



**Objective:**

1. The students will be able to read a passage, determine the essential message, and identify the author's purpose.

**Sunshine State Standards Benchmarks:**

SS.A.6.2.5 – LA.A.2.2.1 – LA.A.2.2.2 – LA.E.1.2.4 – LA.E.2.2.5 – SS.A.1.2.1

**Vocabulary:**

disguised	embroidery	thrums	arabesques	undeniable
undisputed	festoons	coarse	forlornest	starvation
eternal	desolate	resolution	invalid	liabilities
cultivation	peculiarly			

**Suggested Activities:**

1. Put the students into pairs and assign each group one of the vocabulary words from the passage. Instruct the students to find the vocabulary word in the passage, and write down the sentence in which it is found on a piece of paper. Then have the pairs brainstorm what the word means using the context clues from the sentence. If not enough clues are given in the sentence, have the students read the sentence that came before it and after it for further help. Have each group share their definitions with the class.
2. The author of this passage describes many positive and negative aspects of Florida. Have the students create two columns on a sheet of paper and label one column Pros, and the other column Cons. Have the students list the positive aspects of Florida (as mentioned in the passage) under the Pros column, and the negative aspects under Cons. Discuss the findings.
3. 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.)