

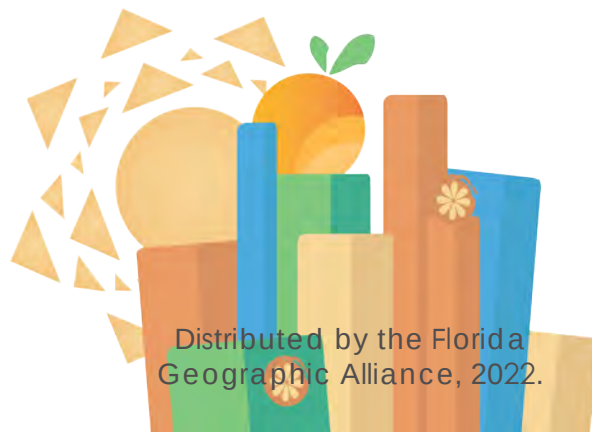


Giant Travelling Map

Teacher Handbook



Florida Geographic Alliance
Educating Tomorrow's stewards of Florida



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Part One

Introduction

Why Geography Matters

Why is thinking geographically important?

Thinking geographically is critical to a citizen's basic understanding of the world in which he or she lives. In our society, every news story has a geographic or spatial aspect. Comprehending articles on foreign policy, international business and trade, environmental and resource problems, population distribution, urban planning, and growth management requires geographic understanding. Geography also contributes to an understanding of the physical/biological and social sciences and the humanities.

To be academically respectable, geography has to be methodologically sound. From the Greek, geography is "earth writing". Material heralding the 27th International Congress of the International Geographical Union states that "Geography is the science of space and place." A consistent, yet more specific and informative definition is that "Geography is the chorological or place study concerned with the distribution and interaction of phenomena in space or place." Some have added, "on the Earth as the home of mankind." No other discipline, or study, has as its fundamental approach this spatial methodology.

This definition (others may discuss the geography of outer space but "geo" is earth) is an academic way to say that geographers are interested in where people and things are located, why they are located there, and how they interact. This discipline identifies and explains the character of place. A middle school student might define geography as the study that asks, (1) Where are things located? (2) Why are they located where they are? (3) What is the place like? and, (4) How are things, including places related?

The preliminary report of the "National Assessment of Educational Progress 1994 Geography Consensus Program Assessment Framework" on the nature of geography states, "Everything exists in space. Geography's concern is space. Geography uses a spatial perspective to study the arrangement and interaction of people and places over space - Earth's space. By understanding and using a spatial perspective, students seek answers to the questions: Where is it? Why is it there? How did it get there? What is the significance of its location?" These are questions the teacher can have students ask and answer in classroom activities.

Edward A. Fernald, Florida's State Geographer



WHAT IS THE MAP?

"National Geographic Giant Travelling Maps are enormously entertaining and educationally powerful tools for introducing geography and map reading skills to students, grades K-8." Florida's travelling map is classroom-sized, measuring 16 by 20 feet. Equipped with detailed cities, interstates, lakes, rivers and more, students of all ages can explore the wonders of Florida's geography in just a hop, skip and a jump!

"The State Giant Maps project is based on the success of National Geographic's Giant Travelling Maps program. As its 2017 National Initiative for Alliances, the National Geographic Society has provided all 50 states and the District of Colombia with a free (estimated 20'x16') map of their state using the expertise of National Geographic's Cartographic Division and research on elementary spatial thinking. This project is an expression of the commitment that the National Geographic Society has to educators who are teaching students about the world and empowering them to make a difference."

- National Geographic Society
*State Travelling Maps National
Initiative Handbook*

WHAT IS THE CRATE?

Accompanying Florida's Giant Travelling Map on its journey through the state is The Green Crate. This toolkit, curated by the Florida Geographic Alliance, provides a wide variety of books, toys and activities to aid you in making your experience with the map the best it can be. Included in the crate is a set of lesson plans formed by the National Geographic Society, alongside materials specially created by Florida teachers for Florida students. Activities in the Green Crate draw on the classic literature, history, and landscape of the Sunshine state, offering an experience unique to young Florida explorers. All materials accompanying the map are designed to create learning opportunities before, during, and long after the map's visit to your school!

Two sets of activities/tools for lessons are provided in the crate - one set is from the National Geographic Society, and the other is from the Florida Geographic Alliance. You will find in the white binder a handbook for both sets, and clear instructions for use of the games and toys in the crate. Below is an inventory list of all objects and books inside the crate:

Inventory

- Florida's Giant Travelling Map Handbook
- NGS Handbook (Binder)
Includes:
 - 8 laminated Map Key scavenger hunt cards (small)
 - 4 laminated Map Key scavenger hunt cards (large)
 - Mini Map key
 - Small overview print out of map
 - *National Initiative Handbook*
 - *Lesson Handbook*
 - Three transparent images that layer together to illustrate the "five themes of geography).
 - Laminated Compass Rose
- Large laminated Map Key
- Orange Cones (x18)
- Yellow Chain
- Multi-colored bingo chips
- 4 stacks of colored post-it notes (pink, orange, green, blue)
- 1 spool of rope twine
- 4 extra-long lanyards (red, yellow, green, blue)
- Books
 - *There's a Map on My Lap*
 - *Six Thinking Hats*
 - *I Love Florida, an ABCs Adventure*
 - *The Smallest Tadpole's War*
- Four Card Decks (Red, Blue, Green, Purple)
- Population/Stat cards (Light Green)
- Red Yarn (Multiply Florida)
- Florida River Post Cards (Alligator Eyes)
- Florida Rivers 2001 Poster (Alligator Eyes)



Part Two

Procedure

HOW DOES IT WORK?

How do I get a map?

- Go to www.floridatravellingmap.com
- Click on "Request a Map"
- Fill out the online request form
- Click "Submit"
- You will receive a confirmation e-mail that your request has been processed from the Florida Geographic Alliance within five business days.

What happens after I order the map?

Allow five business days for your request to process. Once you receive an email approving your rental, your reserved time with the map will appear on the website calendar. As the date of your rental approaches, you will receive an email notifying you when your package has been shipped, along with its expected arrival date.

The map will arrive at your school on the morning of your first rental day.



WHEN THE MAP ARRIVES.

The Green Crate will arrive sealed by zip ties. Cut these zip ties away with a pair of common scissors. Be sure to do this at a safe distance from children. Once safely unsealed, gather around the crate to explore it's contents.

Make sure to take careful note of how the map is folded before unfolding. Re-folding the map can be a challenge, and doing so incorrectly may damage the map!

Some general guidelines for using the map include:

- No food, drink, or other liquids should be used or consumed on the map.
- No sharp objects should be kept around the map.
- Shoes should be taken off before beginning map activities





LESSON PLANS





The ABC's of Florida

Purpose:

Students will use literature and a map to identify places in Florida that they have perhaps visited — or plan to visit — and they will learn where these places are located in the state.

Goals:

The goal of this lesson is to provide increased student understanding of the state using both literature and maps. Hopefully many of your students have been to one or more places and can share their memories and experiences with the class.

Grade Level:

K, 1st, 2nd

Next Generation SSS Geography Standards for Kindergarten:

- ☐ SS.K.G.1.1 – Describe the relative location of people, places, and things using positional words.
- ☐ SS. K.G.1.3 – Identify the cardinal directions on simple maps.

Next Generation SSS Reading / Language Arts for Kindergarten:

- ☐ LA.K.1.6.1 – Use new vocabulary that is introduced and directly taught.
- ☐ LA.K.1.6.2 – Listen to and discuss both familiar and conceptually challenging text.
- ☐ LA.K.1.6.3 – Describe common objects and events in both general and specific language.
- ☐ LA.K.1.6.5 – Use language correctly to express spatial and temporal relationships.
- ☐ LA.K.1.6.6 – Relate new vocabulary to prior knowledge.
- ☐ LA.K.2.2.2 – Retell important facts from a text heard or read.

Next Generation SSS Writing Standards for Kindergarten:

- ☐ LA.K.3.2.1 – Drawing, telling, or writing about a familiar experience, topic or text.
- ☐ LA.K.4.1.1 – Create narratives by drawing, dictating, and/or using emergent writing.
- ☐ LA.K.4.2.3 – Participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details.

Next Generation SSS Geography Standards for First Grade:

- ☐ SS.1.G.1.1 – Students will use maps to locate places in Florida.
- ☐ SS.1.G.1.4 – Students will identify a variety of physical features using maps.



Next Generation SSS Reading / Language Arts for First Grade:

- ☐ LA1.1.4.5 – Recognize high frequency words.
- ☐ LA1.1.4.7 – Decode base words and inflectional endings.
- ☐ LA1.1.6.1 – Use new vocabulary that is introduced and taught directly.
- ☐ LA1.1.6.2 – Listen to, read, and discuss both familiar and conceptually challenging text.
- ☐ LA1.1.6.3 – Use context clues.
- ☐ LA1.1.7.3 – Retell the main idea or essential message.
- ☐ LA1.2.2.3 – Organize information found in non-fiction text through charting, listing, mapping, or summarizing.

Next Generation SSS Writing Skills for First Grade:

- ☐ LA1.3.2.1 – Maintaining focus on a single idea using supporting details.
- ☐ LA1. 3.4.1 – Use common spelling and conventional spelling of high frequency words.
- ☐ LA1. 3.4.6 – End punctuation for sentences, including periods, question marks, and exclamation points.
- ☐ LA1.4.3.1 – Draw a picture and use simple text to explain why this place or thing is important to them.
- ☐ LA1.5.2.1 – Listen attentively and understand directions for performing tasks.
- ☐ LA1. 5.2.2 – Communicate effectively when relating experiences and retelling stories heard.

Next Generation SSS Geography Skills for Second Grade:

- ☐ SS.2.G.1.2 – Using maps and globes, locate the student's hometown, Florida, and N. America.

Next Generation SSS Language Arts Skills for Second Grade:

- ☐ LAFS.2.RI.1.1 – Ask and answer such questions as who, what, where, when, why, and how to.
- ☐ LAFS.2.SL.1.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Next Generation SSS Writing Skills for Second Grade:

- ☐ LAFS.2.W.1.1 – Write opinion pieces in which students introduce the topic they are writing about.
- ☐ LAFS.2.W.1.3 – Write narrative in which students recount a well elaborated event.
- ☐ LAFS.2.W.3.8 – Recall information from experiences or gather information from provided sources to answer a question.

Literature Connection:

The book *I Love Florida, an ABC Adventure* by Sandra Magsamen is recommended for this lesson. It is published by Sourcebooks Jaberwocky, Naperville, Illinois 2015.

Learning Outcomes:

- ❑ Students will increase their vocabulary and reading skills. They will recognize small words within the larger Florida place names.
- ❑ Students will practice their speaking and writing skills by describing verbally, in writing, and through illustrations places in Florida that they have visited or are interested in visiting now that they have been introduced to them in the book and on the map.
- ❑ Students will learn where some of these places are located in Florida.
- ❑ Students will learn their cardinal directions and how they are used to help locate places in Florida.

Materials:

I Love Florida, an ABC Adventure by Sandra Magsamen (Document reader and projector optional)

Alphabet Letter Cards

Place name cards (sets of cities, tourist attractions, ghost towns, and the ABC Adventure Book)

Large photos of places in Florida

Giant Map of Florida

Giant Map Compass Rose

Vocabulary:

Frequently used words that put together make up larger place names such as *or, land, do, son, tall, see, am, me, etc.* Some vocabulary words that are a little more advanced like *clear, Jack, water, cola, kiss, gain*. All of these word parts can be united to form the larger place names that students will also learn.

Directions:

This lesson is designed to take several days.

Day 1: Begin by reading the I Love Florida book aloud to students. Use a document reader and projector if available. Discuss the drawings in the book. Informally inventory students to see if any students have been to any of the places discussed in the book.

Day 2: Re-read the book. This time use photos (included in the trunk) from these places to show to students as you read. Take time to talk about the photos. You don't need to cover the entire book in one session. As an option, depending on the level of your students use the alphabet cards and photos from the trunk to match the letters with other places in Florida. The letter 'P' could be Pensacola instead of palm trees. 'O' could be Orlando while 'J' could be Jacksonville. Using these larger place names help students break these names down into smaller words, ex; or, land, do; pen, cola; Jack, son, etc. If possible you may want to include the name of your town or city in this exercise. You may choose to do attractions in Florida instead of cities or towns.

Day 3: Before bringing in the students use the giant map and put the place name cards with large photos in their proper places on the map. Bring your students to the map and have them sit quietly on the edge. Give one Alphabet Card to each student and ask them to carefully walk around and match their letter to the first letter of the place on the card. Once they have found their match they may sit quietly in that spot and hold their place name card and large photo in their laps. When all students are settled you can call out a letter and students can stand to show and tell about the place on the map represented by that letter. Everyone in the class should say the name of the place and the student representing that place may say for example: "S stands for Sea World and this is a picture of Shamu".

Teacher's Note: It is with the day three lesson that you may choose to use places in Florida that are not included in the book. The trunk has included additional name place cards and photos to make the mapping part of the unit flexible to meet your needs. You may not want to use all of the letters of the alphabet. I highly recommend that you put your home town on the map and perhaps there is a large photo of your school as a part of your home town that you may wish to use with this activity.

Later on Day 3: After leaving the map and returning to the classroom ask each student to write one or more complete sentences about the one place on the map that they would most like to visit and why. Also ask them to describe in their writing what they expect to do or see while in that place. Ask for a drawing about their writing illustrating what they would do or see there. Allow time for students to share their writing and drawing with the class. (Don't forget to see the suggested extension offer for displaying student work later in the lesson.)

Day 4: Return to the map. Hand students a letter of the alphabet and tell them to match it with one of the cards on the map. When they find their place have them stand or sit quietly. Place the compass rose on the map and have a discussion about who is standing in the northern, eastern, southern, or western part of the state?

One optional: Consider pairing students with partners from other places. One student partner should tell the other how many steps to take in which direction to come for a visit. Students can practice moving around the map in this way and “visiting” one another. You may want to make a “race” out of it by timing each pair of moving students and having them race against the clock to see who can do this the fastest. Allow for silent cheering from the students observing the race.

Another option would be to play a game called “Mystery City”. Give each student a grid card. (An example of a grid card would be “F4” which is the Clearwater area.) Using the grid marks on the side of the map, student should find the place on the map that matches their grid square. (If a student was given the square of F4 they could find Clearwater which is home to the Clearwater Aquarium and the dolphin, Winter.) In this game however we have used Florida “Ghost Towns”, or places that no longer exist. Use your teacher guide to tell students the “story” of these Ghost Towns and show them the historic photo that goes with each historic place.

Informal Assessments:

1. Teacher observation of student ability to find small, frequently used words within the larger names of places.
2. Student writing and drawing samples explaining to others which of the places on the map they most liked or wanted to visit and why.
3. Teacher observation of student movement on the map and student ability to give verbal directions to another on which direction to go to reach a new destination.

Extension(s):

Scan your student's writing and illustrations and email to flgeoalliance@gmail.com. They will be placed on an electronic map for students to view after the lesson is complete. The Florida Geographic Alliance will send a Florida map to you containing your student's work.

Resources/Citations:

Magsamen, Sandra. *I Love Florida, an ABC adventure*. Sourcebooks Jabberwocky, Sourcebooks, Inc. Naperville, Illinois. 2015.



Alligator Eyes

Purpose:

Observation of life on a river in Florida. Lesson lasts approx. one week.

Goals:

Students will:

1. Use good listening skills.
2. Brainstorm descriptive information.
3. Research Florida river life.
4. Create a Florida river dictionary.
5. Draw a map.

Grade Level:

3rd-5th

National Geography Standards:

- ☐ *Standard 1:* How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- ☐ *Standard 2:* How to use mental maps to organize information about people, places, and environments in a spatial context.
- ☐ *Standard 3:* How to analyze the spatial organization of people, places, and environments on Earth's surface.

Sunshine State Standards:

- ☐ LA.A.1.3: uses the reading process effectively.
- ☐ LA.B.1.3.1: organizes information before writing according to the type and purpose of writing.
- ☐ LA.B.1.3.3: produces a final edited document.
- ☐ LA.B.2.3: writes to communicate ideas and information effectively.
- ☐ SS.B.2.1.1: identifies some physical and human characteristics of places.
- ☐ SS.B.2.3: understands the interactions of people and the physical environment.
- ☐ SC.D.2.3.3: knows the positive and negative consequences of human action on the Earth's systems.
- ☐ SC.G.2.3.1: learns that some resources are renewable and some are nonrenewable.



Materials:

- *Oonawassee Summer* by Melissa Forney. Baker Creek Publishing Inc., 2000. ISBN 1-928961-04-5 Computer, Internet sites.
- Books on Florida
- Guest speakers
- Brochures on Florida Rivers from Tourist Information Center
- Post Cards showing scenes from Florida Rivers
- Chart paper, markers, crayons, construction paper,
- Picture dictionary template (attached)
- Florida Rivers 2001 poster

Background:

Oonawassee Summer is a fiction book written about the life on a Florida river. Oonawassee River is a fictitious river with all the "real" life of a Florida river.

Directions:

Initiating Activity:

Ask the students what would they see if they floated down a Florida river? Make a list of their answers.

Activities:

1. Read *Oonawassee Summer*. Discuss and list what is seen and done along the Oonawassee River.
2. Research by book, Florida Rivers 2001 poster or computer, life on a Florida river for more background information.
3. Using the alligator as the observer, have the students write what it would be like to be the alligator floating down the river. What would it see, what would it do, and how would it be-have?
4. Share the students' stories in oral readings.
5. Show the students the glossary in *Oonawassee Summer*. Have them create a picture glossary using the things that were seen as they floated down the river in their writing. Publish this in a book.
6. Create a map of the Oonawassee River. Include a legend, compass rose, and a scale.x: "5x3"; Students would go to Ocala and say "Ocala, 15" or "15, Ocala."
7. For multiple review, have two students line up on the longer side of the map on the number 2. Explain that $2 \times 1 = 2$ so they can stand on the grid box 2,2. Then have two students line up on the 2s again but this time, $2 \times 2 = 4$

so they both go stand on the 2,4 box. Continue up to the 2,8. Students can discuss what they notice about the pattern with their partner in their grid box.

Culminating Activity:

Have the students write the author, Melissa Forney, and describe their understanding of the river life. Also, have students write thank you notes to the speakers who come into speak to the class.

Evaluation:

1. Observation
2. Writings
3. Picture glossary
4. Letter

Resources:

Speakers on rivers and life on the river. Suggested areas: Florida Freshwater Fish and Wildlife Com-mission, local state water district, or parent.

Websites:

<http://www.dogpile.com>
<http://www.askjeeves.com>
<http://www.northernlight.com>
<http://www.nationalgeographic.com>

Florida Segments:

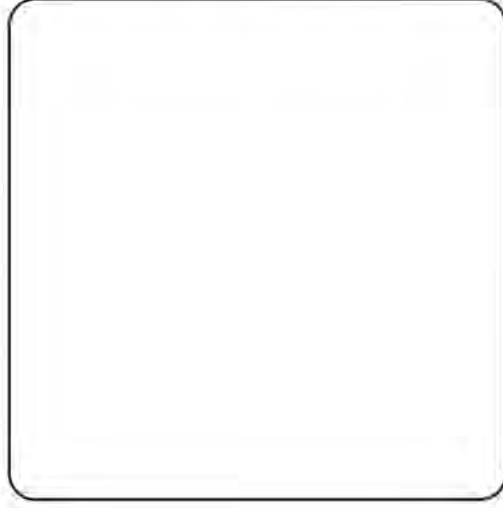
<http://www.ncrc.nps.gov/rtca/nri/Fl.htm>

Rivers and Streams Index:

<http://geography.about.com/cs/riversandstreams/index.htm>

Name

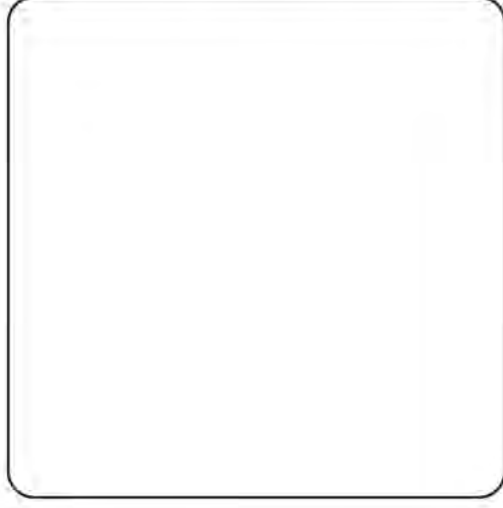
Location



Description

Name

Location



Description



Florida Round-Up

Purpose:

Students will use data and statistics of lengths of rivers and populations of cities to work on rounding large numbers to the nearest ten, hundred or thousands place.

Goals:

Students will use place-value skills to accurately round whole numbers to the nearest ten, hundred or thousands place.

Grade Level:

4th

Florida Mathematics Standards:

- ☐ MAFS.4.NBT.1.3 — Use place-value understanding to round multi-digit whole numbers to any place.

Learning Outcomes:

- ☐ The students will correctly round multi-digit whole numbers to correct place value.

Materials:

1. Giant Florida Map or tabletop map.
2. Data cards for each city, river or lake named. (Same cards as Sum and Difference Lesson.)
3. Partner worksheet.

Vocabulary:

General:	population, length, area
Math:	tens place, hundreds place, thousands place, rounding

Directions:

Warm-up: Go over how to find and identify rivers, lakes and cities. Talk about population, length (some students don't have connection that length means "how long") and area (how much space something covers) Review math vocabulary above. Include review of place value, how to round.

Prep: Teacher places the data/statistics cards upside-down on each location (i.e. place population of Orlando card upside-down on Orlando, place length of Suwannee River card upside-down on Suwannee River, etc).

Students get with a partner.

Directions:

1. Each pair of students gets one sheet of questions.
2. Partner 1 reads ANY question on sheet and locates that place of interest on map.
3. Partner 2 turns data card over, records the population/river length/area in proper place on worksheet. (Data card stays at location on map).
4. Partner 1 rounds that number to correct place value as stated in the question.
5. Partner 2 checks this answer.
6. Partner 2 reads ANY other question on sheet and locates that place on map.
7. Keep working through til all 9 questions are answered.
8. Teacher checks off which are correct.
9. Students re-work the incorrect problems until all are correct.

Informal Assessments:

Did student locate each point correctly?

Did student round multi-digit number to correct place-value?

Did student round multi-digit number correctly?

Extension(s):

Teachers include a few statistics that measure more exactly to a decimal, and students round that number to nearest tenth or hundredth.

Teachers can have students compare rounded answers.

Teachers can give a rounded number to the nearest tenth, or nearest hundredth, and have students determine which values on the map (or on their paper) could have been the original number.

Resources/Citations:

Attached – Data/statistics laminated cards (1 set to be placed on each respective location on map) – this is same as used in 'Sum or Difference?'.
Attached – Partner worksheet and answer key (1 paper for 2 students).



Student name: _____ Partner: _____

Florida Round-Up

Partner Worksheet

 Population of Sarasota: _____ Rounded to nearest ten: _____	 Population of Cape Coral: _____ Rounded to nearest hundred: _____	 Length of Apalachicola River in miles: _____ Rounded to nearest ten: _____	 Population of Miami: _____ Rounded to nearest hundred: _____
 Population of Panama City: _____ Rounded to nearest hundred: _____	 Length of the St. John's River in miles: _____ Rounded to nearest ten: _____	 Area of Lake Okechobee in square acres: _____ Rounded to nearest hundred: _____	 Length of St. Mary's River in miles: _____ Rounded to nearest hundred: _____
 Length of Indian River in miles: _____ Rounded to nearest hundred: _____	 Length of Ochlockonee River in miles: _____ Rounded to nearest ten: _____	 Population of Jacksonville: _____ Rounded to nearest thousand: _____	 Area of Lake George in square acres: _____ Rounded to nearest ten: _____
 Population of Homestead: _____ Rounded to nearest hundred: _____	 Length of Suwannee River in miles: _____ Rounded to nearest ten: _____	 Population of Titusville: _____ Rounded to nearest thousand: _____	 Length of Perdido River in miles: _____ Rounded to nearest hundred: _____

2 extra bonus points:

1. Explain or describe a time when rounding large numbers in geography would be a good idea, or would be helpful: _____
2. Explain or describe a time when rounding large numbers in geography is NOT a good idea, or when exact measurement should be used: _____



Student name: _____ Partner: _____

Florida Round-Up

TEACHER ANSWER KEY

 Population of Sarasota: _____ 53,326 _____ Rounded to nearest ten: _____ 53,330 _____	 Population of Cape Coral: _____ 165,831 _____ Rounded to nearest hundred: _____ 165,800 _____	 Length of Apalachicola River in miles: _____ 112 _____ Rounded to nearest ten: _____ 110 _____	 Population of Miami: _____ 417,650 _____ Rounded to nearest hundred: _____ 417,700 _____
 Population of Panama City: _____ 36,877 _____ Rounded to nearest hundred: _____ 36,900 _____	 Length of the St. John's River in miles: _____ 310 _____ Rounded to nearest ten: _____ 310 _____	 Area of Lake Okechobee in square acres: _____ 467,200 _____ Rounded to nearest hundred: _____ 467,200 _____	 Length of St. Mary's River in miles: _____ 126 _____ Rounded to nearest hundred: _____ 100 _____
 Length of Indian River in miles: _____ 121 _____ Rounded to nearest hundred: _____ 100 _____	 Length of Ochlockonee River in miles: _____ 206 _____ Rounded to nearest ten: _____ 210 _____	 Population of Jacksonville: _____ 842,583 _____ Rounded to nearest thousand: _____ 843,000 _____	 Area of Lake George in square acres: _____ 28,160 _____ Rounded to nearest ten: _____ 28,160 _____
 Population of Homestead: _____ 64,079 _____ Rounded to nearest hundred: _____ 64,100 _____	 Length of Suwannee River in miles: _____ 246 _____ Rounded to nearest ten: _____ 250 _____	 Population of Titusville: _____ 44,206 _____ Rounded to nearest thousand: _____ 44,000 _____	 Length of Perdido River in miles: _____ 65.4 _____ Rounded to nearest hundred: _____ 100 _____

2 extra bonus points:

1. Explain or describe a time when rounding large numbers in geography would be a good idea, or would be helpful: _____

2. Explain or describe a time when rounding large numbers in geography is NOT a good idea, or when exact measurement should be used: _____



The Great Turkey Walk

Purpose:

A study of the early transportation of livestock.

Goals:

1. Describe the turkey drive from Missouri to Denver.
2. Take the virtual field trip from Missouri to Denver.
3. Compare and contrast the 1860 route with the current route.
4. Search the Internet.
5. Use alternative assignments to show comprehension of the book.

Grade Level:

4th - 12th

Grade Level:

One to two weeks.

National Geography Standards:

- ☐ Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- ☐ Standard 2: How to use mental maps to organize information about people places, and environments in a spatial context.
- ☐ Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.
- ☐ Standard 4: The physical and human characteristics of places.
- ☐ Standard 6: How culture and experience influence people's perceptions of places and regions.
- ☐ Standard 12: The processes, patterns, and functions of human settlement.
- ☐ Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- ☐ Standard 14: How human actions modify the physical environment.
- ☐ Standard 15: How physical systems affect human systems.
- ☐ Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources.

Directions:

1. Ask all students to stand around the PERIMETER of FLORIDA (not the edge of map).
2. Discuss/review compass rose and key, review directional indications, and symbols.
3. Pass out student question sheets.
4. Designate who is writer, who is explorer.
5. Students work through and answer first 3 questions, come to teacher for stamp of approval.
6. Students go back and work through next set of 3 questions, come to teacher for stamp of approval.
7. Students then go back and work through last set of 3 questions, come to teacher for stamp of approval.
8. Early finishers "coach" the teams/students still working.
9. Use back side of paper and have each pair/team create 3 additional questions to trade with another team.



Student name: _____ Partner: _____

I Spy Florida!

You are a super spy! Can you find a location for each clue that your teacher gives you?

Question #1 Can you spy the capital of Florida? Answer #1 _____ 	Question #2 Can you spy the only OCEAN near Florida? Answer #2 _____ 	Question #3 Can you spy 2 cities that begin with the word "Port"? Answer #3 1. _____ 2. _____ 
Question #4 Can you spy a city that is west of Lake Okeechobee? Answer #4 _____ 	Question #5 Can you spy a river that flows north to south? Answer #5 _____ 	Question #6 Can you spy a National Park? Answer #6 _____ 
Question #7 Can you spy 3 Indian reservations? Answer #7 1. _____ 2. _____ 3. _____ 	Question #8 Can you spy 3 states that border Florida? Answer #8 1. _____ 2. _____ 3. _____ 	Question #9 Can you spy a city located south of Orlando, but also north of Fort Myers, but is also west of Fort Pierce AND east of Bradenton? Answer #9 _____ 



Student name: _____ Partner: _____

I Spy Florida!

TEACHER ANSWER KEY

Question #1 Can you spy the capital of Florida? Answer #1 <u>Tallahassee</u> 	Question #2 Can you spy the only OCEAN near Florida? Answer #2 <u>Atlantic Ocean</u> 	Question #3 Can you spy 2 cities that begin with the word "Port"? Answer #3 1. <u>Port St Lucie</u> 2. <u>Port Charlotte</u> 
Question #4 Can you spy a city that is west of Lake Okeechobee? Answer #4 <u>Daytona Beach</u> 	Question #5 Can you spy a river that flows north to south? Answer #5 <u>Answers vary</u> 	Question #6 Can you spy a National Park? Answer #6 <u>Everglades National Park</u> 
Question #7 Can you spy 3 Indian reservations? Answer #7 1. <u>Brighton Seminole Res</u> 2. <u>Miccosukee Res</u> 3. <u>Big Cypress Seminole Res</u> 	Question #8 Can you spy 3 states that border Florida? Answer #8 1. <u>Mississippi</u> 2. <u>Alabama</u> 3. <u>Georgia</u> 	Question #9 Can you spy a city located south of Orlando, but also north of Fort Myers, but is also west of Fort Pierce AND east of Bradenton? Answer #9 <u>Answers vary</u> 



Multiply Florida Review

Purpose:

Students will use grid locations on the map to review and reinforce multiplication fact-review and finding factors.

Goals:

Students will identify the factors of numbers up to 30. Students will identify factors of whole numbers.

Grade Level:

4th

Next Generation SSS Geography Standards:

- ☐ MAFS.4.OA.2.AP.4A – Identify multiples for a whole number.
- ☐ MAFS.4.OA.2.AP.4B – Identify factors of a whole number up to 30.

Learning Outcomes:

- ☐ The students will identify multiples of 2, 3, 4, and 5.
- ☐ The students will identify multiplication fact families 2-10.
- ☐ The students will identify the factors of whole numbers up to 30.

Materials:

1. *Florida's Giant Travelling Map* or tabletop map.
2. Red yarn to mark off grid lines.
3. Multiplication chart (for differentiation, if needed).

Vocabulary:

multiple, factor, grid lines, parallel, perpendicular, state capital

Directions:*Warm-up:*

Review grid lines on the map.

Review what grid box certain cities are located in: Kissimmee, Fort Pierce, Tallahassee (state capital), your city.

Activities:

1. Cover the grid letters A-J with numbers 11-2; A=11, B=10, C=9, ..., J=2. (This can be modified as needed for teacher-specific lessons.)
2. Use yarn or links to mark off grid lines on the Giant Map or tabletop map. Tape the end of the yarn or links down to minimize movement.
3. Review the grid boxes again and identify cities using multiplication boxes.
Ex. Identify a city in a grid box with a value of 21. This could be Homestead or water depending on which 7/3 combination the student used, so point out that it couldn't be the water area because there is no city there. This will come up in multiple situations.
4. Review what factors are. Explain that you are giving students a value and that they must identify the factors of that number. Some numbers will have more than one factor combination. The numbers on the side of the grid can be adjusted to meet the needs of the students.
5. For multiplication review, call out two factors and have students go to a city in the grid box corresponding to the answer. Call out the answer and city.
Ex: "5x3"; Students would go to Ocala and say "Ocala, 15" or "15, Ocala."
6. For multiple review, have two students line up on the longer side of the map on the number 2. Explain that $2 \times 1 = 2$ so they can stand on the grid box 2,2. Then have two students line up on the 2s again but this time, $2 \times 2 = 4$ so they both go stand on the 2,4 box. Continue up to the 2,8. Students can discuss what they notice about the pattern with their partner in their grid box.

EXTENSIONS: Leave the 2 multiples on the map but repeat the procedure with 3s, 4s, 5s. Have students discuss what they notice about their placements. Switch starting points from the long side to the shorter sides of the maps. Discuss again the difference between the placement of the longer side and shorter side.

Informal Assessments:

1. Have a race of boys/girls or any other grouping to make note of any student who doesn't seem to understand. Teacher could individualize assessment to multiples, factors, or multiplication facts, or integrate them for more in-depth assessment.
2. Index card review of terms: multiple and factor.
3. One-minute math drill of multiplication facts.

Extensions:

Numbers on the side can be modified to change facts.

Division can also be reviewed.



There's A Map On My Lap!

All About Maps

Purpose:

This lesson will help students learn what types of maps geographers use and how to read maps.

Goals:

At the end of this lesson students will be able to successfully draw a map of the state of Florida.

Grade Level:

Intermediate Elementary and Middle School

Next Generation SSS Geography Standards:

- ☐ SS.6.G.1.4 – Understand how to use maps and other geographic representations, tools, and technology to report information.

Literature Connection:

Reading the book titled *There's a Map on My Lap! All About Maps*. students will be provided an orientation to different types of maps, elements that help them read maps, and what kind of information maps display.

Reading Skills:

- ☐ Clarify the meaning of unknown words to support reading comprehension
- ☐ Acquire and use accurately general-academic and domain-specific words to support reading comprehension.

Writing Skills:

- ☐ Write using evidence from informational text and/or sources.

Learning Outcomes:

- ☐ The students will be able to recognize symbols on maps.
- ☐ The students will be able to interpret maps.
- ☐ The students will be able to create their own maps.

Materials:

1. Book: *There's a Map on My Lap! All About Maps* by Tish Rabe.
2. Unlined paper and pencils
3. Picture Dictionary Graphic Organizer
4. Library of Congress: Analyzing Maps Graphic Organizer

Vocabulary:

Cartographer	Cardinal Directions
Latitude/Longitude	Key/Legend
Equator/Prime Meridian	Topography/Topographical Map
Scale	Location
Capital City	Map(s)
Grid/Grid System	Globe

Part I Directions:

Initiating Activity – Steps 1-4 tasks students to use prior knowledge about a place and to record their thoughts by drawing a map of where they sleep. Their *mental maps* of where they sleep should be quite detailed and thought-out. The amount of detail the students provide demonstrates their *relationship* and *experience* with where they sleep. Mental maps represent a person's point of view and experience of an area or place.

1. Ask each student to close their eyes for no more than two minutes. This is a time for only the teacher to speak, students stay silent. While their eyes are closed, direct students to visualize the room where they sleep.

Have them think about where the bed, windows, closet, dresser, clothes, desk, etc. are located within the room.

Explain to students that this is a *mental map* of their bedroom and mental maps represent a person's point of view and experience of an area or place.
2. After opening their eyes, students will draw on unlined paper a map of where they sleep. Allow students five minutes to draw their mental map.
3. Have students share their mental maps with their shoulder partners, and then share with the whole class.
4. Students will then close their eyes for a second time. Ask each student to visualize the state of Florida. Have them think about what they know: bodies of water, landforms, the capital, counties, and cities. The teacher can restate the definition of mental maps during this step if needed.



Application Activity – Steps 5-7 task the students to draw their mental map of Florida. Direct students to provide as much detail to their map of Florida as possible. Students will then keep these maps in their binders, as they will return to them later and add additional information to their mental map of Florida. This additional information will come from the lessons created for Florida's Giant Travelling Map.

5. After opening their eyes, students will draw their mental map of Florida on unlined paper, based on what they thought about during the previous step. They may also include any additional information as they draw their map.
6. Have the students share with their shoulder partner, then with the whole class.
7. Working with their shoulder partner, students will share and review their maps, pointing out similarities and differences.

Culminating Activity – Step 8 asks students to work with their shoulder partner to identify the elements needed to successfully read maps. There may be a few students who have map reading skills and the teacher may decide to group these students with those who have very little knowledge or none at all.

8. Pose the following question to students and have them discuss and record answers with their shoulder partners. Students may record their answers on their maps.

What elements are needed to read and interpret maps?

List as many elements as possible.

Correct answers: grid system, latitude/longitude, cardinal directions, compass rose, scale bar, legend/key, author, title, and date.

Part II Directions:

1. The teacher will first read aloud to the class using the book *There's a Map on My Lap*.
2. Provide each student with the Picture Dictionary Graphic Organizer that includes vocabulary words found included in the story.
3. The teacher will read the story a second time. While the story is read a second time, students will circle the words they hear on the list during the story, then compare the words they heard with their shoulder partner.
4. Using the same graphic organizer, students will draw an image that best demonstrates their understanding of the vocabulary words.
5. Once students have completed their images, pass out the vocabulary list with definitions.
6. Ask students to review the images they drew to see if some need revision or modification. Give them time to make these changes.

7. Students will then share their graphic organizers, how the process helped them to understand the vocabulary words.
8. Informal Assessment: Ask students to predict what they will learn when studying Florida's Giant Travelling Map. Record answers on chart paper and return to this chart at the end of the unit.

Part III Directions:

This is the activity students will complete as they observe Florida's Giant Travelling Map for the first time.

1. Provide each student with the handout titled "Library of Congress: Analyzing Maps."
2. Review all four components (Observe, Reflect, Question & Further Investigation) and the example questions in each cell.
3. Students will then complete the graphic organizer.
4. Using their own mental maps of Florida, they will compare the two and add any additional information from the giant map to their map.
5. Students will share with their map analysis graphic organizers with their shoulder partners, along with any additional information they added to their mental maps.

Informal Assessments:

"Muddiest" Point – On an index card, students write the "muddiest" (most confusing) part of the lesson.

12 Words – Using only 12 words, ask students to summarize what they have learned so far.

Signal Cards – Create cards to check for understanding. Green means "I got it", yellow means "I'm not sure, Maybe", and blue means "I'm lost. I have questions."

Extension(s):

1. At the completion of all three parts of this lesson, students, working with their shoulder partners, will create a map of their school.
2. Once maps are completed there to map the following routes: classroom to cafeteria, bus line, media center, and gym.
3. Routes should be different among the shoulder partners as they will compete to see who has the most time-efficient and logical (allowed) route.

Resources/Citations:

1. Rabe, Tish. *There's a Map on My Lap!* New York: Random House, 2002. Print.
2. The Library of Congress
Primary Source Analysis Tools - "Analyzing Maps"
<https://www.loc.gov/>

There's a Map on My Lap!

Glossary

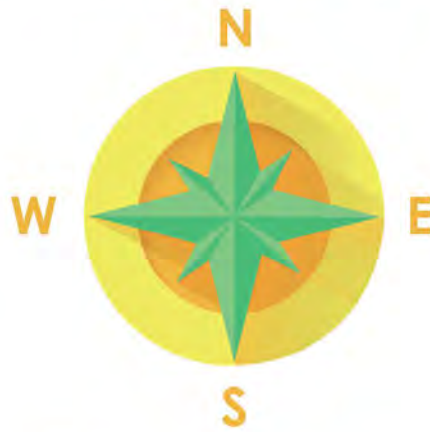
- **Capital City** – A city where the government of a state or country is located.
- **Cardinal Directions** – The four main directions found on maps and globes: North, South, East and West.
- **Cartographer** – A person who makes maps.
- **Equator** – An imaginary line that circles the middle of the earth between the North and South Poles. This line forms a boundary between the Northern and Southern Hemispheres.
- **Globe** – A representation of the earth in the shape of a ball.
- **Grid/Grid System** – The pattern of lines on a map running north-south of the Equator and east-west of the Prime Meridian. The Grid System helps geographers find absolute location.
- **Latitude** – Imaginary parallel lines that run north-south of the Equator.
- **Legend/Key** – An element of maps that helps geographers to interpret symbols, colors, and the scale on maps.
- **Location** – Refers to your actual location on the earth; can be found using absolute or relative location.
- **Longitude** – Imaginary lines that run east and west of the Prime Meridian.
- **Map** – A flat representation of the earth.
- **Prime Meridian** – Imaginary lines running east and west; this line forms a boundary between Eastern and Western Hemispheres.
- **Scale/Scale Bar** – The element on a map that shows the relationship between the actual size of an area and its size on a map.
- **Symbol** – A sign or drawing that represents something else.
- **Topographical map/Topography** – A map that shows the shape and changing elevation of the land's surface.

Picture Dictionary

There's a Map on My Lap!



Capital (City)



Cardinal Directions



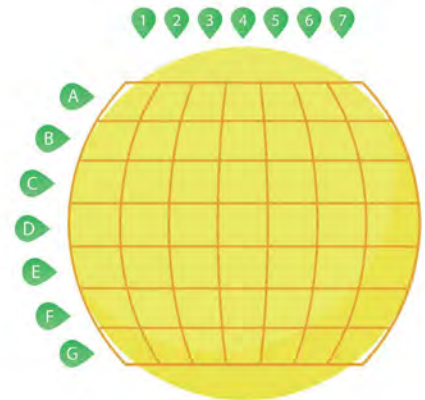
Cartographer



**Equator/
Prime Meridian**



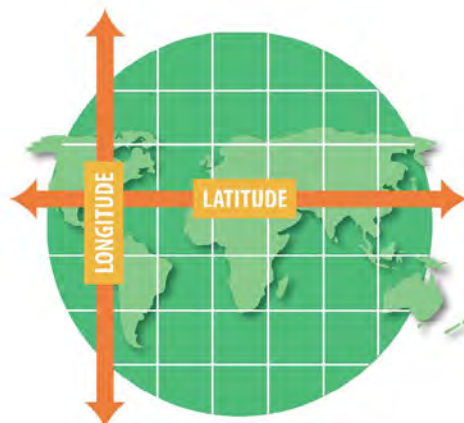
Globe



**Grid/
Grid System**



Key/Legend



Latitude/Longitude



Location



Map



Scale/Scale Bar



Symbol



Topographic/
Topographical Map

Library of Congress: Analyzing Maps

Directions: Using the graphic organizer below, record your observations, reflections, questions, and points of interest to be investigated. Once you have completed the graphic organizer, return to your mental map of Florida and compare with the Giant Map of Florida. Is there information on the giant map that you would like to include in your map? If so, record the information on your map.

Observe: Students identify and record details they observe on the Giant Map of Florida.	Reflect: Students will record what they think about as they analyze the Giant Map of Florida.	Question: Students will record questions they have as they analyze the Giant Map of Florida.
What do you notice first? What on the map looks familiar or unfamiliar? What features do you see the most on the map? Is there text on the map? If so, what is this text "telling" you?	Why do you think this map was made? What does the maps "tell" you about the state of Florida?	What do you wonder about? Who? What? When? Where? Why? How?
Further Investigation: What else do you want to know about the state of Florida?		

The Five Skills of Geography: What Every Geography Student Be Able to Do

Ask Geographic Questions Examples:	Acquire Geographic Information Examples:	Arrange Geographic Information Examples:	Analyze Geographic Information Examples:	Answer Geographic Questions Examples:
Where is your city/town? Why is it located there? How is it connected to other cities/towns?	Collect data from different types of sources: topographic maps, thematic maps, satellite images, and aerial photos.	Create your own map, chart, model, photographic essay, or record an informational and/or story based on the information you collect.	Draw inferences from the data collected. Overlay maps to identify patterns. Write a summary using the data collected.	Help solve a problem in your neighborhood, community, or school. Draw conclusions from the data. Publish and share your results.



Six Thinking Hats

Goal(s):

Develop problem solving skills by examining current issues.

Grade Level:

All grades.

Materials:

Six Thinking Hats folding-paper

Hat-folding instructions (provided in the crate).

Vocabulary:

Direction

Creativity

Solution

Control

Objective v. Emotional

Cautious v. Optimistic

Directions:

The Six Thinking Hats activity was designed by Edward De Bono to help businesses, but adapts equally well to the classroom. In a challenging world, Six Thinking Hats helps to "think" our way forward.

The six hats correspond to the six directions of thinking. Each hat is a direction, helping the thinkers to view all directions.

Ultimately, when using the Six Thinking Hats method, everyone is looking and working in the same direction. The activities can be used with a whole class, small groups, or as a center.

The colors of the hats help the thinkers to visualize the function:

White Hat

White is neutral and objective. It is concerned with objective facts and figures.

Red Hat

Red suggests anger, rage and emotion. The red hat gives the emotional view.



Black Hat

Black is somber and serious. The black hat is careful and cautious. It points out the weakness of an idea.

Yellow Hat

Yellow is sunny and positive. The yellow hat is optimistic and covers hope and positive thinking.

Green Hat

Green is grass, vegetation, and abundant, fertile growth. The green hat indicates creativity and new ideas.

Blue Hat

Blue is cool, and it is the color of the sky, which is above everything. The blue hat is concerned with control, the organization of the thinking process, and the use of the other hats. (monitor)

Hats can be used in sequence to explore a subject or solve a problem. Hats should always be referred to by their color not their function, allowing more freedom for the thinkers to express opinions.

When an issue is discussed from "all directions," viewpoints are given a voice and new ways of thinking emerge.

Six Thinking Hats can be conducted with little preparation. The issue to be discussed can be posted on the board. It can be a whole class discussion or the class can be divided into "hat" groups. Time for discussion and or research can be set. Finally, each color presents their viewpoint.

Informal Assessments:

Responses should be evaluated by how well they fit the "color."

Extensions:

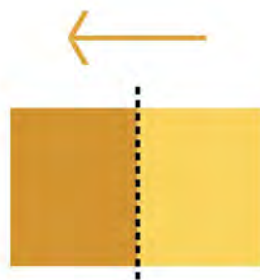
A book is included to give more in-depth information. The more the activity is used, the more successful it will be in developing thinking skills in the classroom.

Six Thinking Hats

Folding Instructions



1



2



3



4



5



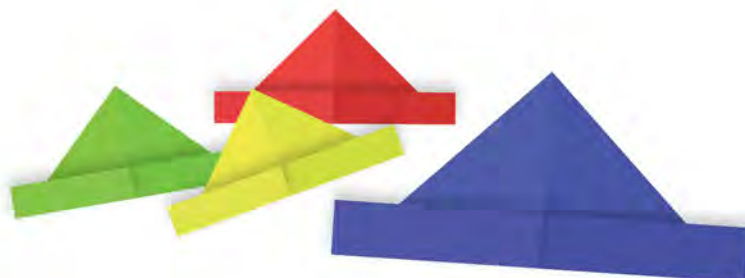
6



7



8





Why Did The Creek Indians

Establish a Village on the Flint River?

Objective:

To include Historical Fiction as part of the Social Studies instruction. Historical Fiction makes use of language and images that transport readers into different times and places. A 1992 study by Guzzetti, Kowalinski and McGowan demonstrated that sixth grade students actually learned more social studies concepts and seemed to have a greater understanding of those concepts when they were taught through a literature-based rather than textbook-based approach. The story format of Historical Fiction can heighten children's emotional sensitivity. They connect with people from other times and places, increasing retention of historical information.

The Smallest Tadpole's War in the Land of Mysterious Waters meets the criteria for selection. Based on a true story it presents realistic characters, authentic settings, and accurate historical facts. The University of Florida Smathers Libraries added the title to its Florida History Collection and lists the following historical tags for *The Smallest Tadpole's War in the Land of Mysterious Waters*:

- History
- Florida
- Florida-History-1821-1865
- Florida-History-1865
- Florida-History-Civil War, 1861-1865

Activity:

Using *The Smallest Tadpole's War in the Land of Mysterious Waters* and maps of the Gulf Coast to explain two social studies concepts, how resources affected economics and transportation, and applying geography to understanding the past.

Passages that demonstrate the concepts will be read and discussion will follow.

Maps will be used to identify the locations and to provide a snapshot of the geographical features and their impact.

If time, the group will play, "River Bingo", identifying the waterways on the map as the names are drawn.

Concept:

The availability of natural resources and physical features contributed to the geographic and economic expansion of the United States.

- Why did the Creek Indians establish a village on the Flint River?

- What were the physical and social factors that influenced shipping cotton on the rivers?
- What river was formed at the confluence of the Chattahoochee and Flint Rivers?
- What destroyed Port Leon?
- What factors influenced the establishment of New Port and St. Marks?
- What negatively affected Florida's growth in the 1800's?

Concept:

Applying geography to understanding the past.

- What fort was established at the confluence of the Wakulla and St. Mark's Rivers? What were the advantages of the location?
- What created the series of small ports on the Gulf Coast, what were the advantages to blockade runners?
- What were the advantages and disadvantages of the shallow bays? What resource did they supply?
- Why did the Union Navy target the Apalachicola River?
- What physical factors influenced the outcome of the Battle of Natural Bridge?
- What was the political outcome of the Battle of Natural Bridge?

Reading List:

- | | |
|--|---------|
| • <i>Flint, Social factors for shipping cotton</i> | 26-27 |
| • <i>River Travel, cotton</i> | 31-34 |
| • <i>Port Leon</i> | 42-46 |
| • <i>Ports</i> | 47-52 |
| • <i>Mysterious Waters</i> | 70-72 |
| • <i>Salt</i> | 108-109 |
| • <i>Yellow fever</i> | 118 |
| • <i>Bays, Fort San Marcos de Apalache</i> | 134-137 |
| • <i>Natural Bridge</i> | 164-172 |

Resources:

University of Florida Smathers Library Record

<http://cms.uflib.ufl.edu/>

<http://uf.catalog.fcla.edu/uf.jsp?st=UF034341102&ix=pm&l=0&V=D&pm=1&fl=ba>

Lindquist, Tarry (1995). "Why and How I Teach with Historical Fiction," Instructor Magazine, October issue.

http://www.scholastic.ca/dearcanada/teaching/DC_Teaching_SocialStudies.pdf

- 
- Sliwka, Carol (2008) "Connecting to History Through Historical Fiction," *Language Arts Journal of Michigan*: Vol. 23: Iss. 2, Article 11. Available at: <http://dx.doi.org/10.9707/2168-149X.1125>
- Guzzetti, B., Kowalinski, B. and McGowan, T. (1992). "Using a Literature-Based Approach to Teaching Social Studies." *Journal of Reading*, 36: 114-22.

Student name: _____

B I N G O

		FREE SPACE		

Apalachicola
Aucilla
Chattahoochee

Flint
Ochlocknee
Sopchoppy

St. Marks
Suwannee
Wakulla

Gulf of Mexico
Dickerson Bay
Ochlocknee Bay



Reconstruction Simulation

Goals:

To reconstruct the nation which has been torn apart by the Civil War. The groups that we will represent are:

- A) Radical Republicans: The victorious northerners of the Republican party who want to make radical reforms to punish the South and guarantee the rights of the newly freed slaves.
- B) Defeated Southern Leaders: The war has been lost and the north has freed the slaves. They had to decide whether to heal old wounds or fight for what was lost.
- C) Freedmen: Former slaves who now must find work and find their place in politics, the economy, and society.
- D) Moderate Republicans: Leaders like President Lincoln and Vice President Johnson who wish to take it easy on the South so that they will peacefully rejoin the Union without too much resentment.

Grade Level:

8th-12th

Arizona State Standards

- Eighth grade standards SS.8.a.5.1, 5.2 & 5.3

Materials:

- Paper
- Pencil

Group roles: Each group will need at least one of the following. Small groups may cover more than one role.

- *Facilitator:* Leads the discussion and makes sure everyone has a chance to participate.
- *Recorder:* Writes down the final responses to the questions. Clearly label which question is being addressed and check for completeness, spelling and grammar errors.
- *Compromiser:* Tries to come to an agreement with which everyone can live.
- *Time keeper:* ensures reading is accomplished & questions are answered in time

How the game is played:

1. Form groups of 2-8 members. Read the overall goals for your group. Then begin reading the individual problems that your group must face. Discuss solutions to these problems openly. Record your responses on a separate sheet of paper.
2. If members of your group disagree upon a particular solution record both responses and indicate that some will do one thing and some will do another. You are representing a whole class of society, so not everyone will respond to challenges the same way.
3. Please keep in mind that you must be as specific as possible in your proposed solutions. For example, it is not enough just to say, "We will create schools to educate Freed Slaves." Which level of government will do this, local, state or Federal? Who will pay for it?
4. Keep in mind the time period you are dealing with. The Federal Government is relatively small and not used to dealing directly with social problems. There are no civil rights laws dealing with race or gender. Only white males with property can vote, for example. There are no government agencies that give financial aid to minorities of any kind.
5. ***Most importantly: try to think as people would have thought in the late 1860's. Don't try and insert your own modern ideas of what is right. Be faithful to the role you are playing even if you disagree with the views of the group you are representing.***

Group A: Radical Republicans

You have won the war and are proud of it. You intend to have the Republican Party take credit for saving the Union, and never let anybody forget it. You are not beyond waving a bloody shirt during political speeches to remind people what the Confederacy did to this country. You believe in severely punishing the South for breaking away from the Union and starting the war. You are glad that the question of whether the federal government should be more powerful than the states has been settled in favor of the federal government. You are anxious to use that new power to show the defeated southern states who is boss. You feel that if the South is treated too lightly they might rise up in rebellion again, and one civil war was enough. You are beginning to lose patience with the President for being too soft on the South and not moving quickly enough to help free blacks obtain their political and economic rights. Here are the problems you must discuss and solve together:

1. How will you treat the leaders of the old Confederate government? Some of them would like to run for office and rejoin your government.
2. What rules do you make for states that want to rejoin the Union? How do people get back their citizenship in the Union?
3. How will you guarantee the rights of free blacks? How do you educate the blacks and teach them job skills? Most of them only knew farming before they got their freedom, how can they farm if they don't own land? You would like to have blacks vote and participate in government like other men, but how can they vote and run for office if most can't read and don't have any political experience? What are their rights as far as education, jobs, and politics are concerned?
4. How will you deal with the collapsed economy of the south? Will you rebuild it with northern money or let them fend for themselves? What do you do with the numerous unemployed former slaves? How will you treat the free blacks that want to move to the North and the West?



Group B: Defeated Southern Leaders

Despite your best efforts you have lost the war. Outnumbered by the North, and unable to get the support from England or France that you needed, you're under-supplied troops were forced to surrender to the North unconditionally. The Union government has occupied your land, abolished slavery and dissolved the Confederate Government. The lifestyle that you were used to will never be again; it is now "Gone with the Wind." How do you live in peace with former slaves now that the North is forcing you to share power with them? How can you try to regain your wealth now that the war has destroyed your lands and property? How do you make peace with the North and rejoin the Union you fought so hard to break away from? Here are the problems that you must discuss and solve together:

1. How will you treat the leaders of the old Confederate government? Some of them would like to run for office and rejoin your government.
2. What rules do you make for states that want to rejoin the Union? How do people get back their citizenship in the Union?
3. How will you guarantee the rights of freed slaves? How do you educate them and teach them job skills? Most of them only knew farming before they got their freedom, but how will they farm if they don't own land? You would like them to vote and participate in government like other men, but how can these newly freed men vote and run for office if most are unable to read and lack political experience? What are their rights as far as education, jobs, and politics are concerned?
4. How will you deal with the collapsed economy of the south? Will you rebuild it with northern money or let them fend for themselves? What do you do with the numerous unemployed former slaves? How will you treat the freedmen that want to move to the North and the West?



Group C: Freedmen

You can hardly believe it! You rejoice because the long, hard days of slavery are over. It seems like you have died and gone to Heaven. You are still on Earth, however, and you must face the unknown life of freedom after slavery. How will you survive on your own with no one to help you? How can you make a better life for yourself? Here are the problems you must discuss and solve together:

1. How will you treat the leaders of the old Confederate government? Some of them would like to run for office and rejoin your government.
2. What rules do you make for states that want to rejoin the Union? How do people get back their citizenship in the Union?
3. How will you guarantee the rights of the freedmen? How will you find access to education and job skills? Most former slaves only knew farming before they got their freedom, but how will you farm if you don't own land? You would like to vote and participate in government like other men, but how can you vote and run for office if many freedmen are unable to read and lack political experience? What are your rights as far as education, jobs, and politics are concerned?
4. How will you deal with the collapsed economy of the south? Will you rebuild it with northern money or let them fend for themselves? What do you do with the numerous unemployed former slaves? How will you treat the freedmen that want to move to the North and the West?



Group D: Moderate Republicans

You have saved the Union at all costs. That included defeating the Confederacy and freeing the slaves. How hard will you be with the defeated South? You feel strongly that if you push them too far they will only rebel again. What kind of society will you set up now? Do you let all groups have complete social and political freedom or is freedom from slavery enough? Some groups resent your use of the President's power to make these sweeping changes. They miss the times before the war when Congress made most of the decisions. Others think that you are not acting quickly or strongly enough to deal with the problems at the end of the war. They want to punish the South and give complete freedom to former slaves immediately. How will you keep a balance that will keep everyone happy and keep your party in power? Here are the problems you must discuss and solve:

1. How will you treat the leaders of the old Confederate government? Some of them would like to run for office and rejoin your government.
2. What rules do you make for states that want to rejoin the Union? How do people get back their citizenship in the Union?
3. How will you guarantee the rights of free blacks? How do you educate the blacks and teach them job skills? Most of them only knew farming before they got their freedom, how can they farm if they don't own land? You would like to have blacks vote and participate in government like other men, but how can they vote and run for office if most can't read and don't have any political experience? What are their rights as far as education, jobs, and politics are concerned?
4. How will you deal with the collapsed economy of the south? Will you rebuild it with northern money or let them fend for themselves? What do you do with the numerous unemployed former slaves? How will you treat the freedmen that want to move to the North and the West?



After the lesson, the students engage in a carousel walk to view answers from other groups.

WHEN THE MAP LEAVES.

Carefully fold the map and place it into the empty crate. Then, replace all toys, books and other materials as closely as possible to how you recieved them. Safely reseal the lid to the crate using zip ties provided in the handbook, or ask your UPS location to help you secure the lid with tape.

In the email you recieved from the Florida Geographic Alliance notifying you that your return time was approaching, you will see a pre-paid return label attached as a PDF file. Print and bring this label to your local UPS location, along with the sealed crate, and send the map along to its next destination - no fee required!





Part Three

Follow-up Features

WHAT CAN I CONTINUE TO DO AFTERWARDS?

Annotated Bibliography

You will find this resource on the Florida's Giant Travelling Map website, at www.floridatravellingmap.com. This is an interactive bibliography for teachers who want to continue the map's program of Florida-themed education, as well as for teachers who are unable to rent the map but still want to participate in its programs and curriculum. (FOR TEACHERS: to recommend a book for this list, submit a title to the [suggestion box](#) at the bottom of the page.)

Story Writing Contest

In this fun state-wide activity, students write their own Florida-related stories after their week with the map and submit them to flgeoalliance@gmail.com for the chance to have their story illustrated and given an Aurasma animation!

Florida GO!

Another state-wide activity that challenges students to design and create their own Florida-inspired Pokemon! Submit your student's drawings, along with traits, names, and how they are relevant to Florida to flgeoalliance@gmail.com with the subject 'Florida Go!'

Atlas Incentive

Schools that host the map will be eligible to receive a class set of books/atlas from the FGA. Schools who are interested in this incentive may e-mail flgeoalliance@gmail.com for more details on how to receive their rewards.



Part Four

Community Engagement

GET YOUR COMMUNITY INVOLVED!

The travelling map's arrival at your school is an exciting opportunity to reach out to family, friends, and community leaders. Some options you can explore in sharing your Florida's Giant Travelling Map event include:

- Contact nearby schools/school districts about the map's arrival to your school! Arranging field trips to visit a map school to share the fun is a wonderful bonding experience for teachers and students.
- Set up night events. Activities held at the school for the community outside of school hours is a great way to get parents, friends, and children of all ages involved.
- Collaborate alongside other local historical/Florida-related events and local institutions. Local museums, for example, often host events to celebrate the history of Florida. Festivals whose theme revolves around Florida, geography, the environment, or even education in general are great opportunities to organize collaborative events and community service.



MEDIA TOOLKIT

This toolkit will provide you with visual suggestions for how to generate press for your map event, as well as the templates and materials to do so.

The following pages offer a variety of sample press releases that you may use to advertise your event:

Press Release Template

Florida's Giant Travelling Map Announcement Flier

Press Release Template:



The students of [YOUR SCHOOL HERE] will soon find themselves walking from one end of Florida to the other. The task might seem daunting, but for these students it is nothing more than a hop, skip, and a jump from Key West to Tallahassee—literally. On [DATE], [YOUR SCHOOL HERE] will be housing the country's largest map of Florida for [NUMBER OF DAYS], after which the map will work its way through the state before returning to the Florida Geographic Alliance at the end of the week. The giant map measures 16 feet by 20 feet, and is designed by National Geographic as a geo-game board, which invites students to explore and discover the diverse geography of Florida.

The Florida map is one in a series of 51 state maps created by National Geographic to engage students with the geography of their states. The giants maps, designed for grades K-8, come with a trunk full of accessories, including geography adventures, interactive games, atlases, books, videos and music that teach students about the physical characteristics of the continents as well as the rich history and varied cultures.

These maps also help showcase My Wonderful World, a five-year National-Geographic-led campaign to improve geographic literacy so students can become more informed global citizens. The campaign is designed to improve the geographic literacy of young people ages 8-17 by motivating parents and educators to make geography more available and accessible in school, and home, and in the community.

Contact Information:

[NAME], Principal [YOUR SCHOOL HERE] [PHONE NUMBER]

Laurie Molina, Florida Geographic Alliance, FSU (850)644-2007



It's on it's way!





Florida Geographic Alliance

Educating Tomorrow's stewards of Florida



Florida Geographic Alliance
Educating Tomorrow's stewards of Florida