

# 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 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:**

### **Grade 5:**

Recognize the difference between personal opinion/interpretation & verified observation and demonstrate this knowledge when discussing Windover site.

Use latitude and longitude to locate Titusville, Florida.

Have a basic understanding of the Windover site and the importance of the artifacts found.

Apply the formula for finding the area of a parallelogram.

### **Science:**

SC.5.N.1.6 Recognize and explain the difference between personal opinion/interpretation and verified observation.

The archaeologists concluded that the Windover people were probably not a peaceful people. Is this based on personal opinion or verified observation and why?

### **Social Studies**

SS.5.G.1.2 Use latitude and longitude to locate places.

Can you find Titusville on a map using latitude and longitude?

**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.5.1.6.1 The student will use new vocabulary that is introduced and taught directly; Describe the job of an archaeologist and give some examples of artifacts found at the Windover site.

After viewing the exhibit is it believed that the Windover people were nomadic? Why or why not?

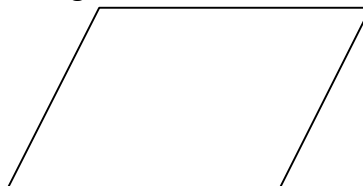
LA.5.4.2.1 The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);

Write a summary about the Windover site and what the artifacts found tell us about the Windover people.

**Mathematics:**

MA.5.G.5.4 Derive and apply formulas for areas of parallelograms, triangles, and trapezoids from the area of a rectangle.

Imagine that the area the archaeologists are excavating for skeletons is in the shape of a parallelogram with a base of 10.3 feet and height of 17.4 feet.



What is the area of this parallelogram?

# 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:**

### **Fifth Grade:**

Understand how Florida's environmental changes allowed some animals to survive but not others.

Use latitude and longitude to locate places.

Look at maps and compare prehistoric Florida with Florida today.

Have a basic knowledge and understanding of new vocabulary.

Use skip counting to identify multiple of 10 to 100.

### **Science:**

SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

The exhibit discusses changes in Florida's environment and how this led to different animals living in Florida at different times in Florida's history. Describe one of the changes in Florida's environment and the types of animals that lived in Florida at this time. Do any of these animals still live in Florida? Why or why not?

### **Social Studies:**

SS.5.G.1.2 Use latitude and longitude to locate places.

Use latitude and longitude to locate different places in Florida such as Cocoa and your hometown.

SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools. Also look at maps of the past and compare prehistoric Florida with Florida today.

### **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.5.1.6.1 The student will use new vocabulary that is introduced and taught directly;  
What is paleontology?

LA.5.4.2.3 The student will write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;  
Write an essay comparing and contrasting prehistoric Florida with present day Florida.

**Mathematics:**

MA.5.A.6.In.a Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100.

Imagine that there were 100 prehistoric fossils found use skip counting and write down all multiples of 10 up to 100.

# 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:**

### **Fifth Grade:**

Recognize how the Seminole's adapted to living in the Everglades.

Compare the Seminole's with another Native American tribe they have of the learned about.

Have an understanding of one of the Seminole Wars and discuss in an essay.

Use outside sources to research one of the Seminole Wars.

Cite sources.

Use skip counting to identify multiples for #'s to 100.

## **Science:**

SC.5.E.7.5 Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.

The Seminoles that remained in Florida after the Third Seminole War learned to adapt to a new life in the Everglades. What do you think are some of the weather-related differences, such as temperature and humidity that the Seminoles faced and how did they adapt?

**Social Studies:**

SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

Compare what you learned about the Seminole's to another Native American tribe you have studied.

**Reading and Language Arts:**

**Vocabulary:**

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

LA.5.6.2.2 The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information;

LA.5.6.2.3 The student will write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and

LA.5.6.2.4 The student will record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).

Write an essay discussing one of the three Seminole Wars. Research the war you pick by looking at different resources and cite any sources you use in your essay.

**Mathematics:**

MA.5.A.6.In.a Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100.

Imagine that there were 100 chickees found, use skip counting to identify multiples of 5 to 100.

# 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. 8<sup>th</sup> 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:**

### **Fifth Grade:**

- Understand how the freezes of 1835, 1894, & 1895 affected citrus groves in Florida.
- Use latitude and longitude to locate the Indian River.
- Write directions from your hometown to the Indian River.
- Create a map that matches directions to Indian River.
- Use skip counting to identify multiples of 2 to 100.

### **Science:**

SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

How did the freezes in February 1835, December 1894, and February 1895 affect most citrus groves in Florida? Why does change in the environment allow some plants to survive and reproduce while others die?

### **Social Studies:**

- SS.5.G.1.2 Use latitude and longitude to locate places.
- Use latitude and longitude to locate different locations along the Indian River.

**Reading and Language Arts:**

LA.5.4.2.5 The student will write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.

Write directions from your hometown to a specific point along the Indian River using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.

**Mathematics:**

MA.5.A.6.In.a Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100.

Imagine that there u have 100 oranges, use skip counting to identify multiples of 2 to 100.



# 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:**

### **Fifth Grade:**

Research the turpentine industry and come up with possible outcomes of what would have happened to the turpentine industry without the “cat face cut.”

Use primary and secondary sources to research Florida’s turpentine industry.

Identify primary and secondary sources

Select one aspect of the turpentine industry and research and record information using different sources.

Write a report with a focused topic, appropriate facts, relevant details, logical sequence, and a concluding statement.

Understand how to record bibliographic data

Use skip counting to identify multiples of 10 to 100.

### **Science:**

SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

What do you think would have happened to the trees if the “cat face cut” was not invented. Research the turpentine industry carry out a scientific investigation discussing what would have happened to the turpentine industry without the “cat face cut.”

**Social Studies:**

SS.5.A.1.1 Use primary and secondary sources to understand history.

Use primary and secondary sources to research Florida’s turpentine industry. Write down all sources you use, whether they were primary or secondary, and what you learned from each source.

**Reading and Language Arts:**

Research Process

The student uses a systematic process for the collection, processing, and presentation of information.

LA.5.6.2.1 The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources;

LA.5.6.2.2 The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information;

LA.5.6.2.3 The student will write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and

LA.5.6.2.4 The student will record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).

The turpentine exhibit focused on a few different aspects of the turpentine industry. Pick one aspect of the turpentine industry and research and record information using different sources. Write a report using what you learned from your sources. Your report should have a focused topic, use appropriate facts, relevant details, have a logical sequence, and a concluding statement. Lastly, record all bibliographic data and use quotes when necessary.

**Mathematics:**

MA.5.A.6.In.a Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100.

Imagine that there u have 100 lbs of turpentine, use skip counting to identify multiples of 10 to 100.

# 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:**

### **Fifth Grade:**

Understand how environmental changes impacted the Cracker people and horses.

Use latitude and longitude to locate places.

Write a narrative about Cracker cowmen including plot, rising action, conflict, and resolution.

Use skip counting to identify multiples of 2 to 100.

### **Science:**

SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

How do you think the different environments in Florida impacted the Cracker people and Cracker horses?

### **Social Studies:**

SS.5.G.1.2 Use latitude and longitude to locate places.

Using latitude and longitude locate St. Augustine, Florida. What was significant about St. Augustine in the Cracker exhibit?

**Reading and Language Arts:**

LA.5.4.1.1 The student will write narratives that establish a situation and plot with rising action, conflict, and resolution; and

Cracker cowman did not have an easy life. Write a narrative that has a plot, rising action, conflict, and resolution discussing Cracker cowman and a hard or difficult situation they may have faced. Use your imagination; this does not have to be a real event.

**Mathematics:**

MA.5.A.6.In.a Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100.

Imagine that you have 100 Cracker horses, use skip counting to identify multiples of 2 to 100.

# 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:**

### **Fifth Grade:**

Understand how energy relates to trains.

Discuss the advancements in railroad transportation in Florida.

Describe the benefits of the railroad.

Use information from the exhibit to answer questions related to main ideas and relevant details.

Understand how to find the area of a parallelogram.

### **Science:**

SC.5.P.10.2 Investigate and explain that energy has the ability to cause motion or create change.

Does energy have the ability to cause motion or create change for trains? Explain why or why not and give an example.

### **Social Studies:**

SS.5.A.6.3 Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.

Discuss the advancements in railroad transportation in Florida. List some of the benefits of the railroads.

**Reading and Language Arts:**

LA.5.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details;

After going through the railroad exhibit answer these questions,

What was the impact Flagler had on the Florida railroads?

How did the railroads impact the exchange of goods and ideas?

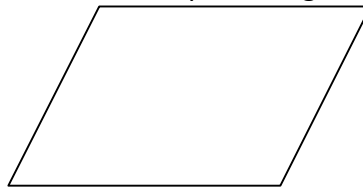
Which city attracted many wealthy tourists during the winter months and coined the term “doing the winter season”?

How did the railroads impact tourism in Florida?

**Mathematics:**

MA.5.G.5.4 Derive and apply formulas for areas of parallelograms, triangles, and trapezoids from the area of a rectangle.

Imagine that a railroad track is in the shape of a parallelogram with the given dimensions: base 4.6 miles and height 9.2 miles. What is the area of the parallelogram?



What is the area of this parallelogram?

# 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:**

### **Fifth Grade:**

Understand how manatees respond to environmental changes.

Use your geographic knowledge when discussing manatee sanctuaries and what scientists look for when designating areas as manatee sanctuaries.

Write a short story or haiku about manatees including personification and figurative language.

Understand how to find the area of a parallelogram.

**Science:**

SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

One of the biggest threats manatees face is loss of their habitats. How do manatees respond to environmental changes? Use additional sources to research this answer such as the internet or appropriate reading material.

**Social Studies:**

SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.

Use your geographic knowledge when discussing manatee sanctuaries and what scientists look for when naming an area a manatee sanctuary.

**Reading and Language Arts:**

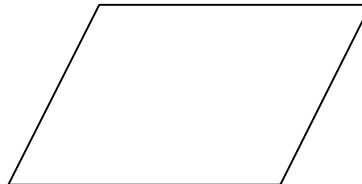
LA.5.4.1.2 The student will write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format.

Write a short story or haiku about manatees using the information you learned today and use personification in your short story or haiku along with appropriate format.

**Mathematics:**

MA.5.G.5.4 Derive and apply formulas for areas of parallelograms, triangles, and trapezoids from the area of a rectangle.

Imagine that a manatee sanctuary is in the shape of a parallelogram with the given dimensions: base 7.2 miles and height 10.4 miles. What is the area of the parallelogram?



What is the area of this parallelogram?



# 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:

### Fifth Grade:

Serve and describe the energy the lighthouse exhibits.

Understand what the lighthouse used before electricity.

Use latitude and longitude to locate the lighthouse.

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

Understand how to find the area of a parallelogram.

## Science:

SC.5.P.10.1 Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.

Observe and describe the form of energy the lighthouse exhibits. What did the lighthouse use before electricity for light?

## Social Studies:

SS.5.G.1.2 Use latitude and longitude to locate places.

Use latitude and longitude to locate the Cape Canaveral.

## Reading and Language Arts:

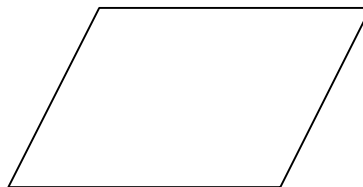
LA.5.4.1.Su.a Write narratives about familiar persons or objects and events by creating picture stories with dictated phrases and sentences.

Tell the story of the lighthouse by creating pictures with dictated phrases and sentences.

## Mathematics:

MA.5.G.5.4 Derive and apply formulas for areas of parallelograms, triangles, and trapezoids from the area of a rectangle.

Imagine that a lighthouse in on a piece of land is in the shape of a parallelogram with the given dimensions: base 6.1 miles and height 10.2 miles. What is the area of the parallelogram?



What is the area of this parallelogram?

# 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 2<sup>nd</sup> 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:**

### **Fifth Grade:**

Identify ways the Taylor family used energy in their daily lives.

List ways you use energy in your daily life and compare and contrast your uses with the Taylor families uses.

Analyze primary and secondary sources to gather information about the Taylor family-write down 3 facts from these sources.

Identify sources as primary or secondary.

Select a topic about the Taylor family to research using primary and secondary sources and write an information essay with a focused topic, appropriate facts, relevant data, logical sequence, and concluding statement.

Record bibliographic data and use quotes when necessary.

Use skip counting to identify multiples of 10 to 100.

### **Science:**

SC.5.P.10.1 Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.

How do you think the Taylor family used energy in their daily lives? How do you use energy in your daily life? Compare and contrast the two.

### **Social Studies:**

SS.5.A.1.1 Use primary and secondary sources to understand history.

Use primary and secondary sources to gain a better understand of the Albert family and write down three facts you learned from these sources. Label your sources as primary or secondary.

### **Reading and Language Arts:**

LA.5.6.2.1 The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources;

LA.5.6.2.2 The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information;

LA.5.6.2.3 The student will write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and  
LA.5.6.2.4 The student will record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).

Select a topic about the Taylor family and research the topic and record your sources systematically, identifying primary and secondary sources. Using the information you have gathered write an informational report with a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement. Record bibliographic data and use quotes when necessary.

**Mathematics:**

MA.5.A.6.In.a Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100. Imagine that you have 100 of Grace Taylor's sketches, use skip counting and identify multiples of 10 to 100.

# 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:**

**Fifth Grade:**

Describe how the changes in Florida's climate over the many time periods affected the early inhabitants.

Compare the cultural aspects of one Florida's Native American tribes with a tribe from another geographic region in North America.

Write an essay one of Florida's early inhabitants.

Essay should include a thesis, narrow focus, introduction, body, and concluding paragraph.

Use skip counting to identify multiples of 10.

**Science:**

SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

Florida's climate has changed drastically throughout the years, from the Early Archaic Period to today. How did this change in climate affect the early inhabitants of Florida. For example, the types of food they ate.

**Social Studies:**

SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

Compare cultural aspects of one of Florida's Native American tribes with a tribe from a different geographic region of North America.

**Reading and Language Arts:**

LA.5.4.2.3 The student will write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;

Write an essay about one of the early inhabitants of Florida. Include a thesis statement with a narrow focus, introductory, body, and concluding paragraphs.

**Mathematics:**

MA.5.A.6.In.a Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100.

Imagine that a Timucua village has 100 huts. Use skip counting to identify multiples of 10 to 100.

# 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:**

### **Fifth Grade:**

Explain the difference between personal opinion/interpretation and verified observation.

Give two examples of personal opinions/interpretations and two examples of verified observations.

Use latitude and longitude to locate places.

List 10 shells from the collection and one observation you made about each shell.

Use skip counting to identify multiples of 2 to 100.

## **Science:**

SC.5.N.1.6 Recognize and explain the difference between personal opinion/interpretation and verified observation.

Recognize and explain the difference between personal opinion/interpretation and verified observation. Write down two personal opinions/interpretations about the shell collection and two verified observations.

## **Social Studies:**

SS.5.G.1.2 Use latitude and longitude to locate places.

Use latitude and longitude to locate the beach in Florida that has some of your favorite shells.

## **Reading and Language Arts:**

LA.5.4.2.In.b Record information (e.g., lists, labels, charts) related to a topic.

Make a list of at least 10 of the shells you see today in the shell collection. Write down one observation of your own about each shell.

## **Mathematics:**

MA.5.A.6.In.a Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100.

Imagine that you have 100 scallops, use skip counting to identify multiples of 2.

# 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:**

### **Fifth Grade:**

Understand that some plants and animals can live in one habitat but not another.  
Use latitude and longitude to locate places  
Record information related to the habitats  
Use skip counting to identify multiples of 5 to 100.



**Science:**

SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

Observe the different habitats and some of the different animals and plants that live in each. List two animals or plants that you think could survive in another habitat and explain why. List two animals or plants that you think could not survive in a different habitat and why.

**Social Studies:**

SS.5.G.1.2 Use latitude and longitude to locate places.  
Use latitude and longitude to locate a possible habitat.

**Reading and Language Arts:**

LA.5.4.2.In.b Record information (e.g., lists, labels, charts) related to a topic.  
Make a list of the different animals and plants in your favorite habitat. Write down one fact or characteristic about 5 of the animals or plants.

**Mathematics:**

MA.5.A.6.In.a Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100.  
Imagine that you have 100 hermit crabs, use skip counting to identify multiples of 5 to 100.