

Florida

# SOCIAL STUDIES

Bring It All Together

Built to Florida Next Generation  
Sunshine State Standards



# Introducing the NEW K-5 Florida Networks

K-5 Florida Networks gives you the content you need, the literacy integration you want, and the print and digital resources to make it work in your classroom.

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## WorkText Course

Vocabulary instruction and fully integrated reading comprehension instruction keep students engaged. This course is available both digitally and in print.

## Primary Source Library

Paired primary sources serve as the foundation for close reading and writing lessons. Students engage with complex texts and rigorous content.

## Leveled-Reader Library

Provides access for all learners through vocabulary instruction combined with comprehension skills packed into short lessons.



## ➤ **Bring It All Together**

K-5 Florida Networks offers up three pathways that work together to give you even more opportunities for literacy engagement and options that match the way you teach.



## Proven Teaching Models

K-5 Florida Networks is built on proven teaching models ensuring that you and your students are given the best possible support throughout the year. Quality instruction develops and deepens student understanding through the use of carefully crafted lesson experiences.

### Understanding by Design®

The program content focuses on Big Ideas and lesson Essential Questions and is grounded in the NGSSS and the LAFS to help students work through informational texts, make connections to their everyday lives, and master social studies concepts and skills.

**Big Idea**  
Location affects how people live.

**Inquiry Investigation** What has changed since adults you know were children?

**Social Studies Skill** Primary Sources: Maps

**Reading Skill** Draw Inferences

AT A GLANCE	FLORIDA SOCIAL STUDIES STANDARDS	LANGUAGE ARTS STANDARDS
Opener	WT SS.4.A.1.1, SS.4.G.1.1	WT LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.4.RI.1.4, LAFS.4.RI.2.5, LAFS.4.RI.2.6, LAFS.4.RI.2.7, LAFS.4.RI.2.8, LAFS.4.RI.2.9, LAFS.4.RI.3.1, LAFS.4.RI.3.2, LAFS.4.RI.3.3, LAFS.4.RI.3.4, LAFS.4.RI.3.5, LAFS.4.RI.3.6, LAFS.4.RI.3.7, LAFS.4.RI.3.8, LAFS.4.RI.3.9, LAFS.4.RI.4.10, LAFS.4.RI.4.11, LAFS.4.RI.4.12, LAFS.4.RI.4.13, LAFS.4.RI.4.14, LAFS.4.RI.4.15, LAFS.4.RI.4.16, LAFS.4.RI.4.17, LAFS.4.RI.4.18, LAFS.4.RI.4.19, LAFS.4.RI.4.20, LAFS.4.RI.4.21, LAFS.4.RI.4.22, LAFS.4.RI.4.23, LAFS.4.RI.4.24, LAFS.4.RI.4.25, LAFS.4.RI.4.26, LAFS.4.RI.4.27, LAFS.4.RI.4.28, LAFS.4.RI.4.29, LAFS.4.RI.4.30, LAFS.4.RI.4.31, LAFS.4.RI.4.32, LAFS.4.RI.4.33, LAFS.4.RI.4.34, LAFS.4.RI.4.35, LAFS.4.RI.4.36, LAFS.4.RI.4.37, LAFS.4.RI.4.38, LAFS.4.RI.4.39, LAFS.4.RI.4.40, LAFS.4.RI.4.41, LAFS.4.RI.4.42, LAFS.4.RI.4.43, LAFS.4.RI.4.44, LAFS.4.RI.4.45, LAFS.4.RI.4.46, LAFS.4.RI.4.47, LAFS.4.RI.4.48, LAFS.4.RI.4.49, LAFS.4.RI.4.50
Lesson 1 Florida's Land and Early People (one class period)	WT SS.4.A.1.2, SS.4.G.1.1, SS.4.G.1.2, SS.4.G.1.4 PSL SS.4.A.1.1, SS.4.G.1.4	PSL LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.4.RI.1.4, LAFS.4.RI.2.5, LAFS.4.RI.2.6, LAFS.4.RI.2.7, LAFS.4.RI.2.8, LAFS.4.RI.2.9, LAFS.4.RI.3.1, LAFS.4.RI.3.2, LAFS.4.RI.3.3, LAFS.4.RI.3.4, LAFS.4.RI.3.5, LAFS.4.RI.3.6, LAFS.4.RI.3.7, LAFS.4.RI.3.8, LAFS.4.RI.3.9, LAFS.4.RI.4.10, LAFS.4.RI.4.11, LAFS.4.RI.4.12, LAFS.4.RI.4.13, LAFS.4.RI.4.14, LAFS.4.RI.4.15, LAFS.4.RI.4.16, LAFS.4.RI.4.17, LAFS.4.RI.4.18, LAFS.4.RI.4.19, LAFS.4.RI.4.20, LAFS.4.RI.4.21, LAFS.4.RI.4.22, LAFS.4.RI.4.23, LAFS.4.RI.4.24, LAFS.4.RI.4.25, LAFS.4.RI.4.26, LAFS.4.RI.4.27, LAFS.4.RI.4.28, LAFS.4.RI.4.29, LAFS.4.RI.4.30, LAFS.4.RI.4.31, LAFS.4.RI.4.32, LAFS.4.RI.4.33, LAFS.4.RI.4.34, LAFS.4.RI.4.35, LAFS.4.RI.4.36, LAFS.4.RI.4.37, LAFS.4.RI.4.38, LAFS.4.RI.4.39, LAFS.4.RI.4.40, LAFS.4.RI.4.41, LAFS.4.RI.4.42, LAFS.4.RI.4.43, LAFS.4.RI.4.44, LAFS.4.RI.4.45, LAFS.4.RI.4.46, LAFS.4.RI.4.47, LAFS.4.RI.4.48, LAFS.4.RI.4.49, LAFS.4.RI.4.50
Lesson 3 Florida's Weather and Climate (one class period)	LRL SS.4.A.2.1 WT SS.4.A.1.1, SS.4.A.2.1, SS.4.G.1.4 PSL SS.4.A.1.1, SS.4.A.2.1, SS.4.G.1.4	LRL LAFS.4.RI.1.3, LAFS.4.RI.2.5 WT LAFS.4.RI.1.1 PSL LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.4.RI.1.4, LAFS.4.RI.1.5, LAFS.4.RI.1.6, LAFS.4.RI.1.7, LAFS.4.RI.1.8, LAFS.4.RI.1.9, LAFS.4.RI.1.10, LAFS.4.RI.1.11, LAFS.4.RI.1.12, LAFS.4.RI.1.13, LAFS.4.RI.1.14, LAFS.4.RI.1.15, LAFS.4.RI.1.16, LAFS.4.RI.1.17, LAFS.4.RI.1.18, LAFS.4.RI.1.19, LAFS.4.RI.1.20, LAFS.4.RI.1.21, LAFS.4.RI.1.22, LAFS.4.RI.1.23, LAFS.4.RI.1.24, LAFS.4.RI.1.25, LAFS.4.RI.1.26, LAFS.4.RI.1.27, LAFS.4.RI.1.28, LAFS.4.RI.1.29, LAFS.4.RI.1.30, LAFS.4.RI.1.31, LAFS.4.RI.1.32, LAFS.4.RI.1.33, LAFS.4.RI.1.34, LAFS.4.RI.1.35, LAFS.4.RI.1.36, LAFS.4.RI.1.37, LAFS.4.RI.1.38, LAFS.4.RI.1.39, LAFS.4.RI.1.40, LAFS.4.RI.1.41, LAFS.4.RI.1.42, LAFS.4.RI.1.43, LAFS.4.RI.1.44, LAFS.4.RI.1.45, LAFS.4.RI.1.46, LAFS.4.RI.1.47, LAFS.4.RI.1.48, LAFS.4.RI.1.49, LAFS.4.RI.1.50
Lesson 4 Florida's Native Americans (one class period)	LRL SS.4.A.2.1 WT SS.4.A.1.1, SS.4.A.2.1, SS.4.G.1.4 PSL SS.4.A.1.1, SS.4.A.2.1, SS.4.G.1.4	LRL LAFS.4.RI.1.3, LAFS.4.RI.2.5 WT LAFS.4.RI.1.1 PSL LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.4.RI.1.4, LAFS.4.RI.1.5, LAFS.4.RI.1.6, LAFS.4.RI.1.7, LAFS.4.RI.1.8, LAFS.4.RI.1.9, LAFS.4.RI.1.10, LAFS.4.RI.1.11, LAFS.4.RI.1.12, LAFS.4.RI.1.13, LAFS.4.RI.1.14, LAFS.4.RI.1.15, LAFS.4.RI.1.16, LAFS.4.RI.1.17, LAFS.4.RI.1.18, LAFS.4.RI.1.19, LAFS.4.RI.1.20, LAFS.4.RI.1.21, LAFS.4.RI.1.22, LAFS.4.RI.1.23, LAFS.4.RI.1.24, LAFS.4.RI.1.25, LAFS.4.RI.1.26, LAFS.4.RI.1.27, LAFS.4.RI.1.28, LAFS.4.RI.1.29, LAFS.4.RI.1.30, LAFS.4.RI.1.31, LAFS.4.RI.1.32, LAFS.4.RI.1.33, LAFS.4.RI.1.34, LAFS.4.RI.1.35, LAFS.4.RI.1.36, LAFS.4.RI.1.37, LAFS.4.RI.1.38, LAFS.4.RI.1.39, LAFS.4.RI.1.40, LAFS.4.RI.1.41, LAFS.4.RI.1.42, LAFS.4.RI.1.43, LAFS.4.RI.1.44, LAFS.4.RI.1.45, LAFS.4.RI.1.46, LAFS.4.RI.1.47, LAFS.4.RI.1.48, LAFS.4.RI.1.49, LAFS.4.RI.1.50

### Inquiry Investigations

Inquiry investigations included in each unit encourage students to build questions about social studies topics and take ownership of research efforts. Students develop and own the supporting questions and...



Good teaching resonates as students get away from their desks and research deeper questions. Carefully developed lessons help students track their research efforts, evaluate their sources, and plan their reports.

# Teaching and Learning with Projects

## Big Idea Project

Each unit opens with a Big Idea that connects to each lesson's Essential Question. Students are reminded to keep working on the **Show As You Go** page after they revisit the Essential Question at the end of each lesson.

**UNIT 4 Citizens and Government**

**BIG IDEA** People's actions affect others.

People's actions can help or hurt others. Think about a time when your actions affected another person. In this unit, you will learn about being a responsible citizen who helps others and follows rules. You will also learn how rules and laws keep people safe and help us to get along.

**networks** connected.mcgraw-hill.com  
Skill Builders  
Vocabulary Flashcards

**Show As You Go!**  
After you read each lesson in this unit, complete the activities to practice what you are learning!

**Lesson 1**  
After you read the lesson:  
How do people become citizens of the United States?  
**Becoming a Citizen**

**Lesson 2**  
After you read the lesson:  
What are some rights and responsibilities of United States citizens?  
**Rights and Responsibilities**

Each Essential Question leads students to the **Big Idea Project**.

**UNIT 4 Wrap Up**

Read the details in each circle. Choose a title from the Word Bank that goes with each circle. Then choose a detail to complete each circle.

**Word Bank**

**Titles:**  
Constitution symbols  
government naturalization rights  
responsible citizen

**Details:**  
patriotic  
guaranteed plan for our government  
writes laws  
Liberty Bell  
pledge to be loyal

Circle 1: makes life better for citizens, provides services. Title: \_\_\_\_\_

Circle 2: Freedom of Speech, Freedom of Religion. Title: \_\_\_\_\_

Circle 3: keeps order, \_\_\_\_\_. Title: \_\_\_\_\_

Circle 4: Right to Vote, \_\_\_\_\_. Title: \_\_\_\_\_

Circle 5: Constitution, Status of Liberty. Title: \_\_\_\_\_

Circle 6: Fourth of July, \_\_\_\_\_. Title: \_\_\_\_\_

Circle 7: self-reliant, volunteers. Title: \_\_\_\_\_

Circle 8: recycles, \_\_\_\_\_. Title: \_\_\_\_\_

Circle 9: sign a paper, take classes. Title: \_\_\_\_\_

Circle 10: take a test, \_\_\_\_\_. Title: \_\_\_\_\_

**Build the skills addressed in the LAFS!**

## Investigating Sources

Throughout the curriculum students are asked to interact with both primary and secondary sources to build context and disciplinary vocabulary. Each lesson plan in the Primary Source Library pairs two sources that have been carefully vetted for grade-level appropriateness and level of rigor. Learners follow the close reading routine and then write about the sources they have analyzed.

The close reading and writing routine supports students as they access complex texts and artifacts from the past.

**Primary Sources**

NGSS Standards  
5S.1.A.1. Develop an understanding of a primary source.

**Pictures** are one type of primary source. A picture can be a photograph or a drawing. Pictures from long ago can show us what life was like in the past. We can learn about how people lived and what kind of jobs they did long ago. Look at this photograph. It is from the past. How can you tell that the photograph is from long ago?

**Tip** Document-Based Questions

What does the picture on this page show?  
**People working long ago in a field or farm.**

What other kinds of work might people in Florida do?  
**They might work in an office, factory, store, tourism, etc.**

**networks** There's More Online!  
Resource Library  
Skill Builders

**Primary Source 1**

**Map and Views Illustrating Sir Francis Drake's West Indian Voyage, 1585-1586 by Baptista Boazio**

**Marking the Image**

- Draw an arrow from the harbor to the ocean.
- Put a box around the fort.
- Circle the compass rose.

## Student WorkText Course

The printed Student WorkText can also be accessed online where activities come to life. Each lesson focuses on an Essential Question and includes Foldable® activities, directions for highlighting, underlining, and annotating the text, graphic organizers, and more. Assessment opportunities that match the FSA are found at the end of each unit.

### Show As You Go!

Tracks progress towards completion of the Big Idea Project.

**The Big Idea**  
Provides a topical concept for the unit.

**UNIT 1 Florida's Land and Early People**

**Big Idea** Location affects how people live.

How would you describe Florida to somebody who's never been here before? You might say that the state is mostly flat and full of rivers and lakes. You might also say that the weather is usually warm and sunny. In this unit, you'll learn about the physical features, cities, tourist attractions, and weather of Florida. You'll also learn how our state's geography impacted the very first people who lived here—the Native Americans. As you read, think about the ways that location has affected people in the past and how location still impacts your daily life today.

**After Lesson 1:**

- Write a title at the top of the map.
- On the map legend, add the symbols used on the map for cities and the capital.
- Label the compass rose with cardinal and intermediate directions.
- Find the map scale and label it.

**After Lesson 2:**

- Label the Atlantic Ocean, Gulf of Mexico, Lake Okeechobee, the St. Johns River, the Suwannee River, the Apalachicola River, and the Everglades.
- Label the cities of Tallahassee, Jacksonville, Orlando, Miami, Tampa, and Pensacola.
- Choose three tourist attractions to add to the map. Create a symbol for each one and add them to the map where they are located. Add your symbols to the map legend.

**After Lesson 3:**

- Write a summary of the weather in Florida in the box labeled "Florida's Weather."

**After Lesson 4:**

- Add labels to the map to show where Florida's Native American tribes lived.

**Show As You Go!** After you read each lesson in this unit, come back to these pages and complete the activities on the left. You will use these pages to help you complete a project at the end of the unit.

**Map Legend**

- City
- Capital

**Florida's Weather**

Practice map — and — globe skills

### Interactivity

Engages students in the portfolio WorkTexts and online.

#### INQUIRY INVESTIGATION | Make an Inquiry Plan

##### Inquiry Management

The following inquiry investigation serves as a model for instruction. The key to this model is following the outlined procedure—make an inquiry plan, unpack the investigation, ask questions, collect and evaluate information, take notes, or draft results, revise and edit, and share information. Students should be encouraged to take ownership and develop questions that stem from provided examples. The findings of each individual or group will influence the shape and design of the final deliverable.

##### Make an Inquiry Plan

**Description** Students research the history of their favorite kind of food.

**Big Idea Inquiry Question** What is the history of your favorite food?

**Prompt students with supporting questions, such as**

- What is your favorite kind of food?
- Did you ever think about the history of your favorite food?
- Did it come from another country?
- Did it change when it was shared in the United States?
- How many people in your class like food from the same place?

##### Unpack the Investigation

**Read aloud the prompt. Ask students to identify purpose and audience of the final product.**

- What is the topic of the research task? favorite foods
- What is the purpose of the task? to inform
- Who is the audience for the presentation? the class
- What is the final product? a written report and oral presentation

##### Ask Questions

- Remind students that throughout the unit they have learned different ways that culture influences the way people live. One way that culture influences them is in the foods they like to eat.
- Distribute two-column charts or have students draw two-column charts on a paper.

#### Inquiry Investigation

##### What is the history of your favorite food?

##### Make an Inquiry Plan

**1. Unpack the Investigation**  
Write an informational report telling readers about the history of your favorite food.

**Be certain to include:**

- Introduce the topic.
- Include facts and details.
- Add pictures to help tell more about it!



What do you know?	What do you want to know?

As an extension to the Big Idea Project, students think critically about an Inquiry Investigation question to deepen their understanding of the unit material.

**Vocabulary Foldables®**  
Reinforces key vocabulary through activities.

**Words to Know FOLDABLES**

**NGSS Standards**  
LAFS.3.8.1.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.


The list below shows some important words you will learn in this unit. Their definitions can be found on the next page. Read the words.

**geography** (jee • AH • gruh • fee) (p. 10)  
**distortion** (dih • STAWR • shuhn) (p. 11)  
**elevation** (eh • luh • VAY • shuhn) (p. 17)  
**climate** (KLY • muht) (p. 21)  
**vegetation** (veh • juh • TAY • shuhn) (p. 21)  
**tundra** (TUHN • druh) (p. 34)  
**arable land** (A • ruh • buhl LAND) (p. 34)  
**arid** (A • ruhd) (p. 40)

The Foldable on the next page will help you learn these important words. Follow the steps below to make your Foldable.

**Step 1** Fold along the solid red line.  
**Step 2** Cut along the dotted lines.  
**Step 3** Read the words and their definitions.  
**Step 4** Complete the activities on each tab.  
**Step 5** Look at the back of your Foldable. Choose ONE of these activities for each word to help you remember its meaning:

- Draw a picture of the word.
- Write a description of the word.
- Write how the word is related to something you know.



## Vocabulary Instruction

Content and Academic Vocabulary are taught and reinforced through Foldables®, graphic organizers, and games.

Each unit has skills-based instruction that focuses on the Next Generation Sunshine State Social Studies Standards as well as the Language Arts Florida Standards (LAFS) for informational text.

## Visual Organization Tools

Each unit presents a variety of graphic organizers to help students gain a deeper understanding of unit vocabulary and concepts.

## NGSSS and LAFS

Provides standards correlations at point of use within the lessons.

## Essential Questions

Guide each lesson.

**Lesson 4 Life in Mexico**

**Essential Question**  
How does diversity influence culture?  
What do you think?


*Did you know that rocks can be used as a calendar? The early peoples of Mexico did! The Maya and the Aztec were two of the first civilizations, or developed communities, who lived in Mexico. The Maya built a pyramid out of rocks to track the seasons. The Aztec used a calendar stone. Even though these civilizations counted 365 days in a year just like we do, other parts were measured differently. There were 18 months in a year. Each month had approximately 20 days. These calendars were used to help plan for farming and predict the weather.*

**Words To Know**  
Find the definition for each word. Then write other words that come to mind when you think of each word.

**civilization** \_\_\_\_\_  
**generation** \_\_\_\_\_  
**tradition** \_\_\_\_\_  
**\*compare** \_\_\_\_\_

**NGSS Standards**  
SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.

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## Learn It, Try It, Apply It

The Learn It, Try It, Apply It sequence on the Reading Skills pages gives students an opportunity to internalize literacy concepts, and carry these forward throughout the unit.

**LEARN IT**  
Read the paragraph. Ask, "What is this paragraph about?" See if there is a sentence which states the main idea.  
Look for key details that give more information about the main idea.  
Summarize the paragraph. Sometimes your summary will be the same as the main idea.

**TRY IT**  
Use the graphic organizer to write the main idea and key details from the paragraph on page 56. Then complete the sentence.

**APPLY IT**  
Read the paragraph below. Circle the main idea. Underline the key details.

There are many different languages spoken throughout Florida. Many people speak only English. Others speak other languages in addition to English. Aside from English, Spanish is the language you hear next often. Other languages spoken in Florida include French, Creole, Portuguese, German, and Russian.

What is this paragraph about?

**Main Idea** \_\_\_\_\_

**Key Details** \_\_\_\_\_

This is the main idea.  
**There are lots of things to do in the Northwest!** If you like the outdoors, you can hike in the mountains or sail on the coast. You can view fine art at many museums in the region. **If you love to play sports, go to a park!** There you can find people of all ages play baseball, soccer, football, or basketb

## Primary Source Library

### Reading Complex Texts

For every Student WorkText lesson there is a corresponding Primary Source Library lesson built on the same Essential Question. The close reading routine teaches students to analyze complex texts and build clear writing skills.

#### 1 Read

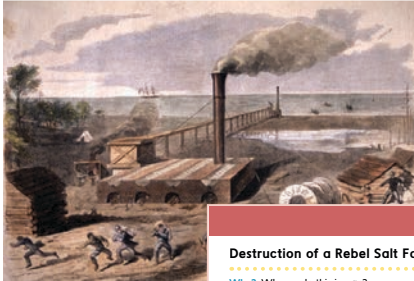
Students read the primary source and answer questions such as *who, what, why, where, when, and how?*

#### 2 Reread

Students reread the source and think more deeply, citing evidence on a graphic organizer.

Primary Source 1

### Destruction of a Rebel Salt Factory on the Florida Coast



**Marking the Image**

- Draw a circle around the Union soldiers loading bags of salt into a wagon.
- Draw a box around the Union ships in the ocean.
- Draw a triangle around the salt.

Document Detective's Notebook

#### Destruction of a Rebel Salt Factory on the Florida Coast

**Who?** Who made this image?  
My Own Question:

**What?** What does this image show?  
My Own Question:

**When?** When was it made?  
My Own Question:

**Where?** Where is the location of the salt factory? How do you know?  
My Own Question:

**Why?** Why is this image considered a primary source?  
My Own Question:

**How?** How does this picture show the involvement of Florida during the Civil War?  
My Own Question:

Reread

### Destruction of a Rebel Salt Factory on the Florida Coast

**Think Deeper**

- What point of view does the officer who created this picture show?
- Why do you think the Union Army tried to take all of the salt that Florida had made?

**Cite Evidence**

What effects do you think the destruction of this salt factory had on Florida and on the South?

Salt Factory Destruction	Effects

#### 3 Integrate

Students compare the two sources and plan how they will write about them. They talk, write, share, and evaluate their thinking.


### Opinion Writing Instruction

Standards-based lessons provide students practice in writing like a scholar.

Integrate

### Think About Both Sources

- What points of view are shown in both sources?  
How are they alike or different?
- How do these sources show the involvement of Florida in the Civil War?
- Why do you think that salt was so important during the Civil War?



*"But the salt was gone and it meant we had to either have some, or quit eating, the one looked like an impossibility, while the other was a dreadful alternative."*

—Frier

State Archives of Florida, Florida Memory

Writing • Part 1

### How did the Civil War affect Florida?

**Think**

- Look for details from both primary sources which you can use to describe the effects of the Civil War on Florida.

Image	
Cause	Effect
	→
	→

Memoir	
Cause	Effect
	→
	→

**Plan**

- Imagine you lived during this time. Use two details from each primary source to explain the effects of the Civil War on Florida. Persuade the Union Navy to stop the blockade of ports in the South.



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Lesson Plan Customize Print Create Lesson

Unit 3: Flo... Lesson 5:...

Lesson 5: Florida and the Civil War Presentation Expand All

Standards PREPARE

CLOSE READING | Primary Source 1 – Destruction of a Rebel Salt Factory on the Florida Coast

**Destruction of a Rebel Salt Factory on the Florida Coast**

**Summary**

The source is a drawing done by a Union officer involved in the destruction of the salt factory. Help students understand why this is a primary source even though it isn't text.

Florida joined the Confederacy in February 1861 and fought against the Union states in the Civil War from 1861–1865. Several battles were fought in Florida. Supplies, including food and weapons, slowed and stopped when the Union blockaded Florida's ports.

When the Union Army blockaded ports in the South, the import of salt stopped. The Confederates looked to Florida for help. The state's location on the coast gave it access to salty seawater, which was boiled and refined and then dried. The Union Army fought back and tried to stop local salt production for the Confederacy. This image of the destruction of a rebel salt factory on the Florida coast was published in *Harper's Weekly* on November 15, 1862.

**Key Vocabulary**

blockade – prevent goods from entering or leaving a place

import – to bring into a country for sale

refined – processed to remove impurities

**Prepare to Read**

- Review the questions in the Document Detective's Notebook. Encourage students to think about tie questions as they examine the source.
- Review the suggestions for marking the text and image.

**Read**

- Read the introduction aloud.
- Review the Key Vocabulary and any unfamiliar words students underlined.

The online lesson plan walks you through the close reading routine and how to introduce the sources to your students.

Social Studies, ELA, and ELD standards are outlined at the beginning of each lesson, and the two-part writing plan wraps up each lesson plan.

The consistent lesson structure cuts down on preparation time.


Find instructions for reviewing the Primary Source Library online in the Primary Source Library Sampler.

## Critical Thinking Skills

Examining photos lets students practice thinking like a historian.

Primary Source 1

**World Map (1795)**




**Marking the Map**

- Circle the title of the map.
- Draw a box around the United States.
- Highlight the names of the oceans.

Library of Congress Geography and Map Division IG3200 1795 C3 T1L Vault1

Primary Source 2

**World Map (1942)**



**Marking the Map**

- Circle the United States.
- Draw an arrow pointing to the title of the map.
- Draw a box around North America.

Library of Congress Geography and Map Division IG3200 1942 GK3 T1L

## Leveled-Reader Library

Find instruction online to deliver differentiated instruction with little or no preparation time.

### Grade K

Betsy Ross  
César Chavéz  
A Class Bake Sale  
The Everglades  
The Four Seasons  
The Great Smokey Mountains  
Helen Keller  
Indian New Year  
John Muir and the Woods  
Norman Thagard: Astronaut  
Our First President  
Rosa Parks  
We Like to Share

### Grade 3

Countries and Their Currency  
Florida Citrus  
Frida Kahlo: Great Mexican Artist  
John Muir: Father of Our National Parks  
Many Places to Live  
Martin Luther King, Jr.: A Man with a Dream  
Melquiades Martinez  
Mines Across the World  
Nunavut: A New Territory  
Rebuilding New Orleans

### Grade 1

The Apple Man: The Story of John Chapman  
Daniel Inoué  
The Declaration of Independence  
The First Thanksgiving  
The Florida Keys  
Jane Addams and the House That Helped  
Jobs at School  
Marjory Stoneman Douglas  
The Story of Bicycles  
On Top of the World

### Grade 4

César Chavéz: Fighting for Farm Workers  
Coronado Searches for Cities of Gold  
A Divided Nation  
The Kennedy Space Center  
The Many People of Florida  
Mary McLeod Bethune  
The Navajo: Tradition and Change  
A Photographer's Life: Dorothea Lange  
Protecting Florida's Land and Water  
The Richard Hatcher Story  
Traveling Americans  
Vote!

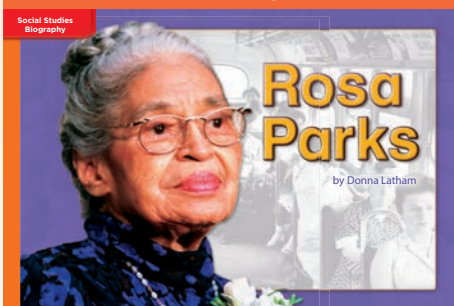
### Grade 2

Annie Moore: Ellis Island's First Immigrant  
Carl B. Stokes  
From the Farm  
George Washington Carver: The Plant Doctor  
Grandma's Life and Mine  
People Helping People: After Hurricane Katrina  
Powhatan  
Rachel Carson: Caring for the Earth  
Sofia Saves and Spends  
The Story of the Cherokee  
Using Maps

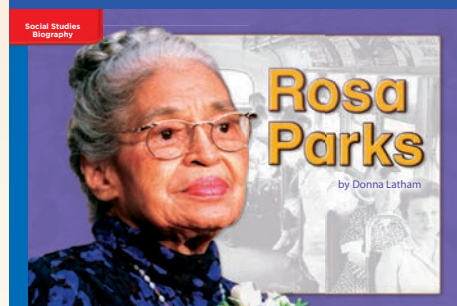
### Grade 5

African Americans Win Voting Rights  
The American Revolution Begins  
Cahokia: A City of Mystery  
The End of an Empire  
Florida Becomes a State  
Following the Oregon Trail  
James Franklin: Hurricane Specialist  
King Philip's War  
The Life of Alexander Hamilton  
Ocean-Going Explorers  
People of the Alaskan Rain Forest  
Thaddeus Kosciuszko: A Hero of Two Worlds  
William Penn  
Yosemite National Park

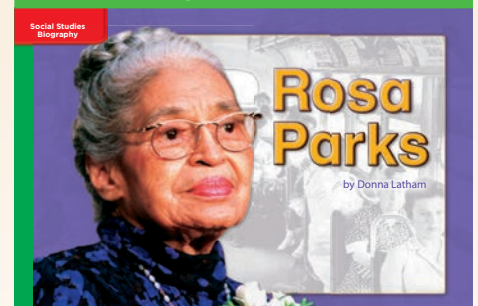
#### Approaching Level



#### On Level



#### Beyond Level



networks FLORIDA SOCIAL STUDIES Living, Learning, and Working Together TEACHER CENTER LEVELED-READER LIBRARY

Lesson Plan Customize Print Create Lesson

Unit 2: Hel... Lesson 1: ▶

Lesson 1: Rosa Parks Expand All ▼

▼ Standards

**Next Generation Sunshine State Standards**

SS.K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.

LAFS.K.RI.1.4 With prompting and support, ask and answer questions about key details in a text.

LAFS.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

ELD.K12.ELL.SS.1 English language learners communicate for social and instructional purposes within the school setting.

▼ PREPARE | Lesson Summary

**Summary**

Children learn about Rosa Parks and how her work helped others.

**Objectives**

- Learn about Rosa Parks and her work for equal rights.
- Apply reading skills and strategies.

**Biography**

**Rosa Parks**

Consider children's reading and comprehension levels and assign the appropriate reader.

**Reading Skill**

Key Details

**Approaching Level**

GR: N/A

Benchmark: N/A

Lexile Level: NP

**On Level**


GR: B

Benchmark: 2

Lexile Level: 100

**Beyond Level**

GR: D



The online lesson plans give you suggestions for tying the readers back to the lesson-level Essential Questions, comprehension questions, Writing in Social Studies prompts, and Leveled-Reader projects.

The vocabulary and reading comprehension instruction is paired with new lesson presentation slides.

Words to Know

**A Divided Nation**

Write each vocabulary word from the book in the first column. Write a context clue to help you define each word.

Word	Context Clue

Reading Skill

**A Divided Nation**

**Sequence**

What are three events that led to the Civil War? Write them in the order in which they happened.

↓

↓

## ...Even More Support Online

The content found in the Student WorkText exists online. Students can easily log in and move through the lessons, highlighting, underlining, annotating on the pages, and interacting with maps and resources.

**Online and Print**  
The online version of the Student WorkText gives you even more opportunities for engagement.

### Spanish

Instantly translate the lesson into Spanish.

### Reading Coach

Assign appropriate reading level of text to the student.



### Reading Skill

**NGSS Standards**  
**LAFS.4.RI.1.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

### Draw Inferences

It's important to be able to explain to others what you have read. This means that you have to tell both what the author directly stated in the text as well as inferences that you made. Inferences are logical guesses that fill in information that the author seemed to mean but didn't actually state. To draw an inference, you have to "read between the lines." This means that you have to use what you already know about a topic, along with details and examples from the text, to draw inferences.

### LEARN IT

Follow these steps to draw inferences:

- Find the topic of the passage. Think about what you already know about it.
- Find details and examples about the topic in the passage.
- Draw an inference based on both of these types of information.

**What You Know**  
Special plants and animals live in the Everglades.

"There are no other Everglades in the world."

They are, they have always been, one of the unique regions of the earth... Nothing anywhere else is like them... the region from southern

Topic

Print standards-based assessments with just a click!

# Assessment

## Lesson Assessment Solutions

Within each WorkText lesson, you will find Diagnostic and Formative Assessments, as well as suggestions for differentiation.

## Unit Assessment Solutions

Online testing offers multiple question types that are editable and graded electronically.

- > Short answers
- > Multiple choice
- > Fill-in-the-blank
- > Matching
- > Tech-enhanced questions

Access detailed reports easily to help guide your instruction.



Match these maps to their appropriate labels.

Elevation	↔	<input type="text"/>		
Physical	↔	<input type="text"/>		
Political	↔	<input type="text"/>		
Population	↔	<input type="text"/>		

Save & Continue

## Include Technology

Students use 21st century skills to complete a group extension activity of the unit project. Lesson plans, worksheets, and rubrics are available online.

## ★ Florida Standards Assessment

Get students ready for the Florida Standards Assessments (Grades 3-5).

GRADE 4 UNIT 5

Read the passage "My Trip to Kennedy Space Center" and then answer Numbers 1.

### My Trip to Kennedy Space Center

- 1 Last spring, my family and I went to the Kennedy Space Center. I had a blast! Kennedy Space Center has been the site of many "firsts" in space. In 1961 the first American rocketed into space from Cape Canaveral (that's the location of the space center). In 1969 the first men to go to the moon blasted off from there.
- 2 I also learned that the National Aeronautics and Space Administration (or NASA for short) was created in 1958. Its creation was part of the space race. The space race was a competition between our nation and the Soviet Union to see which country could get to the moon first.
- 3 We took a bus tour around the whole space center. The tour stops at the Launch Complex 39 Observation Gantry. It is a big observation deck that you can walk onto and look out. You get to see the launch pad and almost the entire complex. It is so cool!
- 4 Next on the bus tour was the Apollo/Saturn V Center. It has some great displays. I liked the spacesuits the best. Next we saw the rocket display and the capsules. That was really cool too! The space center also shows a film that recreates a launch that is very realistic.
- 5 One of the last stops on the tour was the International Space Station Center. Here visitors can walk through capsules. You can also visit the Astronaut Hall of Fame. It includes a history of the space program and information about the astronauts who have launched from Kennedy Space Center. I learned so much about the space program during our visit!

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GRADE 4 UNIT 5

Now Answer Questions 1 through 3. Base your answers on the passage "My Trip to Kennedy Space Center."

1 This Question has two parts. First, answer Part A. Then, answer Part B.

**Part A** What is the author's MAIN purpose for writing "My Trip to Kennedy Space Center"?

- (A) to tell where NASA is located
- (B) to tell about the moon landing
- (C) to tell the reasons for the space race
- (D) to tell about his trip to the Kennedy Space Center

**Part B** Which sentence supports your answer in Part A?

- (A) "It is a big observation deck that you can walk onto and look out." (paragraph 3)
- (B) "It includes a history of the space program and information about the astronauts who have launched from Kennedy Space Center."
- (C) "I learned so much about the space program during our visit!" (paragraph 5)
- (D) "I had a blast!" (paragraph 1)

2 Read this sentence from the passage.

"It is a big observation deck that you can walk onto and look out."

What does the word observation mean?

- (A) the act of looking at

## Online. Offline. It's Your Choice.

The rich digital resources bring the pathways to life online. Many can be downloaded for offline use through the ConnectED Mobile tablet app. The mix of print and digital resources gives you unprecedented flexibility.



Unit 1 Lesson 2 At a Glance

### Lesson 2 Florida's Physical and Cultural Geography

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Essential Question

**What makes places unique and different?**

**Florida Social Studies Standards**

**Leveled-Reader Library**

**SS.4.C.2.1** Discuss public issues in Florida that impact the daily lives of its citizens.

**SS.4.C.2.2** Identify ways citizens work together to influence government and help solve community and state problems.

**Student WorkText**

**SS.4.A.1.1** Analyze primary and secondary sources to identify significant individuals and events throughout Florida history.

**SS.4.G.1.1** Identify physical features of Florida.

**SS.4.G.1.2** Locate and label cultural features on a Florida map.

**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).

**Primary Source Library**

**SS.4.A.1.1** Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

**SS.4.G.1.3** Explain how weather impacts Florida.

**Social Studies Skill**  
Identify Landforms; Use Maps

**Reading Skill**  
Draw Inferences

**Lesson Vocabulary**  
geography, \*affect, strait, region, landform, tourist

\* denotes academic vocabulary

Additional Resources

- Videos
  - Everglades National Forest
- Interactive Whiteboard Lessons
- Worksheets
- Assessment

▶ **GO ONLINE** to [connected.mcgraw-hill.com](http://connected.mcgraw-hill.com), click on your Teacher Edition, and select **Resources** from the menu.

**In Good Time**  
Lessons for your variable schedule.

Leveled-Reader Library	20 minutes
Student WorkText	40 minutes
Primary Source Library	

**Leveled-Reader Library**

**20 MINUTES**

*Saving Florida*  
Use with Lesson 2.

AL OL BL

**STANDARDS PREPARE**

**TEACH AND PRESENT**

- Essential Question
- Words to Know
- Florida's Physical Geography
- Florida's Regions and Landforms
- Florida's Water
- Tourist Attractions and Cities

**CLOSE AND ASSESS**

- Essential Question Summary
- Response to Intervention

**ACTIVITIES**

**LEVELED-READER PROJECT**

**Student WorkText**

**40 MINUTES**

Pages 16-23

**STANDARDS PREPARE**

**TEACH AND PRESENT**

- Essential Question
- Words to Know
- Florida's Physical Geography
- Florida's Regions and Landforms
- Florida's Water
- Tourist Attractions and Cities

**CLOSE AND ASSESS**

- Essential Question Summary
- Response to Intervention

**21ST CENTURY SKILLS CURRICULUM CONNECTIONS**

- Language Arts
- Geography

**ACCESS POINT ACTIVITIES**

**Primary Source Library**

**50 MINUTES**

**STANDARDS PREPARE**

**CLOSE READING Primary Source 1**

- The Hurricane of 1926 (Great Miami Hurricane) (excerpt)
- Document Detective's Notebook: Read
- Reread

**Primary Source 2**

- Monthly Weather Review, October 1926
- Document Detective's Notebook: Read
- Reread

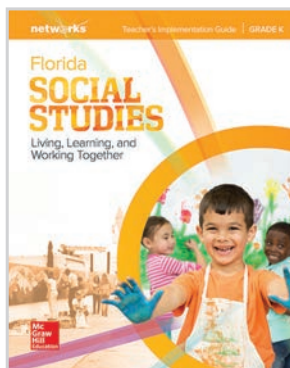
**INTEGRATE THROUGH WRITING**

- Integrate
- Writing Parts 1 & 2

▶ **GO ONLINE** to [connected.mcgraw-hill.com](http://connected.mcgraw-hill.com) for complete teaching instructions and differentiation strategies.

Click on your <i>Florida Social Studies Leveled-Reader Library Teacher Edition</i> and select <b>Lesson Plan</b> from the Menu.	Click on your <i>Florida Social Studies WorkText Teacher Edition</i> and select <b>Lesson Plan</b> from the Menu.	Click on your <i>Florida Social Studies Primary Source Library Teacher Edition</i> and select <b>Lesson Plan</b> from the Menu.
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The Teacher Implementation Guide, Student WorkTexts, Primary Source Library, and Resource Masters are available as interactive eBooks through ConnectED mobile.



### ConnectED Mobile—Take Your Teaching on the Go

With the power of ConnectED Mobile, you and your students have access to eBooks (even while offline!), and you can mark up the interactive WorkTexts, blackline masters, and more!



**connectED**

# Resources Available Online

- WorkText Course Instruction\*
- WorkText Interactive eBook\*
- WorkText Presentation Slides
- WorkText Course Videos
- Primary Source Library Course Instruction\*
- Primary Source Library Presentation Slides\*
- Leveled-Reader Library Instruction\*
- Leveled Reader eBooks, 2 per Unit
- Teacher Implementation Guide eBooks\*
- Engrade Assessments Modeled after the FSA

\*printable and/or available through ConnectED Mobile

The screenshot displays the 'networks FLORIDA SOCIAL STUDIES Florida Studies' interface. It features a 'TEACHER CENTER WORKTEXT' header and a 'Lesson Plan' section with buttons for 'Add To My Calendar', 'Customize', 'Print', and 'Create Lesson'. The current lesson is 'Lesson 5: Florida and the Civil War', with options for 'Presentation' and 'Expand All'. A 'Standards' section lists 'Next Generation Sunshine State Standards' with links to specific standards like SS.4.A.5.1, SS.4.G.1.4, LAFS.4.RI.1.1, LAFS.4.RI.2.5, and LAFS.4.RI.3.7. A 'PREPARE | Lesson Summary' button is also visible.

Every lesson presentation slide is Interactive Whiteboard compatible!

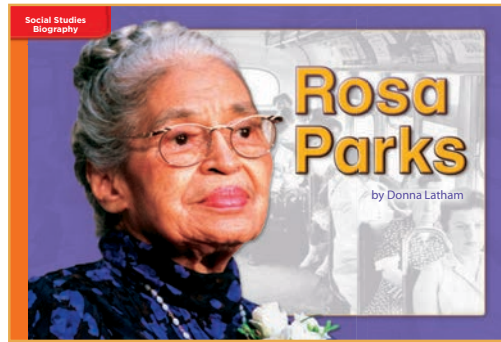


## All New Video Collection

Includes economics videos created by WTTW Chicago Money Savvy Generation in collaboration with the Federal Reserve.

## Teacher Implementation Guide

The Teacher Implementation Guide gives you an overview of the content and how it is covered across the three pathways. You can quickly and easily review the amount of time a lesson may take, the materials required, and where to go online to be successful with minimal preparation time.



### Unit 1 At a Glance

## Unit 1 People and Traditions

**Big Idea**  
People and events shape history.

**Inquiry Investigation** What makes someone an American hero?  
**Social Studies Skill** Primary Sources: Artifacts  
**Reading Skill** Finding Similarities and Differences

AT A GLANCE	FLORIDA SOCIAL STUDIES STANDARDS	LANGUAGE ARTS STANDARDS
<b>Unit Opener</b>	WT SS.1.A.1.1	WT LAFS.1.RI.2.4, LAFS.1.RI.3.9
<b>Lesson 1 Change Over Time</b> (two class periods)	LRL SS.1.A.2.1, SS.1.A.2.2 WT SS.1.A.1.2, SS.1.A.2.1, SS.1.A.2.2, SS.1.A.2.3, SS.1.A.3.1, SS.1.A.3.2 PSL SS.1.A.1.1, SS.1.A.2.1, SS.1.A.2.2	LRL LAFS.1.RI.1, LAFS.1.RI.3 WT LAFS.1.RI.3.9 PSL LAFS.1.RI.1, LAFS.1.RI.2, LAFS.1.RI.2.6, LAFS.1.RI.3.7, LAFS.1.RI.3.9, LAFS.1.SL.1.1, LAFS.1.SL.2, LAFS.1.WI.2, LAFS.1.W.2.5
<b>Lesson 2 Special Holidays</b> (two class periods)	LRL SS.1.A.2.2, SS.1.A.2.3 WT SS.1.A.2.3 PSL SS.1.A.1.1, SS.1.A.2.3	LRL LAFS.1.RI.1, LAFS.1.RI.3.7 WT LAFS.1.RI.3 PSL LAFS.1.RI.1, LAFS.1.RI.2, LAFS.1.RI.2.6, LAFS.1.RI.3.7, LAFS.1.RI.3.9, LAFS.1.SL.1.1, LAFS.1.SL.2, LAFS.1.WI.2, LAFS.1.W.2.5
<b>Lesson 3 American Heroes</b> (two class periods)	LRL SS.1.A.2.4 WT SS.1.A.2.4 PSL SS.1.A.1.1, SS.1.A.2.4	LRL LAFS.1.RI.1, LAFS.1.RI.2 WT LAFS.1.RI.3 PSL LAFS.1.RI.1, LAFS.1.RI.2, LAFS.1.RI.2.6, LAFS.1.RI.3.7, LAFS.1.RI.3.9, LAFS.1.SL.1.1, LAFS.1.SL.2, LAFS.1.WI.2, LAFS.1.W.2.5
<b>Lesson 4 Sharing Stories</b> (two class periods)	WT SS.1.A.2.5 PSL SS.1.A.1.1, SS.1.A.2.1, SS.1.A.2.5	WT LAFS.1.RI.2.4, LAFS.1.RI.2.5, LAFS.1.RI.3.9 PSL LAFS.1.RI.1, LAFS.1.RI.2, LAFS.1.RI.2.6, LAFS.1.RI.3.7, LAFS.1.RI.3.9, LAFS.1.SL.1.1, LAFS.1.SL.2, LAFS.1.WI.2, LAFS.1.W.2.5

Key: LRL, Leveled-Reader Library; WT, Student WorkText; PSL, Primary Source Library

2 Unit 1: People and Traditions

#### Differentiated Instruction

Look under Teach and Present in the online lesson plans for differentiated instruction labeled as **Approaching, Beyond, and English Language Learners (ELL)**.

#### Student Portfolio

##### Show As You Go!

- Students record information related to each lesson in the unit.

#### Foldables

- Students create vocabulary Foldables to reinforce key words.
- Additional Foldables templates can be found on [connected.mcgraw-hill.com](http://connected.mcgraw-hill.com)

### Unit 1 Project Learning

#### Big Idea Project

**Description** Students will make a poster about life in the past that will be placed in a classroom museum.  
**Show As You Go!** Use these pages to introduce the Big Idea. Students record information specific to each lesson. They use these pages to help them plan their Big Idea Project.

#### Inquiry Investigation

**Description** Children draw the actions of a famous American and decide whether he or she is a hero.

**Question** What makes someone an American hero?



► GO ONLINE to [connected.mcgraw-hill.com](http://connected.mcgraw-hill.com) for complete teaching instructions and differentiation suggestions.

**Inquiry Investigation Project** Click on your Florida Social Studies WorkText Teacher Edition, select Lesson Plan from the Menu, and navigate to the Unit Opener.

### Student WorkText

#### Unit Opener

Pages 2-9

#### STANDARDS

##### PREPARE

- Introduce the Unit

##### BIG IDEA PROJECT

- Show As You Go!
- Diagnostic Assessment
- Active Teaching
- Differentiated Instruction

##### INQUIRY INVESTIGATION

- Make an Inquiry Plan
- Deepen Your Understanding
- Publish and Present

##### READING SKILL

- Finding Similarities and Differences

##### VOCABULARY

- Words to Know
- Foldables
- GO Vocabulary

##### PRIMARY SOURCES

- Artifacts

### Unit 1 Lesson 1 At a Glance

## Lesson 1 Change Over Time

**Essential Question**  
How has life changed over time?

**Florida Social Studies Standards**  
**Leveled-Reader Library**  
SS.1.A.2.1 Understand history tells the story of people and events of other times and places.  
SS.1.A.2.2 Compare life now with life in the past.  
**Student WorkText**  
SS.1.A.2.1 Understand how to use the media center/other sources to find answers to questions about a historical topic.  
SS.1.A.2.1 Understand history tells the story of people and events of other times and places.  
SS.1.A.2.2 Compare life now with life in the past.  
SS.1.A.2.3 Distinguish between historical fact and fiction using various materials.  
SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community.  
SS.1.A.3.2 Create a time line based on the student's life or school events, using primary sources.  
**Primary Source Library**  
SS.1.A.1.1 Develop an understanding of a primary source.  
SS.1.A.2.1 Understand history tells the story of people and events of other times and places.  
SS.1.A.2.2 Compare life now with life in the past.

**Social Studies Skill**  
Artifacts: Use Time Lines  
**Reading Skill**  
Finding Similarities and Differences  
**Lesson Vocabulary**  
history, time line, community, technology, \*fact  
\* denotes academic vocabulary

**Additional Resources**

- Videos
  - ▶ School Long Ago
- Interactive Whiteboard Lessons
- Worksheets
- Assessment
- Content Library: Life Long Ago

► GO ONLINE to [connected.mcgraw-hill.com](http://connected.mcgraw-hill.com)  
Click on your Teacher Edition and select Resources from the Menu.

4 Unit 1: People and Traditions

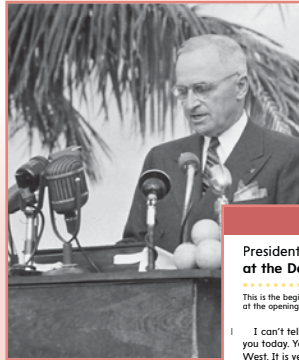
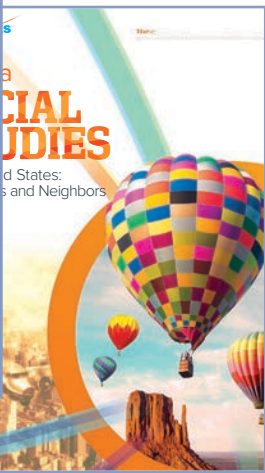
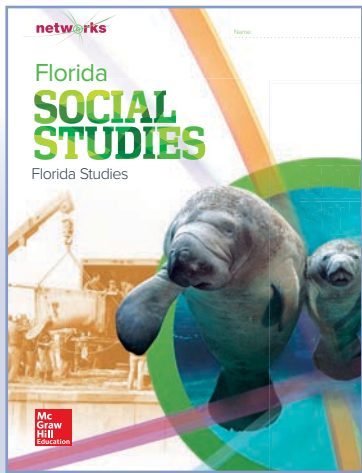
## Unit Overview

Next Generation Sunshine State Standards  
Language Arts Florida Standards  
Unit Big Idea  
Differentiation Suggestions  
Inquiry Steps

## Lesson Overview

Essential Question  
Instructions for Going Online  
In Good Time Feature





### President Harry Truman's Address on Conservation at the Dedication of Everglades National Park

This is the beginning of a speech that was delivered on December 8, 1947 at the opening ceremonies for Everglades National Park.

- I can't tell you what a great pleasure it is to me to be with you today. You know, I have a White House down in Key West. It is very conveniently located for this occasion.
- Not often in these demanding days are we able to lay aside the problems of the times, and turn to a project whose great value lies in the enrichment of the human spirit. Today we mark the achievement of another great conservation victory. We have permanently safeguarded (protected) an irreplaceable primitive (not developed) area. We have assembled to dedicate to the use of all the people for all time, the Everglades National Park.
- Here in Everglades City we have the atmosphere of this beautiful tropical area. Southeast of us lies the coast of the Everglades Park, cut by islands and estuaries of the Gulf of Mexico. Here are deep rivers, giant groves of colorful trees, prairie marshes, and a great many lakes and streams.

#### Marking the Text

- Underline unfamiliar words.
- Circle names of important people.
- Put a box around the names of important places.
- Highlight important dates.
- Draw an arrow to important details.

More

### In Good Time

Lessons for your variable schedule.

Leveled-Reader Library	20 minutes
Student WorkText	50 minutes
Primary Source Library	50 minutes

Leveled-Reader Library	Student WorkText	Primary Source Library
<p><b>20 MINUTES</b></p> <p><b>Big Ideas</b></p> <p>Use with Lesson 1.</p> <p><b>AL OL EL</b></p> <p><b>STANDARDS</b></p> <p><b>PREPARE</b></p> <p><b>TEACH AND PRESENT</b></p> <ul style="list-style-type: none"> <li>Essential Question</li> <li>Words to Know</li> <li>Bicycles Have Changed</li> <li>Active Teaching</li> <li>Reading Skill</li> <li>Develop Comprehension</li> <li>Check Understanding</li> </ul> <p><b>ACTIVITIES</b></p> <p><b>LEVELED-READER PROJECT</b></p>	<p><b>50 MINUTES</b></p> <p>Pages 10-23</p> <p><b>STANDARDS</b></p> <p><b>PREPARE</b></p> <p><b>TEACH AND PRESENT</b></p> <ul style="list-style-type: none"> <li>Essential Question</li> <li>Words to Know</li> <li>Family Life Then, Family Life Now</li> <li>Use Time Lines</li> <li>School Then, School Now</li> <li>Community Life Then, Community Life Now</li> <li>Work Then, Work Now</li> <li>My Life Time Line</li> </ul> <p><b>CLOSE AND ASSESS</b></p> <ul style="list-style-type: none"> <li>Response to Intervention</li> <li>Essential Question Summary</li> </ul> <p><b>21ST CENTURY SKILLS</b></p> <p><b>CURRICULUM CONNECTIONS</b></p> <ul style="list-style-type: none"> <li>Art Technology</li> </ul> <p><b>ACCESS POINT ACTIVITIES</b></p>	<p><b>50 MINUTES</b></p> <p><b>STANDARDS</b></p> <p><b>PREPARE</b></p> <p><b>CLOSE READING</b></p> <p><b>Primary Source 1</b></p> <ul style="list-style-type: none"> <li>Photograph of a Family Then</li> <li>Document Detective's Notebook</li> <li>Read</li> <li>Reread</li> </ul> <p><b>Primary Source 2</b></p> <ul style="list-style-type: none"> <li>Photograph of a Family Now</li> <li>Document Detective's Notebook</li> <li>Read</li> <li>Reread</li> </ul> <p><b>INTEGRATE THROUGH WRITING</b></p> <ul style="list-style-type: none"> <li>Integrate</li> <li>Writing Parts 1 &amp; 2</li> </ul>

GO ONLINE to [connected.mcgraw-hill.com](http://connected.mcgraw-hill.com) for complete teaching instructions and differentiation strategies.

Click on your Florida Social Studies Leveled-Reader Library Teacher Edition and select Lesson Plan from the Menu.

Click on your Florida Social Studies Student WorkText Teacher Edition and select Lesson Plan from the Menu.

Click on your Florida Social Studies Primary Source Library Teacher Edition and select Lesson Plan from the Menu.

### Unit 1 At a Glance

## Unit Wrap Up

### Presentation Day

- Wrap Up Activity**
- Making Connections Game** Use the Making Connections activity to review vocabulary and concepts.
- Big Idea Project**
- Big Idea** People and events shape history.
- Student WorkText page 51
- Students use their **Show As You Go!** pages to assist them with completing the project.
  - Assess the project with the rubric in the online lesson plan.



- Overview**
- Introduce the project to the class.
  - Make certain children understand the Inquiry Question and tasks.
  - Guide children to refine research plans.
  - Provide time for research in the media center or classroom.
  - Support children in using text evidence to form and support their opinions.
  - Review tips for listening to other's opinions and offering differing opinions.

- Group Technology Project**
- Students use the **Group Technology Project** to provide additional activities to enhance their knowledge of technology while working collaboratively. In this project, children use online time line tools to create a digital time line for a topic that explores the Big Idea.

**Think About the Big Idea**

Students reflect on their project and write a paragraph.

### Unit Assessment Solutions

- Response to Intervention**
- Big Idea 1** People and events shape history.
- If... students cannot give a substantiated response to the Big Idea, "People and events shape history"
- Then... have students think about the changes that each lesson discussed. Ask students to describe the changes. Point out examples of change in each lesson—for example, How has family, school, work, and community life changed over time? Following the discussion, allow students to respond to the Big Idea again.

**enGrade**

Online testing offers a variety of question types that are editable: short answer, fill in the blank, multiple choice, matching, essay, and more. Click on your Teacher Edition and select Assessment from the menu.

**Evaluation**

A rubric for evaluating the Inquiry Extension can be found in the online Lesson Plan.



Photo courtesy of USDA, National Conservation Service

## Unit Wrap-Up

- Wrap-Up Activity
- Big Idea Project
- Inquiry Extension
- Assessment Options

# Sample Online Today!

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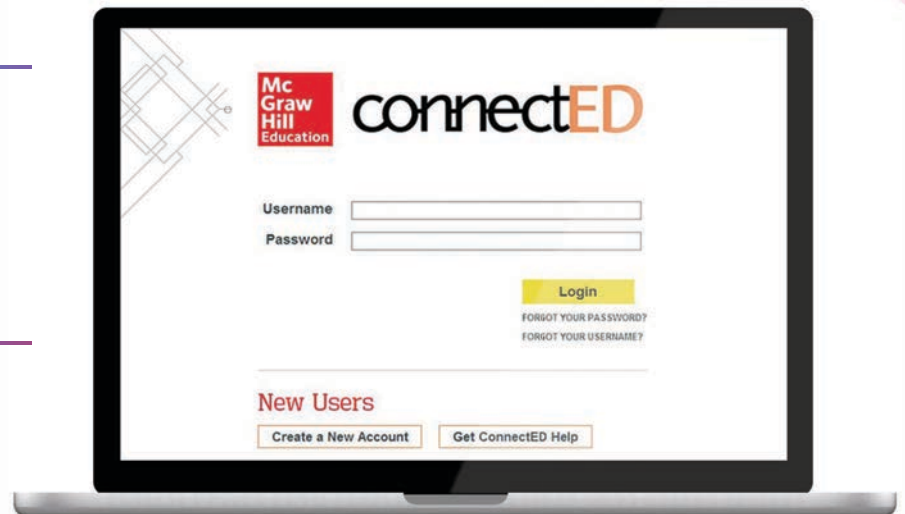
## STEP 1 > LOGIN

**Username:** FL2016Networks

**Password:** FL2016SS

## STEP 2 > DEMO

- Select any Teacher Edition icon.
- Use the arrow menu to select a unit and lesson.
- Select “Student Lesson” > “Annotated Student Lesson.”



### Online Student Center

- WorkText Interactive eBook
- eBook Mark-Up Tools (ConnectED Mobile)
- Presentation Slides
- Engrade Assessments
- Center for Social Studies Skills Investigations
- Interactive Skill Builders
- Interactive Atlas
- My Homework Feature
- Leveled-Reader Library
- Glossary

### Online Teacher Center

- Instruction for All Pathways
- WorkText Interactive eBook
- Teacher Implementation Guide Interactive eBook
- Engrade Assessments and Gradebook
- My Files
- Class Management and Planners
- Discussions Feature
- Standards Reporting

# Outline of Course Topics

Each title contains the following units to help achieve your social studies curriculum goals.

## Grade K

### Living, Learning, and Working Together

- Unit 1: Hello, Changes!
- Unit 2: Hello, Friends!
- Unit 3: Hello, America!
- Unit 4: Hello, Earth!
- Unit 5: Hello, Choices!

## Grade 1

### Our Community and Beyond

- Unit 1: People and Traditions
- Unit 2: Where we Live
- Unit 3: Beginning Economics
- Unit 4: Good Citizens

## Grade 2

### Who We Are as Americans

- Unit 1: Our World
- Unit 2: Native Americans
- Unit 3: A Land of Immigrants
- Unit 4: Citizens and Government
- Unit 5: All About Economics

## Grade 3

### The United States: Its Regions and Neighbors

- Unit 1: The Geography of North America and the Caribbean
- Unit 2: Celebrating Culture
- Unit 3: Economics
- Unit 4: Government and Civics

## Grade 4

### Florida Studies

- Unit 1: Florida's Land and Early People
- Unit 2: Exploration and Colonization of Florida
- Unit 3: Florida's Early History
- Unit 4: Florida in Modern Times
- Unit 5: Florida's People, Economy, and Government

## Grade 5

### United States History

- Unit 1: Geography
- Unit 2: Native Peoples of North America
- Unit 3: The Age of Exploration
- Unit 4: Colonial America
- Unit 5: The American Revolution
- Unit 6: Founding the Nation
- Unit 7: Westward Expansion

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