



**Objective:**

1. The students will be able to chronicle the life of Winslow Homer, and his place in Florida's history.
2. The students will gain an appreciation for illustrations in watercolor.

**Sunshine State Standards Benchmarks:**

SS.A.1.2.1 – SS.A.6.2.3 – VA.A.1.2.1 – VA.B.1.2.1 – VA.E.1.2.1

**Vocabulary:**

contrast      steamer      locales      solitary      disabled      permanent  
overwhelmed

**Suggested Activities:**

1. Locate pictures of Homer's famous watercolor paintings, or visit his exhibit at the Homosassa Springs Wildlife State Park. Discuss the paintings. Then have the students walk around the school campus and choose a scene that they would like to recreate through their own watercolor painting. Compile all the paintings, laminate, and bind into a class art book. Have the students brainstorm a title for the book.
2. Using a Venn diagram, have the students compare and contrast Winslow Homer and William Bartram.
3. Assign each student one of the vocabulary words from the passage. Instruct the students to create a Vocabulary Mapping for their assigned word.
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.)