

**Objective:**

1. The students will be able to chronicle the life of Ernest Hemingway, and his place in Florida's history.

**Sunshine State Standards Benchmarks:**

SS.A.1.2.1 – SS.A.6.2.3

**Vocabulary:**

classics      fiction      correspondent      noted      disillusioned  
ridding      decline

**Suggested Activities:**

1. Choose one of Hemingway's short stories or novels to read aloud to the class. Have the students respond to the readings (a few chapters per day) in their daily journals.
2. Compare Hemingway's writing style to other famous Florida artists and authors (Homer, Audubon, Bartram, Johnson). How are they alike? How are they different? How did Florida influence their writings/illustrations?
3. Have the students imagine that they are Ernest Hemingway. Using the Postcard/Telegram worksheet, have them send a friend or family member a brief message about their trip to Key West. The message should convey Hemingway's love of the Keys and of his intent to stay there forever.
4. Have the students locate and label the Florida Keys on a map of Florida. They should label the names of as many islands as they can. In addition, have them research what type of plants and animals can be found there, and add them as symbols on the map along with a map legend.
5. Have the students create a passport for Hemingway as a means of chronologically detailing his life.
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.)