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PRIMARY SOURCE READERS



Florida

Teacher's Guide

Table of Contents

Introduction

The Power of Primary Sources	5
Fostering Content-Area Literacy	8
Using Technology to Improve Literacy	14
Differentiating for All Learners	15
How to Use This Product	17
About the Books	26
Introduction to Standards Correlations	33
Correlations to Standards	34

Unit 1: Exploration and Growth of Florida

<i>Florida’s American Indians through History</i>	
Lesson Plan	42
Student Reproducibles	48
<i>The Seminoles of Florida: Culture, Customs, and Conflict</i>	
Lesson Plan	54
Student Reproducibles	60
<i>Finding Florida: Exploration and Its Legacy</i>	
Lesson Plan	66
Student Reproducibles	72
<i>Controlling Florida: Colonization to Statehood</i>	
Lesson Plan	78
Student Reproducibles	84
<i>Growth of Florida: Pioneers and Technological Advances</i>	
Lesson Plan	90
Student Reproducibles	96

Unit 2: Civil War and Reconstruction in Florida

<i>Civil War and Reconstruction in Florida</i>	
Lesson Plan	102
Student Reproducibles	108
<i>Jonathan Clarkson Gibbs: Reconstruction Revolutionary</i>	
Lesson Plan	114
Student Reproducibles	120

Table of Contents *(cont.)*

Unit 3: Emergence of Modern Florida

<i>The Spanish-American War</i>	
Lesson Plan	126
Student Reproducibles	132
<i>Florida in the Early 20th Century: Boom and Bust</i>	
Lesson Plan	138
Student Reproducibles	144
<i>Marjorie Kinnan Rawlings: Writing in Rural Florida</i>	
Lesson Plan	150
Student Reproducibles	156
<i>Florida's Fight for Equality</i>	
Lesson Plan	162
Student Reproducibles	168
<i>Mary McLeod Bethune: Education and Equality</i>	
Lesson Plan	174
Student Reproducibles	180

Unit 4: Contemporary Florida

<i>Florida's Government: Power, Purpose, and People</i>	
Lesson Plan	186
Student Reproducibles	192
<i>Exploring Florida's Geography, Culture, and Climate</i>	
Lesson Plan	198
Student Reproducibles	204
<i>Florida's Economy: From the Mouse to the Moon</i>	
Lesson Plan	210
Student Reproducibles	216
<i>Lue Gim Gong: The Citrus Wizard</i>	
Lesson Plan	222
Student Reproducibles	228

Appendix

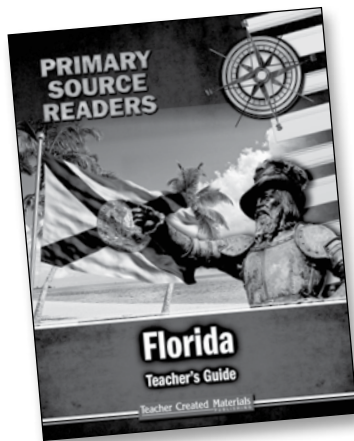
Culminating Activity: Florida History Convention	234
Answer Key	240
References Cited	250
Digital and Audio Resources	251

How to Use This Product

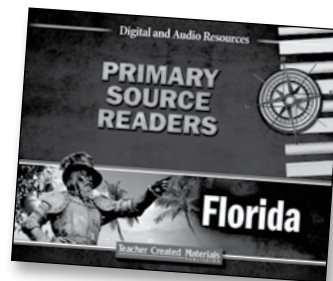
Kit Components



6 copies of 16 books



Teacher's Guide



Digital and Audio Resources

How to Use This Product (cont.)

Overview

The Seminoles of Florida: Culture, Customs, and Conflict

Learning Objectives

Students will:

- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why based on specific information in the text. (LAFS.4.R.1.3)
- write informative/explanatory texts to examine a topic and convey ideas and information clearly. (LAFS.4.W.1.2)
- examine the Seminoles tribe, including how it was formed, the purpose of the tribe's migration, the causes and effects of the Seminole Wars, and daily pioneer life. (SS.4.A.1.K.5.A.4.1.10)

Materials

- The Seminoles of Florida: Culture, Customs, and Conflict book
- copies of student reproducible (pages 40–45)
- Duval's diary primary source (page 99)

Lesson Timeline

Task	Task	Task
Primary Source Activity (page 99) Examine and reflect upon Allegier's account of Duval's Battle.	Before Reading (page 50) Summary of Student Learning Activities Examine and reflect upon Allegier's account of Duval's Battle.	During Reading (page 51) Summary of Student Learning Activities Compare and contrast two points of view.
After Reading (page 51) Summary of Student Learning Activities Create an infographic to explain each Seminole War.	Primary Source Activity Revisit and Assessments (page 55)	Summary of Student Learning Activities Review the Primary Source Activity, create an accurate page about the Seminoles, and take the assessments.

Social studies strand

Learning objectives

Materials

Suggested timeline for lesson

Primary Source Activity

Primary Source Activity

Historical Background

The United States had several conflicts with the Seminoles. Indian tribes before and after Florida became a state. These wars arose over the course of several decades in the 1800s. Each war gave rise to a new Seminole leader. The Second Seminole War lasted from 1835 to 1842. It is considered the longest and most expensive war ever waged against an American Indian tribe. It began with a skirmish known as Duval's Battle. This particular battle did not end well for the United States, so Americans began calling it the Duval Massacre.

About the Primary Source

This summary of Duval's Battle was written by a Seminole named Halgator "Allegier" Tomonggon. The battle took place on December 26, 1835. Allegier's words give his perspective of events as they unfolded, and they give insight into the battle strategies that led to many early victories by the Seminoles in the Second Seminole War.

Procedures

1. Display the historical background and the primary source in the Digital Resources (page 99). Read the text aloud.
2. Ask students to carefully examine the primary source.
 - Who is telling the story?
 - How does this battle begin?
 - How does this battle end?
3. Encourage students to analyze the primary source.
 - How would you describe the tone of Allegier's account of the battle?
 - What strategies did Allegier's people use in this battle?
 - Did the author feel the battle was successful? How do you know?
4. Distribute copies of the Duval's Battle Analysis activity sheet (page 40) and the Primary Source Activity Revisit primary source to students. Ask students to use the primary source to complete the activity sheet.
5. Ask students to think about the observations they made. Have them use these observations to write questions they have about the primary source on the backs of their activity sheets. Have students save their activity sheets for future reference.
6. Share the historical background information with students. Tell them they will read a book to learn more about the Seminoles as a tribe as well as the three wars they fought against the United States.

Historical background for the teacher

About the primary source

Primary source activity—question development and analysis

Before Reading

The Seminoles of Florida: Culture, Customs, and Conflict

Vocabulary Word Bank

Before Reading

1. Read the historical background and the primary source on the back of this page. Write down any words you do not know or do not understand. Write these words in the Vocabulary Word Bank.

2. Use the Vocabulary Word Bank to complete the Vocabulary Activity on the back of this page.

3. Use the Vocabulary Word Bank to complete the Vocabulary Activity on the back of this page.

Vocabulary word bank

Vocabulary activity

During Reading

The Seminoles of Florida: Culture, Customs, and Conflict

During Reading

1. Read the historical background and the primary source on the back of this page. Write down any words you do not know or do not understand. Write these words in the Vocabulary Word Bank.

2. Use the Vocabulary Word Bank to complete the Vocabulary Activity on the back of this page.

3. Use the Vocabulary Word Bank to complete the Vocabulary Activity on the back of this page.

After Reading

The Seminoles of Florida: Culture, Customs, and Conflict

After Reading

1. Read the historical background and the primary source on the back of this page. Write down any words you do not know or do not understand. Write these words in the Vocabulary Word Bank.

2. Use the Vocabulary Word Bank to complete the Vocabulary Activity on the back of this page.

3. Use the Vocabulary Word Bank to complete the Vocabulary Activity on the back of this page.

Primary Source Activity Revisit

Primary Source Activity Revisit

Primary Source Activity Revisit

1. Read the historical background and the primary source on the back of this page. Write down any words you do not know or do not understand. Write these words in the Vocabulary Word Bank.

2. Use the Vocabulary Word Bank to complete the Vocabulary Activity on the back of this page.

3. Use the Vocabulary Word Bank to complete the Vocabulary Activity on the back of this page.

Primary source activity—reflection

Assessments

Activities from the book

Student Activity Sheets and Assessments

Duval's Battle Analysis

Spring Vocabulary

Competing Perspectives

Seminole Wars

The Seminoles of Florida: Culture, Customs, and Conflict Quiz

Assessments

Clear directions

Document-based assessment

Multiple-choice quiz with text-dependent questions

Pacing Plan

The following pacing plan shows an option for using this product. Teachers should customize this pacing plan according to students' needs. One lesson has been included for each of the 16 books. Each day of the lesson requires 30–45 minutes and spans 5 instructional days, for a total of approximately 40–60 hours over the course of 80 days.

Instructional time	Frequency	Setting
30–45 minutes/day	5 days/week	Whole-class, small-group, or one-on-one instruction

Day 1	Day 2	Day 3	Day 4	Day 5
Primary Source Activity	Before Reading	During Reading	After Reading	Revisit Primary Source Activity, Activities from the Book, and Assessments

Activities from the Book

Each book in *Primary Source Readers* includes two activities:

- The **activity** on pages 28–29 immerses students in the content.
- The **Your Turn! activity** on page 32 challenges students to connect to a primary source through a writing activity.

These activities can be used as an extension of learning in the classroom or at home as a way of building school-home connections.

Social Studies Strands

The books and lessons in *Primary Source Readers* cover four strands of social studies:

- history
- economics
- geography
- civics

The icons in the lessons denote the strands addressed.



Primary Source Activity

Historical Background

Many Spanish explorers came to Florida in search of riches, to claim land for their home country, and to convert American Indians to the Catholic faith. One of these Spanish explorers was Álvar Núñez Cabeza de Vaca. He was born to nobility and spent time in the military. In 1527, he sailed on an expedition led by Panfilo de Narváez. De Vaca was second in command. The purpose of this expedition was to claim the land from Florida to Mexico in the name of Spain.

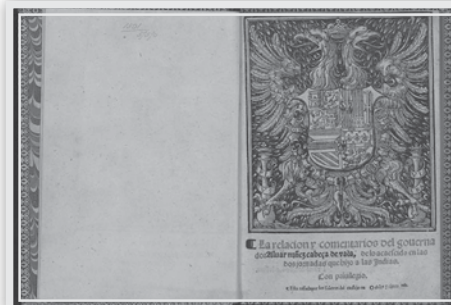
About the Primary Source

This is a translated excerpt from de Vaca's journal detailing an attempt to reach Mexico during Narváez's 1527 expedition in western Florida. De Vaca and only 80 others from the original 600 landed in what is now Texas.

DAY
1

Summary

Examine and annotate an excerpt from de Vaca's journal.

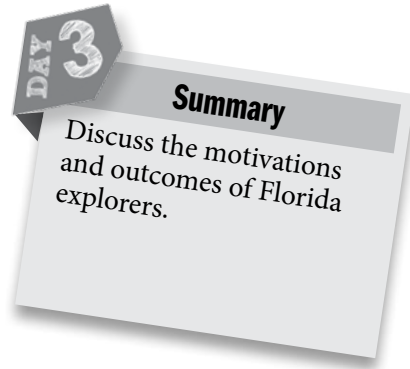


Procedures

1. Display the electronic files *De Vaca Journal* and *De Vaca Journal Transcript*. Copies of these documents are provided in the Digital Resources (devaca.jpg, devacatranscript.pdf). Read the transcript aloud.
2. Ask students to carefully examine the primary source.
 - *From whose point of view is this excerpt written?*
 - *Where are de Vaca and the others?*
 - *What are the two men discussing?*
3. Encourage students to analyze the primary source.
 - *Did de Vaca think he would make it to shore? How do you know?*
 - *How did the other leader react when de Vaca asked him for help? Why do you think he did that?*
 - *What emotions or feelings does de Vaca likely have during this event?*
4. Distribute copies of the *De Vaca Journal Analysis* activity sheet (page 72) to students. Ask students to think about the observations they made. Have them use those observations to draw a picture to show what is happening at this point in de Vaca's expedition. Then, have students annotate the primary source by writing their questions on their activity sheets for future reference.
5. Share the historical background information with students. Tell them they will read a book to learn more about explorers who came to Florida.

During Reading

1. Review the motivations explorers had for their expeditions and the inferences students made in the Before Reading activity. Distribute the *Finding Florida: Exploration and Its Legacy* books to students. Have students read the book aloud in pairs. Ask them to pause periodically to discuss each explorer, why he came to Florida, and the outcomes of his expedition.
 - You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.
2. Distribute copies of the *Motivations and Outcomes* activity sheet (page 74) to students. Have them work with their partners to complete the activity sheet.
 - You may want to have students digitally annotate the PDF of the text by highlighting the explorer’s name, his motivations, and the outcomes of his expeditions.
 - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recording will help struggling readers practice fluency and build comprehension.
3. Have students share their findings with the class. Ask students how this compares to the predictions they made before reading. You may wish to allow students to edit their answers on their *A Peek into Florida’s Expeditions* activity sheets from the Before Reading activity.



Name: _____ Date: _____

One Explorer

Directions: Choose an explorer who you believe was notable. Use this page to plan an editorial article explaining your opinion.

Explorer: _____

Year(s) of the expedition

Home country

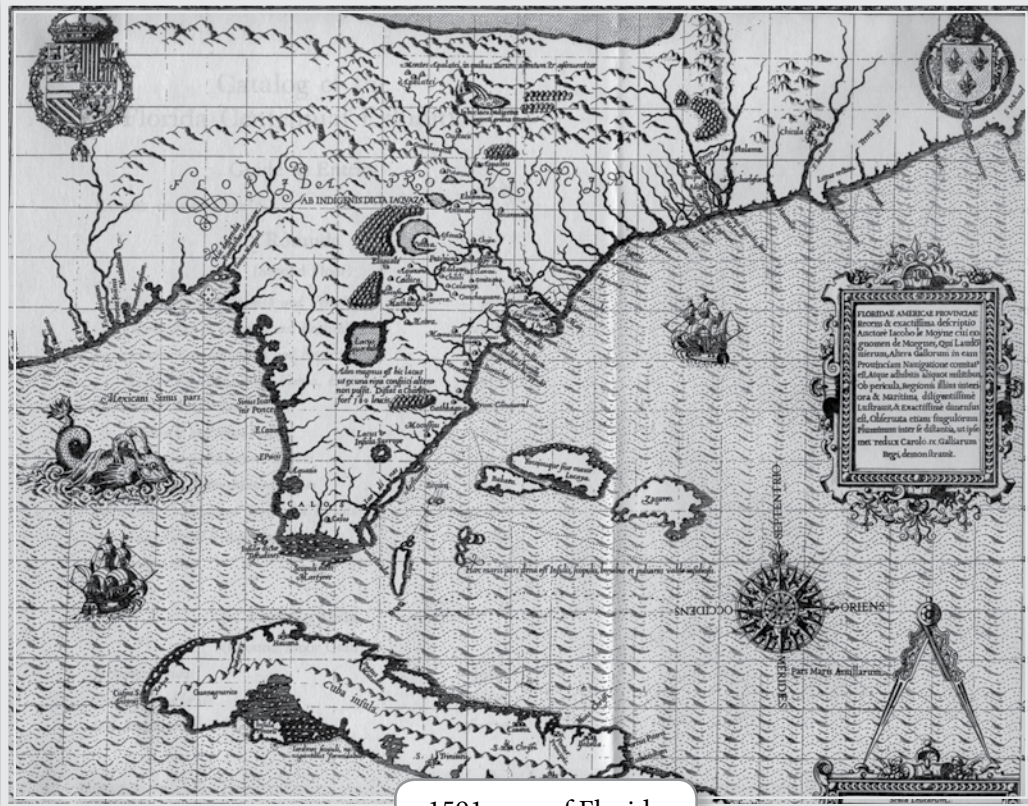
Hardships endured

Outcome

Reasons he is notable

Florida Map

Directions: Look at the map closely. Then, answer the questions about the map.



1591 map of Florida

1. What landmarks do you notice?

2. How does this map compare to a present-day map of Florida?

3. Who do you think made this map? Why do you think so?

Finding Florida

Exploration and Its Legacy



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Table of Contents

Finding Florida	4
Ponce de León and Garrido Land in Florida.	6
Panfilo de Narváez Looks for Gold	10
Hernando de Soto Continues the Search.	14
Tristán de Luna Makes an Attempt.	18
The French Stake Their Claim	20
What Exploration Did for Florida	26
Explore It!	28
Glossary	30
Index	31
Your Turn!	32

Finding Florida

Early explorers traveled the globe hundreds of years ago. They did not know much about the world when they set out on their ships. They had hand-drawn maps and their ambition to guide them. Many explorers became famous for their findings. They discovered places that no one in their home countries had ever seen.

The explorers could not predict the dangers they would encounter along the way. They didn't always arrive where they expected. And they did not know if they would ever return home. Yet, many of them set out again and again to see all they could and to reveal the unknown.

Some of these men found their way to the place we now know as Florida. They encountered people they never knew existed. They searched for riches. Who were these men? Did they find what they were looking for? Their stories helped shape Florida.



This 1565 map shows the inaccurate view many people had of the world.



Celebrating 500 Years

In 2013, Florida celebrated its 500th birthday! That year marked the **quincentennial** of the arrival of Spanish explorers in Florida.



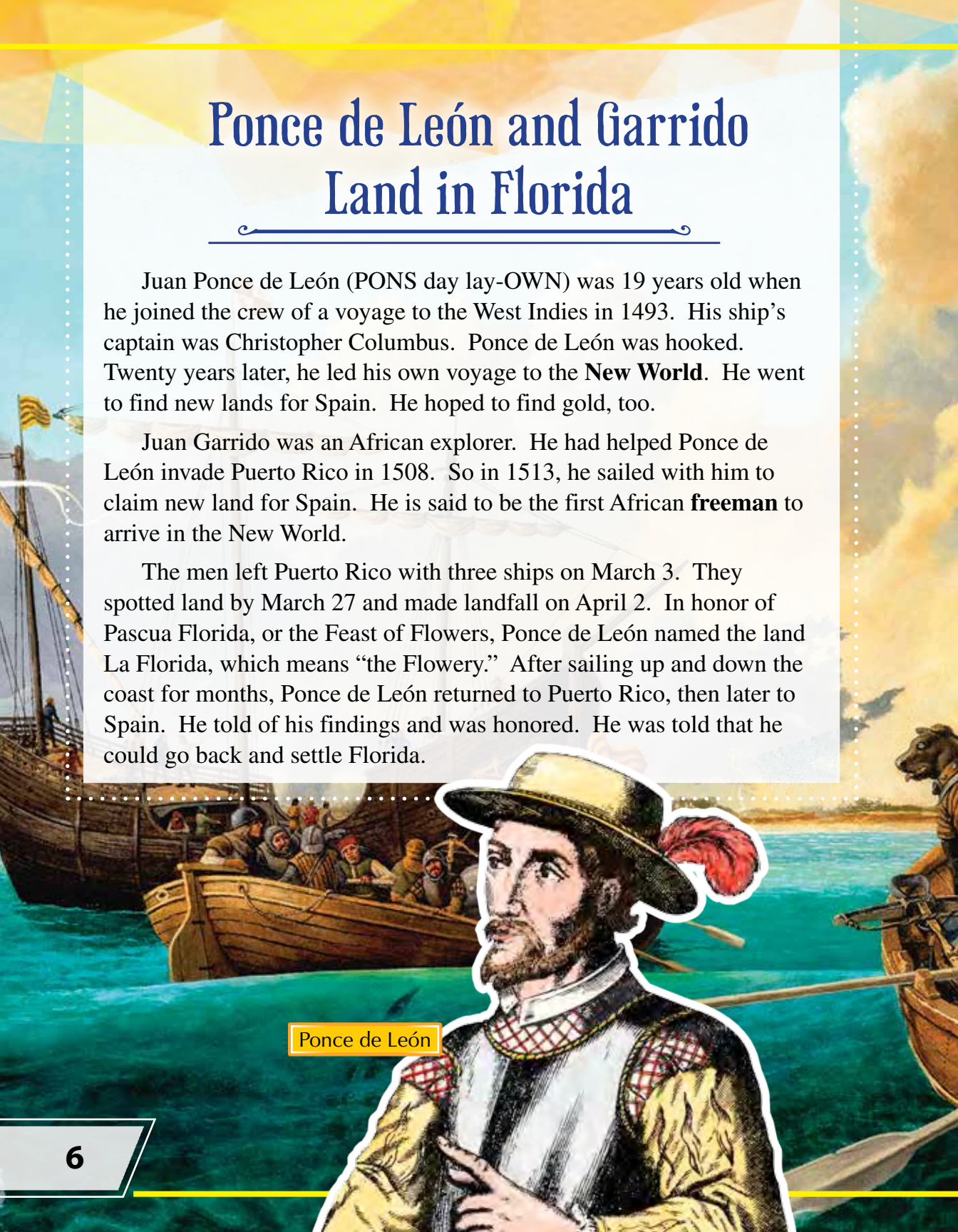
Hernando de Soto prepares to leave Spain in 1538.

Ponce de León and Garrido Land in Florida

Juan Ponce de León (PONS day lay-OWN) was 19 years old when he joined the crew of a voyage to the West Indies in 1493. His ship's captain was Christopher Columbus. Ponce de León was hooked. Twenty years later, he led his own voyage to the **New World**. He went to find new lands for Spain. He hoped to find gold, too.

Juan Garrido was an African explorer. He had helped Ponce de León invade Puerto Rico in 1508. So in 1513, he sailed with him to claim new land for Spain. He is said to be the first African **freeman** to arrive in the New World.

The men left Puerto Rico with three ships on March 3. They spotted land by March 27 and made landfall on April 2. In honor of Pascua Florida, or the Feast of Flowers, Ponce de León named the land La Florida, which means “the Flowery.” After sailing up and down the coast for months, Ponce de León returned to Puerto Rico, then later to Spain. He told of his findings and was honored. He was told that he could go back and settle Florida.



Ponce de León



This 1901 magazine perpetuates the myth that Ponce de León went to Florida in search of the Fountain of Youth.



Ponce de León and his crew arrive in Florida.

Explore It!

Cartographers are artists who make maps. Early explorers often brought cartographers with them to record new discoveries. They drew features on maps that they thought were important, such as mountains and American Indian villages.

If you were to draw a map of your town, what would you include? What would be important to someone exploring your area? Draw a map with those features, at the same time as a friend. Look to see whether you both drew the same things.





Your Turn!



Mythic Motivation

The magazine cover above makes reference to the myth that Ponce de León went to Florida in search of the Fountain of Youth. The cartoon shows de León laughing at an old man who is looking for a magical cure.

Draw two cartoons to show the motivations of another explorer in this book. Draw one cartoon that shows his real motivations. Draw another cartoon that shows a mythical motivation. Share your cartoons with a friend.