

FLCHE-TPS Fourth Grade

Pioneer Florida

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

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| <p>Enduring Understandings: During the pioneer period, people came to Florida in hopes to settle and develop land. Photographs can tell us about history.</p> | |
| <p>Essential Questions: Describe pioneer life in Florida.</p> | |
| <p>Vocabulary/Targeted Skills: pioneer, orange grove, cattle, paddle-wheel steamboat</p> | |
| <p>Unit Assessment/Culminating Unit Activity: <i>Prompt: Describe pioneer life in Florida in a well-developed paragraph. Use at least four pieces of evidence from the eight sources.</i></p> | |
| <p>Lesson title: Pioneer Florida</p> | <p>Time: 60 minutes</p> |
| <p>Standard(s): <u>Florida Social Studies Standards</u> SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. SS.4.A.4.2 Describe pioneer life in Florida. SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p><u>Language Arts Florida Standards</u> ELA-Literacy.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ELA-Literacy.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> | |
| <p>Content Purpose: (I will) Use primary and secondary sources (so I can) to identify aspects of the pioneer period in Florida.</p> | |
| <p>Assessment/Evaluation (for this lesson): The student will respond to the following prompt verbally and then written in the form of a paragraph: <i>Describe pioneer life in Florida in a well-developed paragraph. Use at least four pieces of evidence from the eight sources.</i></p> | |

Reading Materials/Primary Source links:

<https://www.loc.gov/item/2017652686/> Florida. A pioneer home in South Florida
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/states/florida/pdf/court.pdf>
Supreme court of the U. States. January term, 1834. The United States vs. Antonop Huertas...
<https://www.loc.gov/item/2003653482/> Shooting Alligators on the Upper St. Johns, Florida
(1874)
<https://cdn.loc.gov/master/pnp/habshaer/fl/fl0600/fl0660/data/fl0660data.pdf> Alligator Crescent
Lake, Crescent City, Putnam County, FL (page 2 only)
<https://www.floridamemory.com/items/show/153920> Pioneer farms wagon shed - Tallahassee,
Florida
<https://www.floridamemory.com/items/show/156604> Walsh family in front of the homestead on
road to Cotton's Ferry (near Ochlockonee River) - Gadsden County, Florida (1895)
<https://www.floridamemory.com/items/show/37028> Florida range cattle - Punta Rassa,
Florida
<https://www.floridamemory.com/items/show/117876> Damage to an orange grove because of
cold - Bartow, Florida

Suggested Procedures:

1. Build historical context by sharing the following regarding pioneer Florida: Although the pioneer period in the United States began in the early 1800s, it started in Florida much later, in the mid- to late-1800s. Pioneers are people who migrated to settle and develop new areas. The term especially refers to those who were going to settle any territory which had previously not been settled or at least not for a long time. Native Americans (as well as Spanish, French, and English) did live in Florida previous to this time, but it was hundreds of years before the pioneer period.
2. Have the students work in small teams of 3 or 4 students to analyze the 8 documents. Have the following process listed on the board:
 - 1) Observe document/photo and verbally share what you observe (1-2 minutes per document)
 - 2) Answer: What does this source tell us about pioneer Florida? (1-2 minutes per document). This can be teacher led for timekeeping (having the students work on one document at a time) or teacher can be the facilitator in the room.
3. Given the prompt *Describe pioneer life in Florida in a well-developed paragraph. Use at least four pieces of evidence from the eight sources*, have the students create a rough draft (Thinking Map or some type of planning sheet for writing.)
4. Have the students verbally share their paragraph, using their plan sheets. This method offers them a chance to use different senses to form the paragraph before actually writing it. They say it, hear it, and are able to hear their partner's paragraph too. This is a useful strategy for English learners, as well as students with learning disabilities, etc.
5. Have the students write a well-developed paragraph, using at least four pieces of evidence.

Extensions:

- Have the students conduct research (online, books, etc.) to locate further examples of pioneer Florida.
- Have the students write a diary entry for one day in the life of a pioneer mom, dad, or child.