

TAH Teacher Pre-Planning Form

Title: British Florida vs. Spanish Florida

Prepared By: _Marianne Esposito, Zulma Jimenez, Regina Land, Nora Laubenstein

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?

Students may know that there were many different countries that fought for control over Florida. They may not understand the chronology of Florida's occupiers, nor the reasons that impelled these powers to cede control to other countries. This lesson clarifies past learning by connecting these pieces of Florida history into a coherent whole.

Students have also been taught cause and effect in other contexts, such as reading and language arts. In this lesson they will see how the logic of cause and effect applies to history, which will help them in future learning.

TAH Lesson Plan Form: Florida History

Lesson Study Middle Keys PLC

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:

Students will create a timeline analyzing the causes and effects of the events leading up to the control of Florida by the British. They will incorporate images, text, and vocabulary words into the timeline. By the end of the lesson, students will demonstrate an understanding of cause and effect and in order to articulate an answer the essential question.

Essential Question:

Why did the Europeans want to acquire 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. Treaty
9. Spanish
10. Oglethorpe
11. Retreat
12. Defeat

Activity:

Preparation:

Prior to this activity, students should understand what a timeline looks like, and should have practice making one. Students should also have reviewed background content and vocabulary. This lesson works best as a culmination at the end of a unit on the colonial history of Florida (1500-1783).

Day 1

1. In small heterogeneous groups, students will construct events for a timeline by matching pictures to historical background information provided by the teacher. Each group will receive materials for 3-4 chronological events within an assigned time span. [See attachments for list of resources and links to images]
2. First, students will organize their events in chronological order. Once approved by the teacher, groups can post their events on a classroom timeline [This can be accomplished on a whiteboard, or bulletin board]. The class will determine which group has the earliest events to post on the timeline first.

Day 2

3. Each group will receive a set of 12 vocabulary cards. Groups will distribute the cards and allow each student to match their cards to an event on the timeline. They should write the event on the back of the card. Group members should discuss to verify their answers, and then present to the teacher.
4. The teacher will invite members from each group to put vocabulary cards in the appropriate spots on the timeline. During this time, the teacher will review the definitions and ask students to explain their thinking.
5. Each student will use the timeline to write two cause and effect sentences demonstrating how these events are related. Groups will choose one sentence to model on the timeline. To model these sentences, the groups will use index cards labeled 'cause' and 'effect.' They will write the cause on one card, and the effect on the other. Next, they will attach these cards to the correct spot on the timeline, and draw a line, or bracket, connecting these events.
6. The teacher will ask students to reflect on what they have learned by writing an answer to the essential question, "Why did the Europeans want to acquire Florida?"

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 – see attached list
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:

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

Attachments:

1. Florida History Weekly – Units 9, 10, 11
2. Florida History Images
3. Timelines

Links for Florida History Timeline – TAH: Middle Keys PLC

<http://www.pbs.org/wgbh/aia/part2/images/2fort0021b.jpg>

Fort Mose 1739

<http://ushistoryimages.com/french-and-indian-war.shtm>

French and Indian War 1754

http://3.bp.blogspot.com/_JBgbEoPxxhY/SRXiT2FYOkI/AAAAAAAAAFJs/Bsxxk8bfrv_Q/s400/IMG_5583.jpg

Castillo De San Marcos

http://upload.wikimedia.org/wikipedia/commons/b/bc/Fort_Matanzas_ftma1601.jpg

Fort Matanzas

http://dhr.dos.state.fl.us/facts/reports/places/Sites/8DU00126_caroline.gif

Fort Caroline

http://www.georgiahistory.com/assets/0000/0799/Oglethorpe_Portrait_web.jpg

Oglethorpe 1740

<http://www.scotlandinoils.com/clan/Johnstone/Commodore-George-Johnstone-painting.jpg>

George Johnstone 1764

http://lh4.ggpht.com/_aAQlwtTUSA/SnUBMAKGw0I/AAAAAAAAA7UI/-QG1Ob4mubA/FH010791.JPG

Misson de Nombre 1565

<http://www.clas.ufl.edu/users/harlandj/pix/james%20grant.jpg>

James Grant 1764

Other Timelines:

<http://www.fortmose.org/history/timeline.html>

Fort Most Historical Society timeline

<http://www.nps.gov/foma/historyculture/timeline.htm>

Ft. Matanzas National Monument timeline