

WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *Florida History*, one of several books in our State History series. Since this curriculum was designed by teachers, we are positive you will find it to be the most comprehensive program you have ever utilized to teach students about Florida's history. We would like to take a few moments to familiarize you with the program.

THE FORMAT

Florida History is an eight lesson program. Our goal is to provide a curriculum that you can use the very first day you purchase our materials. There are no lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the eight lessons requires students to complete vocabulary cards, read about an event in Florida's history, and complete Reading comprehension and Language skills activities that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, thought-provoking discussion questions, mapping activities utilizing grid systems and number coordinates, primary and secondary source research activities, using graphic organizers for letter, story, and paragraph writing, time lines, and following written directions are the types of activities that will guide students on their journey through *Florida History*.

THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *Florida History*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to photocopy before beginning each lesson. The answers to all activities, quizzes, and comprehension questions can be found on pages 95-102.

THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 89-94 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words five times throughout their study of *Florida History*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

SUNSHINE STATE STANDARDS

Florida History was designed in alignment with Florida’s History standards for grades 3-6. The benchmarks covered in *Florida History* are listed by grade level on pages viii.

FLORIDA ACCESS POINTS

As part of the revision to the Sunshine State Standards, access points for students with significant cognitive disabilities have been developed. The three levels of complexity include participatory (Pa), supported (Su), and Independent (In). The access points covered in *Florida History* are listed by grade level on pages viii.

THE COPYRIGHT

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LESSONS AT A GLANCE



1. Before reading *First People*, students will:

- complete Vocabulary Cards for *ambushed, archaeologists, Asia, autobiography, bay, biographies, bison, carbon dating, ceremonies, climate, coast, continent, culture, customs, descendants, Everglades, Florida Keys, intruders, island, mammoths, North America, panhandle, prehistoric, preserves, resources, scalped, thatched.* (pg. 1)

After reading *First People* (pps. 2-6), students will:

- answer *First People* Reading Comprehension Questions. (pg. 7)
- identify and describe five of Florida's first Native American cultures. (pps. 8-9)
- differentiate between primary and secondary sources. (pg. 10)
- follow written directions to draw a buffalo. (pps. 11-12)
- take a Vocabulary Quiz for Florida History Part I. (pps. 13-14)

2. Before reading *Florida's Explorers*, students will:

- complete Vocabulary Cards for *appointed, capital, Caribbean Sea, Catholic, colony, currents, defeated, defend, establish, estimated, Europe, expedition, governor, harbor, Hispaniola, historians, hostile, inhabitants, journal, Key West, kidnapped, legend, livestock, merchant, monument, native, navigation, New World, peninsula, Portugal, priests, Protestants, province, raided, ransom, seaport, tavern, voyage, West Indies.* (pg. 1)

After reading *Florida's Explorers* (pps. 15-21), students will:

- answer *Florida's Explorers* Reading Comprehension Questions. (pg. 22)
- create a time line for Florida's explorers in Time Travel Part I. (pg. 23)
- create a personal time line in Time Travel Part II. (pg. 24)
- take a Vocabulary Quiz for Florida History Part II. (pps. 25-26)

LESSONS AT A GLANCE



3. Before reading Spanish Florida, students will:

- complete Vocabulary Cards for *allies, blacksmithing, citizens, construction, convert, crippled, empire, England, epidemic, headquarters, malnutrition, marsh, military, militia, missions, palmetto, plantations, presidio, revolt, small pox, tanning, treaty.* (pg. 1)

After reading Spanish Florida (pps. 27-30), students will:

- answer Spanish Florida Reading Comprehension Questions. (pg. 31)
- complete Discussion Questions for Spanish Missions. (pg. 32)
- use cardinal and intermediate directions to create a map of Florida's Spanish missions and forts. (pps. 33-37)
- take a Vocabulary Quiz for Florida History Part III. (pps. 38-39)

4. Before reading Control of Florida, students will:

- complete Vocabulary Cards for *compare, conflicts, contrast, fertile, Great Britain, Great Lakes, incisor, independence, indigo, profit, rodent.* (pg. 1)

After reading Control of Florida (pps. 40-42), students will:

- answer Control of Florida Reading Comprehension Questions. (pg. 43)
- follow written directions to draw a beaver. (pps. 44-45)
- create a Venn Diagram comparing and contrasting the French and Indian War with the American Revolution. (pps. 46-47)
- use the completed Venn Diagram to write a compare and contrast paragraph about the French and Indian War and the American Revolution. (pps. 48-49)

5. Before reading Purchasing Florida, students will:

- complete Vocabulary Cards for *borders, convince, debt, exported, inland, invaded, negotiated, threatened, transport.* (pg. 1)

After reading Purchasing Florida (pps. 50-51), students will:

- answer Purchasing Florida Reading Comprehension Questions. (pg. 52)
- use a graphic organizer to write a persuasive letter to Luis de Onís of Spain. (pps. 53-56)

LESSONS AT A GLANCE



6. Before reading *The Florida Territory*, students will:
- complete Vocabulary Cards for *civilized, Congress, dungeon, elected, massacre, pioneer, reservation, temporary*. (pg. 1)
 - complete “What I Know” and “What I Want to Know” columns of K•W•L•H Chart. (pps. 57-59)

After reading *The Florida Territory* (pps. 60-63), students will:

- complete “What I Learned” and “How I Learned” columns of K•W•L•H Chart. (pps. 58-59)
- answer *The Florida Territory* Reading Comprehension Questions. (pg. 64)
- answer discussion questions about completed K•W•L•H Chart. (pg. 65)
- take a Vocabulary Quiz for Florida History Part IV. (pps. 66-67)

7. Before reading *Statehood*, students will:
- complete Vocabulary Cards for *adopted, casinos, Confederate, constitution, economy, motto, official, representatives, steamboat, surrendered, timber*. (pg. 1)

After reading *Statehood* (pps. 68-70) students will:

- answer *Florida: The 27th State* Reading Comprehension Questions. (pg. 71)
- correctly color Florida’s state flag. (pps. 72-73)
- use number and letter coordinates to complete *Statehood* Grid Math. (pps. 74-76)

8. Before reading *The Civil War*, students will:
- complete Vocabulary Cards for *abandoned, abolitionists, accused, ammunition, antislavery, cavalries, denied, factories, fleet, former, fugitive, gunboat, interior, invented, jury, outnumbered, outraged, recruit, secede, vowed*. (pg. 1)

After reading *The Civil War* (pps. 77-80) students will:

- answer *The Civil War* Reading Comprehension Questions. (pg. 81)
- read about Florida’s Civil War Battles. (pps. 82-83)