

TEACHER CURRICULUM GUIDE

Florida: A Complete History

Pre-European Contact to the Present Day

17 CHAPTERS ❖ LESSON PLANS ❖ SOCRATIC SEMINARS ❖ PRIMARY SOURCES ❖ NGSSS ALIGNED

Designed for Grades 9–12 | Florida NGSSS Standards | Semester Course

INTRODUCTION

How to Use This Curriculum Guide

This guide supports teachers delivering a comprehensive Florida history course across 17 chronological chapters. Each chapter includes two structured lesson plans, a Socratic seminar guide, primary source suggestions, and NGSSS alignment. Lessons are designed for 50-minute class periods.

LESSON FORMAT	Each plan lists learning objectives, step-by-step activities, primary source suggestions, and discussion questions. Objectives
SOCRATIC SEMINARS	One seminar per chapter with a central question, teacher background, and opening/core/closing question sequences. Best
PRIMARY SOURCES	Sources are listed with title, origin, date, and a brief annotation. Most are freely available via floridamemory.com , loc.gov
PACING	90-day semester course. Each chapter is allocated 4–6 days based on content depth. A full pacing calendar follows this in
PHILOSOPHY	This guide centers multiple perspectives — indigenous nations, enslaved people, women, immigrants, and others whose

PACING Semester Pacing Calendar — 90 Days

CH	TITLE	DAYS	KEY LESSON TOPICS	SUMMATIVE ASSESSMENT
1	Pre-European Contact	5	Paleo-Indians; indigenous nations; Calusa, Timucua, Apalachee	Map & culture comparison project
2	Colonial Florida	6	Spanish expeditions; St. Augustine; missions; Fort Mose	DBQ: Multiple perspectives on contact
3	Territorial–Secession	5	U.S. territory; Indian Removal Act; Seminole Wars; statehood; slavery	Removal & resistance
4	Civil War	5	Confederate Florida; Olustee; USCT; enslaved resistance	Primary source analysis: soldiers' letters
5	Reconstruction	5	Freedmen's Bureau; Black political power; KKK; Gibbspencer	Reconstruction timeline & essay
6	Gilded Age	5	Railroads; Flagler; Plant; Ybor City; Jim Crow; Miami	Research project: a Gilded Age Floridian
7	Spanish-Am. War	4	Tampa staging ground; Buffalo Soldiers; Martí; Cuba; Imperialism	Research essay: war & empire
8	Progressive Florida	5	Reform & contradiction; convict leasing; women's suffrage	Debate: Everglades vs. convict leasing
9	Florida in WWI	4	Military training; U-boats; racial violence; Ocoee Massacre	Ocoee Massacre case study & response
10	The 1920s	5	Land boom; Rosewood; bust; Miami Hurricane; Okeechobee Hurricane	Case & hurricane essay: boom to bust
11	The 1930s	5	Great Depression; New Deal; CCC/WPA; Overseas Highways	New Deal in Florida analysis
12	World War II	5	U-boats off Florida; military bases; WWII economy; Black history	Black history project outline
13	1946–1959	6	Postwar boom; Harry Moore; Brown v. Board; Tallahassee Boycott	Case & Brown v. Board project
14	The 1960s	6	Sit-ins; Cuban Missile Crisis; Moon landing; Civil Rights Movement; Cuban exiles	Sit-in, Cuban exiles & change in the 1960s
15	1970s & 1980s	5	Disney; Mariel; cocaine wars; Challenger; Everglades	Disis analysis: Florida's changing population
16	1990s–Early 2000s	5	Andrew; Rosewood reparations; 2000 election; 9/11; hurricanes	Integration analysis: the 2000 election
17	2011–Present	5	Trayvon; Pulse; Parkland; Ian; climate change; Amendment 10	Current events debate & capstone essay
	Review & Final Exam	5	Cumulative review across all 17 chapters	Final cumulative essay or exhibit project
	TOTAL	90		

1

CHAPTER

Pre-European Contact

Ancient Florida – c. 12,000 BCE to 1492

TEACHER OVERVIEW

Students often arrive with misconceptions about indigenous peoples as primitive or unchanging. This chapter corrects those misconceptions by introducing Florida's first peoples as sophisticated, politically complex societies with 14,000 years of history. Emphasize the Windover site, Calusa shell mound engineering, and Timucua agriculture as evidence of deep cultural complexity. The goal is to establish indigenous peoples as the central actors of Florida's first — and longest — chapter.

LESSON PLANS

Lesson 1.1	The Land That Made Its People	50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Identify Florida's major geographic regions and explain how each shaped human settlement. • Analyze how the Ice Age landscape differed from modern Florida. • Connect geography to culture: food, materials, trade, and governance. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Bell ringer: Show Ice Age vs. modern Florida maps. "What do you notice? What questions do you have?" • Mini-lecture (15 min): Florida's five geographic regions, waterways, and Ice Age landscape. • Pair activity: Compare maps, list 3 ways geography shaped where and how people lived. • Class share-out and discussion. • Exit ticket: "How might living near water change the way a society develops?" 	<p>SOURCES</p> <ul style="list-style-type: none"> • USGS Pleistocene Florida maps (usgs.gov) • Windover Dig documentary clips (UF Natural History Museum) • De Bry engravings of Timucua life, 1591 (floridamemory.com)
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> • <i>Why does geography matter so much in early human history?</i> • <i>What might Florida's indigenous peoples think about how we have changed the land?</i> • <i>How is Florida's current geography still shaped by decisions people made thousands of years ago?</i> 		

Lesson 1.2 Florida's First Nations: Calusa, Timucua & More 50 min

<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Compare and contrast at least three Florida indigenous nations by territory, economy, and governance. • Evaluate the complexity of pre-contact Florida societies using archaeological evidence. • Challenge the narrative of "primitive" indigenous peoples with specific evidence. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Gallery walk: 6 stations, one per major nation (Calusa, Timucua, Apalachee, Tequesta, Tocobaga, Ais). • Each station has a card with territory, economy, governance, and one primary source excerpt. • Students complete a comparison chart as they move through stations. • Full-class debrief: "Which nation surprised you most? Why?" • Ticket out the door: Write one sentence correcting a common misconception about indigenous peoples. 	<p>SOURCES</p> <ul style="list-style-type: none"> • Smithsonian National Museum of the American Indian — Calusa resources • Le Moyne de Morgues Timucua illustrations, 1564 (loc.gov) • Mound Key Archaeological State Park interpretive materials (floridastateparks.org)
--	---	--

<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> • <i>What does it mean for a society to be "complex" or "sophisticated"? Who gets to decide?</i> • <i>How has the story of Florida's indigenous peoples been told differently over time?</i> • <i>What is lost when a culture is destroyed or displaced?</i>
------------------------------------	--

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	What does it mean to "discover" a place already home to 350,000 people?
TEACHER BACKGROUND	This question asks students to interrogate the language of "discovery" and think critically about whose perspective history is told from. Teachers should encourage students to consider the Calusa's perspective of Ponce de León's arrival, the Timucua's experience of European disease, and the Apalachee's response to de Soto. Background: The "discovery" narrative erases indigenous presence and agency. Florida had sophisticated trade networks, political structures, and thousands of years of history before any European arrived.
OPENING QUESTIONS	<ul style="list-style-type: none"> • What do we mean when we say Columbus "discovered" America? • If you were Calusa, what would you think when you saw Spanish ships for the first time?
CORE QUESTIONS	<ul style="list-style-type: none"> • How did the arrival of Europeans change life for Florida's indigenous peoples? Use at least two specific examples. • Why do you think the "discovery" narrative has been so persistent in American history textbooks? • How does it change our understanding of the past when we include indigenous perspectives?
CLOSING QUESTIONS	<ul style="list-style-type: none"> • What responsibility do we have today for how we tell the story of this era? • Should Florida teach this chapter differently? Why or why not?

NGSSS STANDARDS

SS.912.A.1.1	SS.912.A.1.2	SS.912.W.1.3	SS.912.G.1.2
--------------	--------------	--------------	--------------

2

CHAPTER

Colonial Florida

1492–1821

TEACHER OVERVIEW

This chapter covers three centuries and multiple empires. The key organizing question is: why did Spain repeatedly fail to fully control Florida? Students should understand the mission system as both a religious project and a colonial labor system, Fort Mose as evidence of resistance and adaptation, and the Seminole nation as an indigenous response to colonialism. Emphasize that Florida's colonial history involves not just Europeans and indigenous peoples, but also enslaved Africans whose agency and choices shaped the era.

LESSON PLANS

Lesson 2.1	Spanish Florida: Expeditions, Failure & St. Augustine		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze why Spanish colonial expeditions repeatedly failed in Florida. Explain the founding and strategic importance of St. Augustine. Evaluate the role of indigenous resistance in limiting Spanish colonization. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Warm-up: "Spain sent four major expeditions to Florida before 1565 — all failed. Why might that be?" Mini-lecture (15 min): Ponce de León, Narváez, de Soto, de Luna — causes of failure. Primary source analysis: excerpt from Cabeza de Vaca's <i>La Relación</i>. Jigsaw: Groups analyze each failed expedition, identify causes, present findings. Class synthesis: Create a class list of factors that made Florida so difficult to colonize. 	<p>SOURCES</p> <ul style="list-style-type: none"> Cabeza de Vaca, <i>La Relación</i> (1542) — excerpts (loc.gov) Menendez de Avilés letters, 1565 (floridamemory.com) Spanish colonial maps of Florida, 16th century (Library of Congress) 	
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> <i>Why did the Calusa so successfully resist the Spanish when other indigenous nations were quickly conquered?</i> <i>What does Cabeza de Vaca's account reveal about indigenous cultures that Spanish conquistadors missed?</i> <i>How might Florida's history have been different if Spain had never established St. Augustine?</i> 			

Lesson 2.2 Fort Mose, the Mission System & the Birth of the Seminoles		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Explain how Fort Mose represented both Spanish imperial strategy and Black self-determination. • Analyze the mission system as a colonial labor system, not just a religious project. • Trace the origins of the Seminole nation as a response to colonialism and displacement. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Bell ringer: "Fort Mose was the first legally free Black community in North America. Why would Spain offer freedom to escaped enslaved people?" • Short lecture (12 min): Fort Mose, the mission system, and the Creek migration into Florida. • Document analysis pairs: Students analyze a mission record and a Fort Mose document. • Discussion: How did Fort Mose serve Spanish interests AND the interests of freedom seekers? • Closing: "In your own words, explain how the Seminole nation was born from colonialism." 	<p>SOURCES</p> <ul style="list-style-type: none"> • Fort Mose site documentation (nps.gov) • Franciscan mission records, 1600s (floridamemory.com) • William Bartram, Travels (1791) — descriptions of Seminole communities
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> • <i>What does Fort Mose tell us about the complexity of "freedom" in colonial America?</i> • <i>Was the mission system more beneficial or harmful to indigenous Floridians? Support your answer.</i> • <i>How did the Seminoles turn colonial displacement into the foundation of a new nation?</i> 		

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	Was colonialism inevitable? Could Florida's indigenous peoples have prevented European control?
TEACHER BACKGROUND	This question resists determinism — the idea that European conquest was inevitable. Students should examine specific moments of successful indigenous resistance (Calusa vs. Ponce de León; Apalachee vs. de Soto; Seminole resistance) and consider what factors enabled or prevented colonial domination. Background: Disease was the most powerful weapon of colonialism, often arriving before sustained contact. But European colonization of Florida was slower and less complete than in many regions precisely because of indigenous resistance, geographic obstacles, and competing European powers.
OPENING QUESTIONS	<ul style="list-style-type: none"> • What does it mean for history to be "inevitable"? Can you think of a historical event that seemed inevitable but might not have been? • What advantages did Florida's indigenous peoples have in resisting Spanish colonization?
CORE QUESTIONS	<ul style="list-style-type: none"> • How did disease change the balance of power between Europeans and indigenous Floridians? • What specific decisions or actions by indigenous leaders limited Spanish power in Florida? • How does the story of Fort Mose complicate the idea of a simple "European vs. indigenous" conflict?

**CLOSING
QUESTIONS**

- What does Florida's colonial history tell us about how power works?
- Are there lessons from indigenous resistance in colonial Florida that apply to struggles for rights and justice today?

NGSSS STANDARDS

SS.912.A.1.1

SS.912.A.2.1

SS.912.W.4.1

SS.912.W.4.3

SS.912.G.2.1

3

CHAPTER

Territorial Florida Through Secession

1821–1861

TEACHER OVERVIEW

The central tension of this chapter is the contradiction at the heart of American democracy: a republic founded on liberty that systematically dispossessed indigenous peoples and expanded chattel slavery. Students should understand the Seminole Wars as among the most significant conflicts in U.S. history, and the connection between Seminole removal and the protection of slavery as one of the key causes of those wars. Osceola's story offers a compelling entry point. Florida's secession should be analyzed in terms of the specific interests — primarily slavery — driving it.

LESSON PLANS

Lesson 3.1 The Seminole Wars: Resistance, Removal & Survival		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze the causes of the Second Seminole War, including the connection to slavery. Evaluate Osceola's resistance strategy and legacy. Explain why a small group of Seminoles in the Everglades refused removal and never surrendered. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Open with image: Osceola's portrait by George Catlin, 1838. "What do you see? What do you know about this person?" Background lecture (12 min): Indian Removal Act, Treaty of Payne's Landing, outbreak of war. Primary source: Osceola's statement on the removal treaty. Mapping activity: Trace Seminole resistance across Florida, 1835–42. Closing discussion: "Why did some Seminoles choose the Everglades over Oklahoma?" 	<p>SOURCES</p> <ul style="list-style-type: none"> Osceola's reported statements (multiple newspaper accounts, 1835–38) Army officer journals from the Second Seminole War (floridamemory.com) Treaty of Payne's Landing, 1832 (ourdocuments.gov)
<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> <i>Why did the U.S. government consider Seminole removal so important that it spent \$30–40 million and 1,500 soldiers' lives?</i> <i>What made Osceola's resistance strategy effective? What ultimately stopped it?</i> <i>What does it mean that the Seminole Tribe of Florida never signed a peace treaty with the U.S.?</i> 	

Lesson 3.2 Slavery, Statehood & Secession 50 min

<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Explain how slavery shaped Florida's territorial politics and admission to the Union. • Analyze the specific reasons Florida seceded from the Union in January 1861. • Evaluate the role of the planter elite in driving Florida toward secession. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Bell ringer: Florida secession ordinance excerpt — "What reasons does Florida give for secession?" • Lecture/discussion (15 min): Growth of Florida's slave economy, 1821–1860. • Data analysis: Population charts showing the growth of slavery in Florida by county. • Document analysis: Florida secession ordinance, January 10, 1861. • Exit ticket: "In your own words: why did Florida secede? Whose interests did secession serve?" 	<p>SOURCES</p> <ul style="list-style-type: none"> • Florida Secession Ordinance, January 10, 1861 (floridamemory.com) • Slave narratives from Florida, Federal Writers' Project, 1930s (loc.gov) • Florida territorial census records showing enslaved population growth (floridamemory.com)
---	--	--

<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> • <i>Who benefited from slavery in Florida? Who was harmed? Who had no voice in the decision?</i> • <i>How did the protection of slavery shape Florida's political institutions from territory to state?</i> • <i>Why do you think Florida was the third state to secede, even before the Confederate government was formed?</i>
------------------------------------	--

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	Can a democracy exist alongside slavery? How did Floridians justify the contradiction?
TEACHER BACKGROUND	This seminar explores the philosophical and political contradictions of antebellum Florida. Students should grapple with how white Floridians reconciled democratic ideals with the reality of chattel slavery, and how enslaved Floridians resisted and survived within this system. Background: Florida's antebellum politics were dominated by a small planter elite who controlled the state legislature and used democratic institutions to protect and expand slavery. Proslavery ideology argued that slavery was a "positive good," not a necessary evil.
OPENING QUESTIONS	<ul style="list-style-type: none"> • What does it mean to say a government is a "democracy"? What rights and freedoms does that require? • How did Florida's territorial constitution handle the question of slavery?
CORE QUESTIONS	<ul style="list-style-type: none"> • How did white Floridians justify slavery in a country founded on the idea that "all men are created equal"? • What forms of resistance did enslaved Floridians engage in? What does this tell us about their agency? • How did the connection between Seminole removal and slavery reveal the true stakes of the Indian Wars?
CLOSING QUESTIONS	<ul style="list-style-type: none"> • Can a society that denies freedom to some people be called a democracy? Defend your answer. • What parallels, if any, do you see between antebellum Florida and injustices in our own time?

NGSSS STANDARDS

SS.912.A.3.1

SS.912.A.1.2

SS.912.W.4.8

SS.912.G.2.1

4

CHAPTER
Civil War in Florida
1861–1865

TEACHER OVERVIEW

Florida's Civil War is often overlooked, but it offers rich material: the state as Confederate supply line, the Battle of Olustee, the heroism of the U.S. Colored Troops, and the complex choices facing enslaved Floridians. The central theme is agency — how did Floridians of all backgrounds make choices under extraordinary pressure? Emphasize that enslaved people did not wait passively for Lincoln to free them, but actively worked to destroy the Confederate war effort through escape, resistance, and military service.

LESSON PLANS

Lesson 4.1 Florida's Confederate Role & the Battle of Olustee		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Explain Florida's strategic importance to the Confederacy as a food and supply source. • Analyze the Battle of Olustee, including the role of U.S. Colored Troops. • Evaluate the significance of Black military service to the Civil Rights Movement. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Map activity: Trace Confederate supply routes from Florida to army camps in Virginia and Georgia. • Short lecture (12 min): Florida's "Cow Cavalry," salt production, and strategic importance. • Primary source: Soldier's letter from the Battle of Olustee. • Discussion: "Why did the Union want to retake Florida? Why did the Confederacy need to hold it?" • Close: USCT service connection to citizenship arguments after the war. 	<p>SOURCES</p> <ul style="list-style-type: none"> • Battle of Olustee soldier letters (floridamemory.com) • USCT service records (archives.gov) • Confederate supply records, Florida, 1862–65 (floridamemory.com)
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> • <i>Why does it matter that Black soldiers fought at Olustee?</i> • <i>How did Florida's role as a Confederate supply state affect the length of the war?</i> • <i>What would it mean to an enslaved person to pick up a gun and fight against the system that enslaved them?</i> 		

Lesson 4.2 **Emancipation & the Meaning of Freedom** 50 min

<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze how enslaved Floridians responded to the Civil War and worked toward their own freedom. Evaluate the limits and significance of the Emancipation Proclamation in Florida. Connect the end of slavery to the unfinished work of Reconstruction. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Bell ringer: Emancipation Proclamation excerpt — "What does it actually say? What doesn't it say?" Lecture (10 min): How enslaved people in Florida responded to the war — escape, resistance, service. Primary source analysis: WPA slave narrative from Florida. Socratic discussion: "Was Lincoln's Emancipation Proclamation primarily a moral act or a military strategy?" Exit ticket: "What would freedom mean to an enslaved Floridian in 1865?" 	<p>SOURCES</p> <ul style="list-style-type: none"> WPA Slave Narratives — Florida (loc.gov) Emancipation Proclamation, January 1, 1863 (ourdocuments.gov) Gen. E.M. McCook's Emancipation address in Tallahassee, May 20, 1865 (floridamemory.com)
---	---	---

<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> What is the difference between legal freedom and real freedom? How did enslaved Floridians exercise agency during the Civil War? Why did it take so long after the Emancipation Proclamation for enslaved people in Florida to be told they were free?
------------------------------------	--

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	What did "freedom" mean to formerly enslaved Floridians in 1865 — and how quickly was it taken away?
TEACHER BACKGROUND	This seminar bridges the Civil War and Reconstruction chapters. Students explore the gap between legal freedom and lived freedom, and trace how quickly the promise of emancipation was undermined by Black Codes, violence, and eventually the end of Reconstruction. Background: Florida's Black population went from enslaved to legally free in 1865, gained significant political rights by 1868, and saw most of those rights stripped away by 1877 through terrorism and political deal-making.
OPENING QUESTIONS	<ul style="list-style-type: none"> What did formerly enslaved people in Florida want most in 1865? How do we know? What did the 13th Amendment actually guarantee? What did it leave out?
CORE QUESTIONS	<ul style="list-style-type: none"> How did Florida's Black Codes of 1865–66 attempt to recreate slavery in all but name? What political gains did Black Floridians make during Reconstruction? Why were those gains possible? What role did violence and terrorism play in ending Reconstruction in Florida?
CLOSING QUESTIONS	<ul style="list-style-type: none"> Was Reconstruction a success, a failure, or something more complicated? Defend your answer. What does the story of Reconstruction tell us about the relationship between legal rights and real power?

NGSSS STANDARDS

SS.912.A.4.1

SS.912.A.1.1

SS.912.A.1.2

LAFS.910.RH.1.1

5

CHAPTER
Reconstruction
1865–1877

TEACHER OVERVIEW

Reconstruction is one of the most important and misunderstood eras in American history. The "Lost Cause" mythology that dominated 20th-century textbooks portrayed Reconstruction as a corrupt imposition on the South, ignoring the extraordinary political achievements of Black Floridians and the terrorist violence that ended them. This chapter rehabilitates Reconstruction as a genuine democratic experiment, cut short by organized white supremacist violence. Jonathan Gibbs, often overlooked, is a compelling anchor figure.

LESSON PLANS

Lesson 5.1 Black Political Power & the Promise of Reconstruction		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Explain the political achievements of African Americans during Florida's Reconstruction. • Analyze the role of the Freedmen's Bureau in supporting formerly enslaved people. • Evaluate the significance of Jonathan Gibbs as a political figure. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Opening: Show a photo of the Florida legislature during Reconstruction. "What is significant about this image?" • Mini-lecture (15 min): 13th, 14th, 15th Amendments; Freedmen's Bureau; Black officeholders in Florida. • Research activity: Students investigate Jonathan Gibbs using provided sources. • Discussion: "What made Black political power during Reconstruction possible? What threatened it?" • Exit ticket: Write one paragraph on why Reconstruction was significant for Florida. 	<p>SOURCES</p> <ul style="list-style-type: none"> • Jonathan Gibbs biography and speeches (multiple sources) • Freedmen's Bureau records, Florida (archives.gov) • 14th and 15th Amendments (ourdocuments.gov)
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> • <i>Why was Reconstruction a radical transformation, not just a political adjustment?</i> • <i>What does Jonathan Gibbs's career tell us about what was possible — and what was lost — in Reconstruction?</i> • <i>How did formerly enslaved Floridians use political power to improve their communities?</i> 		

Lesson 5.2 The Collapse of Reconstruction: Violence & Betrayal		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze the causes of Reconstruction's collapse in Florida. Explain the role of KKK violence in suppressing Black political participation. Evaluate the long-term consequences of Reconstruction's failure for Black Floridians. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Bell ringer: "The Compromise of 1877 withdrew federal troops from the South. What do you predict happened next?" Lecture/discussion (12 min): KKK in Florida; the Compromise of 1877; end of Reconstruction. Timeline activity: Students chart the rise and fall of Black political rights in Florida, 1865–1890. Primary source: KKK testimony from Florida, Congressional hearings, 1871. Closing: "Reconstruction ended not because it failed, but because it was violently destroyed." 	<p>SOURCES</p> <ul style="list-style-type: none"> KKK Congressional testimony, Florida, 1871 (archives.gov) Reconstruction amendments — ratification and enforcement records W.E.B. Du Bois, <i>Black Reconstruction in America</i> (1935) — selected excerpts
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> <i>Was Reconstruction a failure or was it destroyed? Why does this distinction matter?</i> <i>What is the connection between the end of Reconstruction and the Jim Crow era that followed?</i> <i>How does the history of Reconstruction challenge or complicate narratives about American progress?</i> 		

SOCRATIC SEMINAR GUIDE

<p>CENTRAL QUESTION</p>	<p>Was Reconstruction a radical revolution or a moderate reform? Why did it end?</p>
<p>TEACHER BACKGROUND</p>	<p>This seminar asks students to assess Reconstruction's ambitions and limitations. Were the changes it brought about truly revolutionary, or were they incomplete from the start? And why did it end — was it inevitable, or the result of specific choices and violence? Background: Du Bois argued in 1935 that Reconstruction was a "splendid failure" — that it achieved extraordinary things but was destroyed before it could be completed. This framing challenges both the Lost Cause myth and overly optimistic narratives of American progress.</p>
<p>OPENING QUESTIONS</p>	<ul style="list-style-type: none"> What would a "successful" Reconstruction have looked like? What would it have required? Who benefited from the end of Reconstruction?
<p>CORE QUESTIONS</p>	<ul style="list-style-type: none"> How did organized violence end Black political participation in Florida? What is the relationship between economic power and political power in Reconstruction Florida? How did the myth of the "corrupt Reconstruction" serve white supremacist interests?
<p>CLOSING QUESTIONS</p>	<ul style="list-style-type: none"> What would be different about Florida today if Reconstruction had succeeded? What parallels exist between the end of Reconstruction and contemporary threats to voting rights?

NGSSS STANDARDS

SS.912.A.4.1

SS.912.A.5.1

SS.912.A.1.2

LAFS.910.RH.1.1

LAFS.910.WHST.1.1

6

CHAPTER
The Gilded Age
 1877–1898

TEACHER OVERVIEW

The Gilded Age brought Florida into the modern era through railroads and tourism, but also deepened racial inequality through Jim Crow. The contrast between Flagler's opulent hotels and the brutal convict leasing system — both products of the same era — offers powerful material for analysis. Ybor City's multicultural cigar workers provide an important alternative to the standard Flagler-and-Plant narrative.

LESSON PLANS

Lesson 6.1 Railroads, Hotels & the Making of Modern Florida		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Explain how the railroad transformed Florida's economy and demographics. • Analyze the role of Flagler and Plant in shaping Florida's development. • Evaluate who benefited and who was harmed by the Gilded Age boom. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Map activity: Trace Flagler and Plant railroad routes; identify new cities that emerged. • Lecture (12 min): Flagler, Plant, Ybor City, and the tourism economy. • Primary source: Flagler interview or letter about Florida development. • Discussion: "Who built these railroads? Who worked in these hotels? Who was left out?" 	<p>SOURCES</p> <ul style="list-style-type: none"> • Flagler correspondence (flaglERMuseum.us) • Ybor City photographs, 1890s (floridamEMory.com) • Miami incorporation records, 1896 (miamiheritage.org)
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> • <i>Who gets to tell the story of Florida's development — the investors or the workers?</i> • <i>How did the railroad change what it meant to "be a Floridian"?</i> 		

Lesson 6.2 Jim Crow & Resistance in Gilded Age Florida 50 min

<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze how Jim Crow laws systematically stripped Black Floridians of rights won during Reconstruction. Explain the convict leasing system as a form of re-enslavement. Evaluate strategies of Black resistance and community-building under Jim Crow. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Bell ringer: "By 1890, almost every Black Floridian who could vote in 1870 had lost that right. How?" Lecture (12 min): Poll taxes, literacy tests, grandfather clauses, and KKK intimidation. Document analysis: Florida Jim Crow statutes, 1887–1900. Small group: Research the convict leasing system; present findings. Closing: Eatonville as an example of Black community-building under Jim Crow. 	<p>SOURCES</p> <ul style="list-style-type: none"> Florida Jim Crow statutes, 1880s–1900s (floridamemory.com) Convict leasing records and testimonies (floridamemory.com) Zora Neale Hurston, writings on Eatonville
---	--	---

<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> How is the convict leasing system different from — or similar to — slavery? What strategies did Black Floridians use to maintain dignity and build community under Jim Crow?
------------------------------------	---

SOCRATIC SEMINAR GUIDE

<p>CENTRAL QUESTION</p>	<p>Was the Gilded Age progress or exploitation — or both?</p>
<p>TEACHER BACKGROUND</p>	<p>This seminar asks students to weigh the genuine economic development of the Gilded Age against its human costs. Florida in the 1880s–90s saw extraordinary growth in infrastructure, tourism, and agriculture alongside brutal racial violence, convict leasing, and the systematic destruction of Reconstruction-era rights.</p>
<p>OPENING QUESTIONS</p>	<ul style="list-style-type: none"> What do we mean by "progress"? Progress for whom? Who built the Gilded Age and who paid the price?
<p>CORE QUESTIONS</p>	<ul style="list-style-type: none"> How did the same railroad that created Miami also depend on convict leasing and Jim Crow labor? Was there a way to develop Florida economically without the exploitation of Black and immigrant workers? How does the story of Ybor City complicate simple narratives about immigration and assimilation?
<p>CLOSING QUESTIONS</p>	<ul style="list-style-type: none"> What is the legacy of the Gilded Age in Florida today? Is "economic development" ever neutral?

NGSSS STANDARDS

SS.912.A.5.1	SS.912.A.1.2	SS.912.G.2.1	LAFS.910.RH.1.1
--------------	--------------	--------------	-----------------

7

CHAPTER
The Spanish-American War
 1895–1902

TEACHER OVERVIEW

The Spanish-American War offers Florida as a window into American imperialism. Tampa's role as staging ground gives students a local angle on a national story. The Buffalo Soldiers' experience — fighting for a country that oppressed them, facing hostility from white soldiers in Tampa, and earning glory that was largely ignored — is a powerful case study in the contradictions of Black military service.

LESSON PLANS

Lesson 7.1 Tampa, Cuba & American Empire		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Explain Florida's role in the Spanish-American War. • Analyze the roots of the war in Cuban independence and U.S. imperial ambition. • Evaluate the role of yellow journalism in building public support for the war. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Primary source: "You furnish the pictures, I'll furnish the war" (Hearst quote context). • Map activity: Trace the U.S. military buildup in Tampa and the invasion route to Cuba. • Lecture (12 min): José Martí, Ybor City, USS Maine, and the path to war. • Discussion: Was the Spanish-American War a war of liberation or imperial expansion? 	<p>SOURCES</p> <ul style="list-style-type: none"> • José Martí Tampa speeches, 1891–95 (cubanheritage.org) • Tampa Tribune war coverage, 1898 (floridamemory.com) • Rough Riders photographs departing Tampa, 1898 (loc.gov)
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> • <i>How did the media shape American public opinion about the war?</i> • <i>What did Cuba want? Did the U.S. deliver it?</i> 		

Lesson 7.2 **The Buffalo Soldiers & the Meaning of Service** 50 min

<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze the Buffalo Soldiers' experience in Tampa and Cuba. Evaluate the contradiction of Black military service under Jim Crow. Connect the Buffalo Soldiers' story to the long history of Black service and struggle. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Opening image: Buffalo Soldiers of the 9th Cavalry in Tampa, 1898. Lecture (10 min): Who were the Buffalo Soldiers? Their history and role in the war. Primary source: Accounts of racial hostility in Tampa against Black soldiers. Discussion: "Why would a Black man fight for a country that treated him as a second-class citizen?" Exit ticket: "What do the Buffalo Soldiers deserve that history has not given them?" 	<p>SOURCES</p> <ul style="list-style-type: none"> Buffalo Soldiers regimental histories (archives.gov) 9th Cavalry accounts of Tampa, 1898 (multiple primary sources) Booker T. Washington commentary on Black service in the Spanish-American War
--	--	--

<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> <i>Is military service a path to equality? What does American history suggest?</i> <i>How did the Buffalo Soldiers' experience in Tampa reflect the broader reality of Black life under Jim Crow?</i>
------------------------------------	--

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	Was the Spanish-American War a war of liberation or American imperialism?
TEACHER BACKGROUND	Students examine the gap between American rhetoric (liberating Cuba from Spanish oppression) and the reality of U.S. imperial control over Cuba, Puerto Rico, the Philippines, and Guam after the war.
OPENING QUESTIONS	<ul style="list-style-type: none"> What does "imperialism" mean? Can you think of modern examples? What did the Cuban independence movement actually want?
CORE QUESTIONS	<ul style="list-style-type: none"> Did the U.S. "liberate" Cuba or replace one colonial power with another? How did Florida's Cuban exile community view the war's outcome? What was the long-term impact of the Platt Amendment on Cuba?
CLOSING QUESTIONS	<ul style="list-style-type: none"> Is American foreign policy today shaped by the legacy of 1898? How? What obligations does a powerful country have toward smaller nations?

NGSSS STANDARDS

SS.912.A.5.1	SS.912.W.4.8	SS.912.G.2.1	LAFS.910.RH.1.2
--------------	--------------	--------------	-----------------

8

CHAPTER
Progressive Florida
 1900–1917

TEACHER OVERVIEW

The Progressive Era in Florida is defined by contradiction: genuine reform coexisting with intensified racial oppression. The convict leasing system, disenfranchisement, and the refusal to ratify the 19th Amendment all happened alongside child labor laws, railroad regulation, and public education improvements. Students should see that "progress" is always contested and that its benefits are not equally distributed.

LESSON PLANS

Lesson 8.1	Reform & Its Limits: White Progressivism in Florida	50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Identify key Progressive Era reforms in Florida and their advocates. • Analyze who benefited from Progressive Era reforms and who was excluded. • Evaluate the contradiction between Progressive ideals and racial oppression. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Bell ringer: "Progressives wanted to reform government and help workers. But they also supported Jim Crow. How do you explain this?" • Lecture (12 min): Key Florida reforms; Everglades drainage; railroad regulation. • Primary source analysis: Florida child labor law, 1908. • Discussion: Can a reform movement be "progressive" if it excludes a large part of the population? 	<p>SOURCES</p> <ul style="list-style-type: none"> • Progressive Era Florida legislation (floridamemory.com) • Convict leasing testimony, Florida, 1910s (floridamemory.com) • Flagler's Overseas Railroad construction photographs (loc.gov)
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> • <i>Who gets to be a "Progressive"? What does the term hide?</i> • <i>How did the convict leasing system survive the Progressive Era?</i> 		

Lesson 8.2 The Everglades, Environment & Development 50 min

<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze the motivations and consequences of early Everglades drainage. Evaluate the conflict between development and environmental preservation in Progressive Florida. Connect early drainage decisions to contemporary Everglades restoration challenges. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Show before/after maps of Everglades drainage. Lecture (10 min): Governor Broward's drainage campaign; early ecological consequences. Primary source: Broward campaign speeches vs. early environmental criticism. Discussion: "Was draining the Everglades progress or a mistake? Who decided?" Connection: How do Progressive Era drainage decisions still affect Florida today? 	<p>SOURCES</p> <ul style="list-style-type: none"> Governor Broward drainage speeches (floridamemory.com) Early U.S. Army Corps of Engineers Everglades reports Marjory Stoneman Douglas, <i>The Everglades: River of Grass</i> (1947) — introduction
--	---	--

<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> Who had the power to decide what happened to the Everglades? Who was left out? Is it possible to "develop" Florida's natural resources without destroying them?
------------------------------------	--

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	Can progress be real if it excludes some people? Who defines "progress"?
TEACHER BACKGROUND	This seminar uses the Progressive Era to examine the concept of progress itself. Students consider whether genuine reform is possible without addressing racial inequality, and whether environmental "development" constitutes progress when it destroys ecosystems.
OPENING QUESTIONS	<ul style="list-style-type: none"> What does "progress" mean? Progress toward what? Who gets to define what counts as an improvement?
CORE QUESTIONS	<ul style="list-style-type: none"> How did white Progressives in Florida justify supporting Jim Crow while advocating for other reforms? Was the drainage of the Everglades progress? For whom? What was the relationship between Progressivism and American imperialism?
CLOSING QUESTIONS	<ul style="list-style-type: none"> Is "progress" always good? Can you think of examples of progress that caused harm? What would a truly inclusive progressivism have looked like in 1910 Florida?

NGSSS STANDARDS

SS.912.A.5.1	SS.912.A.1.4	SS.912.G.2.1	LAFS.910.WHST.1.1
--------------	--------------	--------------	-------------------

9

CHAPTER
Florida in World War I
 1917–1920

TEACHER OVERVIEW

Florida's WWI chapter is relatively brief but contains some of the most important content in the course: the Ocoee Massacre of 1920. The war itself brought military bases, economic activity, and the influenza pandemic. But the postwar period — the "Red Summer" of 1919 and the Election Day massacre at Ocoee in 1920 — is where students can most powerfully examine the gap between American ideals and American reality.

LESSON PLANS

Lesson 9.1 Florida Goes to War: Military Bases & the Home Front		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Explain Florida's military contributions to World War I. • Analyze how the war transformed Florida's economy. • Evaluate the impact of the 1918 influenza pandemic on Florida's wartime home front. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Map activity: Locate major Florida military installations established 1917–18. • Lecture (12 min): Florida's role in training, supply, and aviation. • Primary source: Florida soldier's letter from training camp or France. • Discussion: How did WWI begin to change Florida's demographics and economy? 	<p>SOURCES</p> <ul style="list-style-type: none"> • Florida WWI soldier letters (floridamemory.com) • Camp Johnston training photographs, 1917–18 (floridamemory.com) • Florida 1918 influenza pandemic records (state archives)
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> • <i>How did war create opportunities and hardships simultaneously for Floridians?</i> • <i>What is the connection between WWI military infrastructure and Florida's postwar growth?</i> 		

Lesson 9.2 **The Ocoee Massacre & the Betrayal of Black Veterans** 50 min

<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze the causes and consequences of the Ocoee Massacre of 1920. Evaluate the treatment of Black veterans returning from WWI. Connect the "Red Summer" of 1919 to Florida's racial violence. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Open: "Imagine you fought for your country in WWI. You come home. What do you expect? What do you get?" Lecture (12 min): Red Summer 1919; Black veterans; Ocoee Massacre background. Case study: Detailed analysis of the Ocoee Massacre, November 2, 1920. Primary source: Eyewitness accounts of Ocoee. Closing: "What does Ocoee tell us about race, voting, and power in America?" 	<p>SOURCES</p> <ul style="list-style-type: none"> Ocoee Massacre historical investigation (orangecountyfl.net) NAACP reports on racial violence, 1919–1921 (loc.gov) Florida memory Project: Ocoee 1920 documents (floridamemory.com)
---	--	---

<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> <i>Why were Black voters specifically targeted on Election Day?</i> <i>What does the Ocoee Massacre tell us about the limits of American democracy?</i> <i>Why do so few Floridians know about the Ocoee Massacre today?</i>
------------------------------------	--

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	Did World War I make America more democratic — or expose its limits?
TEACHER BACKGROUND	Students examine the gap between WWI rhetoric about "making the world safe for democracy" and the reality of racial violence against Black veterans at home. The Ocoee Massacre is a powerful case study.
OPENING QUESTIONS	<ul style="list-style-type: none"> What did Black Americans hope to gain by serving in WWI? What happened to those hopes after the war?
CORE QUESTIONS	<ul style="list-style-type: none"> How did white Americans respond to Black veterans who demanded equal rights? What is the connection between wartime service and citizenship claims? Why did racial violence intensify after WWI rather than diminish?
CLOSING QUESTIONS	<ul style="list-style-type: none"> What does the treatment of Black WWI veterans tell us about the meaning of American democracy? Are there parallels between post-WWI America and any period in more recent history?

NGSSS STANDARDS

SS.912.A.5.1	SS.912.A.1.2	LAFS.910.RH.1.1	LAFS.910.WHST.1.1
--------------	--------------	-----------------	-------------------

10

CHAPTER

The 1920s: Boom, Bust & Hurricane

1920–1929

TEACHER OVERVIEW

Florida's 1920s offer a microcosm of American excess and its consequences. The land boom was driven by speculation, media hype, and easy credit — a preview of the 1929 national crash. The Rosewood Massacre is one of the most important — and most suppressed — events in Florida history. Teachers should spend significant time on Rosewood, as many students will never have encountered it.

LESSON PLANS

Lesson 10.1 The Land Boom: Speculation, Hype & Collapse		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Explain the causes and mechanics of the Florida land boom of the 1920s. • Analyze how media, marketing, and speculation drove land prices to unsustainable levels. • Evaluate the lessons of the boom-bust cycle for contemporary economic thinking. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Opening: Real estate advertisement from 1924 Miami. "Would you buy this? Why or why not?" • Lecture (12 min): Causes of the boom; how lots were sold; the railroad embargo signal. • Data analysis: Land price charts, 1920–1930. • Primary source: 1920s real estate marketing materials. • Discussion: "What warning signs did investors ignore? Why?" 	<p>SOURCES</p> <ul style="list-style-type: none"> • Florida land boom marketing materials (floridamemory.com) • Miami Herald coverage of the land boom and collapse, 1926 (floridamemory.com) • Economic data: Florida bank failures, 1926–29
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> • <i>How is speculation different from investment? Where is the line?</i> • <i>What role did the media play in inflating the land boom?</i> 		

Lesson 10.2 The Rosewood Massacre: Race, Violence & Memory 50 min

<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze the causes and events of the Rosewood Massacre of January 1923. Evaluate how and why the Rosewood Massacre was suppressed from public memory. Connect Rosewood to broader patterns of racial violence in American history. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Trigger warning and framing: "We are going to study a difficult event. This matters because ignoring it does not make it go away." Lecture (15 min): Rosewood community, the false accusation, the week of violence. Primary source: Survivor testimony (Minnie Lee Langley and others). Discussion: "Why did Florida not acknowledge Rosewood until 1994? What does that silence tell us?" Close: Connection to reparations and historical memory. 	<p>SOURCES</p> <ul style="list-style-type: none"> Rosewood survivor testimonies (multiple sources) Florida Rosewood Claims Bill, 1994 (floridamemory.com) Gary Moore, "Rosewood" investigative journalism, 1982
---	--	---

<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> What does the Rosewood Massacre reveal about how racial violence functioned in 1920s Florida? Why do communities suppress or ignore histories of racial violence? What does it mean for a state to pay reparations? Is it enough?
------------------------------------	---

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	What causes a boom to become a bust — and who pays the price?
TEACHER BACKGROUND	Students examine the mechanics and human consequences of the Florida land boom, connecting it to the 1929 national crash and the 2008 housing crisis.
OPENING QUESTIONS	<ul style="list-style-type: none"> What is the difference between a boom and a bubble? Who benefits most during a boom?
CORE QUESTIONS	<ul style="list-style-type: none"> How did racial violence and economic speculation coexist in 1920s Florida? Who was most harmed by the bust — wealthy speculators or ordinary Floridians? What parallels exist between the 1920s land boom and the 2000s housing bubble?
CLOSING QUESTIONS	<ul style="list-style-type: none"> What responsibilities do governments have during economic crises? Is Florida still vulnerable to boom-bust cycles? What evidence do you have?

NGSSS STANDARDS

SS.912.A.5.1	SS.912.A.6.1	LAFS.910.RH.1.2	LAFS.910.WHST.1.1
--------------	--------------	-----------------	-------------------

11

CHAPTER

The 1930s: Depression & New Deal Florida

1929–1939

TEACHER OVERVIEW

Florida entered the 1930s already broken. The New Deal brought genuine relief but also preserved racial segregation in its programs. CCC camps and WPA projects transformed Florida's infrastructure and culture. The 1935 Labor Day Hurricane and its victims — including forgotten WWI veterans in CCC camps — offer a powerful story of government failure and working-class vulnerability.

LESSON PLANS

Lesson 11.1 The Great Depression in Florida		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze how the Depression affected Florida differently than the rest of the country. Evaluate the causes of Florida's earlier economic collapse in the mid-1920s. Connect the human experience of the Depression to policy responses. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Opening: WPA photograph of Depression-era Florida. "What do you see? What is missing?" Lecture (12 min): Florida's pre-Depression bust; bank failures; unemployment. Primary source: WPA oral history from Florida, 1930s. Data activity: Unemployment and bank failure statistics, Florida vs. national. Discussion: "Why did Florida experience the Depression earlier than the rest of the country?" 	<p>SOURCES</p> <ul style="list-style-type: none"> WPA Florida oral histories (loc.gov) Florida bank failure records, 1926–33 Depression-era photographs, Florida (floridamemory.com)
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> <i>How does economic crisis affect different communities differently?</i> <i>What does the Depression reveal about the fragility of Florida's boom-based economy?</i> 		

Lesson 11.2 The New Deal in Florida: Relief, Reform & Racial Exclusion

50 min

OBJECTIVES

- Explain major New Deal programs and their impact in Florida.
- Analyze how New Deal programs both helped and excluded Black Floridians.
- Evaluate the New Deal's lasting impact on Florida's infrastructure and culture.

ACTIVITIES

- Bell ringer: List three things you use or visit that the government built. Could the New Deal have built any of them?
- Lecture (12 min): CCC, WPA, PWA in Florida; state parks; roads; public buildings.
- Map: New Deal projects in Florida.
- Primary source: WPA Florida guide excerpt, 1939.
- Discussion: "The New Deal helped millions of Americans but deliberately excluded many Black workers. Is a program that helps some people while excluding others good policy?"

SOURCES

- WPA, Florida: A Guide to the Southernmost State (1939) — excerpts
- CCC Florida camp records (archives.gov)
- New Deal project photographs, Florida (floridamemory.com)

DISCUSSION QUESTIONS

- *How did the New Deal change what Americans expected their government to do?*
- *Was the New Deal good for Black Floridians? Support your answer with evidence.*
- *What New Deal infrastructure do Floridians still use today?*

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	Does the government have a responsibility to help citizens during an economic crisis?
TEACHER BACKGROUND	This seminar connects the New Deal to fundamental questions about the role of government in a capitalist economy. Students examine the New Deal's achievements and failures, including its deliberate exclusion of Black workers through racial compromise with Southern Democrats.
OPENING QUESTIONS	<ul style="list-style-type: none"> • What should the government do when the economy collapses? • What is the difference between relief, recovery, and reform?
CORE QUESTIONS	<ul style="list-style-type: none"> • Was FDR's New Deal good enough? What did it leave out? • How did racial politics shape New Deal programs in Florida? • What is the relationship between economic security and political freedom?
CLOSING QUESTIONS	<ul style="list-style-type: none"> • Does the government have a responsibility to ensure economic equality, not just economic opportunity? • What would a New Deal that included everyone have looked like?

NGSSS STANDARDS

SS.912.A.6.1

SS.912.A.1.2

SS.912.G.2.1

LAFS.910.RH.1.1

12

CHAPTER
World War II
1939–1945

TEACHER OVERVIEW

World War II is often taught as an unambiguous American triumph, but Florida's WWII story is more complex. German U-boats sank ships visible from Florida's beaches. German POWs worked on Florida farms. Japanese Americans were interned while Japanese Latin Americans — some from Florida — were deported. And Black Floridians fought for a country that denied them equality, returning from the war radicalized and ready to demand change.

LESSON PLANS

Lesson 12.1 Florida on the Front Lines: U-Boats, Bases & the Home Front		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Explain Florida's strategic importance during World War II. • Analyze the U-boat campaign off Florida's coast and its impact on the home front. • Evaluate how WWII transformed Florida's economy and population. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Opening: "In 1942, Floridians could watch ships burn from the beach. German submarines were sinking tankers within sight of shore." Show declassified U-boat tracking maps. • Lecture (12 min): Florida's military bases; U-boat campaign; wartime economy. • Primary source: Civilian accounts of watching ships sink off Florida's coast, 1942. • Map activity: Florida military installations, 1941–45. • Closing: How WWII set the stage for Florida's postwar boom. 	<p>SOURCES</p> <ul style="list-style-type: none"> • Civilian accounts of U-boat sinkings off Florida (multiple newspaper archives) • Florida military base establishment records (archives.gov) • German POW camp records, Florida, 1943–45 (archives.gov)
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> • <i>How did the war change what it meant to be a Floridian?</i> • <i>Why did the government keep the U-boat sinkings largely secret from the American public?</i> 		

Lesson 12.2 Black Floridians in WWII & the Seeds of the Civil Rights Movement

50 min

OBJECTIVES

- Analyze the Double V Campaign and its significance for Black Floridians.
- Evaluate the contradiction of Black military service under Jim Crow.
- Connect Black veterans' WWII experience to the postwar Civil Rights Movement.

ACTIVITIES

- Bell ringer: The Double V Campaign — "Victory abroad, victory at home." What does this mean?
- Lecture (12 min): Black service in WWII; segregated units; Tuskegee Airmen connections to Florida.
- Primary source: Black soldier's letter from WWII.
- Discussion: "Why did the experience of fighting fascism abroad make Black veterans less willing to accept racism at home?"
- Exit ticket: "Explain the Double V Campaign in your own words."

SOURCES

- Double V Campaign materials, Pittsburgh Courier, 1942 (digitized archives)
- Tuskegee Airmen records and Florida training connections (archives.gov)
- Black veteran oral histories, Florida (loc.gov)

DISCUSSION QUESTIONS

- *Is there a connection between fighting for democracy abroad and demanding democracy at home?*
- *Why were Black soldiers asked to fight for a country that treated them as second-class citizens?*

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	Did World War II lay the groundwork for the Civil Rights Movement?
TEACHER BACKGROUND	Students trace the connection between WWII and the postwar Civil Rights Movement, examining how the war experience changed Black Americans' willingness to accept Jim Crow and how the contradiction between American war aims and domestic racism could no longer be ignored.
OPENING QUESTIONS	<ul style="list-style-type: none"> • What did the U.S. say it was fighting for in WWII? • Who was included in that vision and who was left out?
CORE QUESTIONS	<ul style="list-style-type: none"> • How did WWII change the political consciousness of Black Floridians? • What is the connection between the Double V Campaign and the Tallahassee Bus Boycott of 1956? • How did German POWs in Florida sometimes receive better treatment than Black Americans?
CLOSING QUESTIONS	<ul style="list-style-type: none"> • Is war ever a force for social progress? What evidence does WWII Florida provide? • What obligations did the U.S. government have to Black veterans after WWII?

NGSSS STANDARDS

SS.912.A.6.1

SS.912.A.7.1

SS.912.A.1.2

LAFS.910.RH.1.1

13

CHAPTER

1946–1959: Postwar Growth & Early Civil Rights

1946–1959

TEACHER OVERVIEW

This chapter bridges WWII and the Civil Rights Movement. The postwar boom transformed Florida's demographics while Jim Crow remained entrenched. Harry T. Moore's assassination on Christmas night 1951 is one of the most important — and least known — events in Civil Rights history. The Tallahassee Bus Boycott of 1956, running parallel to Montgomery, demonstrates that the Civil Rights Movement was not a single story centered on a few famous figures.

LESSON PLANS

Lesson 13.1 The Postwar Boom & a Changing Florida		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze the factors driving Florida's postwar population growth. Explain how air conditioning, the automobile, and the interstate changed Florida. Evaluate the distribution of postwar prosperity across racial lines. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Data activity: Florida population charts, 1940–1960. Lecture (12 min): Veterans returning; air conditioning; NASA; Interstate Highway Act. Primary source: Real estate advertisement targeting northern veterans, 1950s. Discussion: "The postwar boom created prosperity — but not for everyone. Who was left out?" 	<p>SOURCES</p> <ul style="list-style-type: none"> Florida population census data, 1940–1960 1950s Florida real estate advertisements (floridamemory.com) Levittown-style development advertising and planning documents
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> <i>Why did so many Americans move to Florida after WWII?</i> <i>How did the postwar boom change who "belonged" in Florida?</i> 		

Lesson 13.2 Harry T. Moore & the Early Civil Rights Movement in Florida 50 min

<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Explain Harry T. Moore’s contributions to civil rights in Florida. • Analyze the Tallahassee Bus Boycott as a parallel movement to Montgomery. • Evaluate the effectiveness of early civil rights organizing in Florida. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Opening: "On Christmas night 1951, a bomb destroyed Harry Moore’s home in Mims. He is called the first martyr of the modern Civil Rights Movement. Have you heard of him? Why not?" • Lecture (12 min): Moore’s NAACP work; voter registration; the bombing. • Compare/contrast: Tallahassee Boycott vs. Montgomery Boycott. • Primary source: C.K. Steele’s account of the Tallahassee Boycott. • Discussion: "Why do some Civil Rights figures become famous while others are forgotten?" 	<p>SOURCES</p> <ul style="list-style-type: none"> • Harry T. Moore biography and NAACP records (naacp.org / floridamemory.com) • C.K. Steele papers, Florida A&M; University archives • Tallahassee Bus Boycott primary sources (floridamemory.com)
---	--	---

<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> • <i>What made Harry Moore’s voter registration work so threatening to white supremacy?</i> • <i>Why is the Tallahassee Bus Boycott less famous than Montgomery? Does that matter?</i>
------------------------------------	---

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	Why are some civil rights heroes remembered while others are forgotten?
TEACHER BACKGROUND	Students examine the construction of historical memory around the Civil Rights Movement, asking why figures like Moore and Steele remain obscure while others are celebrated — and what this tells us about whose stories get told.
OPENING QUESTIONS	<ul style="list-style-type: none"> • Who decides which historical figures are remembered and taught? • What do you already know about the Civil Rights Movement? Who is in that story?
CORE QUESTIONS	<ul style="list-style-type: none"> • Why is Harry T. Moore not as well-known as Rosa Parks or Martin Luther King Jr.? • How does the geographic focus on Montgomery and Birmingham shape our understanding of the Civil Rights Movement? • Why does it matter that the Tallahassee Bus Boycott happened months after Montgomery?
CLOSING QUESTIONS	<ul style="list-style-type: none"> • Whose stories are missing from the history you have been taught? Why? • How does recovering forgotten history change our understanding of the present?

NGSSS STANDARDS

SS.912.A.7.1

SS.912.A.1.2

LAFS.910.RH.1.1

LAFS.910.WHST.1.1

14

CHAPTER

The 1960s: Civil Rights, Space & Change

1960–1969

TEACHER OVERVIEW

The 1960s in Florida were defined by the intersection of the Civil Rights Movement, the Space Race, and the Cold War. The Cuban Missile Crisis brought nuclear war 90 miles from Florida’s shore. The Cuban exile community reshaped South Florida. And the Civil Rights Movement reached into every corner of the state, from Tallahassee to St. Augustine to Jacksonville. St. Augustine’s demonstrations of 1963–64 were among the most dramatic — and violent — of the entire Civil Rights era.

LESSON PLANS

Lesson 14.1 Florida's Civil Rights Movement: Sit-Ins, Freedom Rides & St. Augustine		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Trace the Civil Rights Movement across Florida in the early 1960s. • Analyze the St. Augustine demonstrations of 1963–64 and their national significance. • Evaluate the role of nonviolent direct action as a political strategy. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Opening: Photograph of St. Augustine wade-ins, 1964. "What do you see? What is happening?" • Lecture (12 min): Florida sit-ins; Freedom Riders; St. Augustine demonstrations. • Primary source: SCLC account of St. Augustine demonstrations. • Discussion: "Why did activists choose St. Augustine? What was significant about demonstrating in America's oldest city?" 	<p>SOURCES</p> <ul style="list-style-type: none"> • St. Augustine Civil Rights demonstrations photographs (floridamemory.com) • SCLC records on St. Augustine, 1963–64 (archives) • Eyewitness accounts of wade-ins and march violence, 1964
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> • <i>How did nonviolent direct action force change in a way that appeals alone could not?</i> • <i>Why was St. Augustine strategically important to the Civil Rights Movement?</i> 		

Lesson 14.2 **The Cuban Missile Crisis & Cold War Florida** 50 min

<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze Florida's role in the Cuban Missile Crisis. Evaluate the human experience of living 90 miles from a potential nuclear war. Connect the Cuban exile community to Cold War politics. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Bell ringer: "For 13 days in October 1962, Florida was on the front line of potential nuclear war. What would that feel like?" Lecture (10 min): Cuban Revolution; Missile Crisis; Bay of Pigs; Florida's role. Primary source: Kennedy's October 22 address to the nation. Discussion: "How did the Cold War shape Florida's politics and demographics?" Close: Cuban exile community's lasting impact on South Florida politics. 	<p>SOURCES</p> <ul style="list-style-type: none"> Kennedy's Cuban Missile Crisis address, October 22, 1962 (ourdocuments.gov) Cuban exile oral histories, Miami (cubanheritage.org) Bay of Pigs declassified documents (cia.gov)
---	---	--

<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> How did the Cuban Revolution change South Florida forever? What does it mean to live under the threat of nuclear war? How did it change American culture?
------------------------------------	--

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	Did the 1960s change America — or reveal what it had always been?
TEACHER BACKGROUND	Students examine the 1960s as a decade of both extraordinary progress and profound conflict, asking whether the era represented genuine transformation or simply made visible contradictions that had always existed.
OPENING QUESTIONS	<ul style="list-style-type: none"> What changed in America in the 1960s? What stayed the same? Who was included in 1960s progress and who was not?
CORE QUESTIONS	<ul style="list-style-type: none"> How did the Civil Rights Act and Voting Rights Act change daily life for Black Floridians? What is the connection between the Cold War and the Civil Rights Movement? Why did the Moon landing happen at a moment of such profound domestic conflict?
CLOSING QUESTIONS	<ul style="list-style-type: none"> Is progress always linear? What does the 1960s suggest? What unfinished business from the 1960s do we still carry today?

NGSSS STANDARDS

SS.912.A.7.1	SS.912.A.1.2	SS.912.G.2.1	LAFS.910.RH.1.1
--------------	--------------	--------------	-----------------

15

CHAPTER

The 1970s & 1980s: Growth, Crisis & Transformation

1970–1989

TEACHER OVERVIEW

Florida in the 1970s and 1980s is a story of extreme contrast: Disney World and the cocaine wars; environmental awakening and Everglades destruction; the Mariel Boatlift and the McDuffie riots. The Space Shuttle Challenger disaster and the Iran-Contra affair touched Florida directly. Teachers should emphasize that Florida’s "growth" in this era had enormous human and environmental costs.

LESSON PLANS

Lesson 15.1 Disney, Growth & the Transformation of Central Florida		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze how Walt Disney World transformed Central Florida's economy and landscape. Evaluate the environmental and social costs of Florida’s growth in the 1970s–80s. Connect tourism development to questions of land use and community impact. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Opening: Aerial photograph of Central Florida 1960 vs. 1990. "What happened here?" Lecture (12 min): Disney World; tourism economy; Interstate 4 corridor growth. Data analysis: Orange County population and land use, 1960–1990. Discussion: "Is the kind of growth Disney World brought to Central Florida sustainable? Desirable?" 	<p>SOURCES</p> <ul style="list-style-type: none"> Walt Disney World development planning documents (floridamemory.com) Central Florida land use change data, 1960–1990 Investigative journalism on Disney’s municipal governance (Reedy Creek Improvement District)
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> Who benefits from a tourism economy? Who is harmed? How did Disney change what Florida meant to the rest of the world? 		

Lesson 15.2 The Cocaine Wars, Mariel & Miami's Crisis Years 50 min

<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze the causes and consequences of the Mariel Boatlift. Evaluate the cocaine trade’s impact on Miami in the early 1980s. Examine the McDuffie riots as a product of long-standing racial injustice. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Bell ringer: "In 1980, 125,000 Cuban refugees arrived in Miami in a few months. Miami’s police killed a Black man and were acquitted. Miami’s homicide rate was the highest in the country. What do you predict happened?" Lecture (12 min): Mariel Boatlift; cocaine trade; McDuffie case and riots. Primary source: Miami newspaper coverage of the McDuffie riots, 1980. Discussion: "How are the Mariel Boatlift, the cocaine trade, and the McDuffie riots all connected to the same underlying forces?" 	<p>SOURCES</p> <ul style="list-style-type: none"> Miami Herald coverage of McDuffie riots, 1980 (archive) Mariel Boatlift oral histories (cubanheritage.org) Cocaine Wars investigative journalism, Miami, 1981–86
--	---	--

<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> What is the connection between poverty, racism, and the drug trade? How did the media portray Miami in the 1980s? Whose perspectives were centered?
------------------------------------	--

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	Is rapid growth a blessing or a curse for a community?
TEACHER BACKGROUND	Students examine the human and environmental costs of Florida’s extraordinary growth in the 1970s–80s, asking whether growth is inherently good and who decides.
OPENING QUESTIONS	<ul style="list-style-type: none"> What does "growth" mean in a political context? Growth for whom? What are the tradeoffs of becoming a major tourist destination?
CORE QUESTIONS	<ul style="list-style-type: none"> How did the Mariel Boatlift stress Miami’s social infrastructure? What is the connection between the McDuffie riots and Florida’s long history of racial injustice? Why did the Challenger disaster affect Florida so personally?
CLOSING QUESTIONS	<ul style="list-style-type: none"> Can Florida continue growing at its historical rate? What would stop it? Who bears the costs of growth in Florida today?

NGSSS STANDARDS

SS.912.A.7.1

SS.912.A.1.4

SS.912.G.2.1

LAFS.910.RH.1.2

16

CHAPTER
The 1990s & Early 2000s
 1990–2010

TEACHER OVERVIEW

Hurricane Andrew and the 2000 election are the two defining events of this era for Florida. Andrew demonstrated both Florida’s vulnerability to catastrophic storms and the inadequacy of its building codes and emergency management. The 2000 election made Florida the center of a constitutional crisis. The decade’s end with the housing crash mirrors the 1920s boom-bust cycle in disturbing ways.

LESSON PLANS

Lesson 16.1 Hurricane Andrew & Florida's Vulnerability		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze the causes, course, and consequences of Hurricane Andrew. Evaluate Florida’s preparedness and response to Andrew. Connect Andrew to broader questions about climate, development, and risk. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Opening: Andrew damage photographs, August 1992. "What do you see?" Lecture (12 min): Andrew’s path; wind speeds; damage in Homestead and South Dade. Data analysis: Before/after development maps of South Dade. Primary source: Survivor accounts from Homestead. Discussion: "Andrew revealed that Florida’s building codes were completely inadequate. Why had no one fixed them before?" 	<p>SOURCES</p> <ul style="list-style-type: none"> Hurricane Andrew National Hurricane Center archives Homestead survivor oral histories Florida building code reform legislation, 1992–94 (floridamemory.com)
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> <i>Who was most vulnerable during Hurricane Andrew? Why?</i> <i>How did Andrew change Florida’s approach to hurricane preparedness?</i> 		

Lesson 16.2 **The 2000 Election: Democracy on Trial** 50 min

<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze the Florida recount and its constitutional implications. Evaluate the role of voter disenfranchisement in the 2000 election. Connect the 2000 election to broader questions about voting rights and democracy. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Bell ringer: "The 2000 presidential election was decided by 537 votes in Florida out of nearly 6 million cast. What questions does this raise?" Lecture (12 min): Butterfly ballot; hanging chads; Katherine Harris; Bush v. Gore. Document analysis: Bush v. Gore Supreme Court decision excerpts. Data: Florida voter roll purges and disenfranchisement of former felons. Closing seminar question: "Was the 2000 election decided fairly? What should have happened?" 	<p>SOURCES</p> <ul style="list-style-type: none"> Bush v. Gore Supreme Court decision (supremecourt.gov) Florida voter roll purge records, 2000 (investigative journalism sources) Election 2000 Florida newspaper archives (various)
---	--	---

<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> What does the 2000 election reveal about the mechanics of American democracy? How did voter roll purges and felon disenfranchisement affect the outcome? Should the Supreme Court have intervened? Defend your answer.
------------------------------------	--

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	Is American democracy as secure as we think?
TEACHER BACKGROUND	The 2000 election as a lens for examining vulnerabilities in American democratic institutions, from voting technology to judicial intervention to the Electoral College.
OPENING QUESTIONS	<ul style="list-style-type: none"> What is democracy? What does it require to function? Did the 2000 election undermine or uphold democratic norms?
CORE QUESTIONS	<ul style="list-style-type: none"> How did voting rights issues in Florida in 2000 connect to the long history of disenfranchisement? Was the Supreme Court’s decision in Bush v. Gore legitimate? Why or why not? What did the 2000 election reveal about the Electoral College?
CLOSING QUESTIONS	<ul style="list-style-type: none"> Has American democracy become more or less secure since 2000? What reforms would make Florida’s elections more democratic?

NGSSS STANDARDS

SS.912.A.7.1	SS.912.A.1.4	SS.912.G.1.2	LAFS.910.WHST.1.1
--------------	--------------	--------------	-------------------

17

CHAPTER

2011–Present: Contemporary Florida

2011–Present

TEACHER OVERVIEW

Contemporary Florida is genuinely complex and contested. Teachers should present current events with multiple perspectives and encourage students to form their own evidence-based conclusions. The Trayvon Martin case, Pulse shooting, and Parkland massacre each deserve careful, sensitive handling. Climate change and sea level rise are scientifically unambiguous but politically contested — teachers should present the science clearly while acknowledging political debate.

LESSON PLANS

Lesson 17.1	Trayvon, Pulse & Parkland: Florida at the Center of National Debates		50 min
<p>OBJECTIVES</p> <ul style="list-style-type: none"> Analyze the Trayvon Martin case and its connection to the Black Lives Matter movement. Evaluate the Pulse and Parkland shootings as catalysts for national debate. Examine how Florida became a flashpoint for debates about race, guns, and justice. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Sensitive framing: "We are going to discuss three events that involve violence and death. Our goal is to understand their historical significance and the debates they sparked — not to cause harm." Mini-lectures (5 min each): Trayvon Martin / Stand Your Ground; Pulse shooting; Parkland and March for Our Lives. Small group: Each group analyzes one event's policy implications. Class share-out and synthesis. Closing: "What do these three events have in common? What debates do they reflect?" 	<p>SOURCES</p> <ul style="list-style-type: none"> Trayvon Martin case documentation (multiple journalism sources) Parkland survivors' March for Our Lives speeches, 2018 Pulse nightclub memorial and testimonies (onepulsefoundation.org) 	
<p>DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> What does <i>Stand Your Ground</i> law reveal about attitudes toward race and self-defense? How did student survivors of Parkland change the national conversation about gun violence? Why does Florida so often become the site of these national flashpoints? 			

Lesson 17.2 **Climate Change, Sea Level Rise & Florida's Future** 50 min

<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Explain the scientific consensus on climate change and its specific implications for Florida. • Analyze how sea level rise threatens Florida’s communities, infrastructure, and economy. • Evaluate Florida’s political response to climate change against the scientific evidence. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Opening: Maps of Florida at current sea level vs. 3 feet vs. 6 feet of rise. • Lecture (12 min): Climate science basics; Florida’s specific vulnerabilities; Miami Beach roads. • Data analysis: Sea level rise measurements, Florida, 1993–present. • Primary source: Miami Beach’s adaptation plan vs. Florida state climate policy. • Discussion: "What is the responsible policy response to a scientifically documented existential threat?" 	<p>SOURCES</p> <ul style="list-style-type: none"> • NOAA sea level rise data and maps (noaa.gov) • Miami Beach adaptation planning documents • Florida climate policy documents and scientific critiques
--	--	--

<p>DISCUSSION QUESTIONS</p>	<ul style="list-style-type: none"> • <i>Who is most vulnerable to sea level rise in Florida? Why?</i> • <i>What is the responsibility of government when the science is clear but the politics are contested?</i> • <i>What will Florida look like in 50 years if nothing changes?</i>
------------------------------------	---

SOCRATIC SEMINAR GUIDE

CENTRAL QUESTION	What kind of Florida do we want to leave to the next generation?
TEACHER BACKGROUND	This capstone seminar asks students to synthesize the entire course by projecting Florida’s history forward. Drawing on what they have learned, students consider what choices Floridians face and what kind of future is possible.
OPENING QUESTIONS	<ul style="list-style-type: none"> • Looking back at all 17 chapters, what is the most important theme in Florida history? • What problems from Florida’s past are still unresolved today?
CORE QUESTIONS	<ul style="list-style-type: none"> • How do the challenges Florida faces today — climate change, inequality, immigration, political polarization — connect to patterns from Florida’s history? • What has Florida done well, historically? What can it be proud of? • Who has the power to shape Florida’s future, and how can ordinary citizens be part of that?
CLOSING QUESTIONS	<ul style="list-style-type: none"> • What is your responsibility as a Floridian to the state’s history and future? • If you could change one thing about Florida’s past, what would it be? Why?

NGSSS STANDARDS

SS.912.A.7.1

SS.912.A.1.4

SS.912.G.1.2

SS.912.G.2.1

LAFS.910.WHST.1.1