

Objectives:

1. The students will be able to identify the geographic and climatic characteristics of Florida that made it the best location for the space program.
2. The students will be able to describe how the space program affected the economy and growth of the eastern coast of Florida.
3. The students will be able to explain how NASA was created.
4. The students will be able to state how the space program has affected the people of Florida.
5. The students will explain the process of growth that the space program took.

Sunshine State Standards Benchmarks:

SS.A.1.2.1 – SS.A.6.2.3

Vocabulary:

Corrientes	inhabited	confrontation	Canaveral
isolated	climate	temperate	launching
decade	budding	chartered	civilians
orbit	assassinated	development	flourished
associated	vastness		

Suggested Activities:

1. Before reading the passage, discuss the previewing strategy with the students.
2. Have the students create a vocabulary map for the word “launching.”
3. Have the students create a timeline using the dates and information in the reading passage.
4. Have the students create models of the space shuttle using paper towel rolls, construction paper, glue and paint.
5. Have the students research how the size and appearance of NASA’s space ships have changed over 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.)