



Objective:

1. The students will be able to tell about the importance of water to the life and economy of Florida.

Sunshine State Standards Benchmarks:

SS.A.6.2.2 – SS.B.2.2.2 – SS.B.2.2.3 – SS.B.2.2.4 – SS.D.1.2.2

Vocabulary:

essential	eroded	deposited	emerged	porous
dissolved	aquifers	wells	spring	concentrations
seeped	watersheds	purification	contaminate	drained
seawalls	restoration	invasive	excavation	vegetation

Suggested Activities:

1. Using a map of Florida, have the students label the main water sources (rivers, lakes, the Everglades, etc.).
2. Integrate science by discussing the water cycle. What happens when this cycle is disrupted by a drought?
3. Have the students research about Florida's preserves. What purpose do they serve?
4. Have the students videotape commercials asking Florida's citizens to conserve water. Students should work in cooperative groups, create a script, and act out the commercial. Specific details and information from the passage should be used as a means of convincing the public why it is important to conserve water.
5. 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.)