



**Objective:**

1. The students will have an understanding of the Everglades and how they were formed.
2. The students will be able to locate the Everglades on a map.
3. The students will be able to identify Marjory Stoneman Douglas and her connection to the Everglades.

**Sunshine State Standards Benchmarks:**

SS.A.1.2.1 – SS.A.6.2.2 – SS.A.6.2.3 – SS.B.1.2.2 – SS.B.1.2.4 – SS.B.2.2.2

SS.B.2.2.4 – SC.D.1.2.4 – SC.D.1.2.5

**Vocabulary:**

subtropical    ecosystem    canals    converted    levees  
greed    feminism    definitive    intimidate

**Suggested Activities:**

1. Before reading the passage, conduct a KWL activity with the students to assess their prior knowledge of the Everglades. Students can copy the KWL chart for themselves on the KWL worksheet. After reading the passage (and any further study of the Everglades), complete the L part of the KWL with the students to assess what they have learned.
2. Using a map of Florida, have the students locate and label the Everglades. The students can also add symbols for the plants and animals that can be found in the Everglades, along with a map legend.
3. Have the students imagine that they are tourists visiting the Everglades. Using the Postcard/Telegram worksheet, have them send a friend or family member a brief message about their trip to the Everglades. On the back of the postcard, the students can also create a scene from their trip. Photocopy the worksheet onto construction paper for best results.
4. Integrate science by having the students study ecosystems, such as the Everglades.
5. Create a class ABC book about the Florida Everglades. Assign each student a letter of the alphabet. Each student will then have to name something that begins with that letter, and is somehow connected to the Everglades. Illustrations should also be included. For example, A for alligators or airboats, B for balanced ecosystem, C for canals, etc.
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