

TAH Teacher Pre-Planning Form

Title: British Florida vs. Spanish Florida

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Grade Level: Intermediate, ELL

Subject: Florida History

1. TEACHER QUESTION: What question about teaching and learning history (pedagogy) will you investigate through this lesson?
 - Do I encourage the students to rethink, reorganize and refine their oral and written ideas?
 - How are students encouraged to find their own interpretations, adjust them, question them, and even challenge and evaluate them?

2. BACKGROUND QUESTION: What do students currently understand about this topic? What misunderstandings or misconceptions might students have? How does this lesson tie to past learning and how will it connect to future learning?

TAH Lesson Plan Form

Historical Thinking Standard/Skill(s):

Chronological Thinking, Standard 1.E: Interpret data presented in time lines and create time lines.

Standard 1.F: Reconstruct patterns of historical succession and duration; explain historical continuity and change.

Description of Lesson:

[Description of the lesson in your own words]

Essential Question:

1. Why did the Europeans come to Florida?

Objective/Learner Outcome:

1. **SS.A.6.2.2: Understands ways geographic features influenced the colonization and expansion of Florida.**
2. **SS.A.6.2.3: Knows significant events and social, political and economic characteristics during different periods in Florida's history.**
3. **SS.B.1.2.2: Knows how regions are constructed according to physical criteria and human criteria.**

Academic Vocabulary:

1. Colonize
2. Mission
3. Convert
4. Persecution
5. British
6. French
7. Conquer
8. Timeline
9. Treaty
10. Spanish
11. Oglethorpe
12. Retreat
13. defeat

Activity:

1. Students will create a timeline analyzing the causes and effects of the events leading up to the control of Florida by the British.
2. In small groups, students will place these events that they have researched and illustrated in chronological order.

3. After the events have been correctly placed on the timeline, students will write 3-4 cause and event sentences demonstrating how these events are related.
4. As a culminating activity, the students will place their vocabulary words learned earlier in the unit onto their timelines on the appropriate event.

Materials Needed:

1. Florida Studies Weekly, Week 11, The British Are Coming! The British Are Coming!
2. Physical map of Florida, 1754 and 1783
3. Large paper
4. Visual samples for illustrations
5. Vocabulary Cards

Adaptations (grouping for instruction, differentiation, ESE/ESOL Modification):

Small Groups - 4 Groups of 4

Jigsaw Strategy – Cooperative WICR Activity

ESOL Accommodation for the Cause and Effect Statements: Provide 2-3 Cause and effect sentences with cause effect words chosen from a word bank to complete the sentences.

Assessment:

1. Checking for correct chronological order on their group timeline.
2. Verifying that the students' cause and effect sentences are correct showing the facts of the events and demonstrating the relationship between events.
3. Checking for accuracy with matching vocabulary to the event.

Inter-disciplinary Connections:

[What other Subject areas are included as a part of the lesson]

Purposeful Reading, Language Arts, Using heading and captions, Writing Sentences

Attachments:

[Attach all necessary documents and papers (e.g. worksheets, document analysis sheets, etc.) needed to successfully complete this lesson]

Florida History Weekly

Illustrations

Teacher Lesson Plan Reflection Form

1. What answers do you now have for your Teacher Question?

2. Do you have a new Teacher Question?

3. How effective was this lesson in addressing the essential question?

4. IMPLICATIONS: How will this lesson influence how you will develop and teach future lessons?