

Windover Site

In 1982 in Titusville, Florida a burial site in a shallow pond was discovered. The pond had turned to peat many years before that which helped preserve the bones and even brain tissue of the ancient people buried in this pond. The bodies were so well preserved due to the peat preventing oxygen in. The people and objects found in this pond were between 7,000 and 8,000 years old. There were over 167 remains of people and artifacts discovered in this pond. The skeletons found were of both adults and children and they were buried wrapped in fabric with valuable artifacts that included bones, carved wooden objects, and tools. The artifacts were often made of wood, bone, and antler. Plants were also buried including prickly pear pads and gourds. The fabric wrapped around the bodies is some of the oldest ever found. Making the fabric into something that could be wrapped around a body took a long time. Archaeologists believe that the Windover people probably made Titusville their semi-permanent home, maybe only living here in the spring and summer. These ancient people are thought to be a caring and less nomadic people. It is believed these people cared for the sick and injured. These people were not entirely peaceful however as some skeletons were found with fractures and other wounds.

Objectives:

Second Grade:

Discuss the necessities that the Windover people relied on to survive—compare and contrast with what we use to survive today.

Locate Florida on a map.

Understand new vocabulary introduced.

Have a basic understanding of the Windover site and write an expository/informational paragraph about the site.

Estimate and use standard units including inches and centimeters to measure lengths of objects.

Science:

SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.—What were some of the things the people of the Windover site probably relied on in order to survive? Do you think we use any of these same things today in order to survive? What do we use today to survive that the Windover people might not have had?

Social Studies

SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

The Windover site was found in Titusville, Florida. Using a map can you locate Florida?

Reading & Language:

Vocabulary:

Artifacts: 1.any object made by human beings, esp. with a view to subsequent use.

2.a handmade object, as a tool, or the remains of one, as a shard of pottery, characteristic of an earlier time or cultural stage, esp. such an object found at an archaeological excavation.

Peat: 1.a highly organic material found in marshy or damp regions, composed of partially decayed vegetable matter: it is cut and dried for use as fuel.

Archaeology:

Nomad: 1.a member of a people or tribe that has no permanent abode but moves about from place to place, usually seasonally and often following a traditional route or circuit according to the state of the pasturage or food supply.

Archaeology: 1.the scientific study of historic or prehistoric peoples and their cultures by analysis of their artifacts, inscriptions, monuments, and other such remains, esp. those that have been excavated.

Shard: 1.a fragment, esp. of broken earthenware

LA.2.1.6.1 The student will use new vocabulary that is introduced and taught directly;
What were some of the artifacts found at the Windover site?

LA.2.4.2.3 The student will write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;

Write a paragraph about the Windover site and discuss why it is important using the information you learned from the exhibit.

Mathematics:

MA.2.G.3.1 Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.

The scientists of the Windover site found parts of skeletons such as skulls, using a ruler measure one of your classmates head from top to chin.

Prehistoric Fossils

Florida was formed over 200 million years as a result of sand, shell, and sea creatures being deposited on the ocean floor layer by layer. During the Pleistocene Epoch sea levels changed helping to form Florida's East coast. The last Ice Age resulted in lowered ocean levels which led to a broad grassy savannah stretching miles along the coast of Florida. This occurred about 40,000 years ago. Plant eating animals migrated to Florida during this time period. Florida became a winter resort for animals during this epoch and animals advanced south due to ice. The receding ocean resulted in miles of exposed coastal land which became a fertile habitat for many different species. During the Pleistocene Epoch there were more types of animals in Florida than anywhere else in North America.

Objectives:

Second Grade:

Have an understanding of the difference between empirical observation and ideas or inferences.

Ask appropriate questions in appropriate situations.

Use maps and globes to locate places and compare prehistoric Florida with Florida today.

Have a basic knowledge and understanding of new vocabulary.

Record observations about the fossils found in prehistoric Florida.

Recall basic addition and subtractions facts.

Estimate and use standard units such as inches and centimeters to measure lengths of objects.

Science:

SC.2.N.1.3 Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

Encourage questions and discussion about the fossils.

SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

Describe the fossils using empirical observation. What do the fossils look like? How do they feel?

Also describe the fossils using ideas or inferences. Where do you think the fossils were found? How did the fossils end up where they were found?

Social Studies:

SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

After locating these places look at a map of prehistoric Florida and compare it with Florida today, discuss how prehistoric Florida looked different from present day Florida.

Reading and Language Arts:

Vocabulary:

Fossil: any remains, impression, or trace of a living thing of a former geologic age, as a skeleton, footprint, etc.

Paleontology: the science of the forms of life existing in former geologic periods, as represented by their fossils.

Mammoth: any large, elephant like mammal of the extinct genus

Pleistocene Epoch: from two million to 11 thousand years ago; extensive glaciations of the northern hemisphere; the time of human evolution

LA.2.1.6.1 The student will use new vocabulary that is introduced and taught directly; What is a fossil? What types of fossils did you see today and have you ever seen fossils anywhere else besides the prehistoric Florida exhibit?

LA.2.4.2.2 The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;

Record the observations you made about the fossils after looking and touching them. Make a list of the plant-eating animals fossils that were found in Florida 40,000 years ago when the lowered ocean levels exposed a broad grassy savannah. Make another list of the animals that migrated to Florida during the Pleistocene Epoch.

Mathematics:

MA.2.A.2.1 Recall basic addition and related subtraction facts.

5 mastodons + 1 mammoths =

2 giant ground sloths – 1 wolves =

8 saber tooth tigers – 12 horses =

4 camels + 6 mammoths =

MA.2.G.3.1 Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.

Using a ruler measure the length of in inches and centimeters of:

Tapir Jaw: _____

Horse foreleg: _____

Florida Seminoles

Indians from Georgia and Alabama migrated to Florida with the encouragement of Spain. The Indians were wanted to work in the fields, build Spanish towns, and to join the Spaniards as allies. The Indians that migrated to Florida became known as the Seminoles. Escaped black slaves joined the Seminoles and the slaves helped translate for the Seminoles.

There were three undeclared wars against the Seminoles. The First Seminole War occurred in 1817 when General Andrew Jackson fought the Seminoles in North Florida. In 1830 Andrew Jackson, who was then the President, signed the Indian Removal Act. All Indians were to be moved to a specific Indian Territory west of the Mississippi. The Seminole's did not want to move and refused.

The Second Seminole War was between 1835 and 1842, and was known as the bloodiest and most expensive Indian War. Many of the Seminole's who had previously refused to be moved to the Indian Territory west of the Mississippi were captured and forced onto steamboats and moved to what is now known as Oklahoma. The Seminoles that were not captured remain in South Florida in the Everglades.

The Third Seminole War began in 1885 because Billy Bowlegs garden in the Everglades was destroyed. This war lasted three years and around 123 Seminoles gave up and moved to the Indian Territory. The remaining Seminoles in Florida stayed in the Everglades and had to learn to adapt to the harsh conditions. They built chickees which allowed breezes to blow through and they kept insects and snakes away.

Objectives:

Second Grade:

Compare and contrast your basic needs for survival with the Seminole's basic needs.

Recognize that Native Americans were the first inhabitants of North America.

Use new vocabulary.

Understand who the Seminoles were.

Understand why the Seminoles arrived in Florida.

Recall basic addition and subtraction.

Science:

SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.

After viewing the Seminole exhibit what are some of the basic needed for survival? Are any of these basic needs different then your basic needs for survival? Are any of these basic needs the same as your basic needs for survival?

Social Studies:

SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America. Native Americans were the first inhabitants of North America. Where did the Seminoles live before they Spain encouraged them to migrate to Florida?

Reading and Language Arts:

Vocabulary:

Chickee: a shelter supported by posts, with a raised floor, a thatched roof and open sides.

LA.2.1.6.1 The student will use new vocabulary that is introduced and taught directly; What is a chickee? Describe what the chickee in the exhibit looks like.

LA.2.4.2.3 The student will write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;

Write a paragraph about the Seminoles and how and why they arrived in Florida.

Mathematics:

MA.2.A.2.1 Recall basic addition and related subtraction facts.

3 chickees + 8 chickees =

2 chickees – 1 chickees =

6 Seminole Indians – 3 Seminole Indians =

8 Seminole Indians + 2 Seminole Indians =

The Citrus Industry

The Indian River environment is ideal for growing citrus fruits due because the soil contains more organic matter and holds nutrients better than other areas of Florida where the soil is sandier. Citrus growers established groves in the center of Florida and the railroads gave easy access to these areas.

All citrus except the grapefruit is native of the Orient. The citrus fruits came to Florida through trade and expansion that was carried westward and eventually ended up in the Americas. Native Americans helped to disperse the seeds inland on their travels around the Peninsula.

The Indian River Citrus industry dates to the 1830 with Douglas Dummitt who planted an orange on Merritt Island. The worst freeze in the state hit on Feb. 8th 1835 and killed almost all citrus in trees in the states. Douglas Dummitt's groves were one of the only ones to survive. Dummitt's oranges became prized throughout the world. In December of 1894 and in 1895 Florida suffered two more devastating freezes and Dummitt's groves survived once again.

The Florida Citrus Exchange was formed in 1910 and later became the Florida Citrus Commission. The FCE had advertising campaigns and formed national and international sales organizations along with other tasks.

Objectives:

Second Grade:

Understand how the Indian River is an ideal environment for growing citrus.

Use a map to locate the Indian River.

Understand the importance of the Indian River area and Florida's citrus industry.

Understand how the citrus industry arrived in Florida.

Give supporting details in an essay on the how the citrus industry arrived in Florida.

Recall basic addition and subtraction facts.

Science:

SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

How is the area along the Indian River an ideal environment for growing citrus?

Social Studies:

SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.

Using a map locate the Indian River. Why was this area so important to the citrus industry in Florida?

Reading and Language Arts:

LA.2.4.2.3 The student will write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;

Almost all citrus is native to the Orient, how did citrus arrive in America? Write a paragraph on how the citrus industry arrived in America and give supporting details.

Mathematics:

MA.2.A.2.1 Recall basic addition and related subtraction facts.

4 oranges + 6 oranges =

3 oranges – 1 orange =

7 oranges – 4 oranges =

2 oranges + 3 oranges =

Turpentine in Florida

The turpentine industry was a lucrative business that predates the Civil War, continuing through the Great Depression and post World War II eras. During the Civil war ships were made of wood, turpentine, pitch, and rosin to waterproof ships. Turpentine industry later turned to creating household products such as soap, paint, solvents, adhesives, polishes, etc.

Turpentine has been used medically since ancient times for treatments such as lice or when combined with animal fat it can be rubbed on the chest for nasal and throat ailments.

Charles Henry created the process called the “cat face cut” in 1903. This technique was created because many regions in the Carolinas and Georgia were becoming tapped out due to the methods used to gather sap and trees were dying prematurely. The “cat face cut” involved cutting two diagonal slices in the trees followed by attaching drip trays with a pot to collect sap.

The turpentine industry also has an ugly side. Originally turpentine and rosin created dangerous toxic fumes as a result of them being separated by high heat fires. The industry also has harsh working conditions and it greatly impacts the environment. The early methods killed forests and the distilling process left hazardous residues. Today turpentine is used mostly as a solvent but it is still considered a hazardous and flammable material.

Objectives:

Second Grade:

Ask appropriate “how do you know” questions.

Attempt reasonable answers to “how do you know” questions

Use terms that designate time sequence in a paragraph about the turpentine industry.

Record observations and other relevant information about the turpentine exhibit

Recall basic addition and subtraction facts.

Science:

SC.2.N.1.3 Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

Write down at least one “how do you know” question about the turpentine exhibit and have your classmates come up with possible answers.

Social Studies:

SS.2.A.3.1 Identify terms and designations of time sequence.

Use terms that discuss time sequence and write a paragraph about the turpentine exhibit.

Reading and Language Arts:

LA.2.4.2.2 The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;

Record your observations and any other relevant information about the turpentine exhibit.

Mathematics:

MA.2.A.2.1 Recall basic addition and related subtraction facts.

3 lbs. of turpentine + 5 lbs. of turpentine =

6 lbs. of turpentine – 2 lbs. of turpentine =

8 lbs. of turpentine – 5 lbs. of turpentine =

4 lbs. of turpentine + 5 lbs. of turpentine =

Cracker Exhibit

The Cracker cowmen were known as America's first cowmen and in 1605 the first working ranches were established in St. Augustine or "La Florida." During the 1800's the Crackers were drawn to the cow hunter lifestyle and its rugged lonely existence. Some of the problems that Cracker cowmen faced were stealing or rustling cattle which often led to violence.

Cracker horses were very important to the Cracker cowmen and they have always been a tough low maintenance horse known for their ability as cow herders. Ponce de Leon brought the first horses to Florida in 1521. Cracker horses got their names from Cracker cowmen's whips that made a loud cracking sound.

Crackers ate a varied cuisine that includes tortoise, opossums, squirrels, raccoons, rattlesnakes, bears, fish, snails, frogs, crayfish and a variety of edible wild plants such as collards, turnip greens, and mustard.

Crackers built their houses out of logs and had different styles known as the Single Pen or Double Pen, Saddle, Dog Trot, and Shotgun.

Cracker music was described in the post civil war day as music played by Crackers and listened to by Crackers. Cracker music was not written down and was all sung from memory and each region of Florida had its own unique Cracker music.

Objectives:

Second Grade:

Be able to compare and contrast your needs with the needs of Crackers.

Recognize that limited resources impact people's choices.

Write a simple story, poem, or song lyric about the life of Cracker cowmen.

Recall basic addition and subtraction facts.

Science:

SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.

All living things need have basic needs that have to be met in order to survive. What were some of the basic needs of the Crackers? Compare and contrast these needs to yourself. Do you think it was harder for the Cracker people to meet their basic needs then it is for you? Why or why not?

Social Studies:

SS.2.E.1.1 Recognize that people make choices because of limited resources.

What was a choice a Cracker might have had to make as a result of limited resources? It does not have to be something that you actually learned today, use your imagination!

Reading and Language Arts:

LA.2.4.1.1 The student will write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details; and

LA.2.4.1.2 The student will compose simple stories, poems, riddles, rhymes, or song lyrics.

Imagine what life as a Cracker cowman must have been like. Write a simple story, poem, or song lyrics and describe what you think a day in the life of a Cracker cowman must have been like.

Mathematics:

MA.2.A.2.1 Recall basic addition and related subtraction facts.

6 Cracker horses + 4 Cracker horses =

8 Cracker horses – 2 Cracker horses =

7 Cracker horses – 4 Cracker horses =

3 Cracker horses + 4 Cracker horses =

Railroad Exhibit

In the 1880s paddle steamboats helped move freight and passengers along the Indian River. Henry Flagler ran several steamboat lines to help support the construction of his railroads. People along the Indian River convinced Flagler to extend the railroad south to Daytona. By 1892 Flagler's Jacksonville, St. Augustine, and Indian River Railway Company reached New Smyrna and Titusville, and Cocoa and Rockledge in 1893. In 1908 Flagler became tired of maintaining his railway from the East Coast Railways mainline to Rockledge and tried to buyout the owners of the hotels who refused. On a Sunday morning when no judges were available Flagler sent a crew of workers to removed .6 miles of the track.

Flagler extended his railroad system farther south to Miami due to the severe freezes of 1894 and 1895. In 1895 the expanding of the rail line was renamed the Florida East Coast Railway before the completion of the rail construction south of Palm Beach. The hotels in Palm Beach became the winter resorts for the wealthy.

Flagler first visited Florida in 1878 and he saw the potential for a winter resort in Florida. In 1885 Flagler's first venture was the construction of the grand hotel Ponce De Leon in St. Augustine. His first major railway acquisition was the Jacksonville, St. Augustine, and Halifax railroad. Piece by piece Flagler acquired and joined existing lines.

Objectives:

Second Grade:

Understand how the force of an object applies to the motion of trains that are pushed or pulled by hand.

Understand the role the railroad played in the transportation of goods and services.

Use imagination and write a creative short story about making your first train ride to Palm Beach for the winter.

Recall basic addition and subtraction facts.

Science:

SC.2.P.13.4 Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.

How does the force of an object-push or pull-apply to the change in motion of objects such as toy trains that you push and pull by hand?

Social Studies:

SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands.

People supply goods and services based on consumer demands, what role did the railroad play in the transportation of these goods and services?

Reading and Language Arts:

LA.2.4.1.2 The student will compose simple stories, poems, riddles, rhymes, or song lyrics. Imagine that you are taking your first train ride to Palm Beach for the winter. Write a short story about the train ride, where you are leaving from, what you see on the train ride etc.

Mathematics:

MA.2.A.2.1 Recall basic addition and related subtraction facts.

$$5 \text{ trains} + 4 \text{ trains} =$$

$$7 \text{ trains} - 3 \text{ trains} =$$

$$6 \text{ trains} - 1 \text{ train} =$$

$$7 \text{ trains} + 3 \text{ trains} =$$

Manatee Sanctuary Area

What is a manatee sanctuary? A manatee sanctuary area is area that is off limits to human activity.

How is a manatee sanctuary created? A manatee sanctuary is created through scientific research. Scientists consider what areas are vital to manatee survival based on water temperature and areas where they can feed and rest without being disturbed.

What is the best way for you to view manatees? In order to ensure that the manatees stay undisturbed and safe you should look but never touch manatees.

Where can you find manatees? Manatees can be found in shallow, slow-moving rivers, estuaries, saltwater bays, canals, and coastal areas. In the winter months you are more likely to find manatees in Florida and in the summer months they are most commonly sighted in Alabama, Georgia, and South Carolina.

What type of behavior can you expect from a manatee? Manatees are known as gentle, slow moving animals that spend a lot of time resting, eating, and traveling as they are migratory animals.

What types of legal protection is there for manatees? Manatees located in the United States are protected under federal law by the Marine Mammal Protection Act of 1972, and the Endangered Species Act of 1973. Harassing, hunting, capturing, or killing any marine mammals are illegal due to these laws.

How long do manatees live? The average lifespan of a manatee is 60 years or more.

What are some of the dangers manatees face? Deadly collisions with watercrafts, swallowing fish hooks or liter, and loss of habitat.

Objectives:

Second Grade:

Understand what types of habitats manatees live in to meet their basic needs.

Locate Florida, North America, Florida's capital, your hometown, and manatee sanctuary on a map or globe.

Write a simple story, poem, riddle, rhyme, or song lyric about manatees.

Recall basic addition and subtraction facts.

Science:

SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

What types of habitats do manatees need to meet their basic needs?

Social Studies:

SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

Use a map or globe and locate Florida, North America, Florida's capital, your hometown, and the location of a manatee sanctuary.

Reading and Language Arts:

LA.2.4.1.2 The student will compose simple stories, poems, riddles, rhymes, or song lyrics.

Write a simple story, poem, riddle, rhyme, or song lyric about manatees.

Mathematics:

MA.2.A.2.1 Recall basic addition and related subtraction facts.

$$3 \text{ manatees} + 6 \text{ manatees} =$$

$$9 \text{ manatees} - 3 \text{ manatees} =$$

$$6 \text{ manatees} - 2 \text{ manatees} =$$

$$8 \text{ manatees} + 1 \text{ manatee} =$$

The Cape Canaveral Lighthouse

In 1848 the Cape Canaveral Lighthouse was constructed. It used 15 whale oil lamps to help produce light but mariners complained that the light was too dim. In 1868 a First Order Revolving Fresnel Lens was installed but the lens was fragile and had to be protected from the strong Florida sun. In 1885 the lighthouse used kerosene and in 1920 it went to electricity. From 1892 through 1894 the lighthouse had to be moved one mile inland due to erosion.

Objectives:

Second Grade:

Activate the lighthouse and be able to give the year the lighthouse got electricity.

Identify terms and designation of time sequence when learning about the Cape Canaveral Lighthouse.

Tell the story of the lighthouse by creating a picture of the lighthouse with dictated words or phrases.

Recall basic addition and subtraction facts.

Science:

SC.2.P.10.1 Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Participatory

SC.2.P.10.Pa.a Activate a device that uses electricity.

Activate the lighthouse. According to the exhibit when did the actual Cape Canaveral Lighthouse get electricity?

Social Studies:

SS.2.A.3.1 Identify terms and designations of time sequence.

Identify the terms and designations of time sequence when learning about the Cape Canaveral Lighthouse.

Reading and Language Arts:

LA.2.4.1 Su.a Create pictures with dictated words and phrases that tell a story about familiar persons, objects, or actions.

Create a picture of the lighthouse with dictated words and phrases that tell a story about the object.

Mathematics:

MA.2.A.2.1 Recall basic addition and related subtraction facts.

$4 \text{ boats} + 6 \text{ boats} =$

$6 \text{ boats} - 2 \text{ boats} =$

$7 \text{ boats} - 3 \text{ boats} =$

$6 \text{ boats} - 2 \text{ boats} =$

$4 \text{ boats} + 1 \text{ boat} =$

Taylor Exhibit

Albert Taylor was born in New York, moved to Michigan, then Wyoming, back to Michigan, then back to Wyoming, then back to Michigan, then Texas, and in 1886 moved to Cocoa, Florida. In 1889 Albert Taylor established the Brevard County State Bank. Albert Taylor also became the 2nd mayor of Cocoa. He had two wives: Carrie Taylor and later Grace Taylor. Grace liked to play the piano, paint, and sketch, and write poetry. Albert Taylor had one daughter with Carrie Taylor also named Carried but Albert and Grace were estranged from Carrie because she eloped and did not marry the man they wanted her to.

Objectives:

Second Grade:

Identify ways the Taylor family might have used electricity or other forms of energy in their daily lives.

Identify terms and designation of time sequence in the Taylor exhibit.

Create pictures with dictated words and phrases that tell a story about the Taylor family.

Recall basic addition and subtraction facts.

Science:

SC.2.P.10.1 Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

How do you think the Taylor family used electricity or other forms of energy in their daily lives?

Social Studies:

SS.2.A.3.1 Identify terms and designations of time sequence.

Identify terms and designations of time sequence in the Taylor exhibit.

Reading and Language Arts:

LA.2.4.1.Su.a Create pictures with dictated words and phrases that tell a story about familiar persons, objects, or actions.

Create pictures with dictated words and phrases that tell a story about the Taylor family.

Mathematics:

MA.2.A.2.1 Recall basic addition and related subtraction facts.

Grace Taylor liked to play the piano.

$$1 \text{ piano} + 4 \text{ pianos} = \qquad 8 \text{ pianos} - 3 \text{ pianos} =$$

$$6 \text{ pianos} - 5 \text{ pianos} = \qquad 1 \text{ piano} + 4 \text{ pianos} =$$

Florida's Early Inhabitants

Florida's Early Archaic Period 7,500 – 5,000 BC:

Florida's climate was changing and the weather was becoming warmer with more rainfall. The Paleo Indians became less nomadic.

Florida's Paleo Indian Period 10,000 BC – 7,000 BC:

Florida had lower sea levels which increased the land area by twice its current size.

Florida was arid and cool.

Paleo Indians hunted and gathered anything edible and useful.

Hunted mammoths, bison, giant land tortoise, etc...

Florida's Middle Archaic Period 5,000 BC – 3,000 BC:

Florida became wetter, developing more wetlands, with abundant fish and shellfish.

Natives continued to hunt deer and other animals especially fish, oysters, snails, alligators etc...

Human settlements grew at this time developing into long term habitations.

Middle Archaic Indians of Florida lived during this time and they were known for developing a new type of stone point.

Florida Late Archaic Period 3,000 BC - 500 BC:

Increase in vegetation.

The Florida Indians built settlements, maintain their homes in villages along with camps for hunting or for collecting sea turtle eggs, shellfish, and acorns.

Late Archaic Indians created fired clay pottery for cooking and storage.

The Florida Indians on the St. John River became experts at catching fish, hunting, and collecting other animals.

Florida's Woodland and Mississippian Period:

Florida Indians made changes in their pottery, in their methods to gather food, and in their settlements.

Many villages would unite and form alliances.

Different Indian settlements developed and produced a variety of types of pottery.

Florida Indians became skilled at growing different crops.

Florida Major Indian Tribes:

Calusa: Lived on the southwestern coast of Florida from Charlotte Harbor to 10,000 Islands.

They did little farming and hunting, they preferred fishing and gathering shellfish from the Gulf of Mexico or the rivers.

Known for discarding their shells from shellfish onto mounds, some of these mounds reached 30 feet high and were used to build dwellings and for protection.

Tequesta:

Maintained ties with the Calusa on the Gulf Coast through marriage between the chief families.
Hunted and fished for food using bows and arrows.
Traded with other tribes

Apalachee:

50,000 Apalachee Indians lived in N. Florida.
They were good farmers and warriors.
Hunted bear, deer, fox, opossum, and raccoon

Ais:

Lived in Central Florida and Brevard County from Cape Canaveral south to Fort Pierce
Relied on hunting and fishing for food, they did not farm.
The Ais became wealthy from collecting gold and silver
Main village was near the Indian River Inlet.

Timucua:

One of the largest groups of Native Americans in Florida
Lived throughout northeast Florida from Tampa to Jacksonville
Men would fish and hunt while the women planted and harvested crops of beans, corn, and squash.

Objectives:

Second Grade:

Compare and contrast your basic needs for survival with Florida's early inhabitants basic needs for survival.
List some of Florida's early inhabitants.
Create a picture of your favorite part of the exhibit.
Express why your picture is important through dictated words and phrases.
Recall basic addition and subtraction facts.

Science:

SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
Compare and contrast your basic needs for survival with some of Florida's early inhabitants basic needs for survival.

Social Studies:

SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.
List some of Florida's early inhabitants.

Reading and Language Arts:

LA.2.4.3.In.a Create a picture of a favorite item (e.g., food, pet, person) and use dictated words and phrases to explain why this item is important.

Create a picture of your favorite part of the Early Inhabitants Exhibit and use dictated words and phrases to explain the importance of your picture.

Mathematics:

MA.2.A.2.1 Recall basic addition and related subtraction facts.

The Calusa's shell mounds were made up of discarded shells and shellfish.

$$2 \text{ shellfish} + 4 \text{ shellfish} =$$

$$1 \text{ shell} + 3 \text{ shells} =$$

$$5 \text{ shellfish} - 2 \text{ shellfish} =$$

$$4 \text{ shells} - 2 \text{ shells} =$$

Shell Collection

Scallops are a worldwide group of several hundred species. In the early 1980s scalloping was a big industry at Port Canaveral. Scallops snap their shells together to propel themselves rapidly through the water in a zig-zag direction. Most scallops have a series of brightly colored eyes along their mantle.

The Florida state shell is the Florida horse conch which is carnivorous and grows up to 18 inches in length.

There are about 400 species of cone shells and they are mostly found in warm tropical waters. Cone shells are carnivorous and feed on worms and small fish.

Objectives:

Second Grade:

Ask appropriate “how do you know” questions about the shell collection.

Identify a primary source that you could use in order to learn more about the Florida horse conch.

Draw a picture of your favorite shell and describe why it is important.

Recall basic addition and subtraction facts.

Science:

SC.2.N.1.3 Ask “how do you know?” in appropriate situations and attempt reasonable answers when asked the same question by others.

Ask appropriate “how do you know” questions about the shell collection.

Social Studies:

SS.2.A.1.1 Examine primary and secondary sources.

Examine primary and secondary sources to learn more about the Florida state shell, the Florida horse conch.

Reading and Language Arts:

LA.2.4.3.1 The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.

Draw a picture of your favorite shell from the shell collection and explain why it is your favorite.

Mathematics:

MA.2.A.2.1 Recall basic addition and related subtraction facts.

$2 \text{ shells} + 6 \text{ shells} =$

$1 \text{ shell} + 3 \text{ shells} =$

$7 \text{ shells} - 2 \text{ shells} =$

$9 \text{ shells} - 3 \text{ shells} =$

Florida's Habitats

Mangrove Swamp:

Wood Storks
Great Egrets
Anhinga
Sparrow Hawk
Mangroves

Saltwater Marsh:

Great Blue Heron
Osprey
Bald Eagle
Alligator

The Dunes:

Gopher Tortoise
Brown Pelican
Diamondback

Beach:

Herring Gull
Hermit Crab
Ghost Crab
Sand Flea

Reef:

Bony Fish
Cartilaginous Fish
Coral
Crustaceans
Sponges
Echinoderms
Mollusks

Objectives:

Second Grade:

Understand that living things are found all over but can only live in certain habitats that meet their basic needs.

Use primary and secondary sources to obtain more information about a habitat.

Identify primary and secondary sources.

Come up with a research question about one of the habitats and select appropriate resources.

Recall basic addition and subtraction facts.

Science:

SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

After observing the habitats discuss how living things are found all over but each is only able to live in habitats that meet its basic needs. How do the different habitats in the exhibit meet the different needs of the animals that live in them?

Social Studies:

SS.2.A.1.In.a Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information.

Use a primary and secondary source to obtain information about one of the habitats. Write down which source is a primary source and which source is a secondary source.

Reading and Language Arts:

LA.2.6.2.1 The student will generate research questions by brainstorming, identify key words, group related ideas, and select appropriate resources (e.g., atlases, nonfiction books, dictionaries, digital references);

Come up with a research question about one of the habitats and brainstorm. List key words, group related ideas, and select appropriate resources and list them.

Mathematics:

MA.2.A.2.1 Recall basic addition and related subtraction facts.

2 Great Egrets + 5 Great Egrets =

4 Gopher Tortoises + 3 Gopher Tortoises =

8 Hermit Crabs – 2 Hermit Crabs =

7 Alligators – 4 Alligators =