Important Figures in Florida History
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(This lesson should be done towards the end of the year after learning about Florida’s history.)

**Summary**
The students will study the history of Florida from “Early Floridians” to “Present Time”. They will discuss figures that had an impact on Florida’s history. Students will then research one of those figures and present their information to the class along with a follow-up activity, as if they were the ‘teacher’.

**Objectives**
1. Students will choose an important figure from Florida’s history.
2. Students will research their figure’s history and the impact they had on Florida.
3. Students will present their research to the class along with an activity to reinforce their project information.

**U.S. History Event or Time Period**
Numerous time periods from Native Americans to the Present

**Grade Level**
Fourth Grade (but can be adapted to all grade levels)

**Materials**
Social Studies by Harcourt Brace (4th grade)
Varied Internet sites, Encyclopedia set, etc. for research
List of important Floridians
Research project Rubric (student and teacher)
Books from your Media Center

**Lesson time**
1. One 45-minute time period to give assignment and get students started on project.
2. Two follow up 45-minute time periods to assist students with their projects.
3. Individual student time to do research.
4. Varied – time needed for students to present projects (can do 3-4 presentations a day for several days or all day long for a couple of days).
Lesson Procedures

a. Introduce the lesson by reviewing important figures discussed in previous lessons. (List of important Floridians)

b. Pass out a photocopied list of the Floridians to each student. Have them circle at least 5 people they would like to research.

c. Place students’ names on pieces of paper and then place them in a jar. Start pulling out a name one at a time and have them select one of their circled names. Continue this until everyone has chosen a name. (Choosing the people this way avoids a lot of conflict and arguments because the students’ names are chosen at random)

**If needed, have the students select 5 more names if all their selections have already been chosen by the time their name is called.**

d. You will use the above system again for the students to select either the day or in what order they want to present their project.

e. Pass out the student copy of the rubric, along with a list of helpful Internet sites on the back, and discuss with the whole class what is required for their project. (An extra visual might be your own ‘project’ to show them what is expected of them)

Project Ideas

i. dress up as their Floridian

ii. make a model of a building or item their Floridian is known for

iii. draw or make a collage

iv. bring in a dish that represents their person’s culture

v. poster

Activity Ideas

vi. crossword puzzle

vii. twister with facts about their person

viii. develop their own game

ix. prepare a skit

x. question and answer session (like a press conference) with them being their figure

xi. scavenger hunt

Add to these lists with your own ideas

f. Discuss with students any questions they may have about the project.

g. Have students start gathering information on their important figure right away. You can even have students rotate between the computer, Media Center, “research” center in your room, etc.

h. Depending on your level of students, they will have 2-4 weeks to complete their project. During this time you will have 2 follow up time periods to check on their progress and to help any of those that are having trouble researching their project. If needed, you may need to have more follow-up sessions if your students are having trouble.

i. Students will present their projects and activities on their chosen day and time.
<table>
<thead>
<tr>
<th>Henry Flagler</th>
<th>John Audubon</th>
<th>Mary McLeod Bethune</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan Ponce De Leon</td>
<td>Clara Barton</td>
<td>Lawton Chiles</td>
</tr>
<tr>
<td>David Yulee</td>
<td>Jackie Robinson</td>
<td>William Chipley</td>
</tr>
<tr>
<td>Osceola</td>
<td>Ernest Coe</td>
<td>Pedro Menendez de Aviles</td>
</tr>
<tr>
<td>James Polk</td>
<td>Andrew Jackson</td>
<td>Claude Pepper</td>
</tr>
<tr>
<td>Neil Armstrong</td>
<td>Lue Gim Gong</td>
<td>Henry Plant</td>
</tr>
<tr>
<td>Tennessee Williams</td>
<td>Jose Marti</td>
<td>Marjorie Rawlings</td>
</tr>
<tr>
<td>Andrew Turnbull</td>
<td>Zephaniah Kingsley</td>
<td>Panfilo de Narvaez</td>
</tr>
</tbody>
</table>

**Depending on class size, this list can be added to and changed if needed**
Student Rubric

Name _______________________
Person ______________________
Date Due ____________________

Important Person in Florida History Report

Below are the minimum requirements for your report.

1. **Written Report – 25 points**
   At least a one (1) page written report summarizing the information found on your Famous Figure in Florida’s History. Grammar, spelling, and neatness will count as part of the grade along with the content.

2. **Oral Report – 25 points**
   The length of the oral report must be between 3-5 minutes. You must include the following when presenting your person.
   - Make eye contact with your audience
   - Speak loud and clear
   - Identify all of the items corresponding to your report
   - Talk about your figure as if you were the teacher

3. **Activity – 25 points**
   Must develop an activity that reviews the information given in your report. Your activity must be of your own creation. Some examples are given below of things that you could do.
   - crossword puzzle
   - game
   - scavenger hunt
   - press conference

4. **Presentation – 25 points**
   This part of your report will be graded on your overall presentation including creativity and knowledge of subject matter. Your presentation must include the following information about your person.
   - Birth – death dates
   - Wife or husband’s name
   - Children
   - What they are known for in Florida’s history
   - What impact they had on Florida and our history
   - Nationality
   - Picture (or drawing) of your person
   - Other important information
Teacher Rubric

Name _________________________
Person ________________________

1. Written Report        _____ / 25
Comments:

2. Oral Report – time _____      _____ / 25
   Comments:

3. Activity         _____ / 25
   Comments:

4. Presentation        _____ / 25
   a. Birth – death dates _____
   b. Wife or husband’s name _____
   c. Children _____
   d. Nationality _____
   e. Picture _____
   f. For what they are known _____
   g. Impact on our history _____

   Subtotal
   Late          - _____
   Total  _____ / 100

Additional Comments:
Assessment

Oral presentation of research project along with follow up activity reinforcing the information presented. (Research project rubric)
Resources
Social Studies by Harcourt Brace (4th Grade)
Academic American Encyclopedia
Encyclopedia Britannica

Web Sites:
www.yahoo.com
www.google.com
www.questia.com - online library
www.dhr.dos.state.fl.us/flafacts/ - overview of the state, symbols and history
www.floridahistory.org/ - interactive travel guides, history texts
www.floridasmart.com/subjects/history_fl.htm - 1000's of links to Florida History
www.dlis.dos.state.fl.us/stlib/flhist.html - Florida History links
www.fcit.usf.edu/florida/lessons/famous/htm - famous Floridians
www.jpl.coj.net/DLC/Florida/FamousFloridians.html - Jacksonville Public Library
www.scholar.coe.uwf.edu/delunaexpedition/famouslp.htm - Famous Floridians
www.memorablequotations.com/Florida.htm - Memorable quotations of famous people in Florida
www.pcsb.k12.fl.us/teachnet/bush_insua/Flless1.htm - research a famous Floridian (also has other web resources)
www.sptimes.com/2002/05/NIE/Florida_s_famous_Semi.shtml - famous Seminole Leaders
www.portalflorida.com/stateinfo/ - Biographies of famous Floridians
www.firm.edu/civiced.games/body.html - discover famous Floridians