



# HUMANITIES AND THE SUNSHINE STATE

TEACHING FLORIDA'S CLIMATES  
In partnership with the Florida Humanities Council

JUNE 24-28, 2019 UNIVERSITY OF FLORIDA

## ACTION PLAN TEMPLATE

**Teacher(s):** Maddie McClinton

**Grade(s):** 4

**Subject(s):** Social Studies

**Title of Lesson:** Florida's Early Inhabitants and Shell Mounds

**Learning Objectives:** Students will be able to recognize that early inhabitants (Late Archaic Peoples) changed and engineered the human landscape to meet basic needs.

**Standards Addressed (if applicable):**

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

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

SS.4.A.2.1 Compare Native American tribes in Florida

SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.

**Lesson Outline:**

**Activity 1:** Students will understand the landform changes in the state of Florida through changes in sea level and gain a basic understanding of human movement.

Activator: What does prehistoric mean?

Pre-Before---History

Teacher Background Knowledge:

**"Paleo-Indian Period**

Fourteen thousand years ago, near the end of the last ice-age, Florida was nearly twice as large as it is today because much of the world's sea water was trapped in massive glaciers. The resulting lower sea levels exposed a much greater land mass. Florida's climate was also cooler and drier than today. Vast, open savannah supported large, grazing animals like mastodon and bison. Florida's first human inhabitants, known by archaeologists as Paleo-Indians, hunted these large mammals. Paleo-Indian sites are identified by distinctive lanceolate-shaped spear points that are found throughout the Tampa Bay area, particularly around sinkhole springs which were the primary source of water for humans and animals.

## Archaic Period

As the climate warmed, the large glaciers melted and sea levels began to rise. The large Ice Age mammals became extinct and people began to hunt modern animals like deer, raccoon, opossum, and squirrel. They also collected plants and fished. Larger populations coupled with a reduced land mass resulted in the exploration and settlement of many new environments. Some Archaic populations retained a mobile lifestyle while others became relatively sedentary. The first pottery was introduced during the late Archaic period (ca. 2000 B.C.).” from <https://www.pinellascounty.org/yatki/prehistoric.htm>

A Brief Timeline of Florida History: <http://info.flheritage.com/comprehensive-plan/chap7.cfm>

**Activity 2:** Students will use Question Formulation Technique to analyze images: [Shell mounds on Fort George Island](#), [Pre-Columbian shell mound - Cedar Key, Florida](#), [Eroded and exposed shells on the surface of Mound A](#).

Create collaborative student groups

Question Formatting Technique Protocol

1. Ask as many questions as you can.
2. Do not stop to judge, discuss, edit, or answer any question.
3. Write down every question exactly as it was asked.
4. Change any statements into questions.

From: The Right Questions by Dan Rothstein and Luz Santana. Retrieved from <http://www.ascd.org/publications/educational-leadership/oct14/vol72/num02/The-Right-Questions.aspx>

## Assessment:

### Activity 3: Shell Mounds

Are these naturally occurring or human engineered?

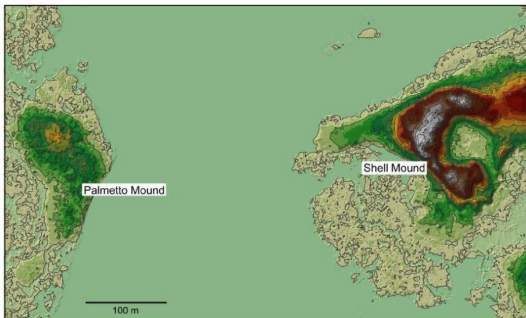


Figure 2. LIDAR-generated topographic map of Shell Mound and Palmetto Mound. Separated by intertidal water, these two mounds are oriented on an east-west axis. Separation of the dead from the living by water is not uncommon among nonwestern people worldwide, and through time, as is the direction of west for death, the direction of the setting sun.

Images showed some of the things found

### Activity 4: Analyze Data from Archeological Dig to See what was consumed

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**Technique(s)/Resource(s) Incorporated from Teaching Florida's Climates Workshop:**

The resources I utilized from the Teaching Florida's Climates Workshop include newly gained knowledge regarding the Shell Mounds in Cedar Key, FL and the archeological research by Dr. Ken Sassaman.

I also completely learned about the Question Formulation Technique from my colleague in attendance, Amanda.

**Benefit to my students:** Students gain knowledge about the earliest Florida inhabitants, not mentioned in detail in most resources and texts. As an essential

**Resources and Materials (supplies needed for activities):**

[Accompanying Slides and Images](#)

**Teacher Background Knowledge**

Understanding of Question Formulation Technique:

<http://www.ascd.org/publications/educational-leadership/oct14/vol72/num02/The-Right-Questions.aspx>

<https://www.archaeologicalconservancy.org/rethinking-shell-middens/>

<http://lsa.anthro.ufl.edu/publications/LSATechReport16.pdf>

Article: Coastal shell middens in Florida: A view from the Archaic period by Rebecca Saunders and Michael Russo Retrieved from: <http://edwardwimberley.com/courses/80458/bonita.pdf>

**Extensions:**

Cedar Key Article: <https://fcit.usf.edu/florida/lessons/cedarkeys/cedarkey1.pdf>

**Print and Laminate Each Image (4) for Small Groups to Utilize for Question Formulation Technique Analysis**



Retrieved From: <https://www.floridamemory.com/items/show/25798>



SHELL MOUNDS, FORT GEORGE ISLAND.

Retrieved from  
<https://www.floridamemory.com/items/show/5777>



[Eroded and exposed shells on the surface of Mound A.](#)

Crystal River, FL



Ken Sassaman (2016, May) “What does Shell Mound Archaeological Site have to do with Water and Climate Change?”



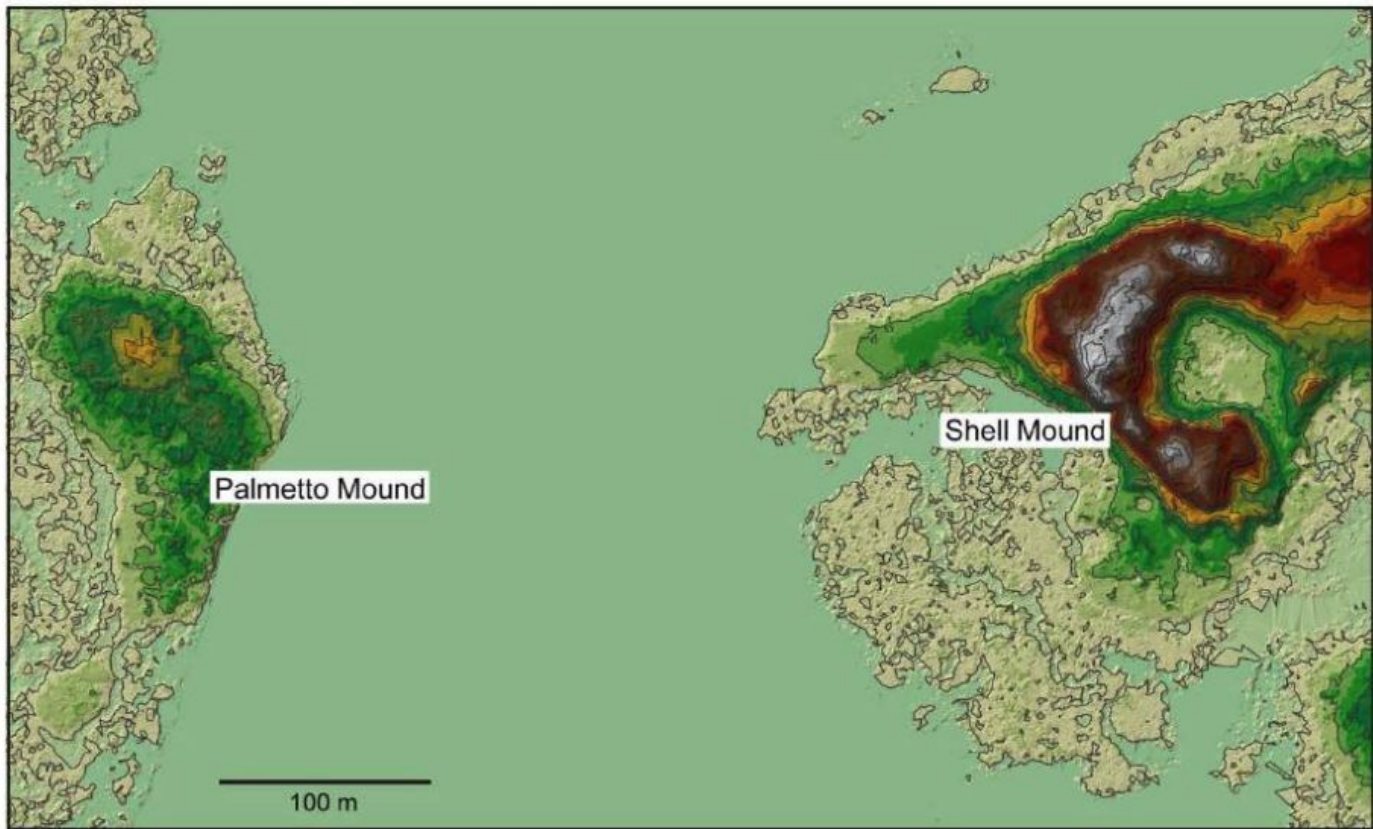


Figure 2. LiDAR-generated topographic map of Shell Mound and Palmetto Mound. Separated by intertidal water, these two mounds are oriented on an east-west axis. Separation of the dead from the living by water is not uncommon among nonwestern people worldwide, and through time, as is the direction of west for death, the direction of the setting sun.