

Map Skills

(SS.4.G.1.4)

Introduce the Florida State Portfolio Pack by first identifying the location of Florida in relation to the other states in the United States. Provide each student with a map of the United States. Explain to students that the United States is divided into five regions: Northeast, Midwest, Southwest, Southeast, and West. Identify each of the regions and have students outline each one in a different color on their map. Ask students to locate Florida on their map and color it. Have them identify the region where Florida is located.

What's in a Name: State Vocabulary

Provide students with a vocabulary journal that includes the words below. Use notebooks, binders, or stapled sheets of paper to create vocabulary journals. Students should add to their journal as they encounter new vocabulary words.

- agriculture
- anthem
- capital
- census
- coastline
- country
- economy
- motto
- population
- region
- state
- survey

Before exploring the Florida State Portfolio Pack, discuss these key vocabulary terms. Explain to students that they will use these words as they learn about the state of Florida. In their journal, have students include a definition and context sentence for each word.

What Do You Know?

Survey students to determine which Florida state facts they already know. Give each student a survey to identify each of the following about the state:

- state capital
- state animal
- state song
- state bird
- state flower
- state motto
- state tree
- state flag (draw a picture)

Discuss and record student responses. Then display and review the information on the **Fact Sheet**. Compare student responses with the information on the Fact Sheet.

Data Analysis

Hand out the **A Watery World** sheet. Have students work in small groups to analyze the bar graph that shows the top ten longest coastlines. Ask students to discuss the length of Florida's coastline and how it compares with the coastlines of the other states on the graph. Encourage students to think about how the coastline of Florida affects the daily lives of people living in the state by asking questions such as: *What are the benefits of living in a state with a long coastline? What are the challenges of living in a state with a long coastline?*

Have students review the line graph at the bottom of the sheet. As a class, identify and discuss the trend in the data and consider why more manatees may have been observed in recent years. Have students research manatees or other aquatic animals that live along the coast of Florida. Ask students to use their research to create an informational poster about the animal that includes facts such as:

- the animal's name
- the animal's life span
- the animal's diet
- the animal's habitat
- any interesting facts about the animal

Combine the informational posters to create a class book of Florida's aquatic animals. Encourage students to read the book on their own or with a partner.

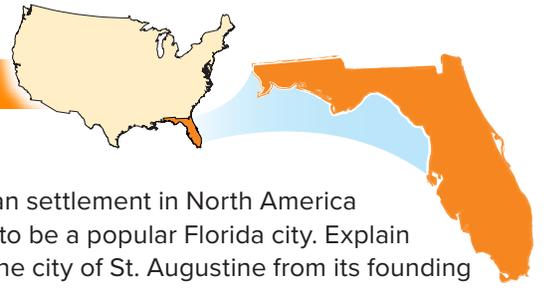
What to Expect: A Visit to Florida

(SS.4.A.6.1, SS.4.A.8.4)

Distribute the **Tourism** sheet and the **Economy** sheet. As a class, read the description of the places and the Fun Facts on the Tourism sheet. Discuss the various tourist destinations and how they likely affect Florida's economy and population growth. Then have students work with a partner to review the **Popular Florida Tourist Destinations** chart on the Economy sheet. Ask students to consider why some tourist destinations are more popular than others.

Invite students to choose one tourist destination to research further. Have students use their research to create an advertisement poster for the destination. Posters should include:

- interesting facts about the destination
- the cost of visiting the destination
- images of the destination



Ask students to display their posters around the classroom. Then have students participate in a gallery walk to review the posters. Invite volunteers to share the destination they would most like to visit and why.

A Booming Industry: Florida Citrus

(SS.4.A.6.1)

Have students refer to the Economy sheet and review the pie chart showing the data for the top U.S. citrus producers. Explain that citrus production is one of the leading industries in Florida. Have students compare citrus production in Florida with production in California, Texas, and Arizona.

Invite students to research the types of citrus grown in Florida. Have students create a graphic representation, such as a bar graph, pictograph, chart, or table, that includes information such as:

- the different citrus grown in Florida
- the amount of money that Florida earns from growing each type of citrus annually
- how much of each citrus is grown annually

Have students work in small groups to compare the data they gather and represent it graphically.

Map It!

(SS.4.G.1.1; SS.4.G.1.4)

Give students a blank outline map of Florida and the [State Map](#). Have pairs of students use the State Map or an atlas to identify four major Florida cities. Ask students to label each city on their outline map.

Have students use their State Map to identify and label at least six physical features of Florida on their outline map. As a class, discuss the significance of some of these physical features in relation to the locations of the major cities in Florida.

Have students refer to the Popular Florida Tourist Destinations chart on the Economy sheet. Ask students to identify and label the location of at least five of the tourist destinations on their outline map. Encourage students to work with a partner to discuss why the destinations are popular places for tourists to visit.

Letters from St. Augustine

(SS.4.A.3.3; SS.4.C.3.2)

Ask students to share what they already know about the history of St. Augustine. Read [Special Topics: St. Augustine, Florida](#) with students. Discuss how St. Augustine is the

oldest European settlement in North America and continues to be a popular Florida city. Explain the history of the city of St. Augustine from its founding to present day.

Brainstorm with students a list of questions that a reporter might send to a member of the St. Augustine City Commission in order to write an article about the city, both past and present. Write these questions on the board and, as a group, determine which are the most important. Then ask students to pretend that they are a member of the city commission who has to answer these questions. Have each student use the [Special Topics](#) article and additional research to write a friendly letter to the fictitious reporter that answers each of the questions.

Cause and Effect: Seminole Wars

(SS.4.A.3.2)

Discuss with students that the Seminole tribe is one of two federally recognized Native American tribes living in Florida. Read [Special Topics: Seminole People](#) as a class or in small groups. Have students identify a cause-and-effect relationship for each of the Seminole wars. Have them identify which paragraph in the article provided the evidence for each relationship identified. Encourage students to record their findings on a T-chart or other graphic organizer.

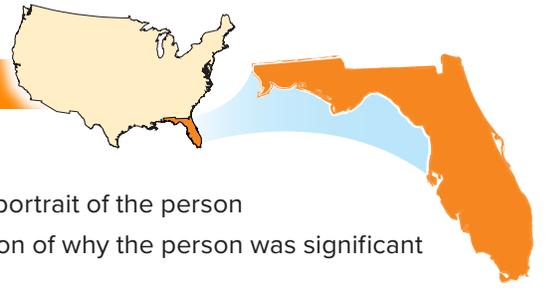
Compare and Contrast: Florida Tribes

(SS.4.A.2.1; SS.4.A.2.8)

Read or review [Special Topics: Seminole People](#) and [Special Topics: A Short History of the Miccosukee Nation](#) as a class or in small groups. Discuss with students that the Miccosukee tribe is the other federally recognized Native American tribe in Florida. Have students find evidence from the text to identify similarities and differences between the Seminole people and the Miccosukee people.

Invite students to work in pairs to conduct additional research on the Seminole and Miccosukee tribes. Have them write an essay that compares and contrasts the tribes on the basis of the following information for each tribe:

- How did the tribe form?
- How did European colonization affect the tribe?
- Where does the tribe live?
- What languages does the tribe speak?
- What types of homes do they live in today, and how do those compare with their homes in the past?
- What types of clothing do they wear today, and how do those compare with their clothing in the past?



- What types of traditions (arts, crafts, stories, events, and so on) do they take part in today, and how do those compare with their traditions in the past?

How Does It Work? Florida's State Government (SS.4.C.1.1; SS.4.C.3.1; SS.4.C.3.2)

As a class, read **Special Topics: Florida's Constitution**. Discuss how the state government compares with local government and how the two governments work together to manage the state.

Have students work with a partner to research one of the branches of Florida's state government (executive branch, legislative branch, or judicial branch). Invite pairs to create a two-page encyclopedia that describes the branch of government. Encourage students to write approximately one paragraph for each of the bulleted topics below. Have students include the following information in their encyclopedia:

- a description of the branch of government
- responsibilities of the branch of government
- important positions within the branch of government, including details about the people who currently hold the positions
- the role that voters play in choosing officials for the branch of government
- visuals that align with the information they include

Conflict: Florida's Involvement in Wars (SS.4.A.5.1; SS.4.A.6.4; SS.4.A.7.3)

Have students read **Special Topics: Florida Goes to War** as a class or in small groups. Discuss the causes that led to Florida's involvement in various wars and the effects of taking part in the conflicts.

Have students research Florida's role in one of the major wars throughout the state's history. Invite students to create a timeline of events that show Florida's involvement leading up to, during, and after the war. Encourage students to share their timeline with a partner and point out important dates and events on their timeline.

What Do You Know? (SS.4.A.6.3; SS.4.A.1.2)

Distribute the **Famous People** sheets. As a class, read the short biographies of the six famous Floridians highlighted in this state portfolio pack. Discuss how each paragraph about a famous person presents a summary that includes the following information:

- a picture or portrait of the person
- an explanation of why the person was significant to Florida
- important dates and events related to the person's significance

Have students research other famous Floridians using keywords such as "famous Floridians," "important people from Florida," or "Florida history." Have them choose one famous Floridian from their research to focus on. Ask students to write a paragraph about their chosen person using a similar format to the biographies in the state portfolio pack. Invite students to present the information on their person to the class.

Timeline Trivia (SS.4.A.9.1)

Distribute the **Timeline** to groups of students. Briefly discuss how a timeline lists important events in order. Highlight the different colors on the timeline with students and ask them to explain the significance in helping them understand the frequency with which information was sequenced on the timeline (periods of ten years and periods of one hundred years).

Explain to students that each group will be given a question related to an event in Florida's history listed on the timeline, and they will need to research and identify additional information in order to answer the question. Consider creating a friendly competition between the groups to see how quickly each one can correctly identify and report back with answers.

Questions:

1. Which nations controlled Florida before it became a state? During which years did each nation control Florida? Hint: There are more than the two presented on the timeline. **(SS.4.A.3.7)**

Answer: Spain (1513–1763), France (settlement in Jacksonville 1564–1565), Great Britain (1763–1783), and Spain (1783–1821)

2. Under which treaty did Florida become a United States Territory in 1821? Who was president at the time? **(SS.4.A.3.9)**

Answer: Adams-Onís Treaty; James Monroe



3. Why was Fort Mose established? **(SS.4.A.3.5)**

Answer: Fort Mose was established by the Spanish government as a place of asylum for enslaved people from the British colonies. It was the first free African settlement in the area that would become the United States

4. What was Apollo 11, and what was its effect on Florida's economy? **(SS.4.A.8.3)**

Answer: Apollo 11 was a space mission in which the first humans landed on the surface of the Moon. The mission created thousands of jobs, cities near Cape Canaveral grew rapidly, billions of dollars in federal funding went into Florida's economy, federal funding for education was increased (especially in math, science, engineering, and foreign language), and tourism increased, which resulted in business development (lodging, restaurants, and visitor centers).

5. Identify two explorers on the timeline and their reasons for exploring Florida. **(SS.4.A.3.1)**

Answer: Juan Ponce de León, to explore unknown lands and claim them for Spain; and Tristan de Luna y Arellano, to take part in an expedition to colonize Florida, which was achieved in present-day Pensacola.

6. How did Florida play an important role in the 2000 U.S. presidential election? What were the results? **(SS. 4.C.2.3)**

Answer: Al Gore, the Democratic candidate, and George W. Bush, the Republican candidate, ran for U.S. president in 2000. In Florida, the margin of votes was so close that a recount was issued. After weeks of legal battles and court rulings, the U.S. Supreme Court made a final decision. Though Gore won the popular vote, Bush won the electoral vote. As a result, Bush was awarded the presidency.

Putting It All Together

After students have learned about all the information in the Florida State Portfolio Pack, have them create a brochure about the state. Ask them to imagine they work for a travel agency, and their job is to convince people to visit the state. Provide several brochures for students to look at and discuss items that are similar across all brochures:

- **Specific content:** Content covers the most important information and is not a list of every fact or detail since there is limited space in a brochure.
- **Audience:** Information should be written for an intended reader and include details that the reader would expect to find in a brochure. The voice of the writing should be appropriate for the audience; it may change the information included in the brochure or how it is presented.
- **Benefits:** The content should help the reader quickly understand the positive aspects of the topic of the brochure.
- **Persuasive:** The writing doesn't just list information; it also attempts to convince readers to do something or think a certain way.
- **Visuals:** Colorful pictures, charts, and so on are great ways to provide readers with information that will draw their attention and might be easier to understand than words alone.

Discuss how brochures are written to support a specific point of view and provide information and reasons to support that point of view. Have students work in groups or individually to make a chart that lists the pros of visiting Florida. Remind them to choose the most important information that would convince someone to visit Florida. Next to each item, have students indicate whether the information will be presented in words or using a visual.

Invite students to use the information to create their brochure, which should include:

- an organizational structure in which similar ideas are grouped together to best advocate for each opinion/point of view
- opinions/points of view supported by factual details
- a summary statement that supports the overall purpose of the brochure

Once completed, have students present their brochure to the class. Have students vote on the most persuasive brochure and discuss why it was the most effective.



What's in a Name: State Vocabulary

agriculture (*n.*): the science or practice of farming and raising livestock

Context Sentence Examples

1. The development of **agriculture** meant that early people no longer had to travel long distances to gather plants.
 2. **Agriculture** can include growing plants for food, such as corn, or for other uses, such as cotton.
 3. In addition to growing crops, **agriculture** can involve raising livestock, such as cattle and sheep.
-

anthem (*n.*): a song of national pride

Context Sentence Examples

1. The title of Canada's national **anthem** is "O Canada."
 2. Americans often sing the national **anthem**, or national song, at baseball games.
 3. The athletes were filled with pride when they heard their national **anthem** playing.
-

capital (*n.*): the city where a government's main offices are located

Context Sentence Examples

1. The governor and state legislators of Florida work in the city of Tallahassee, their state's **capital**.
 2. Washington, D.C., is the **capital**, or seat of government, of the United States.
 4. Many **capital** cities were founded close to rivers or along railroad lines so people could travel between them easily.
-

census (*n.*): an official count of a population in an area

Context Sentence Examples

1. A **census** is an official count of a population in an area, usually including details such as ethnic background.
2. In the United States, a **census** is performed every ten years.
3. The **census** showed that the state's population had grown by ten thousand.

coastline (*n.*): the land along an ocean, sea, or lake

Context Sentence Examples

1. A coastline is a place where the land meets an ocean, sea, or lake.
 2. Alaska is the state with the longest **coastline** in the United States.
 3. As we walked down the **coastline**, my brother and I gathered seashells.
-

country (*n.*): an area of land that has its own government; a nation

Context Sentence Examples

1. The people in a **country** share laws and a government.
 2. China has more people than any other **country** in the world.
 3. The United States is a **country**.
-

economy (*n.*): the circulation of money in industry, trade, and finance in a country or area

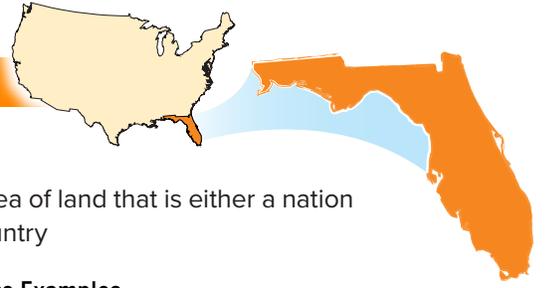
Context Sentence Examples

1. An **economy** is a system of producing, distributing, and consuming goods and services.
 2. A nation's **economy** is its financial system, not its political system.
 3. The type of **economy** in the United States is called *capitalism*.
-

motto (*n.*): a phrase that represents a guiding idea of a person or group

Context Sentence Examples

1. A **motto** is a short phrase or sentence that represents a guiding belief or idea of a person or group.
1. The **motto** of the Olympic Games is "Faster, Higher, Stronger."
2. The **motto**, or saying, of Canada is "From sea to sea."



population (*n.*): all the members of one species in a particular area

Context Sentence Examples

1. The United States government takes a census every ten years to find out the **population** in the country.
 2. The **population** of deer in an area is the total number of deer that live there.
 3. The **population** of the country grew quickly as many immigrants arrived.
-

region (*n.*): a specific place, location, or area

Context Sentence Examples

1. A **region** is an area of land with specific physical or cultural characteristics.
2. The West is a **region** of the United States that includes all the states west of the Mississippi River.
3. The Lake District is a mountainous **region**, or area, in England.

state (*n.*): an area of land that is either a nation or part of a country

Context Sentence Examples

1. A **state** can be part of a country.
 2. The **state** of Israel is a nation in the Middle East.
 3. A **state** has its own government and follows the laws of the country to which it belongs.
-

survey (*v.*): to ask or question a group of people in order to collect information for analysis

Context Sentence Examples

1. The teacher will **survey** the students to find out information they already know about their state.
2. As you **survey** the people, record their answers to the questions on your tally sheet.
3. Synonyms for **survey** include *poll*, *interview*, and *solicit*.