

Objective:

The students will be able identify the expeditions of French explorers Ribault and Laudonnière.

Sunshine State Standards Benchmarks:

SS.A.1.2.1 - SS.A.3.2.4 - SS.A.4.2.2 - SS.A.6.2.3 - SS.B.1.2.1

Vocabulary:

fort	monument	conflict	Huguenots
interior	prosper	pirates	artisans
documented	dismay	establish	dwindle

Suggested Activities:

1. Define the vocabulary words as a class. Using chart paper, write the sentences that contain the vocabulary words from the passage. Underline the vocabulary word in the sentence. Leave some space between each of the sentences so you and the students can write your class-generated definitions using context clues.

Example:

Before long the supplies began to dwindle, so Ribault sailed back to France to gather more.

to decrease, become less, to lessen, decline, get smaller

2. Have the students complete a story clock detailing the events as they happened in the passage.
3. Provide students with a map of the southeastern states of Florida, Georgia, and South Carolina. Have the students label the following locations: St. Augustine area, River of May (St. Johns River), Ribault’s monument, Port Royal (in South Carolina), Charlesfort, Fort Caroline (at the mouth of the River of May).
4. Create a timeline integrating the explorations of Ribault, Laudonnière, and Menendez.
5. Have the students research “piracy” and some of the pirates that existed during this time.
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.)