

**DeSoto Curriculum Calendar  
Social Studies Grade 4**

**Unit 1: Florida’s Wild Weather! (10 Days)**

**Key Learning:**

Several types of weather systems affect Florida, the “peninsula” state, each year.



**Unit Essential Question**

How does weather impact the physical and cultural environments of Florida?



Concept	Concept	Concept
Physical Geography SS.4.G.1.1; SS.4.G.1.4	Cultural Geography SS.4.G.1.2; SS.4.G.1.4	Impact of Weather on Florida’s people and Environment. SS.G.1.3; SS.4.G.1.4
Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)
<ul style="list-style-type: none"> <li>❖ What are the physical features of Florida?</li> <li>❖ Why are these features significant?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What are the cultural features found in Florida?</li> <li>❖ What makes these cultural features unique?</li> </ul>	<ul style="list-style-type: none"> <li>❖ How do weather events (hurricane, floods, drought, and thunderstorms) affect people living in Florida?</li> </ul>
Concept Assessment	Concept Assessment	Concept Assessment
Label a map of Florida with the following bodies of water: Gulf of Mexico, Atlantic Ocean, St. Johns River, Tampa Bay, and Lake Okeechobee. Label the same map of Florida with the following landforms: Uplands, the Florida Keys, the Panhandle, and the Everglades Basin.	Label a map of Florida with the following political/cultural features of Florida: Bradenton, Palmetto, Tallahassee, Pensacola, Jacksonville, St. Augustine, Orlando, Cape Canaveral, Tampa, St. Petersburg, Miami, Disney World, Busch Gardens, and Key West.	Students will identify and explain the effects that extreme weather events have on the people and the environment; students will also discuss the best/worst month to visit Florida. Students will use a Cause/Effect graphic organizer to identify how weather events affect daily life in Florida.
Instructional Suggestions	Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> <li>• Students will analyze and interpret a physical map of Florida that shows bodies of water and landforms.</li> <li>• Students will analyze the song lyrics of</li> </ul>	<ul style="list-style-type: none"> <li>• Students will analyze and interpret a political/cultural map of Florida.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use a local newspaper to record temperature data from Florida cities and create a climograph.</li> <li>• Students will analyze a map of Florida</li> </ul>

**DeSoto Curriculum Calendar  
Social Studies Grade 4**

<p>“Seminole Wind” by John Anderson to interpret the perception of Florida’s physical environment.</p>		<p>that highlights hurricane landfalls.</p> <ul style="list-style-type: none"> <li>Students will play an online weather matching game to identify significant weather systems.</li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<p>Coastlines, Peninsula, Compass rose, Map title, Cardinal/intermediate directions, Symbols, Legend, Scale, Longitude, Latitude</p>	<p>Compass rose, Map title, Cardinal/intermediate directions, Symbols, Legend, Scale, Longitude, Latitude</p>	<p>Impact, Temperature, Hurricanes, Drought, Flood, Heat, Thunderstorms, Compass rose, Map title, Cardinal/intermediate directions, Symbols, Legend, Scale, Longitude, Latitude, Location, precipitation, sub-tropics, climate, weather</p>
<b>Unit Assessment</b>	<p>Provide students an outline map of Florida. Have students label the physical, political, and cultural features of Florida. The students will select one major weather event (hurricane, drought, and flood) and have them write a story from the perspective of a young person. The story will provide details on how the weather event impacted school, home, and city in which they live. Students will create an illustration along with the story.</p>	
<b>Resources</b>	<p>Song lyrics: “Seminole Wind” by John Anderson  <a href="http://www.lyricsmode.com/lyrics/j/james_taylor/seminole_wind.html">http://www.lyricsmode.com/lyrics/j/james_taylor/seminole_wind.html</a>            Hurricane Impact- <a href="http://eo.ucar.edu/webweather/hurricane.html">http://eo.ucar.edu/webweather/hurricane.html</a>            Thunderstorms- <a href="http://eo.ucar.edu/webweather/thunder.html">http://eo.ucar.edu/webweather/thunder.html</a>            Weather Matching Game-<a href="http://www.apples4theteacher.com/java/concentration-games/weather/">http://www.apples4theteacher.com/java/concentration-games/weather/</a>            Maps of Florida-<a href="http://geology.com/states/florida.shtml">http://geology.com/states/florida.shtml</a>            Political Map of Florida-<a href="http://www.maps.com/ref_map.aspx?nav=RM&amp;cid=680,692,755,1090&amp;pid=12033">http://www.maps.com/ref_map.aspx?nav=RM&amp;cid=680,692,755,1090&amp;pid=12033</a>            Florida Dailies by Carole Marsh Week #1 – Week #2            Florida Map and United States Map</p>	

**DeSoto Curriculum Calendar  
Social Studies Grade 4**

**Unit 2: The First Floridians (15 Days)**

**Key Learning:**

Early Native American tribes made a significant impact on Florida.

**Unit Essential Question**

What are the significant cultural aspects of Native American tribes and their impact on Florida?

Concept	Concept	Concept
Culture SS.4.A.2.1	Native Americans in Florida SS.4.A.2.1; SS.4.A.1.2; SS.4.A.1.1; SS.4.A.9.1	Artifacts SS.4.A.2.1; SS.4.A.1.2; SS.4.A.1.1; SS.4.A.9.1
Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)
<ul style="list-style-type: none"> <li>❖ What is culture?</li> <li>❖ Why should we be interested in studying cultures other than our own?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What are the characteristics of the Native American tribes who inhabited early Florida?</li> <li>❖ Where did Native Americans settle in Florida and why?</li> <li>❖ How did the Native Americans impact Florida's cultural environment?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What evidence was left behind that lets us understand how the Native American tribes lived?</li> <li>❖ How do these artifacts represent the Native American culture?</li> </ul>
Concept Assessment	Concept Assessment	Concept Assessment
Students will create an illustration that represents the following characteristics of their culture: food, shelter, clothing, dwellings, recreation, transportation, language, tools, and celebrations.	Using a Venn Diagram, compare and contrast the geographical regions of the Apalachee, Calusa, Tequesta, Timucua, and Tocobaga tribes. Using a Venn Diagram, compare and contrast the climate for the regions inhabited by the Apalachee, Calusa, Tequesta, Timucua, and Tocobaga tribes. Explain how the Apalachee, Calusa, Tequesta, Timucua, and Tocobaga tribes managed to inhabit Florida together. Use supporting details in your answer. Locate on a map the different sections of Florida that the first Floridians inhabited.	Given a picture of three artifacts from the Native American tribes in Florida, explain the purpose of each artifact and tell which tribe(s) would have used it. Compose a Frayer model of a chosen artifact from the Native American tribes of Florida.

## DeSoto Curriculum Calendar Social Studies Grade 4

Instructional Suggestions		Instructional Suggestions		Instructional Suggestions			
<ul style="list-style-type: none"> <li>Students will analyze a graphic organizer that categorizes and explains the following characteristics: food, shelter, clothing, dwellings, recreation, transportation, language, tools, and celebrations.</li> </ul>		<ul style="list-style-type: none"> <li>For the map assignment use outline map of the state of Florida.</li> <li>Students will analyze the Jacque LeMoynes drawings of Native Americans in early Florida. Students will create a T-chart listing the advantages and disadvantages of the dwellings, transportation, recreation, and food sources.</li> </ul>		<ul style="list-style-type: none"> <li>Use the Frayer model as a pre- and post-assessment for the unit. The first Frayer could be used as a practice assignment with the second Frayer being an assessment tool.</li> </ul>			
Vocabulary		Vocabulary		Vocabulary			
Culture		Tribes, Villages, Events, Sequence, Information		Artifact, Pottery, Spears, Projectile points, Events, Sequence, Information			
<b>Unit Assessment</b>	Place students in groups of two or three and have them perform a short skit detailing a typical day in the life of a given Native American tribe in Florida. The skits should be between two to three minutes in length and discuss ideals such as food gathering, types of tools used, location within the state, and how they came to be there. Students can use the following Artifact Matrix to complete the skit. How do these artifacts help us understand Native American culture? Artifact Matrix:						
	<b>Native American Tribes in Florida</b>	<b>Website:</b>	Ceramics	Clothing	Dwellings	Tools	Transportation
	Apalachee	<a href="http://www.missionsanluis.org/research/collection/index.cfm">http://www.missionsanluis.org/research/collection/index.cfm</a>					
	Calusa	<a href="http://www.funandsun.com/1toctf/inf/nativepeoples/calusa.html">http://www.funandsun.com/1toctf/inf/nativepeoples/calusa.html</a> <a href="http://bigorrin.org/calusa_kids.htm">http://bigorrin.org/calusa_kids.htm</a>					
	Tequesta	<a href="http://fcit.usf.edu/florida/lessons/tequest/tequest1.htm">http://fcit.usf.edu/florida/lessons/tequest/tequest1.htm</a> <a href="http://www.schooltube.com/video/c9190a9f3ae841e0adbb/Th e-Tequesta-Indians">http://www.schooltube.com/video/c9190a9f3ae841e0adbb/Th e-Tequesta-Indians</a>					
	Timucua	<a href="http://pelotes.jea.com/kidtimuc.htm">http://pelotes.jea.com/kidtimuc.htm</a> <a href="http://fcit.usf.edu/florida/lessons/timucua/timucua1.htm">http://fcit.usf.edu/florida/lessons/timucua/timucua1.htm</a>					
	Tocobaga	<a href="http://fcit.usf.edu/florida/lessons/tocobag/tocobag1.htm">http://fcit.usf.edu/florida/lessons/tocobag/tocobag1.htm</a> <a href="http://pelotes.jea.com/Tocob.htm">http://pelotes.jea.com/Tocob.htm</a>					

## DeSoto Curriculum Calendar Social Studies Grade 4

<b>Resources</b>	<p>Florida Studies Weekly (Weekly Social Studies newspaper offered by American Legacy Publishing. Contact website is <a href="http://www.studiesweekly.com">www.studiesweekly.com</a>)</p> <p><a href="http://www.native-languages.org/florida.htm">http://www.native-languages.org/florida.htm</a></p> <p><a href="http://dlis.dos.state.fl.us/Library/bibliographies/NatAmerican_bib.cfm">http://dlis.dos.state.fl.us/Library/bibliographies/NatAmerican_bib.cfm</a></p> <p><a href="http://floridahistory.org/indians.htm">http://floridahistory.org/indians.htm</a></p> <p><a href="http://geography.about.com/library/blank/blxusfl.htm">http://geography.about.com/library/blank/blxusfl.htm</a></p> <p><a href="http://fcit.usf.edu/Florida/maps/stateout/stateout.htm">http://fcit.usf.edu/Florida/maps/stateout/stateout.htm</a></p> <p><a href="http://glencoe.com/sec/socialstudies/fcat/early_florida.html">http://glencoe.com/sec/socialstudies/fcat/early_florida.html</a></p> <p><a href="http://www.floridamemory.com/Timeline/Timeline">www.floridamemory.com/Timeline/Timeline</a></p> <p><a href="http://fcit.usf.edu/florida/photos/native/lemoyne/lemoyne.htm">http://fcit.usf.edu/florida/photos/native/lemoyne/lemoyne.htm</a>- Jacques Le Moyne</p> <p><a href="http://www.nationalgeographic.com/xpeditions/lessons/10/g35/tapestry.html">http://www.nationalgeographic.com/xpeditions/lessons/10/g35/tapestry.html</a>- Cultural Connections</p> <p>Florida Dailies by Carole Marsh Week #3 – Week #5</p> <p>Florida Map and United States Map</p>
------------------	--

**DeSoto Curriculum Calendar  
Social Studies Grade 4**

**Unit 3: Exploring Florida (20 Days)**

**Key Learning:**

Exploration and the colonization of Florida significantly altered the lifestyle of the first Floridians.



**Unit Essential Question**

How did exploration and the colonization of Florida affect the Native American tribes living there?



Concept	Concept	Concept
Exploration of early Florida SS.4.A.3.1; SS.4.A.1.1; SS.4.A.1.2	European Colonization & Spanish Rule SS.4.A.3.2; SS.4.A.3.6; SS.4.A.1.1; SS.4.A.1.2; SS.4.A.3.7	St. Augustine and Fort Mose SS.4.A.3.3; SS.4.A.3.5; SS.4.A.1.1; SS.4.A.1.2
Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)
<ul style="list-style-type: none"> <li>❖ What was the motivation behind the exploration of Florida?</li> <li>❖ Who were the explorers that came to Florida?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What were the causes and effects of European colonization on the Native American tribes of Florida?</li> <li>❖ How did Spanish rule impact Florida?</li> <li>❖ What nations controlled Florida before it became a territory?</li> <li>❖ What was the purpose and daily life like on the San Luis de Talimali mission?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Why is the founding of St. Augustine significant?</li> <li>❖ Why is the founding of Fort Mose significant?</li> <li>❖ How did the Native Americans and residents in St. Augustine and Fort Mose coexist?</li> </ul>
Concept Assessment	Concept Assessment	Concept Assessment
Create a table outlining each explorer that came to Florida and their motivation for coming. Label a map highlight explorer's routes and ports of entry to Florida.	Journal Entries: 1) write from the perspective of a Spanish colonist and describe the Native Americans, emphasizing the impact of Spanish rule; 2) write from the perspective of a Native American and describe Spanish colonists, trading goods, and converting to Christianity. Create a timeline identifying the nations which controlled Florida before it became a territory. Illustrate and describe the daily life in the San Luis de Talimali mission.	Compare and contrast the significance of the founding of St. Augustine and Fort Mose using a T-Chart.

## DeSoto Curriculum Calendar Social Studies Grade 4

Instructional Suggestions	Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> <li>Students will analyze exploration maps of early Florida.</li> <li>Students will read accounts of the explorer's journeys through Florida.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read accounts of European Colonization and Spanish Rule.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read accounts of European Colonization and Spanish Rule.</li> </ul>
Vocabulary	Vocabulary	Vocabulary
Exploration, Expedition, Motivation, "La Florida"	Causes and Effects, Nations, Permanent (Settlement), Significant, Missions, San Luis de Talimali, migration, riches	Fort Mose, St. Augustine, Slaves, Causes and Effects, Nations, Permanent (Settlement)
Unit Assessment	Organize the class into groups of three: Explorer, Native American, and Slave/Freed Slave. Each group member will take on the role of: Explorer, Native American, or Slave. The Explorer will create a map with significant places labeled, timeline of explorations, discoveries made, and a brief description of interaction with Native Americans. The Native American will create an illustration of their tribes dwelling and depict daily life, and write a brief description of interaction with Explorers. The Slave will draw a map of their former home country and write a brief description about daily life in the New World. Students may present to the class or display work around the room.	
Resources	<a href="http://www.jupiter.fl.us/historyweb/kidshistory/seminole-indian-war.cfm">http://www.jupiter.fl.us/historyweb/kidshistory/seminole-indian-war.cfm</a> <a href="http://www.missionsanluis.org/">http://www.missionsanluis.org/</a> <a href="http://www.socialstudiesforkids.com/articles/ushistory/staugustine_founding.htm">http://www.socialstudiesforkids.com/articles/ushistory/staugustine_founding.htm</a> <a href="http://library.thinkquest.org/CR0213580/fortmose2.html">http://library.thinkquest.org/CR0213580/fortmose2.html</a> <a href="http://www.questia.com/library/sociology-and-anthropology/seminole-indians.jsp">http://www.questia.com/library/sociology-and-anthropology/seminole-indians.jsp</a> <a href="http://fcit.usf.edu/florida/lessons/lessons.htm">http://fcit.usf.edu/florida/lessons/lessons.htm</a> -Florida: Then & Now <a href="http://www.fortmose.org/">http://www.fortmose.org/</a> -Fort Mose Florida Dailies by Carole Marsh Week #6 – Week #10 Florida Map and United States Map	

## DeSoto Curriculum Calendar Social Studies Grade 4

### Unit 4: Florida in the 1800's (25 Days)

**Key Learning:**

Florida experienced many changes during the 1800's.

**Unit Essential Question**

How did pioneer life, the Seminole Wars, the Civil War, and Reconstruction impact Florida in the 1800's?

Concept	Concept	Concept
Pioneer Life & New Technology SS.4.A.1.1; SS.4.A.1.2; SS.4.A.4.1; SS.4.A.5.2; SS.4.A.3.9, SS.4.A.4.2	The Seminole Wars SS.4.A.1.1; SS.4.A.1.2; SS.4.A.3.8; SS.4.A.3.10	Civil War & Reconstruction SS.4.A.1.1; SS.4.A.1.2; SS.4.A.5.1; SS.4.A.5.2
Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)
<ul style="list-style-type: none"> <li>❖ What was pioneer life like in Florida in the 1800's?</li> <li>❖ How did Florida change after it became a territory?</li> <li>❖ What allowed Florida to become a U.S. territory?</li> <li>❖ Restate, in a summary point method, the Adams-Onis Treaty in written format.</li> <li>❖ How did Florida change after it became a state?</li> <li>❖ What were the technological advances in Florida in the 1800's?</li> <li>❖ What were the effects of new technology on Florida in the 1800's?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What was life like for Native Americans forced to live on reservations?</li> <li>❖ How could have the pioneers and Native Americans lived peacefully in Florida?</li> <li>❖ What were the causes and effects of the Seminole Wars?</li> <li>❖ How was the Seminole Tribe formed?</li> <li>❖ Why did the Seminole Tribe migrate in the pattern they did?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What is Florida's involvement in the Civil War?</li> <li>❖ What significant battles were fought in Florida?</li> <li>❖ What was life like in Florida during the Civil War?</li> <li>❖ What were the challenges Floridians faced during Reconstruction?</li> <li>❖ How did Reconstruction affect the lives of freed slaves?</li> </ul>
Concept Assessment	Concept Assessment	Concept Assessment
Create a web or write an essay depicting pioneer life in Florida in the 1800's. Create a timeline identifying the nations which controlled Florida before it became a territory.	Create a T-chart identifying the causes and effects of the Seminole Wars. Write a journal entry from a Seminole person's point of view. Provide details on	Create a timeline outlining Florida's involvement in the Civil War. Choose one battle fought in Florida during the Civil War and explain its impact on the state.

## DeSoto Curriculum Calendar Social Studies Grade 4

<p>Create a T-Chart to describe the technological advances in Florida in the 1800's and their subsequent effects.</p>	<p>daily life and how they changed. Create a timeline that highlights events from the 1<sup>st</sup> and 2<sup>nd</sup> Seminole Wars. Create and label a map that highlights where the Seminole Tribe lived, battles fought, and where they eventually settled after the wars.</p>	
<b>Instructional Suggestions</b>	<b>Instructional Suggestions</b>	<b>Instructional Suggestions</b>
<ul style="list-style-type: none"> <li>Students will analyze primary sources depicting pioneer life and new technology used in Florida during the 1800's.</li> <li>Students will read accounts of Florida as a state and territory.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read accounts of Florida during the Seminole Wars.</li> <li>Students will analyze primary sources that focus on the Seminole Wars.</li> </ul>	<ul style="list-style-type: none"> <li>Students will analyze primary sources about Florida during the Civil War and Reconstruction.</li> <li>Students will read of accounts Florida during the Civil War and Reconstruction.</li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
Technology, Information, Artifacts, Pioneer Life , Territory, Statehood, challenges, events, Treaty	Seminole , Tribe, Conflict ,challenges, events, Treaty	Secession, Blockades, Ports, Sharecroppers, Landowner, Conflict
<b>Unit Assessment</b>	<p>Students will write and perform a 4-act play about Florida in the 1800's. Divide the students into the following four groups: Pioneer Life &amp; New Technology, From Territory to Statehood, The Seminole Wars, and The Civil War &amp; Reconstruction. Each group must dress in character, provide primary sources (maps, photos, etc), and provide interpretation of significant events that changed Florida during the 1800's.</p>	
<b>Resources</b>	<p><a href="http://fcit.usf.edu/florida/lessons/lessons.htm--Florida">http://fcit.usf.edu/florida/lessons/lessons.htm--Florida</a>: Then &amp; Now  <a href="http://www.floridamemory.com/--">http://www.floridamemory.com/--</a> Florida Memory  <a href="http://www.museumoffloridahistory.com/aboutFlorida.cfm--">http://www.museumoffloridahistory.com/aboutFlorida.cfm--</a> Museum of Florida History  <a href="http://www.floridastateparks.org/dadebattlefield/default.cfm--Dade">http://www.floridastateparks.org/dadebattlefield/default.cfm--Dade</a> Battlefield Historic Park  <a href="http://www.flheritage.com/facts/history/seminole/wars.cfm--The">http://www.flheritage.com/facts/history/seminole/wars.cfm--The</a> Seminole Wars  <a href="http://www.floridamemory.com/onlineclassroom/floridacivilwar/--">http://www.floridamemory.com/onlineclassroom/floridacivilwar/--</a> Florida in the Civil War            Florida Dailies by Carole Marsh Week #11 – Week #15            Florida Map and United States Map</p>	

**DeSoto Curriculum Calendar  
Social Studies Grade 4**

**Unit 5: Modern Florida Begins (10 Days)**

**Key Learning:**

Modern Florida was shaped by success and failure of industries and wars.



**Unit Essential Question**

How did industry and the effects of war shape modern Florida?



Concept	Concept	Concept
Major Industry Comes to Florida SS.4.A.6.1; SS.4.A.1.1	The Challenge of War SS.4.A.6.4; SS.4.A.7.3; SS.4.A.1.1	Boom and Bust in Florida SS.4.A.7.1; SS.4.A.7.2; SS.4.A.1.1
Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)
❖ What was the development of Florida's major industries?	❖ What were the effects of the Spanish American War? ❖ What was Florida's role in World War II?	❖ What were the causes and effects of the 1920's Florida land boom and bust ❖ What were the challenges Floridians faced during the Great Depression?
Concept Assessment	Concept Assessment	Concept Assessment
Create a concept map on the economic development of Florida's major industries.	Create a web on the effects of the Spanish American War. Describe Florida's role in World War II in a short answer format.	Create a T-Chart describing the causes and effects of the land boom and bust in Florida in the 1920's. Summarize the challenges Floridian's faced during the Great Depression in a short answer format.
Instructional Suggestions	Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> <li>Students will analyze a map that highlights Florida's major industries.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read accounts of Florida during the Spanish-American War and World War II</li> <li>Students will analyze primary sources depicting life in Florida during times of conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read accounts of Florida during the time of the land boom and bust</li> <li>Students will analyze primary sources depicting life in Florida during the time of the land boom and bust.</li> </ul>

## DeSoto Curriculum Calendar Social Studies Grade 4

Vocabulary		Vocabulary		Vocabulary	
Economy, Tourism, Industrialization, Industry, Harbors		Spanish American War, World War II		Depression, Boom, Bust	
<b>Unit Assessment</b>	Using a press-conference format to help students focus on Florida developing into a modern state. Ask several students to represent the significant persons/developments/events during this time period. Ask the remainder of the students to portray reporters and ask questions about Florida during this time. Encourage questions that elicit details about major industries, wars, and the major land development for different purposes. Also encourage students to discuss how these events may affect the future growth of Florida.				
<b>Resources</b>	<a href="http://fcit.usf.edu/florida/lessons/lessons.htm">http://fcit.usf.edu/florida/lessons/lessons.htm</a> --Florida: Then & Now <a href="http://www.floridamemory.com/">http://www.floridamemory.com/</a> -- Florida Memory <a href="http://www.museumoffloridahistory.com/aboutFlorida.cfm">http://www.museumoffloridahistory.com/aboutFlorida.cfm</a> -- Museum of Florida History <a href="http://www.floridamemory.com/OnlineClassroom/PhotoAlbum/s-a_war.cfm">http://www.floridamemory.com/OnlineClassroom/PhotoAlbum/s-a_war.cfm</a> -- Florida and the Spanish American War <a href="http://www.floridamemory.com/OnlineClassroom/FloridaWWII/">http://www.floridamemory.com/OnlineClassroom/FloridaWWII/</a> --Florida and WWII <a href="http://www.flheritage.com/facts/history/summary/#florida">http://www.flheritage.com/facts/history/summary/#florida</a> --Florida Development Florida Dailies by Carole Marsh Week #16 – Week #17 Florida Map and United States Map				

**DeSoto Curriculum Calendar  
Social Studies Grade 4**

**Unit 6: Special Topics in Florida's History (25 Days)**

**Key Learning:**

Florida experienced significant historical events in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

**Unit Essential Question**

How did significant events impact Florida in the 20<sup>th</sup> and 21<sup>st</sup> centuries?

Concept	Concept	Concept	Concept
Civil Rights SS.4.A.8.1	Immigration SS.4.A.8.2	The Space Program SS.4.A.8.3	Tourism SS.4.A.8.4
Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)
<ul style="list-style-type: none"> <li>❖ What role did Florida play in the Civil Rights movement?</li> <li>❖ How were African Americans segregated?</li> </ul>	<ul style="list-style-type: none"> <li>❖ How does immigration impact Florida?</li> <li>❖ Why do people migrate to Florida?</li> <li>❖ How does immigrant culture impact Florida?</li> <li>❖ How has immigration impacted the population of Florida?</li> </ul>	<ul style="list-style-type: none"> <li>❖ How has the space program changed the technology and population in Florida?</li> </ul>	<ul style="list-style-type: none"> <li>❖ How does tourism help Florida's economy?</li> <li>❖ Why do people visit Florida for vacations?</li> </ul>
Concept Assessment	Concept Assessment	Concept Assessment	Concept Assessment
Create a timeline of significant events and persons who played a role in Florida during Civil Rights movement.	Create and label a map highlighting locations in Florida that immigrants have settled in.	Write a letter to the editor of a local newspaper explaining why the space program is important to Florida.	Create and label a map of famous Florida tourist attractions (think beyond Disney World). Write a brief description of how these attractions help Florida's economy.
Instructional Suggestions	Instructional Suggestions	Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> <li>• Students will read about famous Floridians who</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read about immigrants coming to</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read passages about the</li> </ul>	<ul style="list-style-type: none"> <li>• Students will analyze maps of Florida.</li> </ul>

## DeSoto Curriculum Calendar Social Studies Grade 4

<p>contributed to the Civil Rights movement.</p> <ul style="list-style-type: none"> <li>Students will label a map highlighting locations significant to the Civil Rights movement in Florida.</li> <li>Analyze the Civil Rights Act of 1964.</li> </ul>	<p>Florida.</p> <ul style="list-style-type: none"> <li>Students will analyze population maps of Florida.</li> </ul>	<p>importance of the space program, Florida's economy and tourism, population growth and technology growth.</p> <ul style="list-style-type: none"> <li>Students will analyze a map that highlights the location of the space program in Florida.</li> </ul>	<ul style="list-style-type: none"> <li>Students will analyze news articles that discuss the importance of tourist attractions.</li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	
Civil Rights movement, Segregation, Integration, Rights	Immigrant, Migrate, Impact	Space program, Technology, Population growth	Tourism, Economy, Growth
<b>Unit Assessment</b>	<p>Assign students to one of four topics: Civil Rights, Immigration, Space Program or Tourism. Each group must do the following:</p> <ol style="list-style-type: none"> <li>Create a map of Florida that illustrates their topic.</li> <li>Choose one or two famous Floridians who are central to their topic and explain why they chose them; include a picture and famous quote or event they are known for.</li> <li>Describe how their topic impacts Florida.</li> <li>Detail how their topic impacts them as a citizen of Florida.</li> <li>Explain the most important/significant thing they learned about the topic.</li> </ol> <p>Groups will then present their findings to their class.</p>		
<b>Resources</b>	<p><a href="http://fcit.usf.edu/florida/lessons/cur.htm#civilrights">http://fcit.usf.edu/florida/lessons/cur.htm#civilrights</a>  <a href="http://fcit.usf.edu/florida/lessons/cur.htm#canaveral">http://fcit.usf.edu/florida/lessons/cur.htm#canaveral</a>  <a href="http://fcit.usf.edu/florida/">http://fcit.usf.edu/florida/</a>  <a href="http://mapsof.net/united_states/static-maps/png/florida-population-map">http://mapsof.net/united_states/static-maps/png/florida-population-map</a>  <a href="http://quickfacts.census.gov/qfd/index.html">http://quickfacts.census.gov/qfd/index.html</a>  <a href="http://www.infoplease.com/ipa/A0108198.html">http://www.infoplease.com/ipa/A0108198.html</a>  <a href="http://luddist.com/popdis90.GIF">http://luddist.com/popdis90.GIF</a>  <a href="http://www.myflorida.com/taxonomy/floridian/just%20for%20kids/">http://www.myflorida.com/taxonomy/floridian/just%20for%20kids/</a>  <a href="http://dhr.dos.state.fl.us/kids/">http://dhr.dos.state.fl.us/kids/</a>            Florida Dailies by Carole Marsh Week #19 – Week #23            Florida Map and United States Map</p>		

**DeSoto Curriculum Calendar  
Social Studies Grade 4**

**Unit 7: Big Business Comes to Florida (30 Days)**

**Key Learning:** Florida grows from farms to big business.

**Unit Essential Question**

How has the impact of big business changed the economy in Florida?

<b>Concept</b>	
Business & Industry SS.4.E.1.1; SS.4.E.1.2	
<b>Lesson Essential Question(s)</b>	
<ul style="list-style-type: none"> <li>❖ What are the major businesses/industries of Florida?</li> <li>❖ Where are the major industries located?</li> <li>❖ How do these industries help Florida's economy?</li> </ul>	
<b>Concept Assessment</b>	
List 5 major businesses in Florida and create a timeline that illustrates their growth in Florida.	
<ul style="list-style-type: none"> <li>• Analyze newspapers that provide information on major industries of Florida.</li> <li>• Label a map that shows the location of major industries.</li> <li>• Create a bar graph of employers of students' parents to show the industries that directly impact students.</li> <li>• Read about famous entrepreneurs who influenced Florida.</li> </ul>	
<b>Vocabulary</b>	
Walt Disney, Henry Flagler, Henry Plant, Agriculture, Tourism, Contributors, Space industry, Theme parks, Goods/services, Entrepreneurs	
Unit Assessment	Create artifacts that symbolize the big businesses/industries of Florida and create information sheets; students will then hold a Gallery walk ( <i>TSR</i> , pp. 84-86) in the classroom/media center to present artifacts (e.g., oranges, orange trees, lumber, space technology, beach diorama, state parks passports, universities, theme parks). Students will describe to "visitors" their artifacts and how they are significant to Florida.

## DeSoto Curriculum Calendar Social Studies Grade 4

Resources	<p><a href="http://www.brighthub.com/office/entrepreneurs/articles/72828.aspx">http://www.brighthub.com/office/entrepreneurs/articles/72828.aspx</a> <a href="http://fcit.usf.edu/florida/lessons/flagler/flagler.htm">http://fcit.usf.edu/florida/lessons/flagler/flagler.htm</a> <a href="http://www.infoplease.com/ipa/A0921274.html">http://www.infoplease.com/ipa/A0921274.html</a> <a href="http://www.buzzle.com/articles/walt-disney-world-facts.html">http://www.buzzle.com/articles/walt-disney-world-facts.html</a> <a href="http://www.flheritage.com/KIDS/history.cfm">http://www.flheritage.com/KIDS/history.cfm</a> <a href="http://www.doacs.state.fl.us/kids.html">http://www.doacs.state.fl.us/kids.html</a> <a href="http://www.flagintheclassroom.com/">http://www.flagintheclassroom.com/</a> <a href="http://www.stateofflorida.com/Portal/DesktopDefault.aspx?tabid=44">http://www.stateofflorida.com/Portal/DesktopDefault.aspx?tabid=44</a> Florida Dailies by Carole Marsh Week #24 – Week #30 Florida Map and United States Map</p>
-----------	--

## DeSoto Curriculum Calendar Social Studies Grade 4

### Unit 8: Florida's Government (25 days)

**Key Learning:** Florida has a government that provides structure, function, and guarantees the rights of its citizens.

#### Unit Essential Question

How does Florida's government guarantee the rights of its citizens?

Concept	Concept	Concept
Florida Constitution <b>SS.4.C.1.1</b>	Three Branches of Government <b>SS.4.C.3.1</b>	State and Local Government <b>SS.4.C.3.2</b>
Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)
❖ How does Florida's constitution protect its citizens?	❖ What is the function and purpose of the three branches of government?	❖ How do the state and local government serve the people?
Concept Assessment	Concept Assessment	Concept Assessment
Complete a T-chart that highlights the similarities/differences between the Florida constitution and that of the U.S.	Complete a Venn Diagram that compares/contrasts the three branches of government.	List services that our local government provides; then rank them in importance. Write a brief description, explaining how and why you ranked the services you listed.
Instructional Suggestions	Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> <li>Students will analyze the Florida constitution.</li> <li>List the rights found in the Florida Constitution and ask students how these rights apply to young citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Students will examine the structure and function of the three branches of government.</li> </ul>	<ul style="list-style-type: none"> <li>Students will investigate how state and local governments work together and independently of each other.</li> </ul>
Vocabulary	Vocabulary	Vocabulary
Constitution, Rights, Citizens, Structure, Function, Purpose	Power, Legislative, Judicial, Executive	State, Government, Local, Mayor, City Commissioner, State Representative, Senator

## DeSoto Curriculum Calendar Social Studies Grade 4

<b>Unit Assessment</b>	Students will create a picture book that explains the following: Florida constitution, rights of citizens, three branches of government and their powers, state and local government. They may draw or download pictures from the internet. Once the books are “published”, students will visit K-3 classrooms reading their books to whole or small groups.
<b>Resources</b>	<a href="http://www.leg.state.fl.us/kids/home.html">http://www.leg.state.fl.us/kids/home.html</a> <a href="http://www.leg.state.fl.us/Statutes/index.cfm?Mode=Constitution&amp;Submenu=3&amp;Tab=statutes">http://www.leg.state.fl.us/Statutes/index.cfm?Mode=Constitution&amp;Submenu=3&amp;Tab=statutes</a> <a href="http://www.govengine.com/state_government/florida.html">http://www.govengine.com/state_government/florida.html</a> <a href="http://www.myflorida.com/taxonomy/government/welcome%20to%20florida%20government/">http://www.myflorida.com/taxonomy/government/welcome%20to%20florida%20government/</a> Florida Dailies by Carole Marsh Week #31 – Week #35 Florida Map and United States Map

## DeSoto Curriculum Calendar Social Studies Grade 4

### Unit 9: Working to Make Florida Better (20 days)

**Key Learning:**

Floridians can work together to build and strengthen their local communities.



**Unit Essential Question**

How can you contribute to your local community?



Concept	Concept
Helping Your Community <b>SS.4.C.2.2</b>	Importance of Public Service, Voting, and Volunteerism <b>SS.4.C.2.3</b>
Lesson Essential Question(s)	Lesson Essential Question(s)
❖ How can you help local and state government to solve issues that your community faces?	<ul style="list-style-type: none"> <li>❖ Why is public service, voting, and volunteering important to our local community?</li> <li>❖ What would our live be like if we did not have the right to vote?</li> <li>❖ How do we solve problems?</li> </ul>
Concept Assessment	Concept Assessment
Write a letter to the mayor or city commissioner identifying two local issues and your ideas to solve them.	Write a paragraph that explains what Florida would be like if we didn't have: public services, voting, volunteering.
Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> <li>• Develop a class list of how citizens work together in their communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Venn Diagram to compare/contrast public service, voting and volunteerism.</li> </ul>
Vocabulary	Vocabulary
Citizens, Influence, Community	Public service, Voting, Volunteerism
<b>Unit Assessment</b>	Divide class into the following roles: mayor, city commissioner, DOT, student, parent, retiree, HOA, fisherman, owner of a hotel, Tropicana employee, and farmer. Identify a local issue and hold a public forum on how to solve this issue.
<b>Resources</b>	<a href="http://www.leg.state.fl.us/kids/involved/index.html">http://www.leg.state.fl.us/kids/involved/index.html</a> <a href="http://kidsvotingtampabay.com/">http://kidsvotingtampabay.com/</a> Florida Dailies by Carole Marsh Week #36 Florida Map and United States Map

**DeSoto Curriculum Calendar**  
**Social Studies Grade 4**