



**Objective:**

1. The students will be able to explain how Florida was formed and how its land is used today.

**Sunshine State Standards Benchmarks:**

SS.A.6.2.2 – SS.B.1.2.2 – SS.B.2.2.2 – SC.D.1.2.4 – SC.D.1.2.5

**Vocabulary:**

deposit	continent	Pangea	continental shelf	submerged
peninsula	coral	reefs	karst	porous
abundant	elevations	prone	global warming	commodities
ornamentals	generations			

**Suggested Activities:**

1. Have the students create a Sand Map of Florida using a sand dough mixture. The directions can be found on the activity sheet.
2. Bring some limestone (and coral) into the classroom so the students can see and touch it.
3. Using a digital camera, have the students work in cooperative groups to create movies about water conservation. The students should first research the topic, create a script, and designate roles for each member.
4. Ask each student to write an editorial for the newspaper in order to persuade people to conserve water in Florida. The article should contain specific information from the passage to help convince the public as to why it is necessary. Use the Newspaper Editorial worksheet.
5. Share some books with the students about wetlands. Discuss what wetland areas look like, and the plants and animals that can be found there. Then have the students create a classroom “wetland” inside a terrarium or old fish tank. Place plants and small animals inside, and keep very moist (a spray container works best).
6. Complete and review FCAT questions.

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