

Chapter 2: Florida and the Southeast

Approximate Length of Time: 6 weeks

Essential Question

What Makes the Southeast Unique?

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[Scanned PDF of Lesson 3](#)

[Scanned PDF of Lesson 4](#)

[Scanned PDF of Lesson 5](#)

Chapter Objectives

Overview

Students will read about the varied peoples and geography of Florida and the Southeast. They will investigate European exploration and colonization of the Southeast and Caribbean and the conflicts it created. Students will examine the rich cultures of the Southeast. They will learn about what attracts people to the region today and the challenges the region faces.

Geography

Students will describe how physical features, climate, vegetation and natural resources of the Southeast and the Caribbean influenced settlement. They will identify early Native American peoples of the Southeast and the Caribbean to include the various cultures who have settled in that area. They will describe the role of the Seminole and Miccosukee nations in Florida's history. Students will explain factors that impact Florida's culture and explore how the contributions of different ethnic groups influenced the culture of the Southeast. Students will explore landmarks in the Southeast United States.

Economics

Students will recognize that early peoples of Florida exchanged goods through trade.

Civics and Government

Students will describe how documents like the Declaration of Independence represent the United States. They will explain the causes and effects of the Indian Removal Act. They will recognize that the Florida Constitution established the Florida state government. They will explain the history and meaning behind Martin Luther King Jr. Day.

Focus Standards	SS.3.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
	SS.3.G.2.2	Identify the five regions of the United States.
	SS.3.G.2.3	Label the states in each of the five regions of the United States.
	SS.3.G.2.4	Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
	SS.3.G.2.5	Identify natural and man-made landmarks in the United States, Canada, Mexico and the Caribbean.
	SS.3.G.2.6	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.
	SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
	SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

	SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
	SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
	SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.
	SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
	SS.3.CG.2.1	Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.
Focus Standards	SS.3.CG.2.3	Explain the history and meaning behind patriotic holidays and observances. Remarks/Examples: Examples are that students will identify patriotic holidays and observances to include, but not limited to, American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day.
	SS.3.CG.2.4	Recognize symbols, individuals, documents and events that represent the United States. Remarks/Examples: Examples are that students will recognize Mount Rushmore, Uncle Sam and the Washington Monument as symbols that represent the United States. Students will recognize James Madison, Alexander Hamilton, Booker T. Washington and Susan B. Anthony as individuals who represent the United States. Students will recognize the U.S. Constitution as a document that represents the United States. Students will recognize the Constitutional Convention (May 1787 – September 1787) and the signing of the U.S. Constitution (September 17, 1787) as events that represent the United States.
	SS.3.CG.2.5	Recognize symbols, individuals, documents and events that represent the State of Florida. Remarks/Examples: Examples are that students will recognize the Great Seal of the State of Florida as a symbol that represents the state. Students will recognize William Pope Duval, William Dunn Moseley and Josiah T. Walls as individuals who represent Florida. Students will identify the Declaration of Rights in the Florida Constitution as a document that represents Florida. Students will recognize that Florida became the 27th state of the United States on March 3, 1845.
	SS.3.CG.3.1	Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.
	SS.3.CG.3.2	Recognize that the government has local, state and national levels.
Supporting Standards	SS.3.A.1.1	Analyze primary and secondary sources.
	SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.
	SS.3.A.1.3	Define terms related to the social sciences.

Communicate Your Findings (Summative Task)

1. Online Chapter Test
2. Performance-Based Assessment: Students choose option A or B (T170-T171 or student book p.158-159).

Option A- Poster: Tell students to use the space in the Research Journal to sketch their poster ideas. Tell them to add labels and captions to their poster to provide more information about what they learned. Have students think about posters they have seen.

Option B- Collage: Provide time for students to gather images for their collages. They can print pictures from the internet or magazines, or photocopy images from books. Remind them that they should also include words in their collages to give the images context.

Regardless of Choice, remind students of the following:

- their response must relate directly to the chapter essential question
- they must cite specific evidence from sources they investigated in their response findings

Use the rubric on pg. T93 to evaluate student work.

Formative Assessment Options

Lesson 1:

1. Online Lesson Test
2. Show It: Draw two pictures that show how Native Americans used the natural resources of the Southeast region to build their homes. (T112 , Sp.100)

Lesson 2:

1. Online Lesson Test
2. Show It: Write a brief report about the different European groups who explored and settled the Southeast and the Caribbean. Describe how their arrival affected the ways of life of Native peoples already living there. (T126, Sp. 114)

Lesson 3:

1. Online Lesson Test
2. Show It: Write a story, poem, or song about how Florida became a state. Make sure that what you write explains how Florida became a state related to the expansion of the Southeast. (T140, Sp. 128)

Lesson 4:

1. Online Lesson Test
2. Show It: Choose a person from the lesson who you admire. Write about the person's culture and how the person has contributed to the culture of the Southeast. (T154, Sp. 142)

Lesson 5:

1. Online Lesson Test
2. Show It: Write about what you can do for Your Florida community. Draw a picture of yourself working on your own or with a group to do something to make your community a better place to live. (T168, Sp. 156)

Resources to Support Instruction

(You *must* be logged in to your BPS Launchpad to access certain resources.)

***School principals are responsible for approving supplemental instructional materials including suggested resources found in the tabs below. This includes anything other than adopted curriculum and DBQ materials.**

<i>Curriculum Connections</i>	<i>Text Sources</i>	<i>Active/Digital Learning</i>
Engage : Chapter 2 (T88-99) (S82-85) Lesson 1: Early Peoples and Land of the Southeast (T100-113) (S88-101) Lesson 2: Europeans Explore the Southeast and the Caribbean (T112-127) (S102-115) Lesson 3: Growth and Change (T128-141) (S116-129) Lesson 4: Stories of the Southeast (T142-155) (S130-143) Lesson 5: The Southeast Today (T156-167) (S144-157) Florida Symbols (Research Journal R10-R11) Chapter 2 Exit Tickets	XanEdu Chapter 5: Symbols That Represent the United States and Florida	Learning Games Kahoot! Early Peoples of Florida (Lesson 1) Additional Digital Learning Cherokee Nation.org
<i>Literature Connections</i>	<i>Videos</i> <i>*Please preview all videos before sharing with students.*</i>	<i>Primary and Secondary Sources</i>
Florida's BEST standards- Civics Literacy Reading List	Southeast Region- Kyle Brooten Regions of the US- Flocabulary	Betty Mae Jumper Sequoyah Man of Letters Marco Carving and the Calusa



Independent Literacy Work Stations/Enrichment

[Chapter 2 Crossword puzzle](#)
[Crossword Answer key](#)
[Analyze an artifact- intermediate](#)
[Analyze a written document- intermediate](#)
[Chapter 2 Vocabulary passage, questions, and answer key](#)
[Vocabulary list \(all grades\)](#)
[Analyze a photograph- intermediate](#)
[Analyze artwork- intermediate](#)

For the primary source analysis tools in the right column, you can have students use any primary source found in each lesson. If you need analysis tools that are for ELL students you can find them [here](#) Suggestions of sources are: written document on p. 9, mural on p. 14, photograph on p. 26, photograph on p 37 or 40-41, artwork on p. 45, picture on p. 74-75.

Standards and Resources Matrix

	SS.3.A.1.1	SS.3.A.1.2	SS.3.A.1.3	SS.3.G.1.1	SS.1.G.2.2	SS.1.G.2.3	SS.1.G.2.4	SS.1.G.2.5	SS.1.G.2.6	SS.1.G.3.1	SS.1.G.3.2	SS.1.G.4.1	SS.1.G.4.2	SS.1.G.4.4	SS.1.E.1.3	SS.1.G.2.1	SS.1.G.2.3	SS.1.G.2.4	SS.1.G.2.5	SS.1.G.3.1	SS.1.G.3.2
Lesson 1	X	X		X	x		X	S		X	X	X	X		X						
Lesson 2							X	X			X	S	X	X		S		X			
Lesson 3	S		S										X			S	X	X	X	X	X
Lesson 4	X						X	X	X	X	X		X	X					X		
Lesson 5			X			x	X			X	X					x					
Lesson 1: Online Lesson Test								X		X	X	X	X								

