE PROCESS PAPER: Provide a copy of your completed “My Miami Identity: Student Reflection Activity” at the end of your Process Paper. Please note that the student reflection activity does not count in the 500 work limit identified above for the process paper.

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Museum of Miami History Expo
My Miami Identity Student Reflection Activity
(Assists with Miami History Expo Step 4)

This reflection activity bridges the gap between historical research and civic identity. It is designed to be completed after you finish building your exhibition board, writing your process paper, and writing your bibliography.

It is important to complete this prior to you presenting your project for evaluation.

THINK ABOUT: How the history of Miami's innovators directly connects to your own life and future.

Part 1: Looking at the Past (The Innovation)

Think about the specific Miami innovation or innovator you researched for your History Expo project.

- The Miami Innovator/Innovation I researched was:

_____

- The most challenging problem solved was:

_____

- One character trait that was needed for success was: (e.g., *bravery, creativity, resilience, teamwork*)

_____

Part 2: My Miami Pride (My Identity)

History isn't just about people in the past, it's the story of the city you live in today.

- When I look around Miami today, I can still see the impact of my topic when I see:

_____

- Learning about how people built, survived, and innovated in South Florida makes me feel proud to be a Miamian because:

_____

- To me, being a "Miamian" means:

_____

Part 3: My Dedication to the Future (My Impact)

The innovators of the past solved the problems of their time. Someday, it will be my turn to shape Miami's future.

- If I could invent a new idea, technology, or law to help Miami today, I would try to solve this problem:

_____

- My innovation would be:

_____

- My pledge to my city: As a Miamian, I dedicate myself to making our community better by:

_____

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Part 4: A Message to My Future Self: Imagine it is 20 years from now. Write a message to your future self. In the message, you should state your opinion about the importance of historical preservation and access to historical information based on solid evidence. Use the space provided below to write your message.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Part 5: The Miami Innovator's Seal (Creative Design): *Every city has a seal or a flag that represents what it stands for.*

Directions: Inside the box below, design a new "Miami Innovator's Seal." Combine one symbol of Miami's history (like the ocean, a train, or a hurricane flag) with a symbol that represents *you* and your hopes for the city's future.

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Museum of Miami History Expo: Exhibit Evaluation Rubric

(Miami History Expo Steps 6 and 7)

Criteria	Exceptional (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Theme & Local Focus	Clear, strong connection to "Innovation in History." Thesis explicitly argues how the innovation impacted local Miami/South Florida history.	Connects to "Innovation" and Miami history, but the thesis is more descriptive than argumentative.	Topic touches on Miami history or innovation, but the connection between the two is weak or unclear.	Topic does not clearly address the theme of innovation or lacks a focus on Miami history.
Historical Evidence & Source Use	Heavy, highly relevant use of primary and secondary sources explicitly drawn from the Museum of Miami's digital collection. Quotes are used effectively.	Uses multiple sources from the Museum of Miami digital collection. Includes a mix of primary and secondary sources.	Uses few sources, or relies heavily on sources outside the Museum of Miami collection. Limited primary sources.	Does not use the Museum of Miami digital collection, or sources are not historically credible.
Exhibit Design & Visual Storytelling	Highly organized, visual "mini-museum." Design naturally guides the viewer through the thesis, background, and impact. Strict adherence to the 500-word limit.	Clear layout with distinct sections for background, core event, and impact. Adheres to the 500-word limit.	Layout is somewhat confusing or cluttered. Text may be hard to read or slightly exceeds the 500-word limit.	Disorganized layout. Relies mostly on text rather than visual storytelling, or significantly exceeds word limits.
Annotated Bibliography	Properly formatted. Annotations clearly explain exactly what the source is and how it helped the student understand the topic.	Formatted correctly. Annotations summarize the source but lack detail on how it was used in the project.	Missing annotations for some sources, or annotations are only one brief sentence.	Bibliography is missing, not annotated, or fails to separate primary and secondary sources.

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Criteria	Exceptional (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Process Paper	Thoroughly explains how the topic was chosen, the research process (using the museum portal), and how the exhibit was built. (Max 500 words).	Explains the basic steps of choosing the topic, researching, and building the exhibit.	Briefly mentions the research or building process but leaves out key details or reflections.	Process paper is missing or does not address the required questions.
Reflection Activity	Demonstrates exemplar analysis of the learning experience.	Demonstrates proficient analysis of the learning experience.	Analysis of the learning experience is in development.	Analysis of the learning experience is in need of additional reflection.

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Museum of Miami History Expo: Exhibit Evaluation Rubric

(Miami History Expo Steps 6 and 7)

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Historical Evidence & Source Use	Heavy, highly relevant use of primary and secondary sources explicitly drawn from the Museum of Miami's digital collection. Quotes are used effectively.	Uses multiple sources from the Museum of Miami digital collection. Includes a mix of primary and secondary sources.	Uses few sources, or relies heavily on sources outside the Museum of Miami collection. Limited primary sources.	Does not use the Museum of Miami digital collection, or sources are not historically credible.
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Scoring Guide for Educators

- 21 - 24 Points (Superior): Project is ready for top honors at the History Expo. Demonstrates advanced historical thinking for the elementary level.
- 16 - 20 Points (Excellent): Strong project that successfully meets all core Expo requirements.
- 10 - 15 Points (Good): Meets basic requirements but needs refinement in historical analysis, source diversity, or visual organization.
- 6 - 9 Points (Developing): Incomplete elements or significant deviation from the prompt (e.g., not focused on Miami, missing museum sources).

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Miami History Expo: Student Project Checklist

Use the following pages to keep track of your progress to success. Check each box as you complete each item.

Project Kickoff & Brainstorming

- ☐ Learn about the 2027 theme: "Innovation in History: Impact, Influence, Change".
- ☐ Watch the theme video and complete the Understanding the Theme Video Viewing Guide.
- ☐ Practice searching for historical clues using the Museum of Miami Digital Explorer Scavenger Hunt.
- ☐ Brainstorm local Miami or South Florida history topics using the Student Brainstorming Information Sheet.
- ☐ Select your final project topic.
- ☐ Complete the C-E-R (Claim-Evidence-Reasoning) Topic Check to make sure your idea fits the rules.

Core Research

- ☐ Search the Museum of Miami digital archives for primary sources (like old photos and letters) and secondary sources.
- ☐ Gather your best clues and keep track of them in an Evidence Log.
- ☐ Write your Thesis Statement to explain how your topic was an important innovation that changed Miami.

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Drafting & Building Your Exhibit

- Use the Exhibit Board Planning Sheets to organize your Center, Left, and Right panels.
- Write your exhibit text, making sure your own writing does not exceed the 500-word limit.
- Create your Annotated Bibliography to list and explain all your primary and secondary sources.
- Draft your Process Paper (maximum 500 words) using the graphic organizer.
- Create your Title Page with your project title, your name, and your word counts.
- Construct your physical exhibit board, attaching your photos, quotes, and text.

Reflection Activity

- Complete all five parts of the My Miami Identity Student Reflection Activity.
- Design and draw your own Miami Innovator's Seal.
- Attach your completed reflection activity to the end of your Process Paper.

School Showcase & Evaluation

- Present your completed exhibit board and paperwork (Title Page, Process Paper, Annotated Bibliography, and Reflection) at your school's evaluation showcase.

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Student Project Progress Timeline Chart

Project Phase	Key Tasks to Complete	Target Deadline	Status (Check)
Kickoff	Finish Video Guide, Scavenger Hunt, and pick a topic.	October - Early Nov	[ ]
C-E-R	Complete the C-E-R Topic Check.	Early Nov	[ ]
Research	Find museum sources, log evidence, and write Thesis.	Mid-Nov - Early Dec	[ ]
Drafting	Plan panels, write exhibit text, and finish Bibliography.	Early January	[ ]
Building	Write Process Paper, make Title Page, and build the board.	Mid-Late January	[ ]
Reflection	Complete the My Miami Identity activity and Innovator's Seal.	Late January	[ ]
Showcase	Present the finished project at the School Evaluation Showcase.	Early February	[ ]

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Museum of Miami History Expo
Tips for Judges' Interview During the Expo
(Assists with Miami History Expo Step 5, School Site Evaluation, and Step 6, Museum of Miami History Expo, Top 4 Exhibits per School)

Get Ready for Your Group/Individual Interview with the Judges!

The purpose of this brief conversation—often called the judge interview—is to allow the judges to learn more about your research process and how you developed your project. However, you are not permitted to give a formal, prepared presentation or speech. Your exhibit must be designed to stand completely on its own. [

While the interview helps the judges clarify any questions, NHD rules state that the conversation itself is not officially evaluated or scored; only the exhibit, process paper, and annotated bibliography determine your final ranking.

Common Questions Judges Ask

Judges generally start with easy questions to help you relax before moving into deeper historical concepts. You can expect questions grouped into these major categories: [9, 10]

Topic & Category Selection

- Why did you choose this specific topic?
- How does your project relate to this year's National History Day theme?
- Why did you choose to present your research as an exhibit rather than a documentary, website, paper, or performance? [2, 9, 10]

Research & Sources

- What was your most valuable primary source, and what did you learn from it?
- How did you find your primary sources?
- What was the most important secondary source you used to shape your historical argument?
- Did you encounter any difficulties or obstacles while conducting your
- research? [9, 10, 11, 12]

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Historical Analysis & Significance

- What is the most important conclusion or "takeaway" point you want people to learn from your exhibit?
- How did your thesis statement evolve or change from the time you started researching until now?
- Why is your topic significant in history? What were its long-term consequences? [9, 11, 12, 13]

Quick Tips for Exhibit Interviews

- Let the judges look first: When the judges approach your station, they will usually take a few minutes to silently read your process paper, look over your annotated bibliography, and read your board. Do not try to speak or explain things to them while they are reviewing your work.
- Elaborate on your answers: Avoid simple "yes" or "no" answers. Use the questions as an opportunity to show off how much of an expert you have become on your topic.
- Share the mic (if in a group): If you built a group exhibit, make sure all team members answer questions. Judges want to see that everyone contributed evenly to the research and design.
- Do not wear costumes: Unlike the performance category, students competing in the exhibit category are not permitted to wear historical costumes during judging. Dress in nice, professional clothing instead.

My (Our) Notes for the Judges' Interview: Use the space provided below to record any important notes or reminders to assist in preparation for the judges' interview.

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Museum of Miami History Expo: Learning Standards Addressed

Based on the research, writing, and analytical requirements of the Museum of Miami History Expo, the following Florida State Academic Standards directly align with the curriculum design:

- Social Studies: Historical Inquiry and Analysis
  - 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.5.A.1.1: Use primary and secondary sources to understand history.

- English Language Arts: B.E.S.T. Writing and Research Standards
  - ELA.4.C.1.3 & ELA.5.C.1.3 (Argumentative Writing): Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure. *(Directly supports the Claim-Evidence-Reasoning (C-E-R) framework and thesis development.)*
  - ELA.4.C.1.4 & ELA.5.C.1.4 (Expository Writing): Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions. *(Directly supports drafting the 500-word exhibit text and process paper.)*
  - ELA.4.C.4.1 & ELA.5.C.4.1 (Researching): Conduct research to answer a question, organizing information about the topic from multiple valid sources. *(Directly supports utilizing the Museum of Miami digital collections, gathering evidence, and drafting the annotated bibliography.)*

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Sample Parent Letter: Announcing the 2027 Museum of Miami History Expo!

Dear Parents and Families,

We are thrilled to announce that our 4th and 5th-grade students will be participating in the inaugural Museum of Miami History Expo! This exciting project gives our students the chance to become real historians, discovering the incredible stories that shaped our city.

The Theme: This year's national theme is "Innovation in History: Impact, Influence, Change." Students will research new ideas, inventions, or methods from the past that directly impacted Miami and South Florida.

The Project: Students will create a Historical Exhibit Think of it as a mini-museum exhibit!

To ensure projects are highly visual, students are challenged to tell their story using historical photographs, documents, and a maximum of 500 of their own words.

As part of the research process, students are required to use the Museum of Miami's digital collections to find primary sources (first-hand evidence like old photographs or letters) to feature on their boards.

Suggested Timeline: Start November and finish by early February.

Important Steps:

- Project kickoff and topic brainstorming.
- Final topics chosen and research begins.
- Exhibit text drafted and Annotated Bibliography created.
- Exhibit board construction and design.
- There is an evaluation and selection of top projects for the Expo that will take place in school.
- March 3 and 4, 2027: The Museum of Miami History Expo!

This project will largely be completed in class, but we encourage you to ask your child about the amazing Miami innovators they are learning about!

Thank you for supporting our young historians!

Project Checklist – Exhibit: Note to Teachers for Musuem of Miami History Expo for 4th & 5th grade students: The following checklist is provided for additional information on exhbits based on the National History Day model. It may or may not be of assistance to your students for the Museum of Miami History Expo. Use of the information found below is optional.

Student Name(s)			
Exhibit Title			
Process Paper Word Count (Max: 500)		**Exhibit Word Count (Max: 500)**	

GENERAL RULES

√	Requirement:
	My/our topic clearly relates to the annual theme.
	I/we have read the *Contest Rule Book.*
	I/we have independently researched and created this exhibit in this contest year. No research was reused from previous projects, whether my/our own or research belonging to other students.
	This is an original entry. Each participant has participated in only one entry. I/we did not share work with other students.
	I/we have not used any improper assistance.
	I/we understand that using someone else's work without proper credit is plagiarism and will result in disqualification.

EXHIBIT RULES

√	Requirement:
	My/our exhibit is an original creation, showing my/our historical research, analysis, and argument in a three-dimensional format.
	My/our exhibit meets the size requirements: o The exhibit is no larger than 40 inches wide, 30 inches deep, and 6 feet high. OR o If the exhibit is circular or rotating, it is no more than 30 inches in diameter.
	My/our exhibit contains 500 or fewer student-composed words. The word count includes all text that I/we have written, such as titles, subtitles, captions, graphs, timelines, media devices, or supplemental materials. The word count for the exhibit appears on my title page.
	My/our historical argument is expressed primarily through the exhibit itself. Any supplementary materials or media devices are used sparingly to support my/our argument, if used at all, but are not the primary tools to deliver the project's message.
	I understand that my/our own historical analysis is the most important element of the exhibit. Quotes from primary and secondary sources support, but do not overwhelm or distract from, my/our historical argument.
	My/our exhibit does not include takeaway items for judges or others.
	Media devices or electronics (if used in the exhibit) meet the following requirements: o The media runs for no more than a total of two minutes and does not loop continuously. o The media does not include dramatic or narrative student involvement. o Judges are able to control the media device with clearly visible and accessible on/off and volume controls. o The media device fits within the size and word limits of the exhibit. o The media does not link externally (e.g., no QR codes).
	I/we provide source credits for all quotes and visual sources used as evidence on the exhibit itself. All sources are cited in the annotated bibliography.

WRITTEN MATERIALS for the EXHIBIT CATEGORY

√	Requirement:
	My/our written materials begin with a title page containing the following: o Title of the exhibit o My/our name(s) o Junior OR Senior Division o Individual OR Group Exhibit o Number of student-composed words in the exhibit o Number of words in the process paper No other information (school, state, teacher, course) is contained on this page.
	Following my/our title page is a process paper. The process paper addresses the following questions in no more than 500 words: o How did you choose your topic and how does it relate to the annual theme? o How did you conduct your research? o How did you create your project? o What is your historical argument? o In what ways is your topic significant in history? My/our process paper does not include quotes, images, or captions.
	My/our annotated bibliography contains the following: o A complete list of all sources used to create this project o Annotations for each source In addition: o My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. o The annotations describe how I/we used the source and how it helped to understand the topic. o If I/we used several items from the same collection, they are combined into a single citation. I/we did **not** attach primary or secondary materials to the annotated bibliography.
	My/our written materials are printed (typed) on plain, white 8.5 x 11-inch paper (A4 for international affiliates), with 1-inch margins on all sides, in 12-point font.
	My/our written materials are assembled in the following order and stapled/clipped in the top left corner: o Title page o Process paper o Annotated bibliography I/we did **not** enclose these materials in a binder or folder.

I/we certify that this National History Day project is the result of my/our unique academic work. All assistance and sources are properly credited.

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

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