Contributor: Florida Council for History Education **Grade Level:** 6-12

1. **Identify the standards to be addressed:**

Standard(s)

Florida Social Studies Standards

SS.912.A.6.15:Examine key events and peoples in Florida history as they relate to United States history.

Remarks/Examples:

Examples may include, but are not limited to, Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.

SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources

Language Arts Florida Standards

LAFS.1112.RH.1.1:Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.2.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

LAFS.1112.WHST.1.1: Write arguments focused on discipline-specific content.

LAFS.1112.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2. **Statement of the objective and lesson outcomes**:
   The students will be able to explain the actions that Floridians took to secure the coastline during WWII.

3. **Materials, resources, and technology to be used by teacher/students**:
   Reading Materials/Primary Source Link
   FBI Director J. Edgar Hoover and the Nazi Saboteur (Background Story)
   https://warfarehistorynetwork.com/daily/wwii/fbi-director-j-edgar-hoover-and-the-nazi-saboteur/

4. **Introduction of the topic**:
   Enduring Understandings
   Florida and St. Augustine played a significant role in the defense of the United States during WWII.
   Florida's coastline was an area that needed to be protected, especially during World War II
   Floridians played an important role in securing the Florida coastline.
   Essential question:
   How did WWI change the way Floridians secured the coastline?

How did the Nazi saboteurs who landed in Ponte Vedra change how Floridians reacted during WWII?

Did George Dasch save the United States and Florida from sabotage?

Introduce the topic by reading the following with the students: FBI Director J. Edgar Hoover and the Nazi Saboteur (Background Story) https://warfarehistorynetwork.com/daily/wwii/fbi-director-j-edgar-hoover-and-the-nazi-saboteur/

5. **Procedure for instruction**:

1. Review the prompt: Using evidence from multiple texts, compare and contrast how Floridian's, both military and civilians, help to secure the coast of Florida before and during WWII.

2. Be sure students understand the question and vocabulary. For instance, what does it mean to secure the coast? What is a civilian?

3. Have students in groups or pairs deconstruct (using historical thinking strategies) the primary source documents:

• Florida WWII https://www.nps.gov/casa/planyourvisit/upload/World%20War%202.pdf

• German U boat saboteurs land at Ponte Vedra Beach

http://www.floridahistorynetwork.com/june-17-1942---german-u-boat-saboteurs-land-at-ponte-vedra-beach.html

• The Jacksonville Historical Society

http://www.jaxhistory.org/portfolio-items/german-spies-invade-ponte-vedra/

• 5 years later: How World War II changed Florida forever

https://www.palmbeachpost.com/news/20170214/75-years-later-how-world-war-ii-changed-florida-forever

• Jupiter Inlet Lighthouse & Barracks

http://www.museumoffloridahistory.com/exhibits/permanent/wwii/sites.cfm?PR_ID=210

• The Coast Guard's World War II Crucible

https://www.usni.org/magazines/naval-history-magazine/2016/october/coast-guards-world-war-ii-crucible

using SHEG's Historical Thinking Chart (https://sheg.stanford.edu/sites/default/files/download-pdf/Historical%20Thinking%20Chart.pdf) to pose specific questions. This can be a guided activity, with the teacher asking one question at a time, as students hold group or partner discussions; or this can be an independent activity where the students determine which questions they want to answer from each of the four historical thinking strategies, using the chart (close read, contextualizing, corroborating, and sourcing.) Have them repeat the procedure with all of the documents.

4. Have students create a Venn diagram: Compare and contrast before WWII and during WWII how military and civilians protected the Florida Coastline.

5. Discuss the format for students to answer the question. At the teacher's discretion, the students could create a 5-paragraph essay to respond to the prompt, could create a Power Point with teacher specific criteria, could create a skit (including very detailed script), or could create a persuasive article for a magazine or newspaper.

6. **Lesson closure**:

Discuss the format for students to answer the question. Provide your own rubrics (including the specific details you will grade them on, such as: text evidence, grammar, paraphrasing, student voice/analysis of information, etc.) or other structures to support student success.

7. **Assessment of student understanding**:

Prompt

Using evidence from multiple texts, compare and contrast how Floridian's both military and civilians, help to secure the coast of Florida before and during WWII.

Teacher discretion as to the format, essay, Power Point, etc.