

**Teacher's Guide**  
**for**  
***The Adventures of Charlie Pierce***  
***The Last Egret***  
**By Harvey E. Oyer III**  
**Reading Lessons**



## Benchmarks for Culminating Projects

1. Research Charlie Pierce online. Create a timeline showing important events in his life. Present to the class. Show why he was a significant person in Florida's history.
  - SS.4.A.1.1 – Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.*
  - SS.4.A.1.2 – Synthesize information related to Florida history through print and electronic media.*
  - SS.4.A.9.1 Utilize timelines to sequence key events in Florida history*
  - LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*
  - LA.4.6.2.- The student will select a topic for inquiry, refine a predetermined search plan.*
  - LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*
2. Research one of the famous people listed in the book (Lewis and Clark, Henry Flagler, John James Audubon, Captain Brevard). Make a poster showing how that person or persons were important to Florida's growth.
  - SS.4.A.1.1 – Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.*
  - SS.4.A.1.2 – Synthesize information related to Florida history through print and electronic media.*
  - LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*
  - LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*
3. Make a Seminole village and prepare a presentation about it.
  - SS.4.A.1.1 – Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.*
  - SS.4.A.1.2 – Synthesize information related to Florida history through print and electronic media.*
  - LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals,*

*science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports; and*

4. Make a village of the Shell people and prepare a presentation about it.

*SS.4.A.1.1 – Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.*

*SS.4.A.1.2 – Synthesize information related to Florida history through print and electronic media.*

*LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

5. Research the snowy egret or any one of the other birds mentioned in this book. Include how it is important to Florida's ecosystem. Create a poster of the bird.

*SC4.I.17.4 Recognize ways plants and animals, including humans can impact environment*

*LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

6. Write a reader's theater for one of the chapters and perform it with a group.

*SS.4.A.1.2 – Synthesize information related to Florida history through print and electronic media.*

*LA.4.4.1.2 – write a variety of expressive forms (e.g. short story, poetry, skit, song lyrics) that employ figurative language (e.g. simile, metaphor, onomatopoeia, personification) rhythm, dialogue, characterization, plot, and/or appropriate format.*

7. Research one of the animals of Florida. Make a diorama showing the habitat. Present to the class giving information about the animal, habitat, adaptations, and other information.

*SC4.I.17.4 Recognize ways plants and animals, including humans can impact environment*

*LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

8. Research one of the plants native to Florida. Paint, draw, or take a photograph to go with your report.

*SC4.I.17.4 Recognize ways plants and animals, including humans can impact environment*

*LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

9. Research the Gulf Oil Spill that happened this year. Make a comparison chart to show how it was similar to the hunting of plumes in the 19<sup>th</sup> century.

*SS.4.A.4.1- Explain the effects of technological advances on Florida.*

*SS .4.A.4.2 - Describe pioneer life in Florida*

*LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

10. Research the Seminole Wars. Write a critique about the wars.

*SS.4.A.3.10 Identify the causes and effects of the Seminole Wars*

*SS .4.A.4.2 - Describe pioneer life in Florida*

*LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

11. Research one of the endangered animals of Florida. Write a report about the reason they became endangered and what is being done to save them.

*SS.4.A.4.1- Explain the effects of technological advances on Florida.*

*SC4.I.17.4 Recognize ways plants and animals, including humans can impact environment*

*LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

12. Pretend you are a reporter. Write questions you would ask Charlie Pierce about his expedition. Then pretend you are Charlie Pierce and answer them. This can be done as partner work.

*SS.4.A.1.1 – Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.*

*SS.4.A.1.2 – Synthesize information related to Florida history through print and electronic media.*

*LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

13. Create a food chain or food web of animals in the Everglades. Label them as consumers, producers, omnivores, herbivores, or carnivores. Present the importance of their part of the ecosystem.

*SC.4.L.17.3 – Trace the flow of energy from the Sun as it is transferred along the food chain through the producers and consumers.*

*SC4.I.17.4 Recognize ways plants and animals, including humans can impact environment*

*LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

14. Research one of the landforms in the story. Make a diagram of the landform and make a presentation.

*SS.4.G.1.1 – Identify physical features of Florida*

*LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

15. Compare the map of Florida from the story with the map of Florida today. Show how the maps are the same and different.

*SS.4.G.1.1 – Identify physical features of Florida*

*SS.4.G.1.2. – Locate and label cultural features on a Florida map.*

*SS.4.G.1.4 – Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).*

*LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to a continue building a core foundation of knowledge.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

16. Use a map from today to chart the course that Charlie and his friends took. Use the scale on the map to show how many miles they traveled.

*SS.4.G.1.1 – Identify physical features of Florida*

*SS.4.G.1.2. – Locate and label cultural features on a Florida map.*

*SS.4.G.1.4 – Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).*

*LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to a continue building a core foundation of knowledge.*

*LA.4.4.2.4 – write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

17. Write a letter to Charlie Pierce. Persuade him not to go plume hunting. Use information from the present time to show the impact humans have on nature.

*SC4.I.17.4 Recognize ways plants and animals, including humans can impact environment*

*LA.4.4.3.1- write persuasive text (e.g. essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence: and*

*LA.4.4.3.2 – include persuasive techniques (e.g. word choice, repetition, emotional appeal).*

18. Create a brochure for a trip to the Everglades during pioneer times. Include transportation, food, and accommodations for sleeping.

*SS .4.A.4.2 - Describe pioneer life in Florida*

*LA.4.2.2.5 – The student will select a balance of age and ability appropriate nonfiction materials to read (e.g. biographies and topical areas such as animals, science, and history, based on teacher recommendations, to continue building a core foundation of knowledge.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

19. Create a poem about The Last Egret. Include the main idea of the story.

*SS .4.A.4.2 - Describe pioneer life in Florida*

*SS.4.A.1.2 – Synthesize information related to Florida history through print and electronic media.*

*LA.4.4.1.2 – write a variety of expressive forms (e.g. short story, poetry, skit, song lyrics) that employ figurative language (e.g. simile, metaphor, onomatopoeia, personification) rhythm, dialogue, characterization, plot, and/or appropriate format.*

20. Make a game called “The Last Egret Expedition”. Include the journeys, problems, and solutions to the game.

*SS .4.A.4.2 - Describe pioneer life in Florida*

*SS.4.A.1.2 – Synthesize information related to Florida history through print and electronic media.*

*LA.4.4.1.2 – write a variety of expressive forms (e.g. short story, poetry, skit, song lyrics) that employ figurative language (e.g. simile, metaphor, onomatopoeia, personification) rhythm, dialogue, characterization, plot,*

21. Conduct an experiment using the scientific method to determine the effect of lime juice on three objects. Present the results of your findings.

*SC.4.N.1.1 – raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source),*

*conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports;*

22.. Pretend you are Lillie. Describe how you survived in the wilderness when you left the girl's school in Palatka until you reached Hypoluxo Island, 250 miles away. Write it as a diary.

*SS .4.A.4.2 - Describe pioneer life in Florida*

*SS.4.A.1.2 – Synthesize information related to Florida history through print and electronic media.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports*

23. Charlie, Tiger, and Lillie dried the bird meat to eat later. Research how this is done and write a recipe for it. Present the recipe to the class and the results.

*SS .4.A.4.2 - Describe pioneer life in Florida*

*SS.4.A.1.2 – Synthesize information related to Florida history through print and electronic media.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports*

24. Create a vocabulary book with the words that pertain to the story. Include the following words: hammock, chickee hut, homestead, provision, marshland, and Spanish moss. Use pictures and captions to show the meaning of the words. Bind the book and present it.

*SS .4.A.4.2 - Describe pioneer life in Florida*

*SS.4.A.1.2 – Synthesize information related to Florida history through print and electronic media.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports*

25. Create a PowerPoint or storyboard presentation to compare the life of a modern day child to that of a pioneer child based on the information charted.

*SS .4.A.4.2 - Describe pioneer life in Florida*

*SS.4.A.1.2 – Synthesize information related to Florida history through print and electronic media.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports*



26. Use materials other than paper and pencil to create a book report about *The Last Egret*. Present the book report to the class.

*SS .4.A.4.2 - Describe pioneer life in Florida*

*SS.4.A.1.2 – Synthesize information related to Florida history through print and electronic media.*

*LA.4.6.2.3 – The student will communicate information in a report that includes main ideas and relevant details, with visual supports*

*LA.2.3.1.6 – The student will write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution.*

*The Adventures of Charlie Pierce:*  
*The Last Egret*  
Harvey E. Oyer III  
Lesson 1

**Student Targets:**

I can identify barrier islands on a map.  
I can summarize and understand key ideas in a text.  
I can understand how to read a map in text.

**Materials:**

*The Last Egret*  
Anchor Chart – Vocabulary  
Florida Map from page 17  
*The Last Egret* Journals for students  
Turn and Talk partners

**Warm-up:**

The teacher will lead the Warm-up by stating: We will read *The Last Egret* by Harvey E. Oyer III. The author is a descendent of one of the barefoot mailmen who traveled Florida bringing mail across the state of Florida. The important thing about this book is not only the story, but the information we learn about Florida. To get us started, I have some words charted. [Show a chart with the words: flint, investments, speculators, and barrier islands.] We will use a digital dictionary to determine what these words mean. [Look up the words on <http://www.merriam-webster.com/dictionary> and chart the words in student friendly terms.]

**Activity:**

1. Using modeled reading or shared reading strategies, read the first chapter, "Two Pounds of Grits." In a whole group, discuss the key ideas of chapter 1 and chart the ideas.
2. Using modeled reading or shared reading strategies, read the second chapter, "Papa's Secret." Have students stop and think about the key ideas. Students will take one minute to turn and talk. They will report out and chart the ideas.
3. Have the students look at the map in their journals before reviewing the barrier island definition. Let students work with a partner to determine what shows barrier islands on the map. They should highlight the barrier islands.
4. Students will then complete the summarization of chapters 1 and 2 using key ideas from chart.
5. Students may keep a vocabulary page in the back of the journal.

**Wrap-up:**

The teacher will lead the Wrap-up by stating: Today the author is setting the stage for what is going to happen in the next chapters. When we think about the

key ideas, we can easily summarize. We also know that barrier islands are a landform of Florida. They are parallel to the land and are made up of sand. During independent reading time, reread chapters one and two and complete the summaries if you haven't done so.

**Assessment:**

The teacher may assess journals for summaries, the turn and talk discussions, and/or if students can recognize where barrier islands are on the map.

**Benchmarks:**

SS.4.G.1.1 - Identify physical features of Florida

LA.4.1.7.3 - Determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing

LA.4.1.7.1 - Identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps)

*The Adventures of Charlie Pierce:*  
*The Last Egret*  
Harvey E. Oyer III  
Lesson 2

**Student Targets:**

- I can describe life in Florida in the late 1800's.
- I can identify how the author creates the plot in a story.
- I can understand the meanings of words in context.
- I can quickly recall multiplication facts.
- I can multiply whole digit numbers.

**Materials:**

- The Last Egret* Book – Chapter 3
- Anchor Chart – Vocabulary
- Pioneer Life Chart
- The Last Egret* Journals for students
- Turn and Talk partners

**Warm-up:**

The teacher will lead the Warm-up by stating: Yesterday we saw how the author began to build the plot of the story. An author can use characters, setting, and plot to make you want to read the story. Let's reread page 25, the last paragraph. [Read the last paragraph on page 25.] What I read makes me think that Florida was growing. People were investing in land, speculating that their land investments would make them rich, and thinking about growing citrus and pineapples. However, Pa could only afford to purchase the barrier islands on the east which most people thought was foolish. Stop and think why this might be a foolish idea. Now turn and talk. [Allow the students to turn and talk for a minute and then report their discussions.] So back to the plot...Pa's island is not worth much and the family needs money. I will read chapter 3 as you follow along. As I read, I want you to think of how the people in 1800 lived. I also want you to continue to think about the plot.

**Activity:**

1. List vocabulary words on the chart: *rookery*, *plumes*, *skiff*, *fowl*, and *scoundrel*. Ask students to determine the meanings of the words by the context of the story. As you are reading, discuss what the students think the words mean from context. Chart what they say.
2. Using modeled reading and/or shared reading strategies, read the third chapter, "A Stranger Visits." Discuss what the students think of pioneer life in Florida in the 1800's. Create a chart with food, transportation, housing, and other interesting facts. (As students read the book they can add to it with sticky notes.)

3. Determine how much money can be made with one pound of snowy egret feathers from the information on page 35.
4. Review the vocabulary words. Have the students reread with partners to determine if the meanings written make sense. Use a dictionary to confirm definitions. Complete vocabulary page in journals during independent time.
5. Discuss how the author is adding to the plot.

**Wrap-up:**

The teacher will lead the Wrap-up by stating: Today while we were reading and talking about the book we learned that people who lived in Florida in the 1800's lived in houses, farmed, and traveled by foot and boats. We also are beginning to understand the plot of the story. The author wrote about how Papa spent his money on Lillie's school, and now he is low on money. The remainder of the story will be based on the lack of money.

**Assessment:**

The teacher may assess journals for vocabulary and/or turn and talk discussions.

**Benchmarks:**

SS.4.A.4.2. - Describe pioneer life in Florida.

LA.4.2.1.2 - The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem /resolution, and theme in a variety of fiction.

LA.4.1.6.3 – The student will use context clues to determine meanings of unfamiliar words.

MA.4.A.1.1 - Big Idea 1: Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication.

MA.4.A.1.2 - Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems.

*The Adventures of Charlie Pierce:*  
*The Last Egret*  
Harvey E. Oyer III  
Lesson 3

**Student Targets:**

I can name plants and animals that live in Florida.  
I can identify a character and his/her traits.  
I can explain the developing economy of Florida in the 1800's.

**Materials:**

*The Last Egret* Book – Chapters 4 and 5  
Anchor Chart – Plants and Animals of Florida  
Pioneer Life Chart  
*The Last Egret* Journals for students  
Turn and Talk partners

**Warm-up:**

The teacher will lead the Warm-up by stating: We are continuing our adventure with Charlie Pierce and his family. We know that Charlie's father needs money. A stranger visited the family on their island and told about his venture to find plumes for women's hats. Today we will find out if Charlie and his father will take Mr. Samuelson up on his idea to make money by hunting for rookeries. In your reading journal, make a quick prediction of what you think is going to happen. [Allow the students to write their prediction about today's readings. Share their predictions.] As I am reading today, I want you to think about Papa and his character traits. When an author writes, she/he gives the characters certain characteristics or traits that help you predict what the character will do in certain situations. Also, as I am reading, think about how those traits affected Papa's role in the development of the island.

**Activity:**

1. The teacher will lead the lesson by stating: Let's discuss how you think Papa is feeling. Stop and think of Papa's feelings. [Allow about 15 seconds for thought.] Turn and talk to your partner. Tell how you think papa feels and support your thoughts with proof from the story. [Allow about two minutes for partner talk. Report out.] Papa has tried to make a living on the island but property taxes (illicit definition of property taxes and chart on vocabulary chart paper) were increasing and he was having difficulty paying them. I am going to draw a picture of Papa and write adjectives that show his character traits. I think he is unhappy and disappointed. I feel this way because I read that when William Gleason came to the island to put it up for sale, it said Papa wasn't happy to see him. On the chart I will write unhappy. Tell me some of your thoughts. [Chart the characteristics the students find about Papa.

Discuss how Papa's character traits contribute to the development of Florida. You can draw a picture of Papa and write the character traits to model for students.]

2. Using modeled reading and/or shared reading strategies, read the fourth chapter, "Friends to the Rescue." The teacher will state: As I am reading, I would like you to listen to the native animals and plants of Florida. Write these in your journals as I read. [After reading discuss what plants and animals they read about. Chart this information.] As we continue reading the book, we will add to our animal and plant chart.

**Wrap-up:**

The teacher will lead the Wrap-up by stating: Today we found that Papa was having trouble paying his property taxes. Because of this, he has to sell some of the island to others. By doing this, he increases the number of people who will live on the island. Papa seems to be an honest man. He wants to pay his taxes. However, if he sells parts of the island, more people will come, and the island will soon have less wildlife and plants. During your independent work, you will choose another character from the story. Draw a picture of that character and write the character traits she/he has. Write the proof of why you think this, just as I have on Papa's character poster.

**Assessment:**

The teacher may assess journals, character traits, the Florida life activity, and/or the turn and talk discussions.

**Benchmarks:**

SS.4.A.4.2 - Describe pioneer life in Florida.

LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem /resolution, and theme in a variety of fiction.

SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment. \*

\*The collection of animal and plant data will culminate in the completion of this standard in later chapters.

*The Adventures of Charlie Pierce:*  
*The Last Egret*  
Harvey E. Oyer III  
Lesson 4

**Student Targets:**

- I can describe life in Florida in the late 1800's.
- I can identify the physical features of Florida.
- I can name plants and animals that live in Florida.
- I can identify the plot in a story.
- I can predict based on a character's traits.

**Materials:**

- The Last Egret Book* – Chapter 5 and 6
- Anchor Chart – Plants and Animals of Florida
- Charlie's Map
- The Last Egret Journals* for students
- Reading partners

**Warm-up:**

The teacher will lead the Warm-up by stating: Yesterday we read chapters 4 and 5, talked about character traits, discussed how Papa's traits contributed to the development of Hypoluxo Island, and began listing the plants and animals of Florida. We will continue to list those plants and animals throughout the book. Today we are going to reread part of chapter 5. With your reading partner, I would like you to read pages 49, 50, and 51. [Allow the students to read for 5 minutes.]

**Activity:**

1. After the students read, have work in their journals to trace the route on the map, write the plot of the story, and make a prediction as to whose footprint was in the sand.
2. Using modeled reading and/or shared reading strategies, read chapter six and discuss the sequence of the chapter.
3. Find Breffords' general store on the map.

**Wrap-up:**

The teacher will lead the Wrap-up by stating: Today we used the same map that Charlie used to understand how he and his friends will make their journey. We also continued to listen for the plants and animals that live in Florida and charted that information. In your journal, you have a 3-2-1 exit slip. Please complete that now.



**Assessment:**

The teacher may assess journals for mapping skills, plot summaries, and/or predictions.

**Benchmarks:**

SS.4.A.4.2. – Describe pioneer life in Florida.

SS.4.G.1.1 - Identify physical features of Florida.

LA.4.2.1.2 - The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem /resolution, and theme in a variety of fiction.

LA.4.1.7.8 - The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

SC.4.L.17.4 - Recognize ways plants and animals, including humans, can impact the environment. \*

\* The collection of animal and plant data will culminate in the completion of this standard in later chapters.

*The Adventures of Charlie Pierce:*  
*The Last Egret*  
Harvey E. Oyer III  
Lesson 5

**Student Targets:**

- I can describe life in Florida in the late 1800's.
- I can identify the sequence of events and why the author used it in the text.
- I can use new vocabulary that is introduced and taught directly.
- I can identify plants and animals in an ecosystem.

**Materials:**

- The Last Egret* Book – Chapters 6 and 7
- Anchor Chart – Plants and Animals of Florida
- Anchor Chart – Pioneer Life
- Charlie's Map
- The Last Egret* Journals for students
- Reading partners
- Dictionaries, thesauri, or digital tools

**Warm-up:**

The teacher will lead the Warm-up by stating: Now that we know the plot of the story, we will think about how the boys prepared for their trip. As we are rereading chapter 6, I'd like you to think of how and why the author wrote this chapter in a sequential order. Along with that, I want you to think about the details he gives you to show what life was like in Florida during the late 1800's.

**Activity:**

1. Partner read chapter 6.
2. Use the "Stick Chart to retell the story in sequence." (This can be completed in the journal or on a strip of 9x12 construction paper with the number of squares necessary to retell the sequence glued to the strip. The students can then draw or write their sequence. This may take two days to complete.)
3. Chart information on the Pioneer Life Anchor Chart.
4. Then, students will find another pair of partners to share the retell in sequence.

**Wrap-up:**

The teacher will lead the Wrap-up by stating: I am going to read chapter 7 to you as you follow along. I would like you to use your vocabulary pages in your journals to write these words: *inlet*, *Gulf Stream*, *tiller*, *surf*, *jib*, and *current*. During independent time, use dictionaries or a thesaurus to find what these words mean. We will continue to work with these words tomorrow.

**Assessment:**

The teacher may assess journals for listings of pioneer life as well as Florida plants and animals, and/or the teacher may assess the stick retells.

**Benchmarks:**

SS.4.A.4.2. – Describe pioneer life in Florida.

LA.4.1.7.5 – The student will identify the text structure an author uses (e.g. comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.

LA.4.1.6.9 - The student will determine the meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.

SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment. \*

\* The collection of animal and plant data will culminate in the completion of this standard in later chapters.

*The Adventures of Charlie Pierce:*  
*The Last Egret*  
Harvey E. Oyer III  
Lesson 6

**Student Targets:**

- I can describe life in Florida in the late 1800's.
- I can identify the sequence of events and why the author used it in the text.
- I can use new vocabulary that is introduced and taught directly.
- I can identify landforms of Florida.
- I can identify plants and animals in an ecosystem.

**Materials:**

- The Last Egret* Book – Chapters 7 and 8
- Anchor Chart – Plants and Animals of Florida
- Anchor Chart – Pioneer Life
- Anchor Chart – Vocabulary Words
- Charlie's Map
- The Last Egret* Journals for students page 15
- Groups of 4
- Dictionaries, thesauri, or digital tools

**Warm-up:**

The teacher will lead the Warm-up by stating: Today as our review, we will share some of the retell sticks. [Have students volunteer to share their retell sticks. Critique in a group the importance of the sequencing details given by the students. Allow about 5 minutes for sharing.]

**Activity:**

The teacher will lead the activity by stating: Yesterday you wrote vocabulary words (*inlet*, *Gulf Stream*, *tiller*, *surf*, *current*, and *jib*) in your journals and looked up the definitions. For the next 15 minutes, I would like you to read those definitions and rewrite them in your own words. To complete this, you will work in your group. One person will read all of the group's definitions, one person will accept questions about the definitions, one person will clarify the answers to the questions, and the last person will summarize what should be written as the definition. (If you have not used reciprocal teaching before, you may have to model this activity in a whole group.) Your group's job is to write a definition that is kid friendly. That means you write it in your own words. Use your book, map, dictionary, or thesaurus as a resource.

1. Students will complete their journal entries for vocabulary words.
2. Students will share with another group their definitions and make changes or additions to their own definitions.
3. Using model reading and/or shared reading strategies, read chapter 8.

4. Students will continue to list the plants and animals in the chapter and any information necessary to their pioneer life chart.

**Wrap-up:**

The teacher will lead the Wrap-up by stating: As I read chapter 8 to you, please list the plants and animals you hear or any other information necessary to the pioneer chart. Today, we learned about the physical features of Florida including the inlet, Gulf Stream, surf, and current. The other vocabulary words can be categorized as parts of a boat. Write the agreed upon definitions of the words on the vocabulary chart.

**Assessment:**

The teacher may assess journals for listings of pioneer life as well as Florida plants and animals, the stick retells, and/or the kid friendly definitions.

**Benchmarks:**

SS.4.A.4.2. – Describe pioneer life in Florida.

SS.4.G.1.1 - Identify physical features of Florida.

LA.4.1.7.8 - The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

LA.4.1.6.9 - The student will determine the meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.

SC.4.L.17. - Recognize ways plants and animals, including humans, can impact the environment. \*

\* The collection of animal and plant data will culminate in the completion of this standard in later chapters.

*The Adventures of Charlie Pierce:*  
*The Last Egret*  
Harvey E. Oyer III  
Lesson 7

**Student Targets:**

I can describe life in Florida in the late 1800's.  
I can understand how human activity affects the physical environment.  
I can respond to prompts and give proof for responses.  
I can identify plants and animals in an ecosystem.

**Materials:**

*The Last Egret* Book – Chapters 8 and 9  
Anchor Chart – Plants and Animals of Florida  
Anchor Chart – Pioneer Life  
*The Last Egret* Journals for students page 16

**Warm-up:**

The teacher will lead the Warm-up by stating: We now know who the stowaway was on the Magellan. Some of you predicted it would be Lillie. How did the author help you predict that? Turn and talk to your partner to discuss this. [Allow about 1 minute for discussion. Then have students report out in a whole group discussion.] Today we will learn about the Pa-Hay-Okee. We will buddy journal about chapters 8 and 9.

**Activity:**

The teacher will lead the activity by stating: I will read chapters 8 and 9 to you today. At different times, I will stop and give you a prompt to quickly write about. You will then trade your journal with another person. Each of you will respond to what the other wrote. We will try the first one together.

1. Read pages 69 and 70.  
Prompt: Why do you think Tiger did not laugh when Louis said, “Gator Food” about the birds killed with plumes not worth anything? [Give students a few minutes to write. They can then trade their journals with another student and respond to their writing. Share some of the responses.]
2. Read pages 71 – 76.  
Prompt: How would you feel riding in a canoe on Lettuce Lake? Give a reason why. Write, trade, respond, and share.
3. Read chapter 9.  
Prompt: What impact do you think killing the birds for plumes will have on the environment of the swamp and why do you think that? Write, trade, respond, and share.

**Wrap-up:**

The teacher will lead the Wrap-up by stating: We are beginning to see how economic growth will change the way Florida's land and wildlife. Continue to complete your pioneer life charts and animal charts.

**Assessment:**

The teacher may assess journals for listings of pioneer life as well as Florida plants and animals; the teacher may also assess the buddy journal writing.

**Benchmarks:**

SS.4.A.4.2. - Describe Pioneer Life in Florida

SS.B.2.2.3. – Understand how human activity affects the physical environment.

LA.4.2.1.5 - The student will respond to, discuss, and reflect on various literary selections, connecting text to self, text to world, text to text.

SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment. \*

\* The collection of animal and plant data will culminate in the completion of this standard in later chapters.

*The Adventures of Charlie Pierce:*  
*The Last Egret*  
Harvey E. Oyer III  
Lesson 8

**Student Targets:**

I can describe life in Florida in the late 1800's.  
I can understand how human activity affects the physical environment.  
I can respond to prompts and give proof for responses.  
I can identify physical features of Florida.  
I can name animals in Florida's ecosystem.  
I can understand the meanings of words from reading the text before and after the word.

**Materials:**

*The Last Egret* Book – Chapters 10 and 11  
Anchor Chart – Vocabulary  
Anchor Chart – Plants and Animals of Florida  
Anchor Chart – Pioneer Life  
*The Last Egret* Journals for students page 17  
Turn and talk partners

**Warm-up:**

The teacher will lead the Warm-up by stating: In the last two chapters the author is beginning to show how economic growth impacted the Florida Everglades in the late 1800's. I would like you to share what you wrote in your journals yesterday about the impact of killing birds for plumes. [Have students share their quick writes from yesterday.] I think we can agree that killing birds for their plumes was good for making money, but not so good for the environment because it upsets the balance of nature. As we continue to read the story, we will talk more about this.

**Activity:**

1. Write the words *cure*, *carcasses*, *caustic*, and *solution* on the vocabulary anchor chart. The teacher will start the lesson by stating: I am going to read Chapter 10 to you. You will hear the words in the reading. After I read we will try to determine what the words mean by using context clues. [Read chapter 10.] Let's go back and read where the word *cure* is (pg 85). Turn and talk with your partner to discuss what you think *cure* means. [Allow about one minute and then report out. Write a student friendly definition on the chart. Continue the same way with the remainder of the words, reading page 85 and 86. Students can complete vocabulary charts in their journals during independent time.]
2. Add to the Florida animal and plant life chart.



3. Before reading chapter 11, have students predict what the chapter will be about by the name of the title. Discuss as a whole group.
4. Using model and shared reading strategies, read Chapter 11. Look at the map and, using another color, draw where the second leg of their journey (journal page 12). Students can work together to read pages 94, 95, and 96. Have students estimate how many miles to Biscayne Bay from the Brickell Trading post if Charlie thought it was thirty miles from the Hillsboro Inlet.

**Wrap-up:**

The teacher will lead the Wrap-up by stating: Today we used context clues to understand the meanings of words. We also used our map to show the second part of the journey. During your independent work time, please finish journal entries.

**Assessment:**

The teacher may assess journals for listings of Florida plants and animals, vocabulary graphic organizers, and/or the completion of journal work thus far.

**Benchmarks:**

SS.4.A.4.2 - Describe pioneer life in Florida.

SS.4.G.1.1 - Identify physical features of Florida.

SS.B.2.2.3. Understands how human activity affects the physical environment.

LA.4.5.2.1 - The student will listen to information presented orally and show an understanding of points

LA.4.1.6.3 – Use context clues to determine meanings of unfamiliar words

SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment. \*

\* The collection of animal and plant data will culminate in the completion of this standard in later chapters.

The Adventures of Charlie Pierce:  
*The Last Egret*  
Harvey E. Oyer III  
Lesson 9

**Student Targets:**

- I can describe life in Florida in the late 1800's.
- I can understand how human activity affects the physical environment.
- I can summarize a story.
- I can identify plants and animals in an ecosystem.
- I can use captions for information in nonfiction.

**Materials:**

- The Last Egret* Book – Chapter 12
- Anchor Chart – Vocabulary
- Anchor Chart – Plants and Animals of Florida
- Anchor Chart – Pioneer Life
- The Last Egret* Journals for students, pages 17 and 18

**Warm-up:**

The teacher will lead the lesson by reviewing the map and vocabulary from Lesson 8. The students will share their vocabulary sentences and pictures. Next, the teacher will state: Today we will read about the Seminoles. They are Native Americans who live in Florida. We will hear a story about a plant that covered all of South Florida. As we read this chapter together, I want you to think about Charlie and his feelings.

**Activity:**

1. Using modeled reading and/or shared reading strategies, read chapter 12. Discuss what happened to the coontie plant. The students can turn and talk and report out, or the discussion could be whole group. The teacher will state: How could you connect the story of the coontie to the expedition Charlie and his friends are on? Take a few minutes to write in your journals what you are thinking. [Have students share their feelings.]
2. Next, the teacher will state: Look at the picture on page 104. If you were the author, what type of caption would you attach to this picture? Write an informational caption for this picture. [Allow students time to complete the caption.] Complete a three, two, one exit card in your journal.

**Wrap-up:**

The teacher will lead the Wrap-up by stating: Today we learned a little about the Seminoles and how they respected nature. Please continue to add to your pioneer chart. You can add information about the Seminoles on that chart.

During independent time you will complete the activities in your journal and complete any other work in the journal you need to finish.

**Assessment:**

The teacher may assess journals for listings of pioneer life in the late 1800's, the connection between coontie story and expedition, and/or the caption for the picture.

**Benchmarks:**

SS.4.A.4.2 - Describe pioneer life in Florida.

SS.B.2.2.3 – Understands how human activity affects the physical environment.

LA.4.2.1.5 - The student will respond to, discuss, and reflect on various literary selections, connecting text to self, text to world, text to text.

LA.4.1.7.1 – The student will identify the purpose of text features.

SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment. \*

\* The collection of animal and plant data will culminate in the completion of this standard in later chapters.

*The Adventures of Charlie Pierce:*  
*The Last Egret*  
Harvey E. Oyer III  
Lesson 10

**Student Targets:**

I can describe life in Florida in the late 1800's.

I can use a digital dictionary to learn the meanings of words.

I can use descriptive language to visualize what the author wanted me to know in his writing.

I can identify plants and animals in an ecosystem.

**Materials:**

*The Last Egret* Book – Chapters 13, 14, and 15

Anchor Chart – Vocabulary

*The Last Egret* Journals for students, page 19 and Vocabulary pages

Turn and Talk partners

**Warm-up:**

The teacher will lead the Warm-up by stating: Yesterday you completed a 3,2,1 exit slip. Let's share some of those today. [Have students share their exit slips as a review of the Seminoles. They can share in small groups or in a whole group.] Today I will read Chapters 13 and 14 as you follow along. There are some words we will listen for and define. These words are *sawgrass*, *island*, *cove*, *expedition*, and *rapids*. Turn and talk with your partner to tell him or her if you know any of these words. [Allow students to discuss the words for about 2 minutes. Report out. Use the digital dictionary to chart the meaning of the words.] After I read chapters 13, 14, and 15, I would like for you to make a picture in your mind based on the descriptive language the author uses.

**Activity:**

1. Read chapter 13. Reread the paragraph at the bottom of 112 that starts, "The Everglades were unlike any place I had ever seen" to show how the author used descriptive language. Then, the teacher will state: The author used a simile when he wrote, "This was like a river of grass." I'm going to draw a picture of what I see in my mind when I see these words. [Draw a picture to go with the language.]
2. Read the chapters 14 and 15. Then, the teacher will state: Now it's your turn to turn and talk to your partner. Tell them what you pictured in your mind and the descriptive language that helped you to make the image. [Allow the students to talk for about 2 minutes and then report out.]
3. The teacher will state: What you will do for the next 10 minutes is to draw a picture from one of these chapters using the author's descriptive language to help you see the image in your mind. Don't forget to write the words from the book as a caption.

**Wrap-up:**

Pull the class together as a group. Share some of the pictures and descriptive language created by the students. The teacher will state: Today we learned how beautiful Florida was in the late 1800's by the way the author described it. He also wrote about how the characters felt. Please continue to write your vocabulary words in your journals. If you did not finish your picture, please complete that also. If you need to add to your pioneer chart and animal chart, please do that as well.

**Assessment:**

The teacher may assess journals for pictures and descriptive language and/or vocabulary graphic organizers.

**Benchmarks:**

SS.4.A.4.2 – Describe pioneer life in Florida.

LA.4.1.6.10 – The students will determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.

LA.4.2.1.7 – identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism) and examine how it is used to describe people, feelings, and objects.

SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment. \*

\* The collection of animal and plant data will culminate in the completion of this standard in later chapters.

*The Adventures of Charlie Pierce:*  
*The Last Egret*  
Harvey E. Oyer III  
Lesson 11

**Student Targets:**

- I can use a map to identify physical features.
- I can identify and define land forms and trees of Florida.
- I can compare and contrast the Seminoles and the Calusa Native Americans.
- I can identify plants and animals in an ecosystem.
- I can describe life in Florida in the 1800's.

**Materials:**

- The Last Egret* Book – Chapters 18, 19, and Epilogue
- Anchor Chart – Vocabulary
- Anchor Chart – Plants and Animals of Florida
- The Last Egret* Journals for students, pages 12 and 20

**Warm-up:**

The teacher will lead the Warm-up by stating: Let's take a look at the pictures you visualized yesterday. Share the pictures with the whole group or in small groups. Today, we are going to read about going into the jungle and finding a place called the The Lost Village. This village was probably inhabited by the Calusa Native Americans. After I read chapters 16 and 17, you will read about these Native Americans and compare and contrast them with the Seminoles.

**Activity:**

1. Using model and/or shared reading strategies, read and discuss chapters 16 and 17. Discuss the feelings of the characters and how they differ. Have students write the words *peninsula*, *everglades*, *basin*, and *cypress* on their vocabulary graphic organizer on pages 7 and 8.
2. Have students work with partners to chart the course of travel thus far on the map. Use a different color crayon or pencil to draw this route.
3. Have the students read the information on the Calusa and Seminole Native Americans. Use the compare and contrast graphic organizer on page 20 to compare and contrast the two tribes.

**Wrap-up:**

The teacher will lead the Wrap-up by stating: The boys and Lillie finally found the snowy egret's rookery. We will find out what happened tomorrow. In the meantime, I want you to work with your partner to draw the route on the map in your journal (from where they ended in chapter 4 through where they are on page 120). Then you will read about the two tribes and compare and contrast them.

**Assessment:**

The teacher may assess journals for pictures of what students visualize, the animal and plant chart additions, and/or the vocabulary organizer.

**Benchmarks:**

SS.4.G.1.1 Identify physical features of Florida.

SS.4.A.4.2. – Describe pioneer life in Florida.

LA.4.1.7.7 - The student will compare and contrast elements in multiple texts (e.g., setting , characters, problems)

LA.4.1.6.9 - The student will determine the meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.

SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment. \*

\* The collection of animal and plant data will culminate in the completion of this standard in later chapters.

*The Adventures of Charlie Pierce:*  
*The Last Egret*  
Harvey E. Oyer III  
Lesson 12

**Student Targets:**

I can respond to literature based on information from the text.  
I can use digital tools to find the meaning to vocabulary words.  
I can determine the estimate of a reasonable answer to a problem.  
I can create a chart to show how animals interact in an ecosystem.

**Materials:**

*The Last Egret* Book – Chapters 18, 19, and Epilogue  
Anchor Chart – Plants and Animals of Florida  
*The Last Egret* Journals for students, pages 21  
Science Book – Pages 498 -501

**Warm-up:**

The teacher will lead the Warm-up by stating: We talked about Lillie and Tiger and how we think they felt at the end of chapter 17. We think Lillie and Tiger do not want to kill the snowy egrets. The author has given us clues throughout the book. Tiger is a Seminole who feels that killing the birds for plumes is a waste of nature, and of course, Lillie is like Tiger. So we think she is feeling the same thing. I will read the last chapter and the epilogue. What is an epilogue? Turn and talk about what an epilogue of a book is. [Allow students to talk with a partner about an epilogue for 30 seconds and then report out.]

**Activity:**

1. Using model and/or shared reading strategies, read pages 147 – 152. The teacher will state: In your journals do a quick write about what the conflict is so far. [Allow one minute. Have students share.] Read pages 153-155. Quick write in your journal what you think Charlie will do now? [Allow one minute. Have students share.] Read page 156. Quick write in your journal what you think about the ending to the story. [Allow one minute. Have students share.]
2. Read the epilogue. The teacher will state: In your journals quick write about the effect of plume hunting had on the Everglades? Determine how many years plume hunting was legal before the United States passed the Federal Migratory Bird Treaty Act. [Allow 5 minutes to write and determine answer to the second question. Report out.]

**Wrap-up:**

The teacher will lead the Wrap-up by stating: Let's look at our plant and animal chart. Animals and plants live together for a reason. They live in a habitat for shelter and food. In your science books on page 498, you will read about



producers and consumers and animals that eat meat (carnivores), animals that only eat plants (herbivores) and animals that eat both (omnivores). You will use your Florida animal and plant chart to classify the animals under these three categories. Then you will mark if the plants and animals are producers or consumers. See the diagram on page 501 as an example.

**Assessment:**

The teacher may assess journals for Quick Writes, the producer and consumer diagram, and/or how students solved math problem.

**Benchmarks:**

LA.4.2.1.5 - The student will respond to, discuss, and reflect on various literary selections, connecting text to self, text to world, text to text.

SC.G.1.2.1.4.1 - Knows how plants and animals interact with one another in an ecosystem.

LA.4.1.6.9 - Determine the meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.

MA.4.A.6.6 - Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact number

*The Adventures of Charlie Pierce:*  
*The Last Egret*  
Harvey E. Oyer III  
Lesson 13

**Student Targets:**

Each activity has its own benchmark(s).

**Materials:**

*The Last Egret* Book – About Charlie Pierce

**Activity:**

The teacher will lead the lesson by stating: *The Last Egret* is a story of Charlie Pierce. He was a one of the barefoot mailmen who carried from Palm Beach to Miami each week. The last few pages of the book are a short biography of Charlie. Please follow along as I read this short biography. Using model and/or shared reading strategies, read the section entitled *About Charlie Pierce*. Discuss his accomplishments with the class.

As we read this book, we have learned a great deal about pioneer life in Florida, the animals and plants of Florida, how humans impact the environment, and much more. However, the book has mentioned so many other things that can be researched and made into a project. I have created a list of projects to culminate or end the book with a celebration. They are listed at the end of your journal. You can choose to do one or two of the projects. We will work on them in the classroom for the next week. Then we will share our projects.

**Assessment:** The teacher may use a rubric to assess the projects. (See the journals for benchmarks and rubric.)

*The Adventures of Charlie Pierce:  
The Last Egret*

By Harvey E. Oyer III

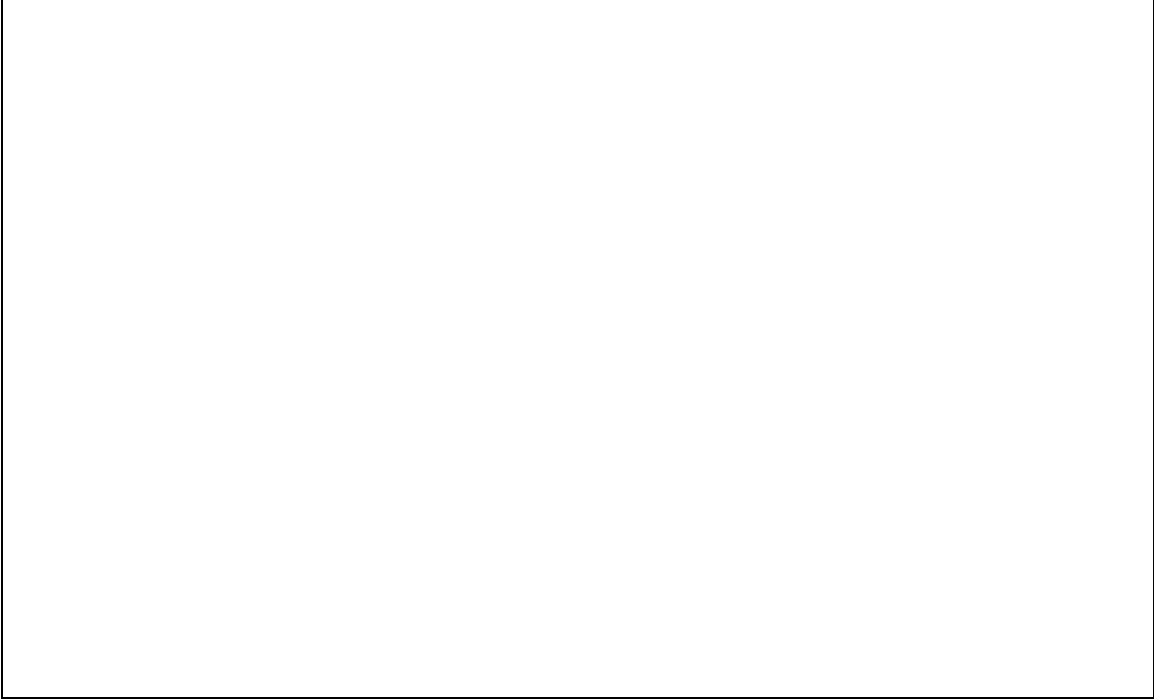
Journal

Name \_\_\_\_\_

From \_\_\_\_\_ to \_\_\_\_\_

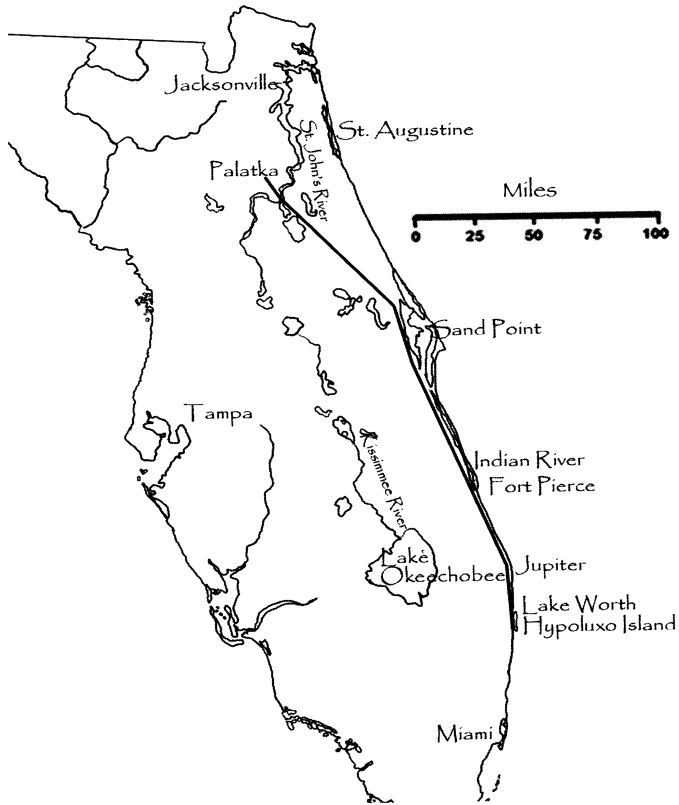


Chapter One: "Two Pounds of Grits"  
Draw a picture and summarize chapter one.




## Chapter Two: "Papa's Secret"

Highlight the barrier islands on the map and explain what they are. Write the key ideas of this chapter.



### Chapter Three: "A Stranger Visits"

Write a definition in your own words, draw a picture, and use the word in a sentence that shows understanding.

Word: Rookery	Definition:
Sentence:	Picture:

Word: Plumes	Definition:
Sentence:	Picture:

Word: Skiff	Definition:
Sentence:	Picture:

Word: Fowl	Definition:
Sentence:	Picture:

Word: Scoundrel	Definition:
Sentence:	Picture:

Word:	Definition:
Sentence:	Picture:



Word:	Definition:
Sentence:	Picture:

Word:	Definition:
Sentence:	Picture:

Word:	Definition:
Sentence:	Picture:

Word:	Definition:
Sentence:	Picture:

Word:	Definition:
Sentence:	Picture:

Word:	Definition:
Sentence:	Picture:

Word:	Definition:
Sentence:	Picture:

Word:	Definition:
Sentence:	Picture:

Word:	Definition:
Sentence:	Picture:

Word:	Definition:
Sentence:	Picture:

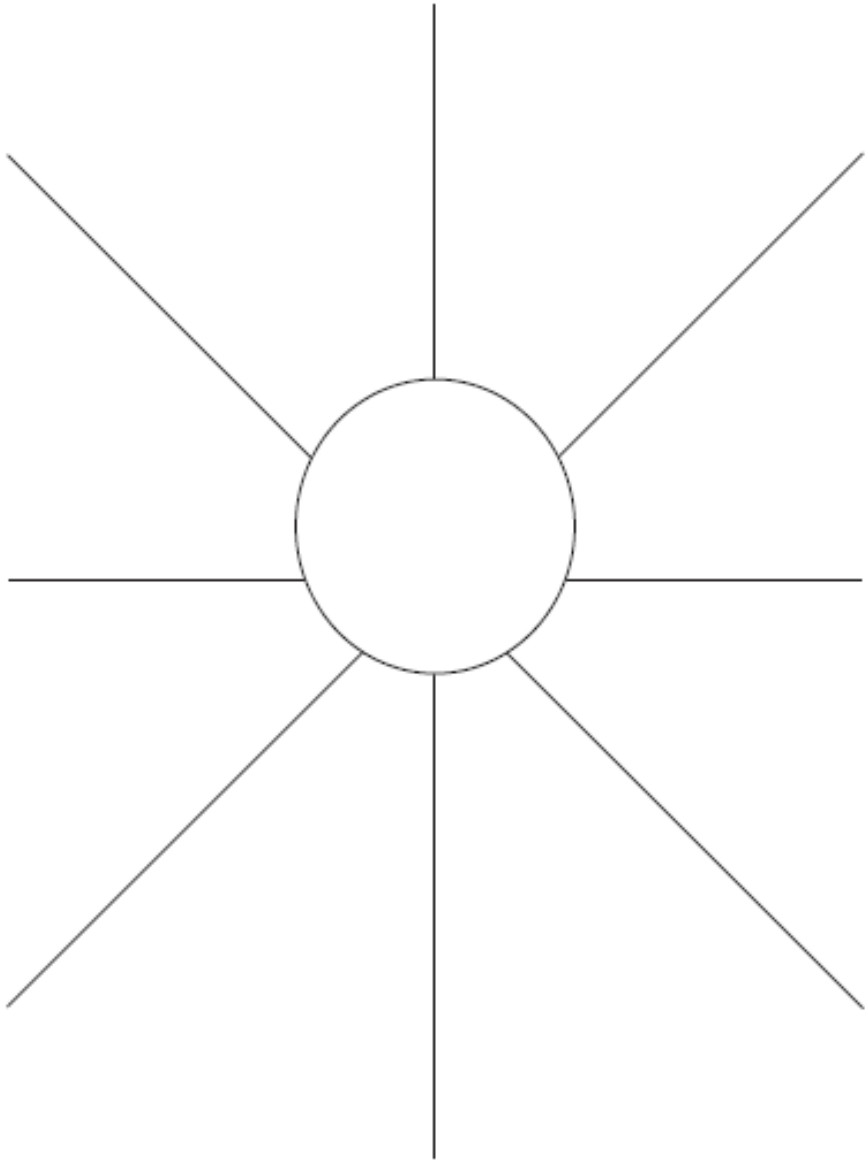
Word:	Definition:
Sentence:	Picture:

Word:	Definition:
Sentence:	Picture:

Word:	Definition:
Sentence:	Picture:

Word:	Definition:
Sentence:	Picture:

Chapter Four: "For Sale"  
Chapter Five: "Friends to the Rescue"  
Choose a character from the book and write his or her  
character traits on the graphic organizer.

<b>Name</b> _____	Character Characteristics
C.001.SS2	
	
<small>©2006 Student Center Activities, Copyrighted Work</small>	<small>©2006 The Florida Center for Reading Research (Revised July 2007)</small>



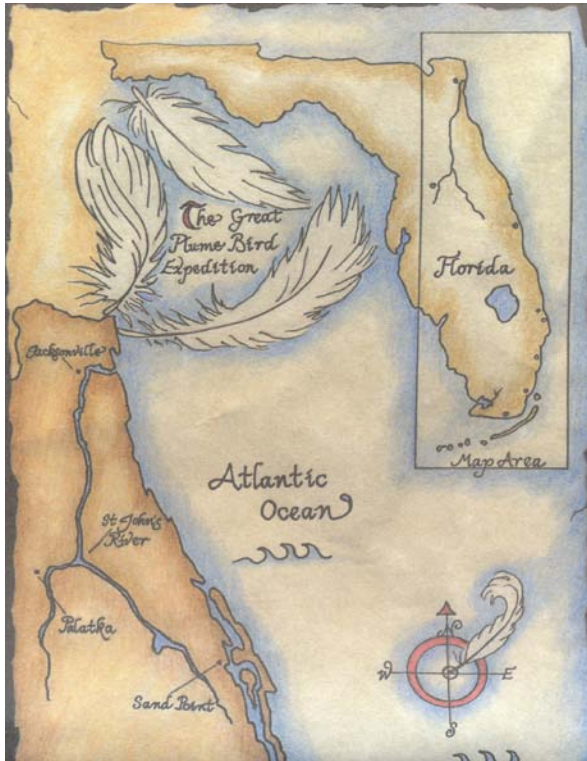
Make a list of plants and animals of Florida you read about in the book.

**Plants**

**Animals**


Pioneer Life in Florida

<b>Food</b>	<b>Shelter</b>	<b>Transportation</b>	<b>Other Facts</b>



Draw the route on the map described by Charlie on page 49.

Write the plot of the story:

---



---



---

Who do you think left a footprint in the sand at the end of chapter 5? Why do you think that?

---



---



---



---



---



---



---



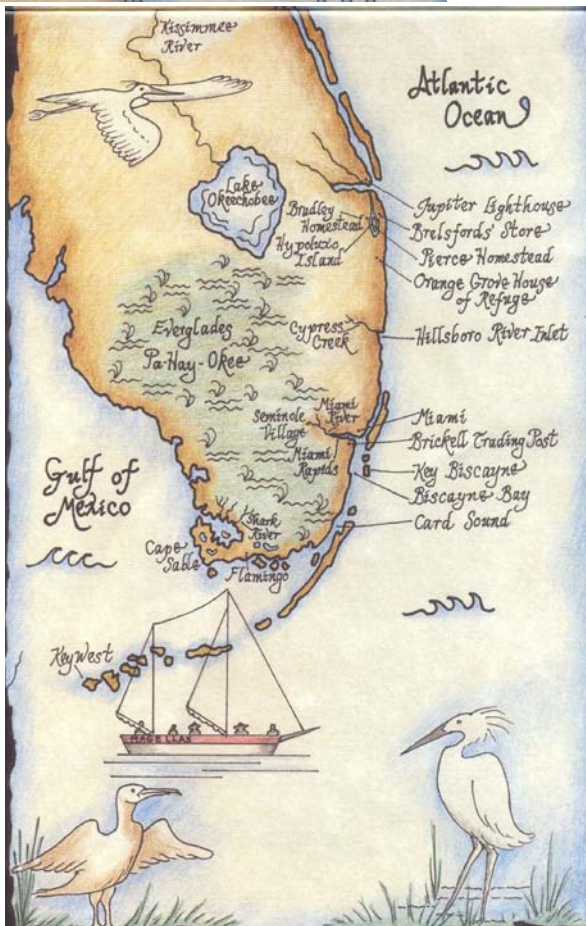
---



---



---



### 3-2-1 Exit Slip

List three things that show the growth of Florida in the 1800's.

- 1.
- 2.
- 3.

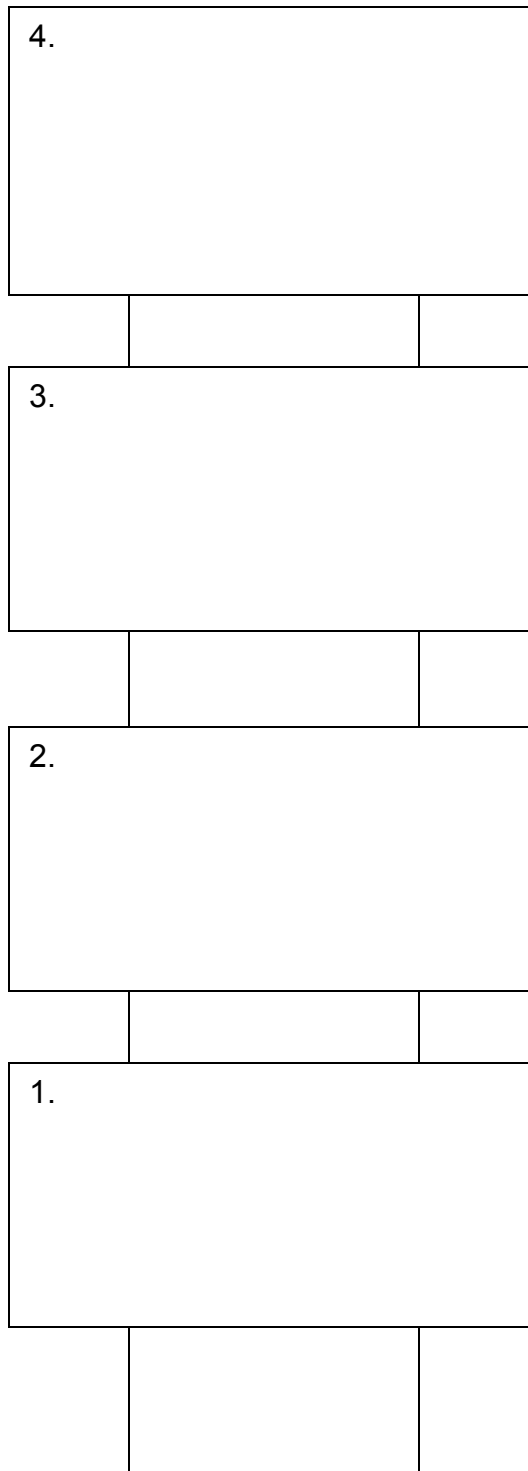
List two animals that live in Florida.

- 1.
- 2.

List one of Charlie's friends who will accompany him on his trip to find the plumes.

- 1.

Use the “Retell Stick” to order the preparations of Charlie and his friends to make his journey:



**Group Names** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Reader: Read the definitions</b>	<b>Questioner: Write all questions about the definitions.</b>
<b>Clarifier: Clarify the questions</b>	<b>Summarizer: Summarize the definition for each word</b>

## Buddy Journal Response:

1. Why do you think Tiger did not laugh when Louis said, "Gator Food" about the birds killed with plumes not worth anything?

---

---

---

---

Partner Name \_\_\_\_\_

Partner Response

---

---

---

---

2. How would you feel riding in a canoe on Lettuce Lake? Give a reason why.

---

---

---

---

Partner Name \_\_\_\_\_

Partner Response

---

---

---

---

3. What impact do you think killing the birds for plumes will have on the environment of the swamp and why do you think that?

---

---

---

---

Partner Name \_\_\_\_\_

Partner Response

---

---

---

---



Write an informational caption for this picture of the Seminole Village.

---

---

---

---

---

---

---

---

---

---

---



### 3-2-1 Exit Slip

Name three things you learned about the Seminoles from chapter 12.

1.

2.

3.

Name two things that the white man did to hurt the earth.

1.

2.

Name one thing Tiger can do to feel better about hunting egrets.

1.

Draw your visualization of the author's descriptive language you read in chapters 13, 14, or 15. Write the words that helped you see this picture in your mind.



---

---

---

---

---

---

---

---

---

---

## Compare and Contrast Chart Graphic Organizer

Item #1 _____	Item #2 _____
---------------	---------------

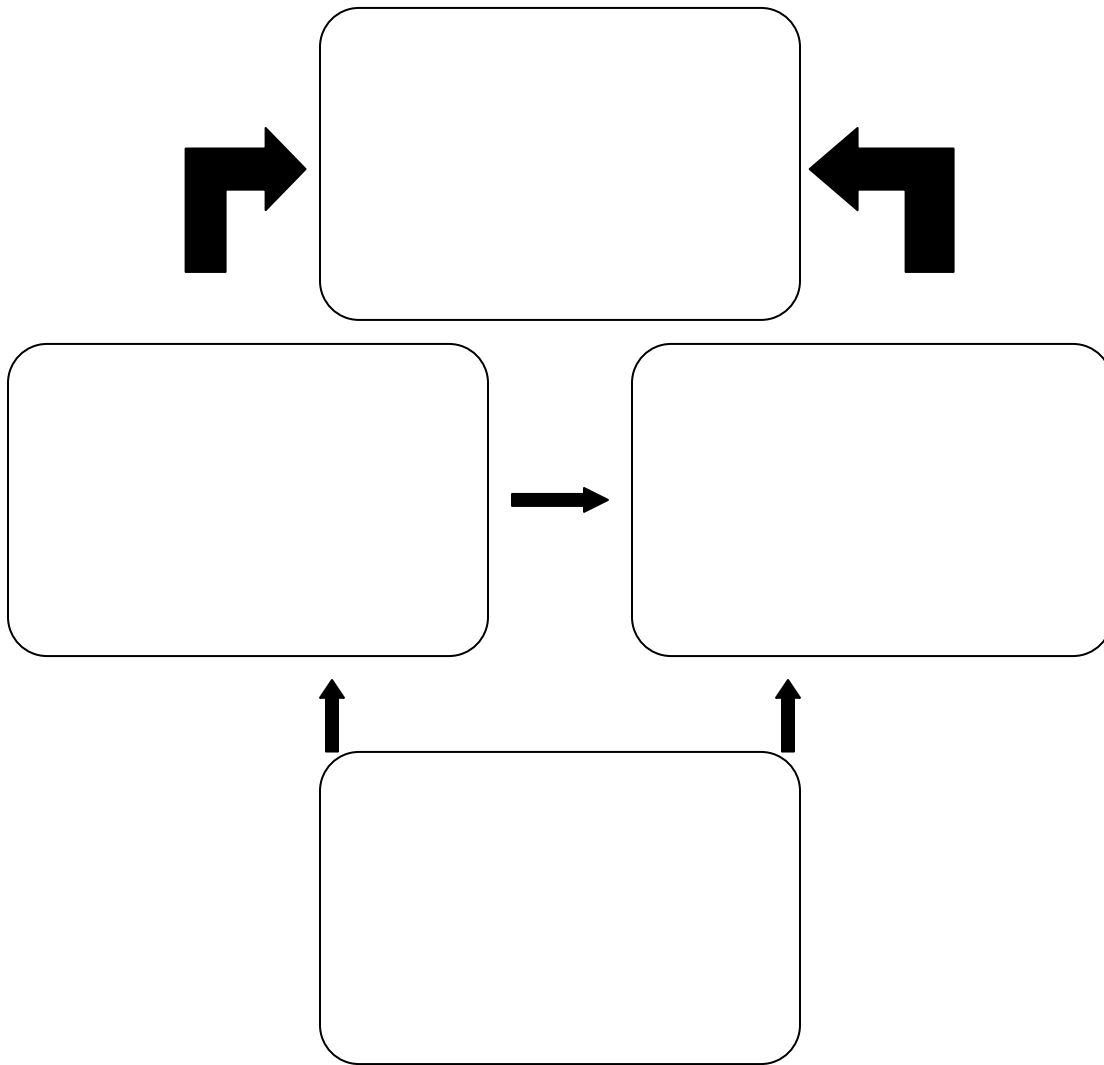
How are they alike?


How are they different?





Draw a diagram showing herbivores, carnivores, and omnivores. Label the producers and consumers. (Look at page 501 in your Science book for an example.)



## Culminating Projects

1. Research Charlie Pierce online. Create a timeline showing important events in his life. Present to the class. Show why he was a significant person in Florida's history.
2. Research one of the famous people listed in the book (Lewis and Clark, Henry Flagler, John James Audubon, Captain Brevard). Make a poster showing how that person or persons were important to Florida's growth.
3. Make a Seminole village and prepare a presentation about it.
4. Make a village of the Shell people and prepare a presentation about it.
5. Research the snowy egret or any one of the other birds mentioned in this book. Include how it is important to Florida's ecosystem. Create a poster of the bird.
6. Write a reader's theater for one of the chapters and perform it with a group.
7. Research one of the animals of Florida. Make a diorama showing the habitat. Present to the class giving information about the animal, habitat, adaptations, and other information.
8. Research one of the plants native to Florida. Paint, draw, or take a photograph to go with your report.
9. Research the Gulf Oil Spill that happened this year. Make a comparison chart to show how it was similar to the hunting of plumes in the 19<sup>th</sup> century.
10. Research the Seminole Wars. Write a critique about the wars.
11. Research one of the endangered animals of Florida. Write a report about the reason they became endangered and what is being done to save them.
12. Pretend you are a reporter. Write questions you would ask Charlie Pierce about his expedition. Then pretend you are Charlie Pierce and answer them. This can be done as partner work.
13. Create a food chain or food web of animals in the Everglades. Label them as consumers, producers, omnivores, herbivores, or carnivores. Present the importance of their part of the ecosystem.
14. Research one of the landforms in the story. Make a diagram of the landform and make a presentation.
15. Compare the map of Florida from the story with the map of Florida today. Show how the maps are the same and different.
16. Use a map from today to chart the course that Charlie and his friends took. Use the scale on the map to show how many miles they traveled.
17. Write a letter to Charlie Pierce. Persuade him not to go plume hunting. Use information from the present time to show the impact humans have on nature.
18. Create a brochure for a trip to the Everglades during pioneer times. Include transportation, food, and accommodations for sleeping.

19. Create a poem about The Last Egret. Include the main idea of the story.
20. Make a game called "The Last Egret Expedition". Include the journeys, problems, and solutions to the game.
21. Conduct an experiment using the scientific method to determine the effect of lime juice on three objects. Present the results of your findings.
22. . Pretend you are Lillie. Describe how you survived in the wilderness when you left the girl's school in Palatka until you reached Hypoluxo Island, 250 miles away. Write it as a diary.
23. Charlie, Tiger, and Lillie dried the bird meat to eat later. Research how this is done and write a recipe for it. Present the recipe to the class and the results.
24. Create a vocabulary book with the words that pertain to the story. Include the following words: hammock, chickee hut, homestead, provision, marshland, and Spanish moss. Use pictures and captions to show the meaning of the words. Bind the book and present it.
25. Create a PowerPoint or storyboard presentation to compare the life of a modern day child to that of a pioneer child based on the information charted.
26. Use materials other than paper and pencil to create a book report about The Last Egret. Present the book report to the class.

## Rubric for your project

CATEGORY	4	3	2	1
<b>Organization</b>	Information is very organized with well-constructed paragraphs and subheadings or with steps in a process.	Information is organized with well-constructed paragraphs or with steps in a process	Information is organized, but paragraphs are not well-constructed or steps in the process are unclear.	The information appears to be disorganized.
<b>Amount of Information</b>	All topics are addressed and is clearly presented in written and oral form.	All topics are addressed and most of the information is clearly presented in written and oral form.	All topics are addressed, and some of the information is clearly presented in written and oral form.	One or more topics were not addressed.
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Diagrams &amp; Illustrations</b>	Diagrams and illustrations are neat, accurate and add to the audiences' understanding of the topic.	Diagrams and illustrations are accurate and add to the audience's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the audience's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the audience's understanding of the topic.



Mr. Pierce



Kseniya



Mr. Pierce

- Honest
- Hunter
- Businessman
- Father
- Proud
- Conservationist
- Industrious

Clair