

Objective:

1. The students will be able to locate Cedar Key on a map.
2. The students will be able to describe Cedar Key and its history.
3. The students will be able to tell about John Muir's trip to Cedar Key.

Sunshine State Standards Benchmarks:

SS.A.4.2.5 – SS.A.6.2.2 – SS.B.2.2.2

Vocabulary:

inhabited bustling turpentine refuge malaria skiff

Suggested Activities:

1. Using a map of Florida, have the students locate and label the city of Cedar Key and other main cities, including their own. Then have the students determine how many miles Cedar Key is from their city, and some of the other cities labeled on their map. Students can also create their own legends and use the symbols to show what can be found in Cedar Key.
2. Have the students create a quilt out of construction paper squares (6" x 6") to demonstrate visually what they have learned about the Cedar Keys National Wildlife Refuge. Each student receives a square and draws a picture of something that lives or grows in the refuge. Glue all the squares onto a large piece of butcher paper and display in the classroom.
3. Have the students research why salt was such an important commodity during the Civil War.
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.)