

Objective:

1. The students will be able to read a passage and determine its essential message.

Sunshine State Standards Benchmarks:

LA.A.2.2.1 – LA.D.2.2.1 – LA.D.2.2.2 – SS.A.1.2.1

Vocabulary:

attractions	oppressive	endurable	deemed	erected
promenade	inhabitants	foliage	fragrant	regions
sought	quaint	peculiar	festoons	contorted

Suggested Activities:

1. Have the students divide their paper in half. On one side, list the reasons St. Augustine is a preferable place to live in the summer (according to the author), and on the other side have them list why their hometown would be a good place to live in the summer.
2. Have the students design a house that would stay relatively cool during the hot summer months, without using an air conditioner. Have them draw-up a house plan, using pencils and rulers, along with a written explanation.
3. Divide the students into pairs and assign each group a vocabulary word from the passage. Using the PAVE procedure (Predict, Association, Verification, Evaluation), have the groups complete the worksheet and report back to the class.
4. 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.)