

FLCHE-TPS Lesson 8 Grade 4

Changing Florida shown through Maps

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

<u>Enduring Understandings:</u> Cartographers make maps. Maps are made from the exploration of land. Maps may show grids, places, symbols and direction People explored new lands and settled them.	
<u>Essential Questions:</u> What are some ways Florida has changed over time?	
<u>Vocabulary/Targeted Skills:</u> <i>(students should come into this lesson already know these terms.)</i> coordinate grid, compass rose, scale, key/legend, longitude, latitude, peninsula, survey, explorer, settlers, county, miles	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Students will use primary sources to discover how maps can show the history of a place.	
<u>Lesson title:</u> Changing Florida shown through Maps	<u>Time:</u> 2-3 days (30-40 min each)
<u>Standard(s):</u> <u>Florida Social Studies Standards</u> SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions. SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude). <u>Language Arts Florida Standards</u> LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. LAFS.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. LAFS.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ELA-Literacy.68.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
<u>Content Purpose:</u> Students will use primary source maps to discover how Florida lands changed over time.	

Assessment/Evaluation (for this lesson):

Students will use evidence to answer the essential question: *What are some ways Florida has changed over time?*

Reading Materials/Primary Source links:

Map of Drake attack on Saint Augustine- Blog Post

<https://www.floridamemory.com/blog/2013/05/29/drake-in-detail/> (zoomable Drake map
<http://fpc.dos.state.fl.us/memory/floridahighlights/MapStAug-large.jpg>)

MAP A-Map of Florida. [1823] <http://hdl.loc.gov/loc.gmd/g3930.ct000731>

MAP B-Florida Railroads Map, 1904 <https://www.floridamemory.com/items/show/323077>

MAP C- State of Florida; base map [1940] <http://hdl.loc.gov/loc.gmd/g3930.ct000499>

Suggested Procedures:

Introduction:

Review pre-learned vocabulary terms and their definitions with students for this activity. Teacher will be reviewing a map of St. Augustine with students to get them prepared for the Florida map activity. Teacher should read the *Map of Drake attack on Saint Augustine- Blog Post* <https://www.floridamemory.com/blog/2013/05/29/drake-in-detail/> to familiarize themselves with this historical map.

1. On your smart board, project the zoomable Drake map_ <http://fpc.dos.state.fl.us/memory/floridahighlights/MapStAug-large.jpg> for students to see. Using the observe, reflect and question portions of the *Teacher's Guide: Analyzing Maps,* http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf , ask students questions about the map.
2. Next, reveal to students that this is the *Map of Drake's raid on St. Augustine, by Baptista Boazio, published in 1589.* Pull up the *Map of Drake attack on Saint Augustine- Blog Post* <https://www.floridamemory.com/blog/2013/05/29/drake-in-detail/> on the smart board and go over the images with students, explaining that cartographers have their own unique style when drawing a map, depending on the time period they were made.
2. After reviewing the Drake Map, have students answer the following questions as a class to check for understanding:
 - a. What date was the map made?
 - b. Who made the map?
 - c. Why do you think the map was made?
 - d. What does this map tell us about the people who settled in St. Augustine during this time period? Use evidence from the map to back up your claims. (ex: sailors, farmers, fishermen, builders, blacksmiths, soldiers)

Florida Map Activity:

1. Put students into groups of 2 or 3. Print out colored copies of each map, enlarged if possible, for each group. If available, provide magnifying glasses for students. (computers can be used instead of copies to display each map, using the links provided for students to be able to zoom in and out).
2. On the smart board, display the following questions: *What do you see? What do you notice first? What looks strange or unfamiliar? Do you see any words or symbols?*
3. Pass out *Florida Map A* to each group. Ask students to review the map very carefully. Using the question on the board to guide their discussion. Ask for volunteers to answer the questions out loud.
4. Pass out *Florida Map A: Analysis Worksheet* to each student, asking the to complete the worksheet by studying Map A.
5. Go over *Florida Map A: Analysis Worksheet* answers with students as a class, checking for understanding of the correct answers.
6. Repeat steps 2-4 using Maps B & C.
7. Conclude the lesson by having students study at all FOUR maps again and using evidence from the maps, write a paragraph answer the essential questions: *What are some ways Florida has changed over time?* Students need to find two ways Florida has changed over time, using at least two sources with titles and dates. Have students reflect back to the vocabulary if necessary.

Extensions:

Have students research historical maps of the areas around their home or school, making a visual timeline noting the changes that have occurred. Start here:

<https://www.oldmapsonline.org/>

Have students draw a symbol map like the *Drake map* used in the lesson. They could draw a map of their surroundings, including their bedroom, home, city, etc...

Florida Map A

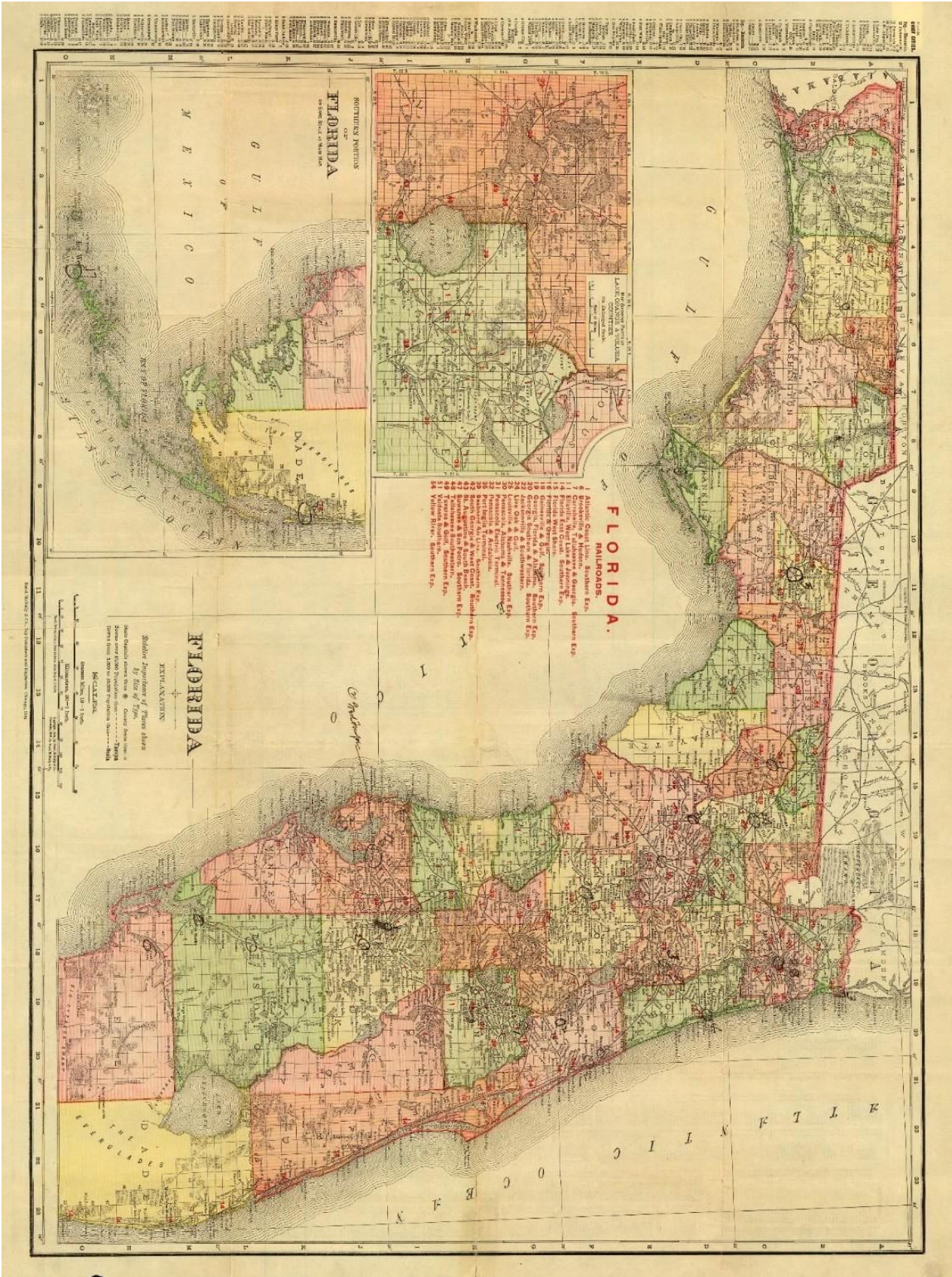


Florida Map A: Analysis Worksheet

1. What date was the map made?
2. Who made the map?
3. Why do you think the map was made?
4. What does this map tell us about the people who lived in Florida during this time period?

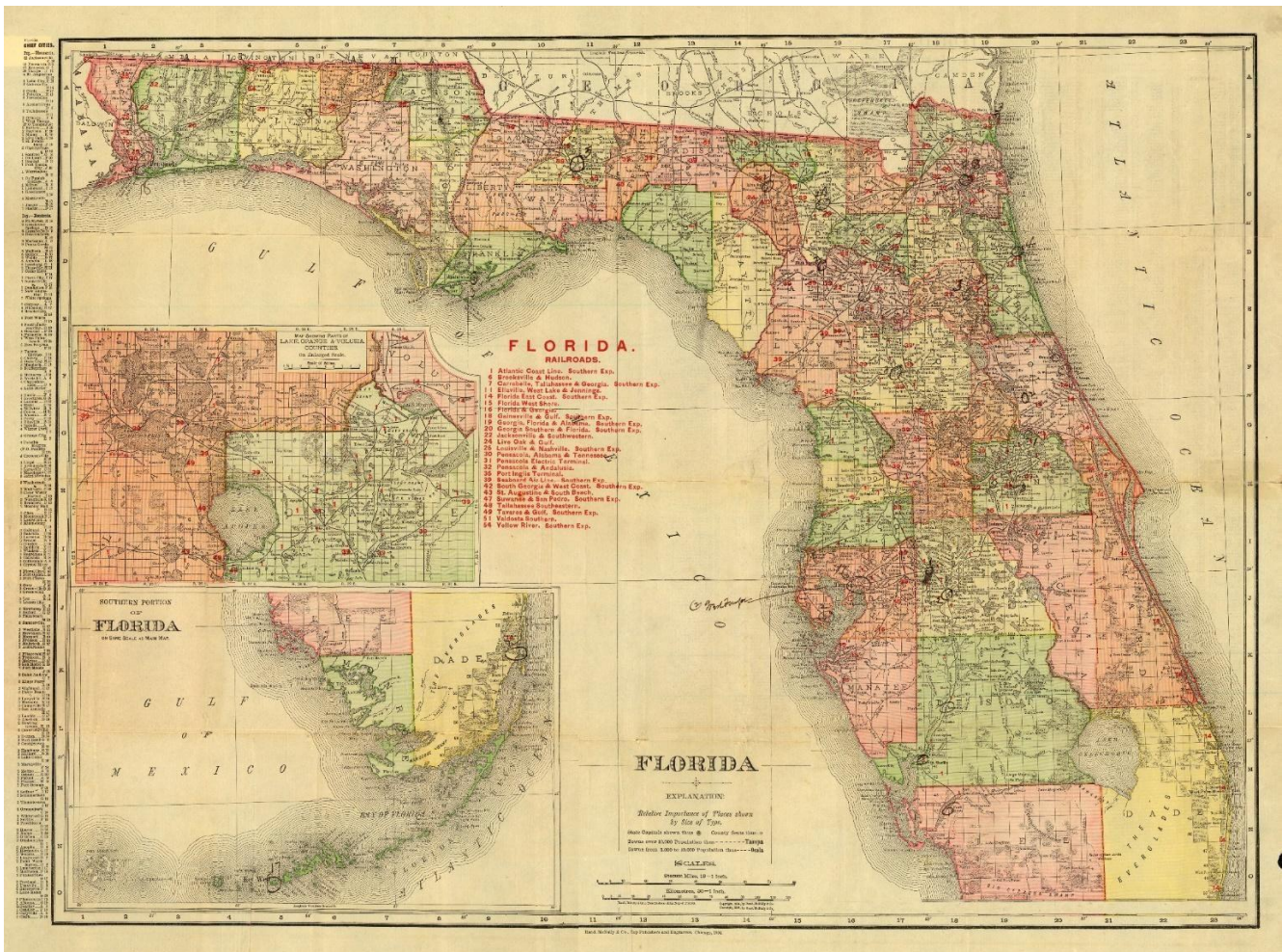


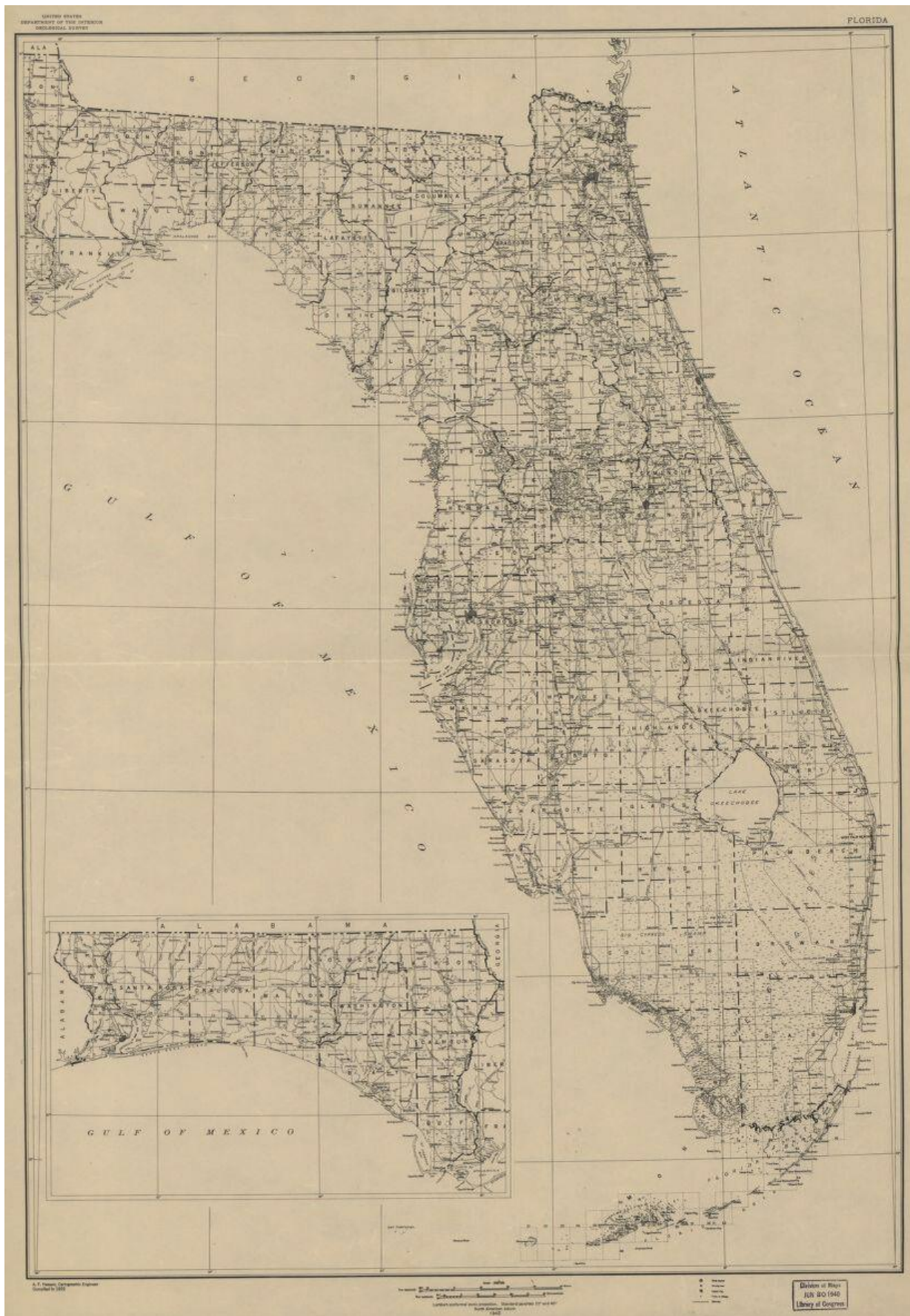
Florida Map B



Florida Map B: Analysis Worksheet

1. What date was the map made?
2. Who made the map?
3. Why do you think the map was made?
4. What does this map tell us about the people who lived in Florida during this time period?



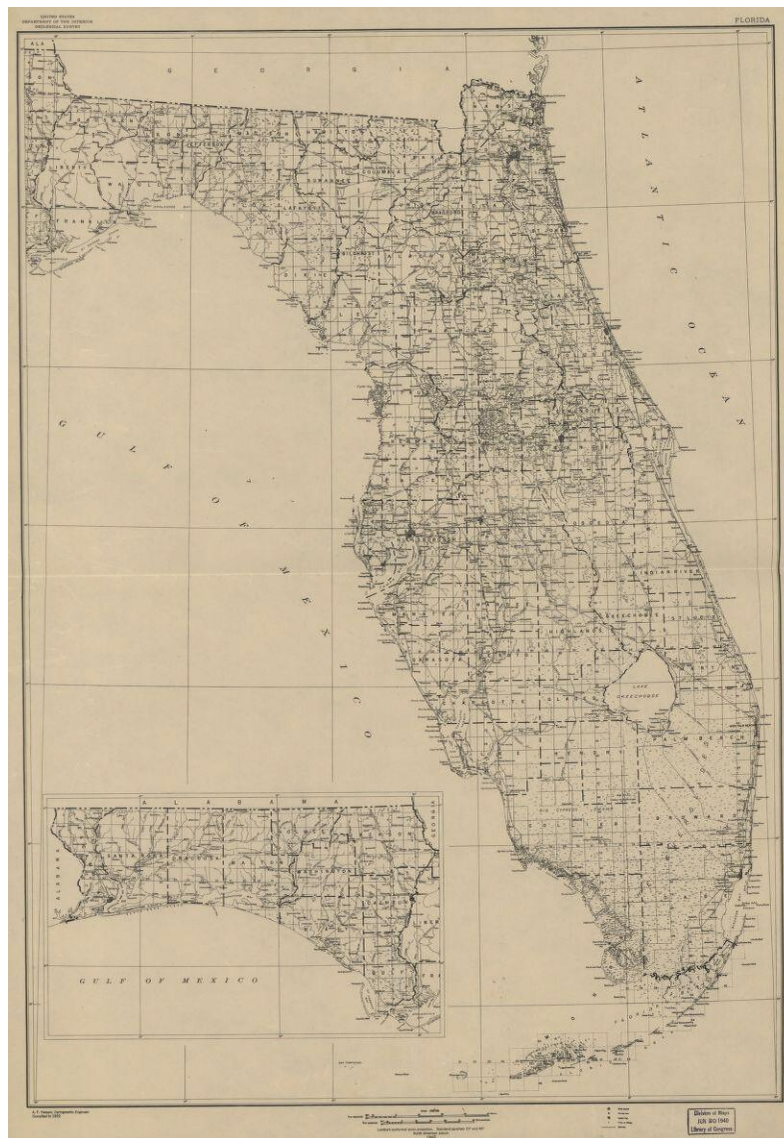


Florida Map C



Florida Map C: Analysis Worksheet

1. What date was the map made?
2. Who made the map?
3. Why do you think the map was made?
4. What does this map tell us about the people who lived in Florida during this time period?



Florida Map A: Analysis Worksheet (KEY)

1. What date was the map made? *1823*
2. Who made the map? *Charles Vignoles & Henry Tanner*
3. Why do you think the map was made? *(scale show distance from place to place, to help sailors, explorers, settlers, etc...)*
4. What does this map tell us about the people who lived in Florida during this time period? *(Spanish, settled near water by town/city names, etc...)*

Florida Map B: Analysis Worksheet (KEY)

1. What date was the map made? *1904*
2. Who made the map? *Rand McNally and Company*
3. Why do you think the map was made? *(to show the different railways, major cities, lakes, counties, scale show distance from place to place, etc...)*
4. What does this map tell us about the people who lived in Florida during this time period? *(more advanced, used transportation for travel and trade, had county governments, etc...)*

Florida Map C: Analysis Worksheet (KEY)

1. What date was the map made? *1940*
2. Who made the map? *A.F. Hassan*
3. Why do you think the map was made? *(to survey the land, scale show distance from place to place, to help locate places and bodies of water using longitude and latitude, ect...)*
4. What does this map tell us about the people who lived in Florida during this time period? *(population was growing because the land needed to be surveyed, ect...)*