

**FLCHE-TPS Fourth Grade**  
**Oranges and Citrus in Florida**

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

<p>Enduring Understandings: The students will be able to identify aspects of the orange/citrus industry in Florida. The students will be able to determine the impact of oranges/citrus in Florida.</p>	
<p>Essential Questions: What is the impact of oranges/citrus in Florida?</p>	
<p>Vocabulary/Targeted Skills: Industry, citrus, cultivated, propounds, agriculture</p>	
<p>Unit Assessment/Culminating Unit Activity:</p> <ul style="list-style-type: none"><li>• Prompt (<i>for written or verbal; can be one sentence, a paragraph, an essay, etc.</i>) According to the article “About Florida Oranges,” excerpts from “Palmetto Leaves,” what claims does the author make? What evidence does the author use to support those claims?</li></ul>	
<p>Lesson title: Oranges and Citrus in 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.</p> <p>SS.4.A.6.1: Describe the impact of citrus in Florida; Describe the natural resources that helped Florida’s industry, agriculture, and trade increase.</p> <p><u>Language Arts Florida Standards</u> LAFS.4.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. LAFS.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.</p>	
<p>Content Purpose: (I will) Use primary and secondary sources (so I can) to identify aspects of the orange/citrus industry in Florida.</p>	

Assessment/Evaluation (for this lesson):

- The student will respond to the following prompt verbally and then written in the form of a paragraph: According to the article “About Florida Oranges,” excerpts from “Palmetto Leaves,” what claims does the author make? What evidence does the author use to support those claims?

Reading Materials/Primary Source links:

1. Title: “The Land of Lakes and Citrus Groves, Haines City, Florida”  
Link: <https://www.loc.gov/resource/pan.6a03185/>
2. Title: “Grading citrus fruits in the packing plant at Fort Pierce, Florida”  
Link: <http://www.loc.gov/pictures/resource/fsa.8b28478/>
3. Title: “Yacht with a load of oranges – St. Augustine, Florida”  
Link: <http://www.floridamemory.com/items/show/147954>
4. Title: “Orange picking in Florida. Much of this type of work is migratory. Polk County, Florida”  
Link: <http://www.loc.gov/pictures/item/2017722066/resource/>
5. Title: “About Florida Oranges,” excerpts from “Palmetto Leaves,” pages 247-256, by Harriet Beecher Stowe  
Link: <http://fcit.usf.edu/florida/lessons/palmetto3/palmetto3.htm> (PDF included)
6. Title: LOC analysis tools  
Link: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

Suggested Procedures:

1. The teacher will provide ¼ of “The Land of Lakes and Citrus Groves, Haines City, Florida” (<https://www.loc.gov/resource/pan.6a03185/>) source to the students (by paper copy or display on ActivBoard/Smart Board.) Allow them a few minutes to determine what they think/predict they are looking at and discuss it with their group or partner.
2. Offer the students ½ of “The Land of Lakes and Citrus Groves, Haines City, Florida” (<https://www.loc.gov/resource/pan.6a03185/>) source and follow same procedure.
3. Display the entire source, as well as the title and description from the Library of Congress (LOC) website. Allow them the opportunity to discuss with partners or their group whether their predictions were correct or not.
4. Delve deeper into this photo by asking questions such as, Why do they think the trees are in rows? What do else do they see? What do they wonder?
7. Depending on the practice students have had with analyzing primary sources, model as needed analyzing the second document “Grading citrus fruits in the packing plant at Fort Pierce, Florida” (<http://www.loc.gov/pictures/resource/fsa.8b28478/>), by using LOC analysis tools (<http://www.loc.gov/teachers/primary-source-analysis-tool/>) online. Click on question mark bubble next to “observe,” “reflect,” and “question” to see prompts.

8. Have the students work in pairs to analyze the next two sources: “Yacht with a load of oranges – St. Augustine, Florida” (<http://www.floridamemory.com/items/show/147954>) and “Orange picking in Florida. Much of this type of work is migratory. Polk County, Florida” (<http://www.loc.gov/pictures/item/2017722066/resource/>). They can do this verbally using an electronic device for prompts, online using the same tool, or you can print out the PDF version.
9. Before reading the next source “About Florida Oranges,” excerpts from “Palmetto Leaves,” pages 247-256, by Harriet Beecher Stowe (<http://fcit.usf.edu/florida/lessons/palmetto3/palmetto3.htm>), guide students through responding to the following (suggested responses in italics):
  - Who wrote this? *Harriet Beecher Stowe*
  - What is the author’s point of view? *“Palmetto Leaves” is a memoir and travel guide written by Harriet Beecher Stowe about her winters in the town of Mandarin, Florida, published in 1872. In this excerpt, she is in favor of growing oranges.*
  - Why was it written? *It is a memoir written to preserve memories and events, but it is also a guide for travelers.*
  - When was it written? *It was published in 1872.*  
A long or short time after the event? *It was published a few years after.*
  - Is this source believable? (Lived at that time, first-hand account, etc.) *It is believable because Harriet Beecher Stowe actually lived what she wrote.*
  - Bias? *There is slight bias as the book is from her point of view of her memories and events.*
10. Have students close read “About Florida Oranges.”
11. The students will verbally respond to given prompt (above) and then respond by writing a paragraph.

Extensions:

- Create a narrative essay using photograph collection on Florida citrus:  
<http://www.loc.gov/pictures/search/?q=LOT1580&fi=number&op=PHRASE&va=exact&co!=coll&sg=true&st=gallery>
- Create a five senses poem based on the following photograph (The citrus workers in the orange grove smell the aroma of sweet oranges., etc.):  
<http://www.loc.gov/pictures/resource/ppmsca.56974/>