

Objectives:

1. The students will be able to describe the differences between East Florida and West Florida.
2. The students will be able to explain the results of the American Revolution.
3. The students will be able to outline the transfer of Florida control from 1763 to 1821.

Sunshine State Standards Benchmarks:

SS.A.1.2.1 - SS.A.2.2.3 - SS.A.3.2.4 - SS.A.4.2.1 - SS.A.4.2.3 – SS.A.6.2.2 – SS.B.1.2.1

Vocabulary:

fertile	plantations	independence	Patriots	
Loyalists	majority	preoccupation	isolated	profits

Suggested Activities:

1. Have the students read the article while creating a hierarchical summary.
2. Provide students with a map of the southeastern states. Then have the students draw the boundaries for East and West Florida and label the two capitals. Also label the Mississippi and Apalachicola Rivers and the current states that were once a part of West Florida.
3. Using a Venn diagram, compare and contrast the economics of East Florida and West Florida.
4. Have the students research what life was like on the southern plantations.
5. Divide the students into two groups—Loyalists and Patriots. Let them debate the pros and cons of why Florida should or should not join the original 13 colonies in the American Revolution.
6. Have the students create a picture using indigo paint.
7. Have the students create a timeline showing the transfer of Florida control between Spain and Britain between 1763 and 1800.
8. Complete and review FCAT questions.

(Note: Actual FCAT practice passages are written at the students' independent reading level. These Florida History selections are written at the students' instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the FCAT questions and be permitted to return to the selection for rereading as they answer.)