

# Cobblestone™

## A VISIT TO THE EVERGLADES

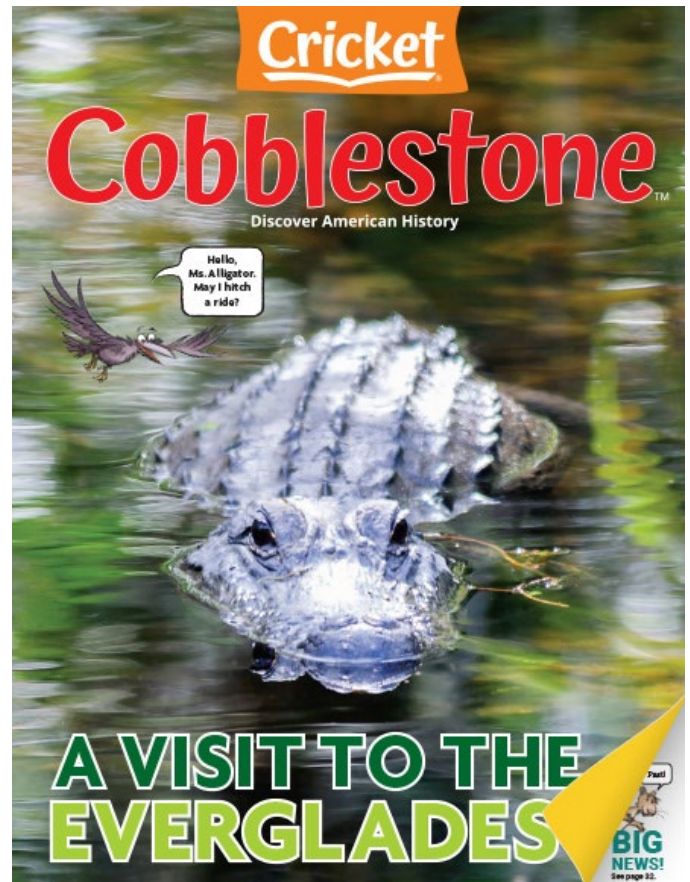
In this issue, students learn about the unique characteristics of the Florida Everglades and examine how this wetlands region came to be a protected area.

## CONVERSATION QUESTION

Why is protecting the Everglades important?

## TEACHING OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the geography and history of the Everglades.
- Students will explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- Students will describe the environmental characteristics of places.
- Students will explain how the physical characteristics of places are connected to human identities and cultures.
- Students will create a timeline.
- Students will use details from a text to write a narrative.
- Students will use details from a text to write an ode.
- Students will create a poster.
- Students will conduct research.
- Students will solve theme-based mathematical word problems.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

- **First Footsteps**  
Expository Nonfiction, 960L
- **A Range of Habitats**  
Expository Nonfiction, 1000L
- **Man on a Mission**  
Expository Nonfiction, 960L

# Cobblestone® Teacher Guide: July/August 2025

## First Footsteps

pp. 2–5, Expository Nonfiction

Discover how humans first came to settle in southern Florida—home of the Everglades—and how human actions altered this unique environment.



## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the geography and history of the Everglades.
- Students will explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- Students will create a timeline

## KEY VOCABULARY

- **agricultural** (p. 4) relating to farming
- **ecosystem** (p. 5) a biological community that includes living things, such as plants and animals, and things that are not living, such as water and soil
- **floodway** (p. 5) a channel built to divert floodwaters

## ENGAGE

**Conversation Question:** Why is protecting the Everglades important?

Have students share what they know about the geography of Florida. Then invite them to hypothesize how human settlement in Florida might have affected the environment there.

## INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words as clues. If necessary, help students guess the topic by revealing the title of the article.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How did the first settlers near the Everglades interact with their environment?
2. What are the physical characteristics of the Everglades?
3. Why did people want to change the environment of the Everglades?

## CONCEPT/SKILL FOCUS: Explain Influence

**INSTRUCT:** Tell students that humans often change the natural environment when they interact with it. Explain that these changes can serve a variety of purposes, including making the environment more suitable for human settlement or making it more economically usable. Review pages 8–9 and discuss the example of the Army Corps of Engineers making changes to the environment. Ask students to analyze whether these changes were made for economic or cultural reasons.

**ASSESS:** Have students work in pairs to review the article to find at least two examples of cultural or economic decisions that affected the environment of the Everglades.

## EXTEND

**Social Studies:** Tell students they will be making timelines to show events related to the settlement of Florida and how these events changed the environment there. Explain that timelines must show at least five events and their environmental consequences. Have students work in pairs to review the article to find information for their timelines.

# Cobblestone® Teacher Guide: July/August 2025

## A Range of Habitats

### pp. 6–8, Expository Nonfiction

Explore the diverse habitats present in the Everglades and learn about the plants and animals that live in them.



## RESOURCES

- Everglades Habitats

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the geography and history of the Everglades.
- Students will describe the environmental characteristics of places.
- Students will use details from a text to write a narrative.

## KEY VOCABULARY

- elevation** (p. 6) the height of a place
- vegetation** (p. 7) plants that are found in a particular area
- habitat** (p. 7) the place where a plant or animal naturally lives or grows

## ENGAGE

**Conversation Question:** Why is protecting the Everglades important?

Have students attempt to define the word habitat. Then invite them to share information about different types of habitats they know of. Finally, have them guess how many different habitats there are in the Everglades.

## INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them use all three words in a single sentence. Finally, tell students to look for these words as they read the story.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What are the main habitats present in the Everglades?
- How does each habitat interact with water?
- What type of vegetation provides food in each habitat?

## CONCEPT/SKILL FOCUS: Analyze Change

**INSTRUCT:** Distribute copies of the Everglades Habitats organizer. Explain to students that environments such as the Everglades can have multiple habitats. Point out that each habitat contains particular types of vegetation, water features, and physical characteristics of the land.

**ASSESS:** Have students work in pairs to choose four different habitats described in the article and analyze them by completing the *Everglades Habitats* organizer. Then bring the class together and ask pairs to share something they found interesting about a habitat they analyzed.

## EXTEND

**English Language Arts:** Have students imagine they are tour guides working in the Everglades, leading a tour group through the different habitats there. Ask students to write a short narrative about their tour using details from the text to help them.

### Everglades Habitats

The Everglades region contains several different habitats. Each habitat has its own unique vegetation, water features, and physical characteristics. Use the organizer below to record information about four of these habitats.

Habitat	Vegetation	Water Features	Physical Characteristics

# Cobblestone® Teacher Guide: July/August 2025

## Man on a Mission

### pp. 12–13, Expository Nonfiction

Read about Ernest Coe, champion of the Everglades, who worked tirelessly to gain federal protection for this region.



## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the geography and history of the Everglades.
- Students will explain how physical characteristics of places are connected to human identities and cultures.
- Students will use details from a text to write an ode.

## KEY VOCABULARY

- **extinction** (p. 12) a situation that results when a plant or animal species has died out completely
- **delegation** (p. 12) a group of people who are chosen to vote or act for someone else
- **federal protection** (p. 13) protection provided by the government

## ENGAGE

**Conversation Question:** Why is protecting the Everglades important?

Ask students to imagine finding a place that seemed so important and special that they wanted to protect it. What steps would they take? What do they think those steps would accomplish? Tell students they're going to read an article about one man's efforts to help protect the area now known as the Everglades.

## INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then write the following sentences on the board and ask students to choose words from the vocabulary list to complete them.

- By establishing a commission, Coe hoped to prevent human activity from leading to the \_\_\_\_\_ of plants and creatures of the Everglades.
- Politicians sent a \_\_\_\_\_ to evaluate whether the Everglades needed \_\_\_\_\_.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Why did Coe send a proposal to the director of the National Park Service?
2. What was the goal of the Tropical Everglades National Park Commission? Why did Coe establish it?
3. Why was Coe upset that the upper part of Key Largo and the Big Cypress wetlands were not originally included in the boundaries of the park?

## CONCEPT/SKILL FOCUS: Classifying Information

**INSTRUCT:** Tell students that the identity of a person or group of people may become deeply connected to the physical characteristics of a place. Explain that this connection can exist on a society-wide level or on an individual level. Discuss what students learned in the article about Ernest Coe's connection to the Everglades.

**ASSESS:** Have students work in pairs to find details in the article about the physical characteristics of the Everglades that Coe felt were important and the actions he took to protect them. Have them record these details in a T-chart with the headings "Important Physical Characteristics" and "How Coe Protected Them."

## EXTEND

**Language Arts:** Explain that an ode is a poem that honors someone or something. Invite students to write a short ode honoring Coe and his efforts to protect the Everglades.