

Trip to St Augustine Lighthouse

Step 1: Identify Learners	Identify Classroom needs	Inclusive high school history classroom 20 students, including 5 with disabilities Some involved with history club
	Identify individual student needs	- Ryan: provide visuals, verbal directions/explanations, processing time - Venicia: pair with peer for written class tasks, oral responses to quizzes and writing prompts - Latrell: pair with organized, even-tempered peers - Marcus: prompts to focus, hands-on activities - Tina: extra time, additional support with abstract ideas
Step 2: Identify Curricular Priorities	Determine state/local standards	SS.912.A.6.15 Examine key events and peoples in Florida history as they relate to United States history.
	Create essential questions	What was strategic importance of the St Augustine Lighthouse during WWII? How does the lighthouse during WWII compare to present-day Homeland Security
	Identify prerequisite knowledge and skills	Geographic understanding – why was it put where it was? Changing coastline Cardinal direction Land forms Tides Basic understanding of WWII – who was on which side? Basic understanding of purpose of Coast Guard Basic understanding of purpose of a lighthouse
Step 3: Design Assessment Framework	Performance tasks or projects	1) “Sand table” of coastline – similar to 3D map – to show changing coastline, why lighthouse is where it is, etc. 2) Locate and ID on a map ships that sank off the coast – shows what happens when the light is out 3) Write historical fiction about life as a lightkeeper
	Oral or written prompt	1) Compare the use of St Augustine Lighthouse during WWII to use during Spanish colonial period 2) Compare the military usage during WWII to usage during war on terror
	Quiz or test	Vocabulary quiz – nautical terms; prerequisite materials Labeling diagram – parts of a lighthouse
	Informal assessment	Entrance/Exit slips (something learned yesterday/something learned today) Discussion
Step 4: Create Learning Activities	Design and sequence learning activities	1) Introduce vocabulary, map skills, lighthouse diagram, essential question 2) Use www.staugustinelighthouse.com to build background knowledge a. Panoramic view from top 3) Trip a. Have map with things for them to label – one fact from each area i. Compare the facts gathered upon return b. Gist of the sunken ships i. Include Thomas Greene - captain of “Captain Tom” c. WWII facts are in keeper’s house i. Summarize WWII era – who operated, to what effect, etc.
	Check for integration of accommodations	- Alternate activities for kids < 44 inches - Handicapped entrance to keeper’s house - Visually impaired kids – lots of explanation, can touch the cannon in the basement?