



Objective:

1. The students will have an understanding of what a lighthouse is and its purpose.

Sunshine State Standards Benchmarks:

SS.A.6.2.2. – SS.B.1.2.1

Vocabulary:

navigation perilous mariner compute reflectors lens
suited maritime magnified

Suggested Activities:

1. Place the students into cooperative groups. Assign each group one of the lighthouses in the passage to research. Each group should produce a written report detailing the history of the lighthouse, as well as a model of the structure.
2. Take a large poster and cut it into the shape of a lighthouse. Create a graph on it with height on the left (counting by tens), and the names of several of the lighthouses across the bottom. Then graph the height of each lighthouse discussed in the passage as a class. Which one is the tallest? Which one is the shortest?
3. Have the students design their own lighthouse using whatever materials they want from the art center. This may include paper towel or toilet paper rolls, construction paper, styrofoam cups, yarn, ribbon, buttons, markers, paint, etc. Ask the students to be creative in their design and to give their lighthouse a name.
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.)