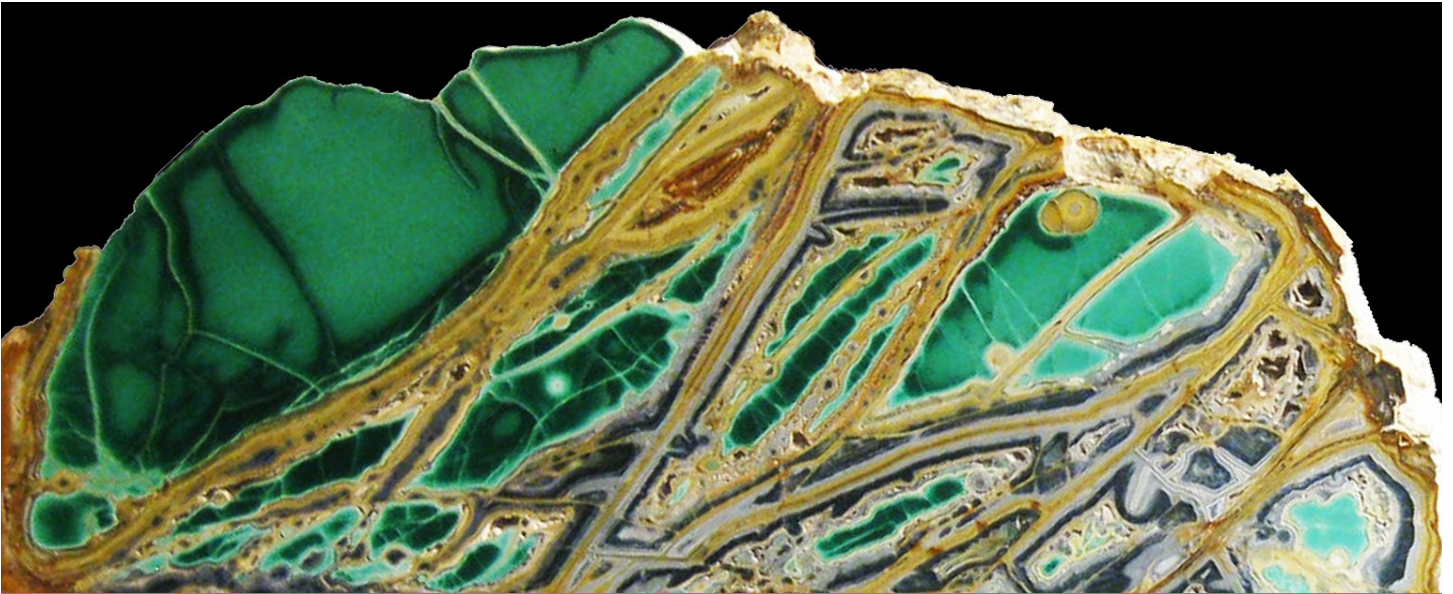


2026-27

Gillespie

MUSEUM



K-12 FIELD TRIP PROGRAMS

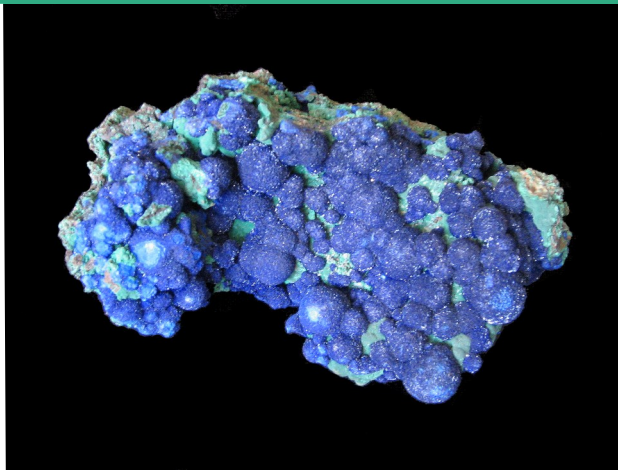


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The Gillespie Museum's field trips are aligned with Florida's Next Generation Science Standards and complement the curriculum with hands-on, experiential lessons that bring to life topics such as geology; habitats and adaptations of plants and animals; and Earth space science. Standards covered are listed with each lesson, as well as the grade levels for which the lessons are appropriate. Lessons are adapted to different levels by modifying vocabulary, increasing or decreasing complexity of the hands-on activities, and using developmentally appropriate strategies to engage the students.

Self-guided field trips are available during regular museum hours from August through May. Museum hours can be found on our website. Guided field trips are available from early September through early December and late January through late April. All field trips must be scheduled in advance with the Museum Director and are dependent upon staff availability and University programs and activities.

PROGRAM DETAILS

Self-Guided Field Trips

Self-guided field trips (up to 50 participants) are available during regular hours. A staff member will give a brief welcome and overview of the museum when you arrive, and then you will tour the museum on your own. Expect a self-guided field trip to last ~1-2 h, depending on how much time you spend exploring our exhibits and outdoor space. There is no charge (donations welcome), but reservations are required.

Guided Field Trips

Our guided field trips begin at 10AM and conclude at 11:30AM. Groups are welcome to stay afterwards until 1PM for a picnic lunch, to visit the gift shop in small groups, and/or explore our outdoor exhibits. Outdoor exhibits can also be visited prior to your program if you wish. Programs will consist of a museum tour and two lessons on your selected topics that last ~1/2 hour each. Lesson options are below in this guide. Undergraduate student staff members guide students through the lessons.

Group Size

The Gillespie Museum is a small museum with a small staff. For **self-guided field trips**, we ask that no more than two groups of 15 students (accompanied by an adult, max two groups of 25 with adults) visit at a time. For **guided** field trip visits, the minimum number of students is 15 and maximum is ~60 (or 3 classrooms). Students will be grouped by classroom or groups of ~20-25 students each. For public/private school groups, one adult chaperone is suggested for every 10 students (usually one or two chaperones, plus the teacher, per class). For homeschool groups, a responsible adult is required to accompany each family group of students. The total number of attendees we can accommodate, including chaperones, parents, and siblings is 75. **Reservations are required for all field trips, whether guided OR self-guided.**

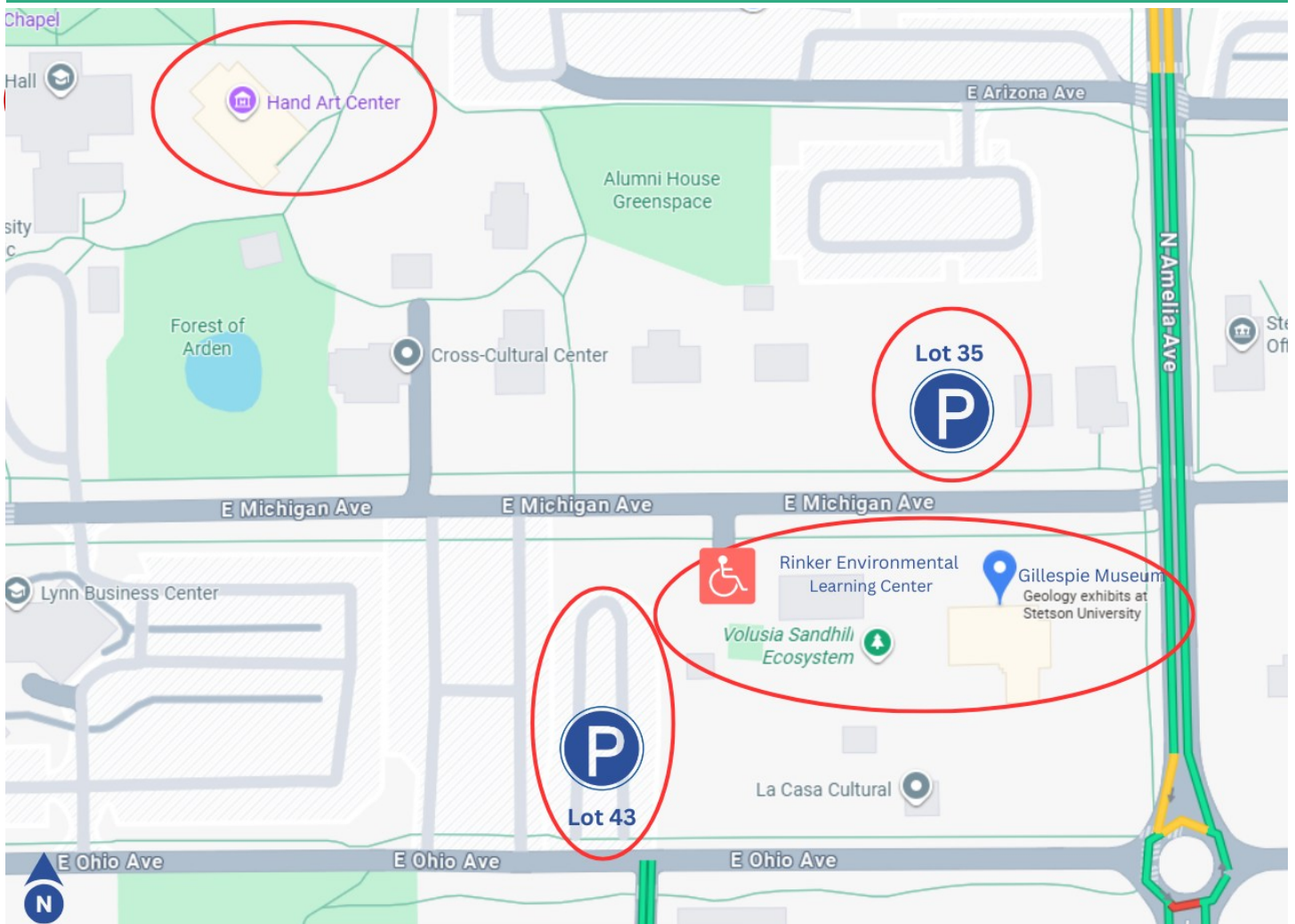
Cost

Self-guided field trips are free, but donations are appreciated! Guided field trips are \$2.50 per student. Teachers and school staff are free; all other attendees (including chaperones, parents, and siblings) are charged at the student rate. Admission is not taxed and can be paid by cash, check, or credit card. Payments are made the day of the field trip and should be made in one transaction; we are not able to accommodate separate payments. An invoice can be emailed to you to pay online ahead of time if you prefer (a small surcharge is required to cover the increased online transaction fee).

When You Arrive

When you arrive at the museum, please gather your students on the front porch and one of the staff members will greet you there. It is important to be prompt for your field trip, since the student staff members will have time constraints due to their class schedules. Students should be divided into groups ahead of time and chaperones/teachers assigned to each group.

PROGRAM DETAILS



Location and Parking

Gillespie Museum @ Stetson University
234 E. Michigan Ave.
DeLand, FL 32723

The Gillespie Museum is located on the corner of Amelia and E. Michigan Ave. on the Stetson University campus. Gillespie Museum visitors may park in any open space in lot 35 across the street from the museum (accessed from Michigan Ave.) or lot 43 next to the Rinker Environmental Learning Center (accessed from Ohio Ave.). Field trip attendees may park in the designated RELC/ECHO spaces in lot 35.

The closest accessible spot for those with disabilities is in a small parking area immediately next to the Rinker Environmental Learning Center (lot 36). The museum can be accessed via the sidewalk from there. Visitors in wheelchairs or that have difficulty walking can be dropped off in front of the double gates where there is a ramp to the sidewalk and front porch.

DETAILS

Buses may drop students off in front of the museum and should then proceed to park on W. University Ave. next to the tennis courts (see map).

Expectations

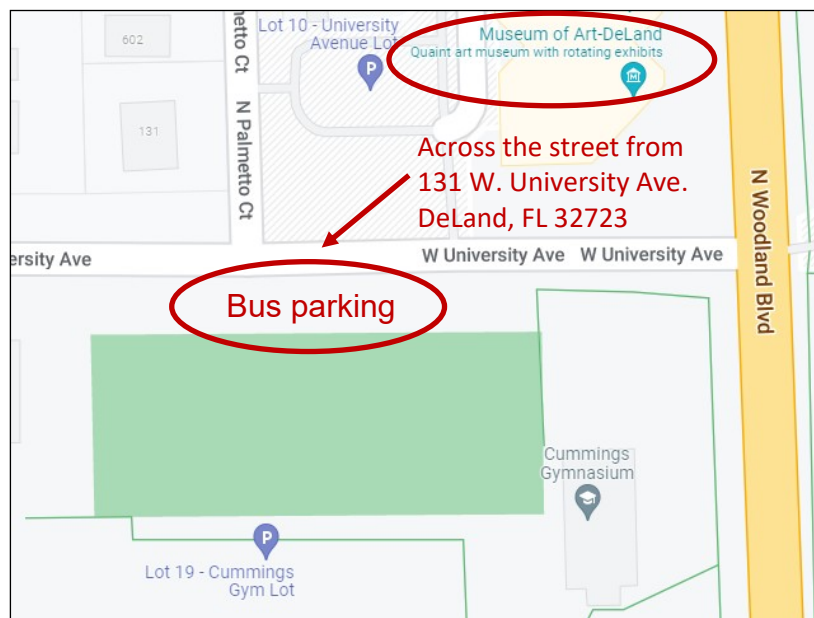
We ask that teachers and chaperones be engaged with the field trip and provide active supervision of the students to ensure the safety and enjoyment of all participants and trip leaders. Discipline, if necessary, is to be handled by the teacher or a designated chaperone.

We appreciate you reminding students of expectations before arrival:

- Stay with the group at all times.
- Please be respectful of other people and your surroundings. Refrain from touching exhibits unless you have been told you may do so and use quiet voices. We call this using our “museum hands/voices.”
- Use listening ears to pay attention during activities and raise your hand to ask questions. Students who are disruptive may be removed from the program.
- When visiting the Volusia Sandhill Ecosystem, please remain on the paths and do not remove any plants or harm any animals you encounter. Walking feet please! Please note that the gravel path does have road access at the bottom of the hill so a teacher or chaperone should monitor students closely.
- Phones may be used only for photos during the museum tour, but otherwise should be put away.
- All food and drink should be left outside the museum on the porch.

Differentiated Instruction

Please inform us when booking your visit of any special needs, disabilities, severe allergies, or language barriers so that we may enhance your experience and make adjustments to our programming as necessary.



ADDITIONS TO YOUR PROGRAM

Lunch

You are welcome to enjoy lunch on the Gillespie grounds after your program. There are picnic tables under cover and restroom access. The front porch of the Gillespie Museum can be used as well. Lunches and water bottles should be left on the porch outside the museum during your program—don't forget them on the bus! If it is very cold or there is severe weather, we may be able to accommodate the group inside the RELC. Cleanup from lunch is the responsibility of the school. Trash and recycle bins are located on the porch of the Gillespie Museum and the RELC. Students are welcome to explore the Volusia Sandhill Ecosystem, Native Florida Landscape, or utilize our grassy field WITH ADULT SUPERVISION during or after lunch. See details below!

Gift Shop

The museum has a small gift shop with inexpensive rocks and minerals, books, and handmade jewelry as well as scientific and educational toys. Teachers and organizers may choose to have the shop open after the program. We ask that no more than six students visit the gift shop at a time, with adult supervision, after your program concludes or during lunch. An adult must supervise the students in the gift shop, be in charge of cycling groups in and out so that everyone has enough time to shop, and help students with figuring out how much they can spend. Large groups should remain outside the museum while small groups come inside to do their shopping.

Outdoor Exhibits

On the Gillespie Museum grounds are two acres landscaped with Florida native plants. Surrounding the museum is the Native Florida Landscape. There are more than 50 species of native trees and shrubs in an established landscape along with honey bee hives, an active bat house, a pollinator house, bird nesting boxes, a bird feeding station, and a pollinator garden to enjoy. There is a grassy, fenced area that you group is welcome to enjoy for play with adult supervision.

Adjacent and behind the Rinker Environmental Learning Center is the Volusia Sandhill Ecosystem, a restoration project re-establishing the historic longleaf pine sandhill ecosystem once found on Stetson's campus. The pathway that loops through the VSE has educational signage showcasing the important ecological features and history of the ecosystem. Note that there is road access from the pathway that goes through the Sandhill.

Your group is welcome to arrive early or stay on campus following your program to visit the outdoor exhibits.

Nearby Art Museums

You may also wish to visit the University's [Hand Art Center](#) (HAC) or the [DeLand Museum of Art](#) (MoA) while on campus. Contact the HAC (386-822-7271) or MoA (386-734-4371) ahead of time to schedule a visit.

GEOLOGY PROGRAMS

Museum Tour (*included with all field trips*)

A self-guided tour of the Gillespie Museum's rock and mineral collection is included with all field trips. Students will observe the many different shapes and forms of minerals. They will be introduced to what a mineral is, how minerals form, and what a crystal is. Older students will learn about the atoms and molecules that are the building blocks of minerals.

Level—All

FLNGSS SC.4.E.6.2—Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.

FLNGSS SC.912.P.8.7—Interpret formula representations of molecules and compounds in terms of composition and structure.

Mystery Mineral Lab

In this laboratory activity, students will investigate the properties of some common minerals. Characteristics that aid in the identification of minerals will be discussed in grade-appropriate terms (*hardness, color, luster, cleavage, and streak* for upper elementary and older). This is an excellent activity to help students develop observation skills.

Level—All

FLNGSS SC.2.E.6.1—Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.

FLNGSS SC.4.E.6.2—Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.

Mining for Minerals

Mining for Minerals is included during your self-guided museum tour. Students will have the chance to “mine” for their own specimens to take home. A teacher or chaperone must supervise this activity to ensure that each student has sufficient time and opportunity to participate.

Level—All

GEOLOGY PROGRAMS

The Rock Cycle

Using models and real specimens, students will study the three types of rocks: igneous, sedimentary, and metamorphic. We will discuss how and where the rocks form as well as the difference between rocks and minerals. Students will create a model of a rock using Lego. For intermediate students, the lesson will also incorporate instruction about the layers of the Earth and about processes such as weathering, erosion, plate tectonics, and mountain building which play a role in the rock cycle.

Level—All

FLNGSS SC.2.E.6.1—Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.

FLNGSS SC.4.E.6.1—Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).

FLNGSS SC.4.E.6.4—Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).

FLNGSS SC.7.E.6.2—Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).

Jello Gem Mining

Students will analyze everyday objects to discover how rocks and minerals are important in daily life. They will then “prospect” for minerals using a (non-edible) gel-mold model to better understand the impact of mining on the environment. There will be emphasis on renewable vs. nonrenewable resources and on rock and mineral resources that are specific to Florida. Only available for groups of less than 30 students.

Level—Upper Elementary +

FLNGSS SC.4.E.6.3—Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

FLNGSS SC.4.E.6.6—Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

FLNGSS SC.912.L.17.18—Describe how human population size and resource use relate to environmental quality.

FLNGSS SC.912.L.17.11—Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.

FLNGSS SC.912.L.17.19—Describe how different natural resources are produced and how their rates of use and renewal limit availability.

GEOLOGY PROGRAMS

Creating Crystals

Using real specimens, this activity explores the different crystal systems minerals form. Students will make crystal origami models. Older students will relate the structure to the mineral's chemical formula.

Level—Upper elementary +

FLNGSS SC.35.CS-CS.1.4—Create a simple model of a system (e.g., flower or solar system) and explain what the model shows and does not show.

FLNGSS SC.7.N.3.2—Identify the benefits and limitations of the use of scientific models.

FLNGSS SC.912.P.8.7—Interpret formula representations of molecules and compounds in terms of composition and structure.

FLNGSS SC.912.CS-CS.1.5—Represent and understand natural phenomena using modeling and simulation.

Plate Tectonics

Students will use a hands-on model to explore the processes of plate tectonics. They will use their model to experiment with the differences between oceanic and continental plates, divergent and convergent boundaries, and fault lines.

Level—Middle and high school+

FLNGSS SC.7.E.6.5—Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.

FLNGSS SC.912.E.6.3—Analyze the scientific theory of plate tectonics and identify related major processes and features as a result of moving plates.

Florida Formations

Students will study fossils and rocks to better understand Florida's geological features. Students will also learn about and explore Karst topography and its formations including springs, caves, and sink holes by entering and observing the museum's cave exhibit and by constructing a paper model of the land forms.

Level—Middle and high school+

FLNGSS SC.6.E.6.2—Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.

FLNGSS SC.912.E.6.4—Analyze how specific geologic processes and features are expressed in Florida and elsewhere.

HABITATS & ADAPTATIONS PROGRAMS

Overview

Lessons under the theme Habitats and Adaptations all have outdoor components. Students should dress appropriately for the weather, including closed-toed shoes! In the event of inclement weather, an alternate program that can be conducted inside the museum or the Rinker Environmental Center will be substituted.

These lessons are designed to address a wide variety of science standards depending on grade level. Some lessons are more plant-focused while others are more animal-focused. All include habitat characteristics and how organisms adapt to their environments. Therefore, standards are listed at the end of this section.

Pollinators and Plants

In this lesson, students will conduct a pollinator study; in addition, they will graph their data, explore the process of pollination, and learn about the parts of plants and flowers. The importance of pollinators and their widespread decline will be discussed.

Level—All

Tree Tales

While exploring the Gillespie Museum's native Florida landscape, students will observe the wide variety of leaf shapes, bark textures, and seeds produced by trees. Younger students will go on a scavenger hunt that will help them carefully observe characteristics of trees, while older students will learn to classify and ID plants using a dichotomous key.

Level—All

Looking for Longleaf

Longleaf pine forests once covered most of the Southeast but have now mostly disappeared. By exploring the Volusia Sandhill Ecosystem, students will learn about the ecosystem that was once present on this site. Emphasis will be placed on habitat needs of living organisms and processes (such as succession and disturbances) that shape the landscape.

Level—Middle and high school +

HABITATS & ADAPTATIONS PROGRAMS

All About Birds

Students will learn the characteristics of birds and study their adaptations for different feeding modes by bird watching and through a simulation game called “Fill the Bill.”

Level—All

Mammal Adaptations

Using artifacts such as animal furs and skull replicas, students will analyze the adaptations of and learn about the natural history of common Florida mammals. Older students will practice using a dichotomous key to make identifications; younger students will hone their observation skills.

Level—All

Pond Life

Discover the microscopic world of organisms living in a drop of pond water. Students will make and record observations using a microscope. Older students will learn to prepare wet mount slides and use a microscope.

Level—Upper elementary+

Fish Form and Function

The shape of a fish’s mouth, body, and tail can tell us a lot about how the fish feeds, swims, and protects itself. In this lesson, students will learn the parts of a fish through a game and create their own fish based on selected adaptations.

Level—All

HABITATS & ADAPTATIONS PROGRAMS

FLNGSS SC.1.L.14.2—Identify the major parts of plants, including stem, roots, leaves, and flowers.

FLNGSS SC.1.L.14.1—Make observations of living things and their environment using the five senses.

FLNGSS SC.1.L.17.1—Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

FLNGSS SC.2.L.16.1—Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

FLNGSS SC.2.L.17.2—Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

FLNGSS SC.3.L.14.1—Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

FLNGSS SC.3.L.15.1—Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

FLNGSS SC.3.L.15.2—Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

FLNGSS SC.3.L.17.2—Recognize that plants use energy from the Sun, air, and water to make their own food.

FLNGSS SC.4.L.16.1—Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination. FLNGSS SC.4.L.16.4—Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.

FLNGSS SC.4.L.17.4—Recognize ways plants and animals, including humans, can impact the environment.

FLNGSS SC.5.L.17.1—Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

FLNGSS SC.6.L.15.1—Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.

FLNGSS SC.7.L.17.3—Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.

FLNGSS SC.912.L.14.53—Discuss basic classification and characteristics of plants. Identify bryophytes, pteridophytes, gymnosperms, and angiosperms.

FLNGSS SC.912.L.15.6—Discuss distinguishing characteristics of the domains and kingdoms of living organisms.

FLNGSS SC.912.L.17.4—Describe changes in ecosystems resulting from seasonal variations, climate change and succession.