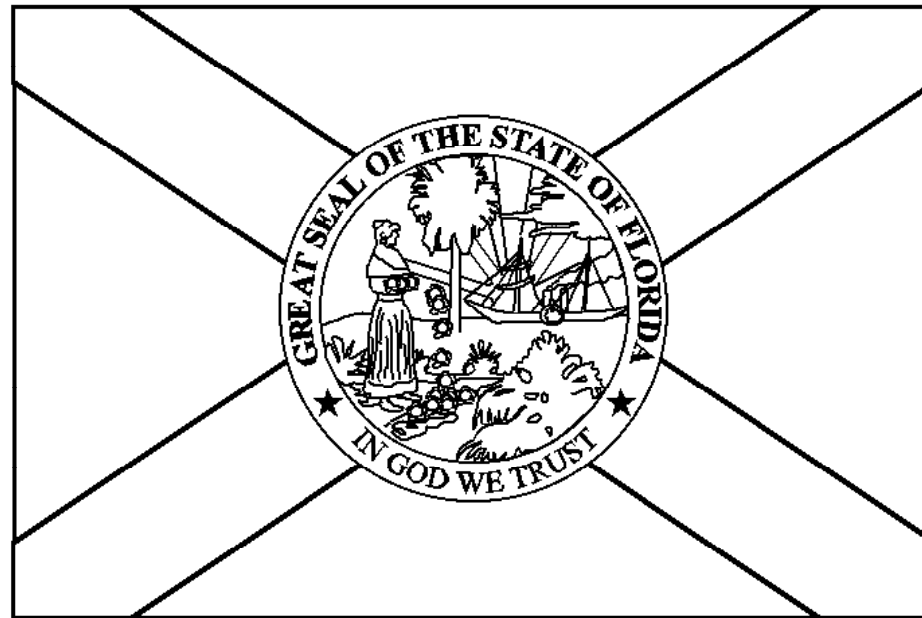


**Social Studies
Curriculum Map**
Volusia County Schools



4th Grade Florida History

UNDERSTANDING THE CURRICULUM MAPS

If you look at the document entitled, “*Social Studies Curriculum Mapping – Teaching With a Purpose in Mind*,” you will see a chart that shows the basic framework for our curriculum maps. Everything begins with the purpose, the Organizing Principle. The OP is like a thesis statement in an essay. It provides the direction for an essay and lets the reader know what the writer is trying to prove. Similarly, an OP provides direction for a unit of study in a classroom. It lets the student know what you as a teacher are trying to prove. All the concepts, essential questions, skills and vocabulary that you teach should come back to the **Organizing Principle** in some way. By the end of the unit of instruction, a student should be able to look the **Organizing Principle** and prove it to you (although you will have to review the vocabulary with them).

The words Essential Questions are used in the maps because these are items essential to the coverage area, the things students should absolutely know. The same holds true for the concepts and terms.

You will also find examples of teaching resources and assessment. These are only examples of some of the items you can use to teach the unit. The activities listed are examples of activities that should go on in classrooms regularly and they correspond to the types of reading, writing, and thinking that will prepare students for FCAT and other assessments.

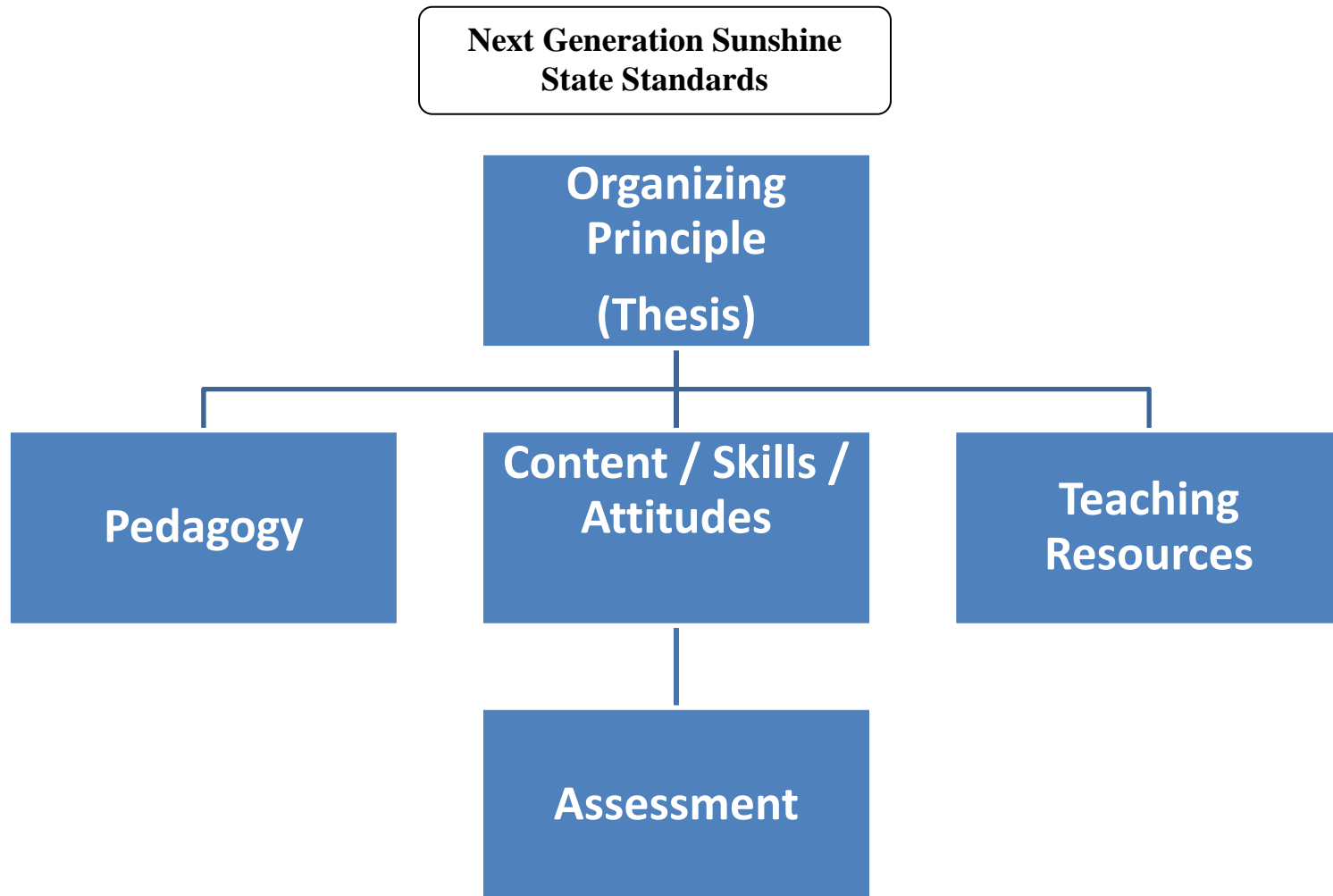
One thing to keep in mind is how important Social Studies knowledge is to overall literacy development. In order for students to become successful in academic courses and in reading comprehension at the secondary level, they need to have knowledge of “words and the world.” Once students learn to decode effectively, the main factor in comprehending text is the ability to tap into broad academic knowledge in subjects such as Social Studies (civics, geography, history, economics) and Science. It is imperative to teach Social Studies daily and in a systematic manner (read the article on the Social Studies web site called The Missing Link in Reading Comprehension).

The maps are designed around the **Organizing Principles** and teachers are encouraged to use a variety of resources to teach the content and skills. The textbook should be merely one of the resources.

The mapping teams have done a great job on the maps but something important to know is the curriculum maps are not static documents, they are dynamic and open to revision. If you have questions or suggestions about specific teaching units please use the reflection pages to note ideas.

Jason Caros
Social Studies Curriculum Specialist

**Social studies curriculum mapping
-TEACHING WITH A PURPOSE IN MIND-**



ORGANIZING PRINCIPLES FOR 4TH GRADE FLORIDA HISTORY

- 1:** Florida' Geography is diverse. (chapter 1)
- 2:** People Came to Florida Thousands of Years Ago. (chapter 2)
- 3:** Europeans came to Florida during the 1500s. (chapter 3)
- 4:** Florida has been part of Spain, England and the United States. (chapter 4)
- 5:** Florida was a territory of the Unites States before becoming a state. (chapter 5)
- 6:** During the 1860s the United States became involved in a Civil War that ended with Reconstruction. (chapter 6)
- 7:** Florida developed greatly following the Civil War in large part due to improved transportation. (chapter 7)
- 8:** Floridians experienced World War I, a land boom, and the Progressive Movement during the early 1900s. (chapter 8)
- 9:** Floridians struggled during the Great Depression and World War II but experienced good times following the war. (chapter 9)
- 10:**Florida has been an important state when it comes to the Civil Rights movement, immigration, and environmental issues. (ch. 10)
- 11:**The United States and Florida has a government of the people, for the people, and by the people. (chapter 11)
- 12:** Florida is an important state and has a bright future. (chapter 12)

4th Grade Florida History

2011-2012 CURRICULUM MAP

ORGANIZING PRINCIPLE 1: Florida's Geography is diverse.		ESTIMATED # OF WEEKS: 3	PACING: August -September	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Geography	SS.A.6.2.2.4.1 SS.A.1.2.1.4.1 SS.4.G.1.4*	1. What is Geography? 2. What four questions do geographers ask when they study a place? 3. What are some different ways to describe the location of Florida?	Write a description of your school's location, starting with the continent and ending with the address.	Continent Geographer Legend Compass Rose Map Scale Florida
Environment				Florida Keys Atlantic Ocean Gulf of Mexico Barrier Islands
Peninsula	SS.A.6.2.2.4.1 SS.B.1.2.1.4.1 SS.4.G.1.1* SS.4.G.1.2*	1. How was the Florida peninsula formed? 2. What are some physical and cultural features on a Florida map? 3. How were the Florida Keys formed? 4. What is the elevation like in Florida? 5. What important bodies of water and waterways can be found in Florida? 6. Why is the ocean important to Florida? 7. How would Florida be different without its wetlands?	Label the important bodies of water on a blank map of Florida and color code the regions.	Coast Islands Hills Lake Okeechobee Ocean Lakes Rivers Wetlands Swamp Springs
Hemisphere			Write a short description of today's weather and tell how it helps to show the climate of where you live.	St. Johns River Suwanee River Okefenokee Swamp Kissimmee River Tomoka River Florida Panther
Landform			Make a chart to categorize the different kinds of renewable and nonrenewable resources found in Florida.	Big Cypress Swamp Everglades Gulf Stream Equator
Sea Level				The Atlantic Coastal Plain The East Gulf Coastal Plain The Florida Uplands
Elevation	SS.A.6.2.2.4.1 SS.B.1.2.1.4.1 SS.4.G.1.3*	1. Why is Florida known as the "Sunshine State"? 2. What effect does the ocean have on Florida's climate? 3. How is Florida's climate different from the north to the south? 4. What kind of renewable and nonrenewable resources can be found in Florida?		Hurricane Longitude Latitude
Wetland				
Climate				
Natural Resources	SS.A.6.2.2.4.1 SS.B.1.2.1.4.1 SS.B.1.2.2.4.1 SS.4.G.1.1*	1. What different types of features are used to divide lands into regions? 2. Describe Florida's three landform regions.	Create a Venn Diagram to compare and contrast the Atlantic Coastal Plain, the East Gulf Coastal Plain, and the Florida Uplands.	
Renewable Resources				
Nonrenewable Resources				
Flow Source				
Region				
Boundary				
Border				
Panhandle				

**4th Grade
Florida History**

**2011-2012
CURRICULUM MAP**

ACTIVITIES (Teaching Resources)	ASSESSMENT
<p>Houghton-Mifflin Teaching Resources:</p> <ul style="list-style-type: none">-Passport to FCAT Success Book-2-sided Desk Map-eTeacher’s Guide Online-Social Studies Independent Readers:<ul style="list-style-type: none">-<i>Lightning Alley</i>-<i>Florida’s Animals</i>Extend Lesson Reading – <u>Welcome to the River of Grass</u>-Assessment Options Blackline Masters-Primary Sources Plus Blackline Masters-Bringing Social Studies Alive-Research and Writing Projects-Resources for Reaching All Learners-Unit Resources and Grade Level Resources File and Teacher’s Book-Big Idea and Skill Builder Color Transparencies-Interactive Transparencies-Audio Student Book-Test Generator CD-ROM-Video Library <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities</p> <p>http://fcit.usf.edu/florida/default.htm Exploring Florida CD or website</p>	<p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>

4th Grade Florida History

2011-2012 CURRICULUM MAP

ORGANIZING PRINCIPLE 2: People Came to Florida Thousands of Years Ago.		ESTIMATED # OF WEEKS: 3	PACING: September	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
History	SS.A.6.2.2.4.2 SS.A.6.2.6.4.1	<ol style="list-style-type: none"> 1. What is the difference between history and prehistory? 2. What can scientists learn from studying artifacts? 3. What was life like in Florida during the Ice Age? 4. How did the end of the Ice Age change people's ways of life? 	Research the large mammals of prehistoric Florida.	Ice Age Mammoths Mastadons Saber-toothed cats
Prehistory			Artifact	Create a Venn Diagram to compare and contrast the Apalachee and the Timucua Indians.
Adapt	SS.A.1.2.2.4.1 SS.A.6.2.5.4.1 SS.D.1.2.2.4.1 SS.4.A.2.1*	<ol style="list-style-type: none"> 1. Why did people, such as the Ais and the Tequesta, build villages along the east coast of Florida? 2. Why did people, such as the Tocobaga and the Calusa, settle along Florida's west coast? 3. How did living along coasts affect the culture of Florida's Indians? 	On a map show where early Florida Indians lived. Use symbols to show how each group got food.	East Coast West Coast Tocobaga Calusa Apalachee Timucua Tallahassee
Culture			Custom	Trade
Barter	SS.A.6.2.5.4.1 SS.A.6.2.6.4.1 SS.4.A.2.1*	<ol style="list-style-type: none"> 1. Why did people start to farm in Florida? 2. Describe how the Apalachee and the Timucua lived. 3. How did agriculture change the way that Florida's Indians lived? 	Use a table that describes archaeological sites in Florida to find out which site is oldest, which one is near Lake Okeechobee, and what animal bones were used for at Windover Pond?	Encyclopedia Web Site Search Engine
Scarcity				Agriculture
Fertile	SS.B.1.2.1.4.1 SS.4.A.1.1* SS.4.A.1.2*	<ol style="list-style-type: none"> 1. How do archaeologists use tables to organize information? 2. Why is each of the following reference materials used to conduct research: atlas, encyclopedia, Web site, and search engine? 		
Crops			Population	

**4th Grade
Florida History**

**2011-2012
CURRICULUM MAP**

ACTIVITIES (Teaching Resources)	ASSESSMENT
<p>Houghton-Mifflin Teaching Resources:</p> <ul style="list-style-type: none">-Passport to FCAT Success Book-2-sided Desk Map-eTeacher’s Guide Online-Social Studies Independent Readers:<ul style="list-style-type: none">-<i>Calusa Life</i>-Assessment Options Blackline Masters-Primary Sources Plus Blackline Masters-Bringing Social Studies Alive-Research and Writing Projects-Resources for Reaching All Learners-Unit Resources and Grade Level Resources File and Teacher’s Book-Big Idea and Skill Builder Color Transparencies-Interactive Transparencies-Audio Student Book-Test Generator CD-ROM-Video Library <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities</p> <p>http://fcit.usf.edu/florida/default.htm Exploring Florida CD or website</p>	<p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>

4th Grade Florida History

2011-2012 CURRICULUM MAP

ORGANIZING PRINCIPLE 3: Europeans came to Florida during the 1500s.		ESTIMATED # OF WEEKS: 3	PACING: October	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Convert Conquistador Expedition Colony Artisan Ally Missionary Mission Presidio	SS.A.6.2.2.4.2 SS.A.6.2.3.4.1 SS.A.6.2.3.4.9 SS.A.6.2.6.4.1 SS.4.A.3.1* SS.A.6.2.2.4.2 SS.A.6.2.3.4.1 SS.A.6.2.3.4.2 SS.A.6.2.6.4.1 SS.4.A.3.2* SS.4.A.3.3* SS.A.6.2.1.4.2 SS.A.6.2.3.4.2 SS.A.6.2.6.4.1 SS.D.1.2.2.4.1 SS.4.A.3.4* SS.4.A.3.6*	1. What lead Europeans to come to North America? 2. Why did Juan Ponce de Leon come to Florida? 3. Why did Panfilo de Narvaez and Hernando de Soto come to Florida and why didn't they start settlements? 3. What led to conflicts between the Spanish and Florida Indians? 1. What hardships did the French face in settling Florida? 2. Why did the Spanish want to take control of Florida from the French? 3. Why is St. Augustine an important part of Florida's history? 1. Why did the Spanish want to make Florida Indians their allies? 2. What did the Spanish and Florida Indians do to live together in peace? 3. Why did the Spanish build missions? 4. Why did the Franciscan missions have more success than earlier missions? 5. How did Spanish missions affect life in Florida and Europe?	Draw a picture of what you think Florida looked like at the time Ponce de Leon landed there. Using a map showing the expeditions of Narvaez and de Soto, determine which explorer traveled farther inland. What supplies might be needed for a two-month voyage from Europe to Florida? Make a list of supplies for a caravel 500 years ago. Draw a picture of a fort you would build in the new colony of Florida. Complete a T-Chart that shows the European explorers and the places they explored.	Christopher Columbus Caravel Nina, Pinta, Santa Maria Juan Ponce de Leon Panfilo de Narvaez Hernando de Soto Captain's Room Rudder Hull Sails Route St. Augustine Jean Ribault Huguenots Rene Laudonniere Fort Caroline St. Johns River Pedro Menendez de Aviles Catholicism Jesuits Franciscans Columbian Exchange

**4th Grade
Florida History**

**2011-2012
CURRICULUM MAP**

ACTIVITIES (Teaching Resources)	ASSESSMENT
<p>Houghton-Mifflin Teaching Resources:</p> <ul style="list-style-type: none">-Passport to FCAT Success Book-2-sided Desk Map-eTeacher’s Guide Online-Social Studies Independent Readers:<ul style="list-style-type: none">-<i>The Battle of Florida</i>-<i>St. Augustine</i>-<i>Hernando de Soto</i>-Assessment Options Blackline Masters-Primary Sources Plus Blackline Masters-Bringing Social Studies Alive-Research and Writing Projects-Resources for Reaching All Learners-Unit Resources and Grade Level Resources File and Teacher’s Book-Big Idea and Skill Builder Color Transparencies-Interactive Transparencies-Audio Student Book-Test Generator CD-ROM-Video Library <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities</p> <p>http://fcit.usf.edu/florida/default.htm Exploring Florida CD or website</p>	<p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>

4th Grade Florida History

2011-2012 CURRICULUM MAP

ORGANIZING PRINCIPLE 4: Florida has been part of Spain, England and the United States.		ESTIMATED # OF WEEKS: 3	PACING: October-November	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Investor Profit Migration Treaty Capital Plantation Indentured Servant Slavery Tax Declaration Independence Liberty	SS.A.6.2.1.4.1 SS.A.6.2.3.4.2 SS.A.6.2.6.4.1 SS.4.A.3.7* SS.A.6.2.1.4.1 SS.A.6.2.1.4.2 SS.A.6.2.3.4.2 SS.A.6.2.3.4.2 SS.A.6.2.6.4.1 SS.A.6.2.7.4.1 SS.D.2.2.4.4.1	1. Why did England and France want to gain control of Florida? 2. What did the French and English do to try to control Florida? 3. Why was it difficult for Spain to make Florida a strong colony? Why did many enslaved Africans migrate to Florida? What new colony did the English start south of Carolina? 1. How did the British take over Florida? 2. How did Britain hope to make Florida a stronger colony? 3. Why did the British bring indentured servants and enslaved people to Florida? 4. How was life difficult for slaves and small farm owners in British Florida? 1. Why did the American colonies want independence from Britain? 2. Why did the British make American colonists pay more taxes? 3. What was the Declaration of Independence? 4. Why did many Florida colonists remain loyal to Britain? 5. How were the Patriots and Loyalists alike and different? 6. What happened to Florida at the end of the American Revolution?	Using a graphic organizer, list the causes that led Spain to lose control of Florida. Debate whether British rule changed Florida for the better or for the worse. Create a map of a plantation; make sure to provide a key that describes each section of the plantation. Using a Venn Diagram, compare and contrast the Patriots and the Loyalists. Create a timeline from the Declaration of Independence to the Treaty of Paris.	East & West Florida Pensacola Castillo de San Marcos James Moore Fort Mose Captain Francisco Menendez Seminole Indians James Oglethorpe St. Augustine Creek Indians French and Indian War Great Britain Cuba Treaty of Paris James Grant George Washington Declaration of Independence Boston Tea Party Treaty of Paris American Revolution

**4th Grade
Florida History**

**2011-2012
CURRICULUM MAP**

ACTIVITIES (Teaching Resources)	ASSESSMENT
<p>Houghton-Mifflin Teaching Resources:</p> <ul style="list-style-type: none">-Passport to FCAT Success Book-2-sided Desk Map-eTeacher’s Guide Online-Social Studies Independent Readers- Extend Reading – <u>Changes for Florida</u>-Assessment Options Blackline Masters-Primary Sources Plus Blackline Masters-Bringing Social Studies Alive-Research and Writing Projects-Resources for Reaching All Learners-Unit Resources and Grade Level Resources File and Teacher’s Book-Big Idea and Skill Builder Color Transparencies-Interactive Transparencies-Audio Student Book-Test Generator CD-ROM-Video Library <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities</p> <p>http://fcit.usf.edu/florida/default.htm Exploring Florida CD or website</p>	<p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>

4th Grade Florida History

2011-2012 CURRICULUM MAP

ORGANIZING PRINCIPLE 5: Florida was a territory of the United States before becoming a state.		ESTIMATED # OF WEEKS: 3	PACING: November-Dec	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Overseer	SS.A.6.2.1.4.1	<ol style="list-style-type: none"> 1. What agreement was made in the Treaty of Paris? 2. Why did newcomers come to Florida after the American Revolution? 3. Why did both free blacks and escaped slaves want to live in Florida? 4. What kind of hardships did slaves face in Florida? 5. What did slaves in Florida do to try to end slavery? 	<p>Using a Venn Diagram, compare and contrast the lives of free blacks and enslaved Africans in Florida.</p>	<p>Treaty of Paris John Adams Benjamin Franklin John Jay Second Spanish Period Prince and Judy Witten Creeks Seminole President Monroe Andrew Jackson First Seminole War Second Seminole War Escambia County St. Johns County Treaty of Moultrie Creek Treaty of Fort Gibson Osceola Micanopy King Philip David Levy Yulee President John Tyler James D. Westcott</p>
Revolt	SS.A.6.2.3.4.2			
Tradition	SS.A.6.2.3.4.9			
Descendant	SS.A.6.2.4.4.1			
	SS.A.6.2.5.4.1			
Citizen	SS.A.6.2.6.4.1	<ol style="list-style-type: none"> 1. What was Seminole life like in Florida in the 1700's? 2. How did the Seminole Tribe form? 3. Why did the United States want to take over Florida? 4. What events led to the First Seminole War? 	<p>Create a timeline of events that led to the Seminole being forced to move to Oklahoma.</p>	
Government	SS.4.A.3.8*			
	SS.4.A.3.9*			
Territory	SS.4.A.3.10*	<ol style="list-style-type: none"> 1. How did life change after Florida became a territory? 2. Why did the Treaty of Moultrie Creek fail to solve the problems between American settlers and the Seminole? 3. What events led to the Second Seminole War? 	<p>Create a list of causes of the Second Seminole War.</p>	
County	SS.A.6.2.3.4.3			
Economy	SS.A.6.2.3.4.9	<ol style="list-style-type: none"> 1. Why did Florida want to become a state? 2. Why did the United States admit Florida and Iowa into the Union at the same time? 3. Describe Florida's state government. 4. What is the difference between Florida's state and local government? 	<p>Write a short story about how people in Florida may have felt on the day Florida became a state.</p>	
Reservation	SS.A.6.2.6.4.1			
Deport	SS.C.1.2.5.4.1			
Federal	SS.4.A.2.10*			
Representative	SS.A.6.2.1.4.1			
Constitution	SS.A.6.2.3.4.3			
Election	SS.A.6.2.3.4.9			
Legislature	SS.A.6.2.7.4.1			
	SS.C.1.2.1.4.1			
	SS.C.1.2.1.4.2			
	SS.C.1.2.2.4.1			
	SS.4.A.3.9*			
	SS.4.C.3.1*			
	SS.4.C.3.2*			

**4th Grade
Florida History**

**2011-2012
CURRICULUM MAP**

ACTIVITIES (Teaching Resources)	ASSESSMENT
<p>Houghton-Mifflin Teaching Resources:</p> <ul style="list-style-type: none">-Passport to FCAT Success Book-2-sided Desk Map-eTeacher’s Guide Online-Social Studies Independent Readers- Extend Reading – <u>How Alligator’s Nose Was Broken</u>-Assessment Options Blackline Masters-Primary Sources Plus Blackline Masters-Bringing Social Studies Alive-Research and Writing Projects-Resources for Reaching All Learners-Unit Resources and Grade Level Resources File and Teacher’s Book-Big Idea and Skill Builder Color Transparencies-Interactive Transparencies-Audio Student Book-Test Generator CD-ROM-Video Library <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities</p> <p>http://fcit.usf.edu/florida/default.htm Exploring Florida CD or website</p>	<p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>

4th Grade Florida History

2011-2012 CURRICULUM MAP

ORGANIZING PRINCIPLE 6: During the 1860s the United States became involved in a Civil War that ended with Reconstruction.		ESTIMATED # OF WEEKS: 3	PACING: December-Jan	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Abolition States' Rights Secede Blockade Surrender Emancipation Reconstruction Suffrage Sharecropping Discrimination	SS.A.6.2.3.4.4 SS.A.6.2.4.4.1 SS.4.A.5.1* SS.4.A.5.2*	1. What differences did the North and South have about slavery and other issues? 2. Why was support for slavery stronger in Middle Florida than in East or West Florida? 3. How did Abraham Lincoln's election on 1860 affect the South? 4. What was the Confederate States of America? 5. Why did the United States Navy form a blockade along Florida's coast? 6. What two major battles took place in Florida?	Using a venn diagram or another graphic organizer, compare and contrast the North and South. Identify all the states on a map that seceded from the United States in 1860 and 1861. Research and write a brief report on the Battle of Olustee. On a cause/effect chart list the cause of the Civil War and its effects on Florida.	Plantation Abolitionist Abraham Lincoln Jefferson Davis Union Confederacy Mary Martha Reid Robert E. Lee Ulysses S. Grant Josiah T. Walls Freedman's Bureau Jonathan C. Gibbs Robert Meachem Timothy Thomas Fortune Harriet Beecher Stowe Uncle Tom's Cabin Black Codes Ku Klux Klan Carpetbagger Steamship St. John's River Silver Springs Henry S. Sanford Henry Plant Eatonville
	SS.A.6.2.3.4.4 SS.A.6.2.3.4.9 SS.D.1.2.1.4.1 SS.D.1.2.2.4.1 SS.4.A.5.2*	1. Who remained in Florida when the Civil War began? 2. What new responsibilities did women take on during the war? 3. How was the daily life of Florida's slaves affected by the war? 4. What were the reasons for the Union victory in the Civil War? 5. What did the Emancipation Proclamation declare? 6. How did life in Florida change after the Civil War?		
	SS.A.6.2.3.4.4 SS.A.6.2.3.4.5 SS.A.6.2.3.4.9 SS.A.6.2.5.4.1 SS.C.2.2.1.4.1 SS.4.A.5.2*	1. What was the purpose of Reconstruction? 2. How was Southern government run during Reconstruction? 3. Why was it difficult for former slaves to earn a living after the Civil War? 4. What did the federal government do to help freed slaves? 5. How did the lives of African Americans in the South improve during Reconstruction? 6. How did Southern whites succeed in taking away some of the rights of African Americans? 7. What were the contributions of people such as Jonathan Gibbs and Harriet Beecher Stowe? 8. Why were all-black towns like Eatonville important for African Americans? 9. In what ways did Florida's economy begin to grow again after the Civil War?	Pretend you live in Florida during the Civil War and write a letter to a friend who lives in another state describing how the war has affected your life. Create a timeline of Reconstruction people and events from the Reconstruction period.	

**4th Grade
Florida History**

**2011-2012
CURRICULUM MAP**

ACTIVITIES (Teaching Resources)	ASSESSMENT
<p>Houghton-Mifflin Teaching Resources:</p> <ul style="list-style-type: none"> - Passport to FCAT Success Book -2-sided Desk Map -eTeacher’s Guide Online -Social Studies Independent Readers: <ul style="list-style-type: none"> - <i>The Confederacy</i> - <i>Portrait of Florida, 1875</i> - Extend Reading – <u>Writings From the War</u> -Assessment Options Blackline Masters -Primary Sources Plus Blackline Masters -Bringing Social Studies Alive -Research and Writing Projects -Resources for Reaching All Learners -Unit Resources and Grade Level Resources File and Teacher’s Book -Big Idea and Skill Builder Color Transparencies -Interactive Transparencies -Audio Student Book -Test Generator CD-ROM -Video Library <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities</p> <p>http://fcit.usf.edu/florida/default.htm Exploring Florida CD or website</p>	<p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>

4th Grade Florida History

2011-2012 CURRICULUM MAP

ORGANIZING PRINCIPLE 7: Florida developed greatly following the Civil War in large part due to improved transportation.		ESTIMATED # OF WEEKS: 3	PACING: January-Feb	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Transportation Development Investment Entrepreneurship Tourism Citrus Market Boom Pollution Ranching Industry Industrialization Immigration Income Exile	SS.A.6.2.3.4.5 SS.A.6.2.3.4.6 SS.A.6.2.3.4.9 SS.4.A.6.1* SS.4.A.6.3* SS.A.6.2.3.4.6 SS.B.2.2.4.4.1 SS.4.A.6.1* SS.4.A.4.1* SS.A.6.2.1.4.1 SS.A.6.2.1.4.2 SS.A.6.2.3.4.6 SS.D.1.2.5.4.1 SS.4.A.6.1* SS.4.A.6.2*	1. How did Florida's leaders raise money to build railroads? 2. What were Henry Plant's, William Chipley's, and Henry Flagler's contribution to Florida's growth? 3. How did Florida's railroad help businesses to grow? 4. How did business growth cause Florida's population to grow? 1. Why is Florida a good place to grow citrus? 2. How did the growth of railroads help Florida citrus growers? 3. What event in the winter of 1894-95 put many citrus growers out of business? 4. What other Florida businesses were helped by the building of the railroads? 5. How did the timber industry hurt Florida's economy? 6. How railroads help Florida ranchers? 1. What effect did industrialization have on the way Americans produced things? 2. How did industrialization affect jobs and immigrants? 3. Why was the discovery of phosphate so important in Florida? 4. What two important Florida industries were started by immigrants? 5. Why did many Cubans and Greeks move to Florida?	Map the cities on the North, South, East and West ends of Florida. Create a chart containing the names of Volusia's cities that existed in the 1800s and include famous people associated with them. Create an advertisement to get people business owners and others to move to Florida. Compare and contrast Florida before / after industrialization. Write a letter to a friend describing what it was like to move to Florida in the late 1800s.	Henry Plant William D. Chipley Henry Flagler Thomas Edison Henry Ford Henry DeLand John Stetson Frederick Debarry James Gamble John Anderson Lue Gim Gong Florida's Cowboys Phosphate Don Vicente Martinez Ybor Tampa Bay John Cocoris Tarpon Springs Sponge Divers

**4th Grade
Florida History**

**2011-2012
CURRICULUM MAP**

ACTIVITIES (Teaching Resources)	ASSESSMENT
<p>Houghton-Mifflin Teaching Resources:</p> <ul style="list-style-type: none"> - Passport to FCAT Success Book -2-sided Desk Map -eTeacher’s Guide Online -Social Studies Independent Readers: <ul style="list-style-type: none"> - <i>Henry Plant</i> - <i>Portrait of Florida, 1875</i> Extend Reading – <u>The Oranges of Lue Gim Gong</u> -Assessment Options Blackline Masters -Primary Sources Plus Blackline Masters -Bringing Social Studies Alive -Research and Writing Projects -Resources for Reaching All Learners -Unit Resources and Grade Level Resources File and Teacher’s Book -Big Idea and Skill Builder Color Transparencies -Interactive Transparencies -Audio Student Book -Test Generator CD-ROM -Video Library <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities</p> <p>http://fcit.usf.edu/florida/default.htm Exploring Florida CD or website</p>	<p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>

4th Grade Florida History

2011-2012 CURRICULUM MAP

ORGANIZING PRINCIPLE 8: Floridians experienced World War I, a land boom, and the Progressive Movement during the early 1900s.		ESTIMATED # OF WEEKS: 3	PACING: February	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Rural Urban Public Works Urbanization World War Neutral Militia Manufacturing Aviation Opportunity Cost Income Tax Real Estate Land Boom Supply Demand Segregation Prejudice Civil Rights Amendment Progressive Child Labor Suffrage	SS.A.6.2.1.4.1 SS.A.6.2.1.4.2 SS.A.6.2.3.4.5 SS.A.6.2.3.4.6 SS.A.6.2.4.4.1 SS.D.2.2.4.4.1	1. What was Florida like in 1900? 2. How did Florida's leaders attract people to move to Florida? 3. What groups of people came to Florida in the late 1800s and early 1900s? 4. How did urbanization affect Florida? 5. Why did Miami and Tampa grow very fast between 1900 and 1930?	Complete a cause and effect chart that shows the causes of people moving to Florida and the effects. Look at an image of Jacksonville from 1913 and determine what the photograph tells you about it.	Miami The Keys Pensacola Jacksonville Europe Allies Central Powers Germany Austria-Hungary Ottoman Empire President Woodrow Wilson Glenn Curtiss St. Petersburg Fort Meyers Coral Gables Progressive Era Napoleon Broward A. Philip Randolph Mary McLeod Bethune James Weldon Johnson Zora Neale Hurston NAACP May Mann Jennings Eartha White Blanche Armwood Beatty 19 th Amendment
	SS.A.1.2.2.4.1 SS.A.6.2.3.4.9	1. How did Americans react when World War I broke out in Europe? 2. Why did the United States get involved in World War I? 3. How many Floridians fought for the United States in World War I? 4. In what ways did women help with the war? 5. How did Americans at home help the War effort? 6. Why was the Pensacola Naval Air Station so important during WW I? 7. What other Florida industries were important to the war effort?	Review a graph on population growth in Miami and determine how much Miami has grown between 1900 and 2000.	
	SS.A.6.2.2.4.2 SS.A.6.2.3.4.7 SS.D.1.2.1.4.1 SS.D.2.2.4.4.1	1. Why did so many tourists travel to Florida after World War I? 2. How did land developers make money in Florida? 3. Why did people want to buy land in Florida? 4. How did the Florida Land Boom begin and what were its results? 5. Why did the Florida Land Boom end?	View a map of World War I and locate the nations involved in World War I, and locate the European countries that did not fight in the war.	
	SS.A.6.2.3.4.7 SS.A.6.2.3.4.9 SS.A.6.2.4.4.1 SS.A.6.2.5.4.1 SS.C.1.2.1.4.1	1. What kinds of problems did Progressives try to solve? 2. What was life like for children in Florida in the early 1900s? 3. Who was Napoleon Broward and what did he try to accomplish? 4. How were African Americans in Florida treated in the early 1900s? 5. In what ways did African Americans fight against discrimination and prejudice? 6. What did each of the following women work hard to achieve in the early 1900s: May Mann Jennings, Eartha White, Blanche Armwood Beatty	If a train travels 1,162 miles from New York to Miami and it takes 24 hours, how fast was the train traveling? Write a letter to President Wilson to persuade him to support the right of women to vote?	

**4th Grade
Florida History**

**2011-2012
CURRICULUM MAP**

ACTIVITIES (Teaching Resources)	ASSESSMENT
<p>Houghton-Mifflin Teaching Resources:</p> <ul style="list-style-type: none">- Passport to FCAT Success Book- 2-sided Desk Map- eTeacher's Guide Online- Social Studies Independent Readers:<ul style="list-style-type: none">- <i>Zora Neale Hurston</i>- <i>Lift Off!</i>- Assessment Options Blackline Masters- Primary Sources Plus Blackline Masters- Bringing Social Studies Alive- Research and Writing Projects- Resources for Reaching All Learners- Unit Resources and Grade Level Resources File and Teacher's Book- Big Idea and Skill Builder Color Transparencies- Interactive Transparencies- Audio Student Book- Test Generator CD-ROM- Video Library <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities</p> <p>http://fcit.usf.edu/florida/default.htm Exploring Florida CD or website</p>	<p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>

4th Grade Florida History

2011-2012 CURRICULUM MAP

ORGANIZING PRINCIPLE 9: Floridians struggled during the Great Depression and World War II but experienced good times following the war.		ESTIMATED # OF WEEKS: 3	PACING: February-March	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Bust	SS.A.6.2.3.4.7	1. What led to the Florida land bust?	Write a letter from the point of view of a 4 th grader living during the Great Depression and include the causes/effects of the Gr. Depression plus how you and your family are coping with it.	Great Depression Stock Market Crash Franklin Delano Roosevelt New Deal Adolf Hitler Axis Powers Allies Pearl Harbor Coast Guard Red Cross Victory Garden Rosie the Riveter Air-Conditioning Theme Park Cypress Gardens Busch Gardens Walt Disney EPCOT Universal Studios
Strike	SS.C.1.2.2.4.2	2. How were Floridians affected by the land bust?		
Depression	SS.D.1.2.2.4.1	3. What effect did the railroad strike and the 1926 hurricane have on Florida?		
Stock Market	SS.4.A.7.1*	4. Why did many Florida banks fail?		
Unemployment	SS.4.A.7.2*	5. What were some of the causes of the Great Depression?		
Dictator		6. What was an important result of business failures?		
War Bond		7. How did president Roosevelt plan to help the country during the Great Depression?		
Rationing	SS.A.5.2.6.4.1	1. Why did Germany, Italy, and Japan go to war during the 1930s?	Listen to the song "Brother can you Spare a Dime" and note the tone of the song, and discuss how the lyrics portray the affects of the Depression.	
Retiree	SS.A.6.2.3.4.5	2. What event caused the United States to enter World War II on the side of the Allies?		
High-Tech	SS.A.6.2.3.4.8	3. Why was Florida important to the United States' war effort?		
Recreation	SS.A.6.2.4.4.1	4. Why were blue and gold stars placed in peoples' windows during World War II?		
Service Industry	SS.D.1.2.2.4.1	5. What types of products were rationed during the war?		
	SS.4.A.7.3*	6. What were Victory Gardens?		
		7. What types of resources were recycled for use by the armed forces?		
		8. How did WW II help Florida's economy?		
		9. How did the war effort create jobs for women and minorities?		
	SS.A.6.2.3.4.6	1. Why did people to many people move to the Florida after World War II?	On a map, locate Florida's military bases used during World War II.	
	SS.A.6.2.3.4.8	2. How was the invention of air-conditioning important to the population growth of Florida?		
	SS.D.1.2.2.4.1	3. What were three important industries that grew rapidly after WWII?		
		4. Why do so many tourists find Florida to be good vacation site?		
		5. What kind of work do service-industry workers do in FL?		
			View a poster of Rosie the Riveter and determine what the message of the poster was meant to be?	
			View a graph of Florida's population boom and determine how much population growth took place between 1940-70.	

**4th Grade
Florida History**

**2011-2012
CURRICULUM MAP**

ACTIVITIES (Teaching Resources)	ASSESSMENT
<p>Houghton-Mifflin Teaching Resources:</p> <ul style="list-style-type: none"> - Passport to FCAT Success Book -2-sided Desk Map -eTeacher’s Guide Online -Social Studies Independent Readers: <ul style="list-style-type: none"> - <i>Florida’s Submarines</i> - Extend Reading – <u>Was Daddy a Soldier: A World War II Story</u> Assessment Options Blackline Masters -Primary Sources Plus Blackline Masters -Bringing Social Studies Alive -Research and Writing Projects -Resources for Reaching All Learners -Unit Resources and Grade Level Resources File and Teacher’s Book -Big Idea and Skill Builder Color Transparencies -Interactive Transparencies -Audio Student Book -Test Generator CD-ROM -Video Library <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities</p> <p>http://fcit.usf.edu/florida/default.htm Exploring Florida CD or website</p>	<p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>

4th Grade Florida History

2011-2012 CURRICULUM MAP

ORGANIZING PRINCIPLE 10: Florida has been an important state when it comes to the Civil Rights movement, immigration, and environmental issues.		ESTIMATED # OF WEEKS: 3	PACING: March	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Civil Rights Segregation Integration Racism Boycott Nonviolence (pacifism)	SS.A.6.2.3.4.8 SS.A.6.2.3.4.9 SS.A.6.2.4.4.1 SS.A.6.2.4.4.1 SS.A.6.2.6.4.1 SS.C.2.2.4.4.1 SS.4.A.8.1*	1. How did segregation laws separate the citizens of Florida? 2. What were some of the ways African Americans and some whites struggled against discrimination? 3. Who were the Floridians who led the struggle for Civil Rights? 4. What event did Rosa Park’s arrest lead to? 5. What were some of the non-violent actions that Dr. Martin Luther King support? 7. How did the U.S. government act to protect civil rights during the 1960s? 8. What caused American Indians and women to also struggle for their rights during the 1950s and 1960?	Complete a T-chart graphic organizer that lists Civil Rights leaders on one side and what they are associated with on the right. Listen to the “I have a dream” speech and rate its effectiveness (listen for tone, clarity, and powerful arguments).	Earth White Edward T. Graham Revered Theodore Gibson Howard T. Moore Howard Thurman Charles Kenzie C.K. Steele Wilhelmina Jakes Carrie Patterson Rosa Parks Martin Luther King Jr. Montgomery Bus Boycott Tallahassee Bus Boycott Sit-in Civil Rights Act of 1964 Seminole Tribe of Florida Miccosukee Tribe of Florida Betty Mae Tiger Jumper Paula Hawkins Cuba Haiti Fidel Castro Mexico Nicaragua Jamaica Filipinos Chinese Asian Indians Ileana Ros-Lehtinen Lincoln Diaz Balart Mel Martinez Environmentalist Spillways, Pumping Stations Marjory Stoneman Douglas Marjorie Carr Special Purpose Map
Reparations Diversity Culture Refugee Environment Ecology Endangered Species	SS.A.6.2.1.4.1 SS.A.6.2.1.4.2 SS.A.6.2.3.4.9 SS.A.6.2.4.4.1 SS.A.6.2.5.4.1 SS.C.2.2.2.4.1 SS.4.A.8.2* SS.A.6.2.2.4.1 SS.C.1.2.5.4.1 SS.C.2.2.1.4.1 SS.C.2.2.2.4.1	1. What are some reasons immigrants have come to Florida since the 1950s? 2. Why did many Cubans and Haitians come to Florida? 3. What are the various immigrants that have made Florida their home? 4. What kinds of challenges to immigrants face when moving to Florida? 5. How have immigrants helped Florida to grow? 6. In what ways do immigrants’ cultures influence Florida culture? 1. What features geography made it difficult to build homes and roads? 2. What did Floridians do to develop Florida? 3. How did the loss of wetlands in Florida create problems? 4. How did Marjory Stoneman Douglas and Majorie Carr help Florida’s environment? 5. What did Florida’s government do to protect the environment? 6. How can every day people in Florida protect the environment?	On a blank map color in the countries where the largest groups of Florida immigrants have come from. Research some of Florida’s Hispanic cultures to find out how they are similar and different. Write a letter to your local congressman encouraging him/her to support a local environmental project of your choice.	

**4th Grade
Florida History**

**2011-2012
CURRICULUM MAP**

ACTIVITIES (Teaching Resources)	ASSESSMENT
<p>Houghton-Mifflin Teaching Resources:</p> <ul style="list-style-type: none"> - Passport to FCAT Success Book -2-sided Desk Map -eTeacher’s Guide Online -Social Studies Independent Readers: <ul style="list-style-type: none"> - <i>Ileana Ros-Lehtinen</i> - <i>Saving the Manatee</i> - <i>Oceanography</i> - Extend Reading – <u>Manatee Blues</u> Assessment Options Blackline Masters -Primary Sources Plus Blackline Masters -Bringing Social Studies Alive -Research and Writing Projects -Resources for Reaching All Learners -Unit Resources and Grade Level Resources File and Teacher’s Book -Big Idea and Skill Builder Color Transparencies -Interactive Transparencies -Audio Student Book -Test Generator CD-ROM -Video Library <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities</p> <p>http://fcit.usf.edu/florida/default.htm Exploring Florida CD or website</p>	<p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>

4th Grade Florida History

2011-2012 CURRICULUM MAP

ORGANIZING PRINCIPLE 11: The United States and Florida has a government of the people, for the people, and by the people.		ESTIMATED # OF WEEKS: 4	PACING: April-May	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Federal Government	SS.C.1.2.1.4.1 SS.C.1.2.1.4.2	1. Describe the government that was established by the U.S. Constitution. 2. Why was the Bill of Rights added to the Constitution? 2. How do states and the federal government share power? 3. What are the three branches of government? 4. How does the system of checks and balances keep one branch of the government from becoming more powerful than the other two? 5. How do Florida's voters decide who should represent them in the U.S. congress?	Create a flip book with drawings and descriptions of the three branches of government. Create a Venn Diagram to compare and contrast the constitutions of the United States and Florida. Write a letter to your state senator explaining what you think the state government should do to help your school or community?	Articles of Confederation The U.S. Constitution Bill of Rights Amendments Congress President Supreme Court Checks and Balances Senate House of Representatives The Capitol The Florida Constitution Tallahassee Lawton Chiles Bob Martinez Jeb Bush County Petition George W. Bush Great Seal of Florida Old Folks at Home (Suwanee River) Stephen Foster "In God We Trust" Sunshine State Orange State Everglades State Alligator State Southernmost State Orange Blossom Florida Panther Sabal Palm Mockingbird Zebra Longwing
Constitution	SS.C.1.2.2.4.1			
Legislative Branch	SS.C.1.2.5.4.1 SS.4.C.1.1*			
Executive Branch				
Judicial Branch				
Politician	SS.A.6.2.3.4.9			
Common Good	SS.C.1.2.1.4.1 SS.C.1.2.1.4.2			
Budget	SS.C.1.2.2.4.1 SS.C.1.2.2.4.2			
Municipal	SS.C.1.2.3.4.1 SS.C.1.2.5.4.1			
City Council	SS.D.1.2.5.4.2 SS.D.2.2.4.4.1			
Mayor	SS.4.C.1.1* SS.4.C.3.1*			
City Manager	SS.C.1.2.1.4.1 SS.C.1.2.3.4.1	1. What is the purpose of Florida's Constitution? 2. According to Florida's constitution, what is the state government responsible for? 3. What are some of the rights Florida's constitution guarantees? 4. What are the branches of Florida's state government? 5. How do Floridians participate in state government? 6. How does Florida's government pay for state services?	Write a letter to your state senator explaining what you think the state government should do to help your school or community?	The Florida Constitution Tallahassee Lawton Chiles Bob Martinez Jeb Bush County Petition George W. Bush Great Seal of Florida Old Folks at Home (Suwanee River) Stephen Foster "In God We Trust" Sunshine State Orange State Everglades State Alligator State Southernmost State Orange Blossom Florida Panther Sabal Palm Mockingbird Zebra Longwing
Special District	SS.C.1.2.5.4.1 SS.D.2.2.4.4.1			
Jury	SS.C.1.2.5.4.1 SS.4.C.3.2*			
Dictatorship	SS.C.1.2.1.4.1 SS.C.1.2.2.4.2	1. What are the responsibilities of the city government? 2. How can citizens take part in their city governments? 3. What are the responsibilities of the county government? 4. What are special districts, and how do they help Floridians? 5. How many counties are there in Florida, and what is the county seat of Volusia?	Create a two-column chart to list information about citizens' rights and citizens' responsibilities.	The Florida Constitution Tallahassee Lawton Chiles Bob Martinez Jeb Bush County Petition George W. Bush Great Seal of Florida Old Folks at Home (Suwanee River) Stephen Foster "In God We Trust" Sunshine State Orange State Everglades State Alligator State Southernmost State Orange Blossom Florida Panther Sabal Palm Mockingbird Zebra Longwing
Democracy	SS.C.2.2.1.4.1 SS.C.2.2.2.4.1			
	SS.4.C.2.2* SS.4.C.2.3*			
		1. How can citizens participate in government? 2. What rights and responsibilities do American citizens have? 3. What can American citizens do if they disagree with what their government is doing? 4. Why is voting such an important right and responsibility?	Design a poster that reminds people of the importance of voting.	

**4th Grade
Florida History**

**2011-2012
CURRICULUM MAP**

ACTIVITIES (Teaching Resources)	ASSESSMENT
<p>Houghton-Mifflin Teaching Resources:</p> <ul style="list-style-type: none">-Passport to FCAT Success Book-2-sided Desk Map-eTeacher’s Guide Online-Social Studies Independent Readers-Extend Reading – <u>A Tour of the State Capitol</u>-Assessment Options Blackline Masters-Primary Sources Plus Blackline Masters-Bringing Social Studies Alive-Research and Writing Projects-Resources for Reaching All Learners-Unit Resources and Grade Level Resources File and Teacher’s Book-Big Idea and Skill Builder Color Transparencies-Interactive Transparencies-Audio Student Book-Test Generator CD-ROM-Video Library <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities</p> <p>http://fcit.usf.edu/florida/default.htm Exploring Florida CD or website</p>	<p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>

4th Grade Florida History

2011-2012 CURRICULUM MAP

ORGANIZING PRINCIPLE 12: Florida is an important state and has a bright future.		ESTIMATED # OF WEEKS: 3	PACING: May	
Concepts	Benchmark(s)	Essential Questions	Skills	People, Places, Events
Suburb	SS.A.6.2.4.4.1 SS.B.1.2.4.4.1	1. What kind of information does the U.S. census tell about who lives in Florida? 2. Why is it important for Florida's leaders to know about Florida's population?	Create a bar graph that tells something about Florida's population.	Census U.S. Census Bureau Museum of Florida History Ah-Tah-Thi-Ki museum Big Cypress Reservation Morikami Museum
Metropolitan Area				African American Museum Carnival Miami
Megalopolis	SS.A.6.2.1.4.2 SS.A.6.2.4.4.1	1. Why is Florida a multicultural state? 2. What kind of museums can be found in Florida, and in Volusia County specifically?	Use a map of Florida's population density to determine where Volusia County falls.	Bahamas Goombay Greek Epiphany Day Kennedy Space Center
Population Density	SS.A.6.2.5.4.1 SS.A.6.2.6.4.1	3. What festivals do Floridians celebrate and how do festivals allow people to experience another culture?	Make a list of things in your community that help you know that Florida is a multicultural state.	Ray Charles Jacqueline Cochran Lincoln Diaz-Balart Steve Carlton Janet Reno
Ethnic Group	SS.D.1.2.1.4.1 SS.D.1.2.5.4.1	1. What kind of industries is Florida's economy based on? 2. How do jobs help Florida's economy?		
Multicultural	SS.4.E.1.2* SS.4.A.8.3* SS.4.A.8.4*	3. What kind of occupations can Floridians choose from? 4. Why are colleges and universities important?	Tell about a festival or celebration you have attended or would like to attend.	
Heritage			Research the museums and historical societies in Volusia County.	
Free Enterprise	SS.C.1.2.2.4.1 SS.C.2.2.1.4.1	1. What opportunities and problems has Florida's growing population created for the state? 2. How can individuals help deal with Florida's problems?	Choose an occupation that you would like to have some day. Then write a letter to a possible employer about why you would be good at that job.	
Retail	SS.C.2.2.2.4.1 SS.D.2.2.4.4.1			
Occupation				
Civic Responsibility				
Activist				

**4th Grade
Florida History**

**2011-2012
CURRICULUM MAP**

ACTIVITIES (Teaching Resources)	ASSESSMENT
<p>Houghton-Mifflin Teaching Resources:</p> <ul style="list-style-type: none">-Passport to FCAT Success Book-2-sided Desk Map-eTeacher’s Guide Online-Social Studies Independent Readers-Assessment Options Blackline Masters-Primary Sources Plus Blackline Masters-Bringing Social Studies Alive-Research and Writing Projects-Resources for Reaching All Learners-Unit Resources and Grade Level Resources File and Teacher’s Book-Big Idea and Skill Builder Color Transparencies-Interactive Transparencies-Audio Student Book-Test Generator CD-ROM-Video Library <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities</p> <p>http://fcit.usf.edu/florida/default.htm Exploring Florida CD or website</p>	<p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>