

# **Teacher's Guide**

**for**

## ***The Adventures of Charlie Pierce***

## ***The Last Calusa***

**By Harvey E. Oyer III**



**The Historical Society of Palm Beach County would like to thank the members of the of the Writing Team and Review Team for the time and effort they put in to writing this teacher’s guide for *The Adventures of Charlie Pierce: The Last Calusa*.**

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***The Adventures of Charlie Pierce***  
***The Last Calusa***  
**Harvey E. Oyer III**  
**Chapters 1 & 2**  
**Written by Patricia Kissel**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

LA.4.1.5.1: The student will demonstrate the ability to read grade level text.

LA.4.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text.

LA.4.1.7.1: The student will identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps).

LA.4.1.7.2: The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text.

LA.4.1.7.3: The student will 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.

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

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

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

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

Anchor Chart – Vocabulary

Florida Map, United States Map

*The Last Calusa* journals for students

Venn Diagram

**Warm-up:**

The teacher will lead the Warm-up by stating: "We will read *The Last Calusa* by Harvey E. Oyer III. The author is a descendant of one of the barefoot mailmen who traveled and brought mail across the state of Florida. The setting of this story is our own state of Florida and takes place in an area that is very close to where we live. Examine the map on the inside front cover. Notice that the map of Florida has been enlarged to show us Hypoluxo Island, Charlie's home.

To get started, some words have been charted that the class can look for in the first two chapters." (Pronounce the following words on the chart and have the students repeat them: muttered, dibber, bromeliad, expedition, tweed, naturalist, orchid, epiphyte, insatiable, thunderstruck, mollified. Teachers can use <http://www.merriam-webster.com/dictionary> and chart the words in student-friendly terms. See student-friendly definitions below. (Discovering definitions with context clues is introduced in the Chapter 4 Warm-up)

**Vocabulary**

bromeliad – a monocot flowering plant, of which the pineapple is one.

dibber – a small, pointed tool for making holes in soil.

epiphyte – a plant that derives its moisture and nutrients from the air and rain, and usually grows on another plant.

expedition – exploration for a specific purpose.

insatiable – not able to be satisfied.  
mollified – contented; pacified.  
muttered – having spoken in low tones.  
naturalist – scientist who studies nature.  
orchid (n) – a plant with brightly-colored flowers that have unusual shapes.  
thunderstruck – astonished.  
tweed – a woolen fabric.

### **Activity:**

1. Introduce words of interest: *muttered, dibber, bromeliad, expedition, tweed, naturalist, orchid, epiphyte, insatiable, thunderstruck, mollified.*

2. Use modeled reading to introduce the first chapter of the story, pp.9-13.

Have students summarize in a short discussion with them, about why Charlie is not in a good mood, and why he has agreed to plant pineapples. Ask the students to predict who they think the visitors are, back at the house.

Additional information - Explain that Florida was the leading producer of pineapples until the turn of the century when a presumed disease killed most of them. Now Hawaii is the leading producer. Pineapple slips are actually small plants that grow around the base of a pineapple. Grocery store pineapples do not usually have the slips attached. Tell the students they can easily grow their own pineapples by slicing off the crown of leaves and a little bit of the top of the fruit attached, and set it on the ground. It will grow well in almost any soil. Plant some outside the classroom if possible. They will grow and form their own slips.

3. Explain why the title of the chapter is well-known by readers. (In 1871 Henry Morton Stanley was sent by the New York Herald to find Dr. David Livingstone who was on an expedition in Africa and who had not been heard from for six years. Upon finding him, he said, “Dr. Livingstone, I presume?”) Explain that the character, Dr. Livingston, in this story is not the same, even though both are types of explorers, and note the difference in the spelling of their last names. Locate where he is from (Connecticut) on the U.S. map. Approximate how far he has traveled, using the scale of miles on the U.S. map.

4. Using modeled reading or shared reading strategies to read the second chapter, “Dr. Livingston, I Presume.” Students can choose to read with a partner, read in a small group, read with the teacher, or read alone.

5. After reading Chapter Two, discussion could center on the following:

- A. Who are the visitors and from where have they come?
- B. Why are they visiting the Pierce family?
- C. Why does Dr. Livingston want to venture into the swampland?
- D. How did Dr. Livingston hear about Charlie and his knowledge of the swampland?
- E. Why is Charlie excited about guiding Dr. Livingston and Mr. Bartley into the swamp?
- F. Charlie thinks of asking his friend, Tiger Bowlegs, to go along, because he knows the swampland well. Students can make predictions about whether Tiger and Lillie will be going on the trip, and explain their predictions.
- G. Why does Mama seem to be flustered during the visit?
- H. How does the author create excitement about continuing into the story?

### **Reflection:**

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. We know the setting, we have met the characters, we have learned new vocabulary, and we know that Charlie is planning another expedition.

## Assessment

1. On a United States map, locate Connecticut and the area of Florida where our story takes place. Calculate the distance between the two states. Tell the class how you calculated the distance, and some important information about each state through which Dr. Livingston and his student assistant, Jonathan Bartley, traveled. Discuss how much time it may have taken for their journey to meet Charlie. (Remember, there were no interstate highways, such as I-95, in the late 1800's).
2. Bring an orchid from home that you have growing in a basket to school. Explain the different parts of the plant to the class. (If you do not have an orchid, draw a picture of one on chart paper that you can show to the class through a document camera, or attached to the front board). Be sure to include the following parts of the orchid plant: petal, leaf, sepal, lip, anther, sheath, column, and bud.
3. Students can create a Venn Diagram of character traits comparing themselves to either Charlie or Lillie, based on what they have learned about the two characters in the first two chapters. They can draw it in their journals.
4. Students may have orchids growing in baskets that they could bring to school.
5. Students may keep a vocabulary page in the back of the journal.
6. Review the four types of comprehension questions usually found on reading assessments. See next page for the review and an assessment.

Read the following information about questions, carefully: Comprehension questions fall into four categories.

**“Right There”** questions ask for information that is easy to find, usually word-for-word, in the paragraphs of the text.

**“Search and Find”** questions require you to look in more than one place in the text to answer the question.

**“Author and Me”** questions ask you to answer a question based on personal knowledge and what you have learned from the author.

**“On My Own”** questions are those that you answer completely by yourself, with no assistance from the author.

Write the answers to the following questions from Chapters 1 & 2 in your journal:

### Four Kinds of Questions

**“Right There”** question – Why are pineapples unfriendly?

**“Search and Find”** question – How do you know the area where Charlie lives is becoming more populated?

**“Author and Me”** question – Why might it be easy or difficult for you to plant pineapples around the outside of your house?

**“On My Own”** question – Think about a job you are responsible for doing, in your family. Compare it to planting pineapples with a Venn Diagram, then write about the similarities and differences between your job and planting pineapples.

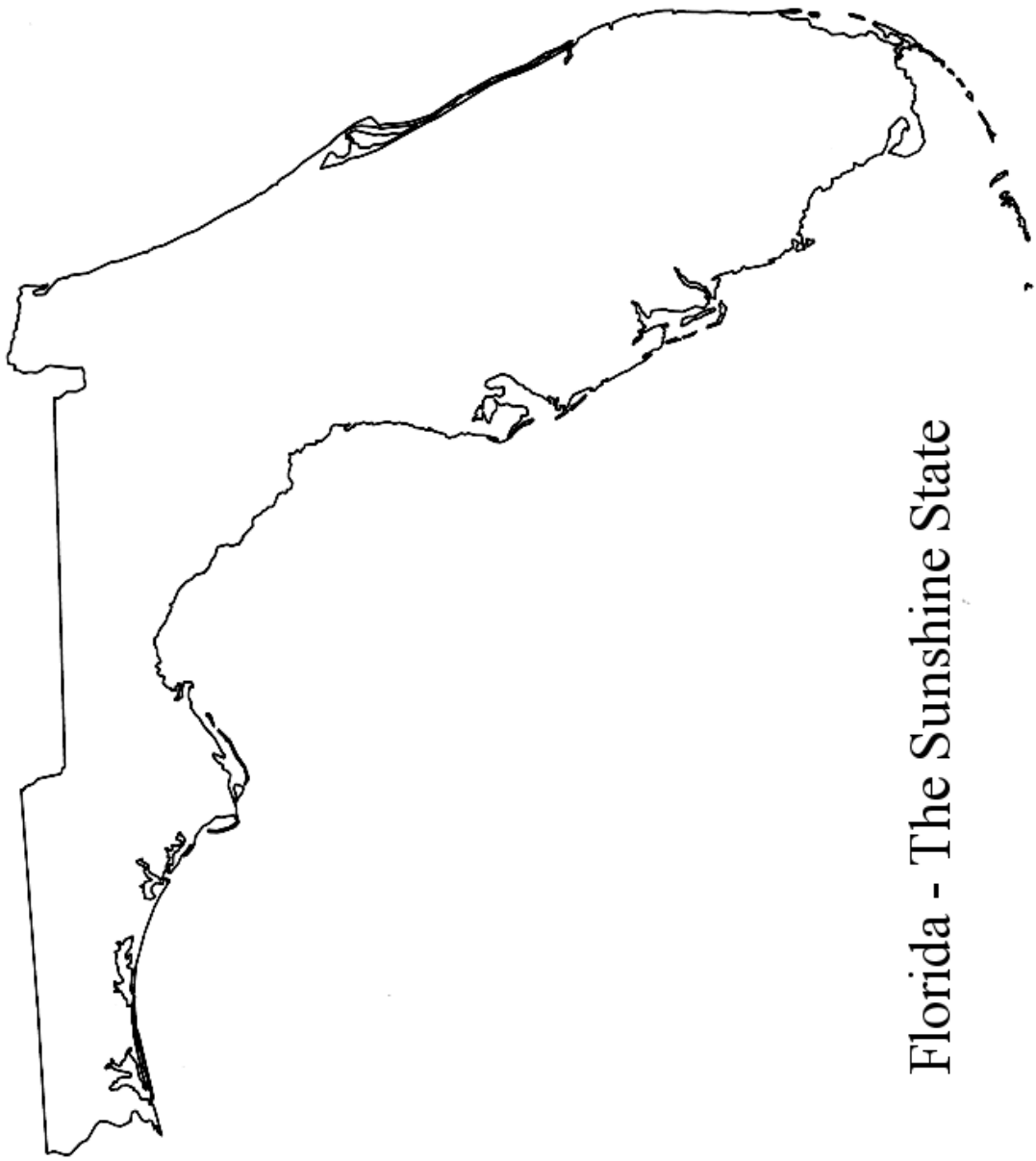
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*(Adapted from a workshop on Differentiated Instruction by Betty Hollas  
<http://www.sde.com/presenters/featured-presenter.asp?id=89>)*



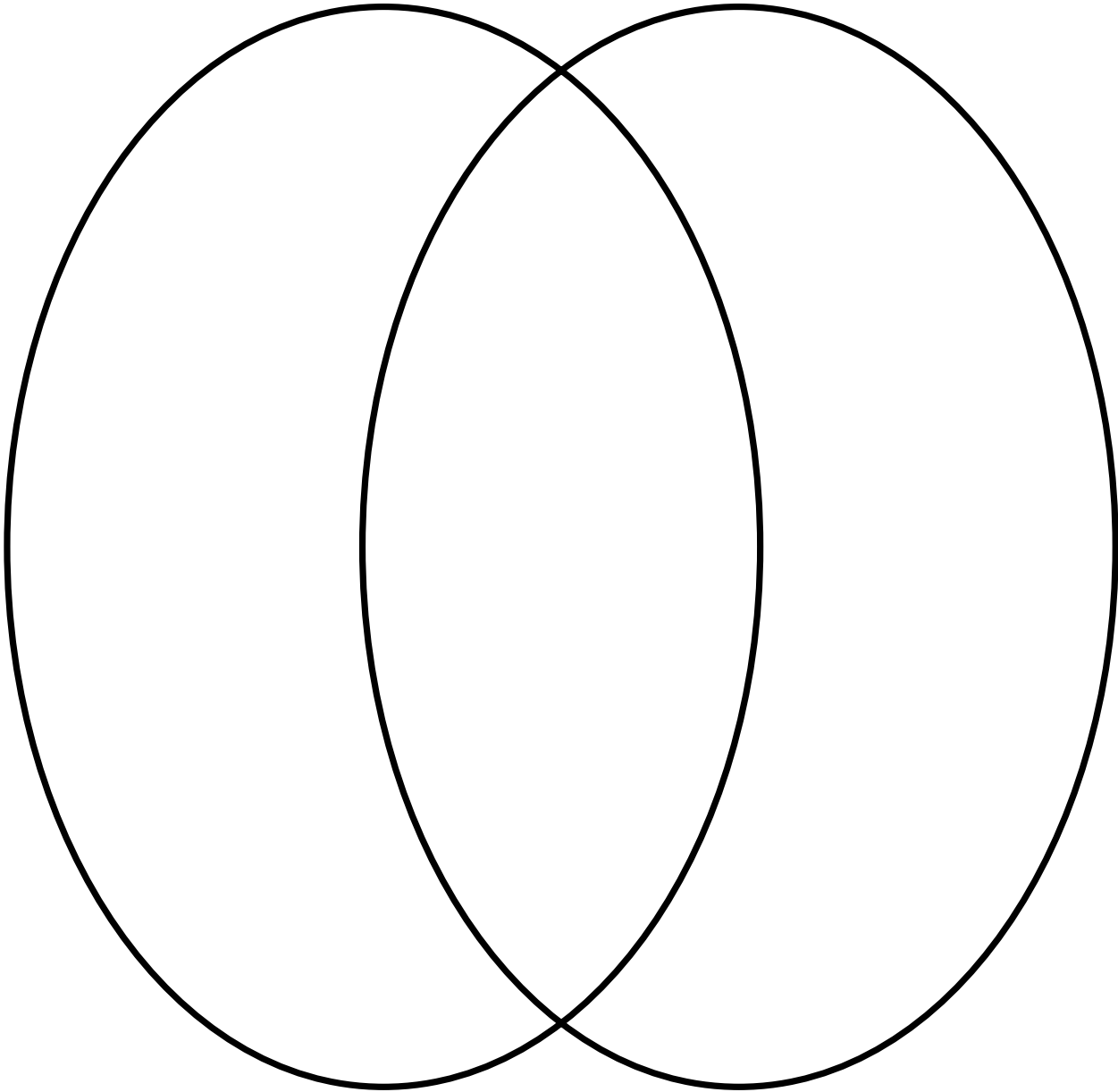
Florida - The Sunshine State

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Venn Diagram

**Directions:** Analyze two categories that overlap. Similarities go in the middle shared section. Differences are listed in the outer areas.

1<sup>st</sup> Topic: \_\_\_\_\_ 2<sup>nd</sup> Topic: \_\_\_\_\_



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***The Adventures of Charlie Pierce***  
***The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 3**  
**Written by Patricia Kissel**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

LA.4.1.5.1: The student will demonstrate the ability to read grade level text.

LA.4.1.6.2: The student will listen to, read, and s=discuss familiar and conceptually challenging text.

LA.4.4.2.2: The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate.

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

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

Anchor Chart – Vocabulary

Florida Map, United States Map

*The Last Calusa* journals for students

**Warm-up:**

The teacher will lead the Warm-up by saying, "In this chapter, we will learn more about the personality traits of each character in several ways – by the conversations between and among them, by what one character may say about the other, and by what the author writes about each of them. The title of the chapter is 'Lillie Pulls a Fast One.' The phrase "pulls a fast one" is an idiom. Idioms are sentences or phrases that cannot be understood by examining the words used to construct them. You'll find that Lillie doesn't really pull anything fast, but rather, the words have a different meaning. It's important to understand what idioms are, because authors use them frequently. You probably know some of the more common idioms such as 'in hot water', 'easy as pie', and 'cold feet.' We'll meet more in the chapters that follow.

Before class begins to read, some words have been charted that the class can look for in Chapter 3. (Pronounce the following words on the chart and have the students repeat them: dumbfounded, smirked, swindler, sternly, interrogate, sauntered, curtsied, preeminent, etiquette, diction, elocution, tolerance). We will use context clues to decide what the words mean, and a digital dictionary if needed." Teachers can use <http://www.merriam-webster.com/dictionary> and chart the words in student-friendly terms. See student-friendly definitions below.

**Vocabulary**

curtsied – greeted by bending the knee and bowing (usually done by girls or women).

diction – choice of correct words when speaking.

dumbfounded – amazed or astonished.

elocution – the art of effective public speaking.

etiquette – the proper way to behave.

interrogate – ask questions, or examine.

preeminent – superior; outstanding.

sauntered – walked slowly; strolled.

smirked – smiled in a smug or silly way.

sternly – in a severe manner.

swindler – a person who cheats or deceives another person.



tolerance (n) – the ability to put up with something unpleasant or harmful.

### Activity:

1. Introduce words of interest: *dumbfounded, smirked, swindler, sternly, interrogate, sauntered, curtsied, preeminent, outstanding etiquette, diction, elocution, tolerance.*
2. Using modeled reading or shared reading strategies to read the third chapter, “Lillie Pulls a Fast One.” Students can choose to read with a partner, read in a small group, read with the teacher, or read by themselves.
3. Using the Scholastic reference book, *Dictionary of Idioms*, or the website, <http://www.idiomsite.com/>, read some of the common idioms that would be familiar to children, and discuss. Ask the students if their parents ever use idioms when talking to them. Have students write a favorite idiom in their journals, and add to the list as the story continues.
4. After reading the chapter, ask the students what the “fast one” was that Lillie pulled. You can list the sample idioms that follow on the board and students can choose one to explain or present

You’re in hot water.

Bury your head in the sand.

Butter someone up

Straw that broke the camel’s back

Strike while the iron is hot.

That’s the way the ball bounces.

A watched pot never boils.

Walking on air

Don’ put all your eggs in one basket.

People who live in glass houses shouldn’t throw stones.

Ignorance is bliss.

If the shoe fits, wear it.

He’s a fish out of water.

5. Ask the students to create a chart in their journals that teaches about the characters’ personality traits. The chart should have three columns, and several rows. Example:

Character’s name	Words the character uses in conversation	What I know about the character now

On the left side, students write the name of the character. In the middle, students write something the character says in conversation. On the right side, students write what the words the character says tell about him or her.

6. In this chapter, Charlie tells Dr. Livingston the route they will take to reach Pa-Hay-Okee. Find each location (Biscayne Bay, the Shark River, etc.) on a map of Florida. Show students the Scale of Miles on the map and how to calculate the approximate distance of how far Charlie and Lillie will be taking their visitors.

### Reflection:

The teacher can summarize what has been learned about the personalities of the characters in this chapter. We learn more about them by what they say, what they do, and how the other characters behave toward them.

The teacher should reinforce that authors use idioms frequently, but in order to understand them, students should examine the context in which they are used, and not the exact words.

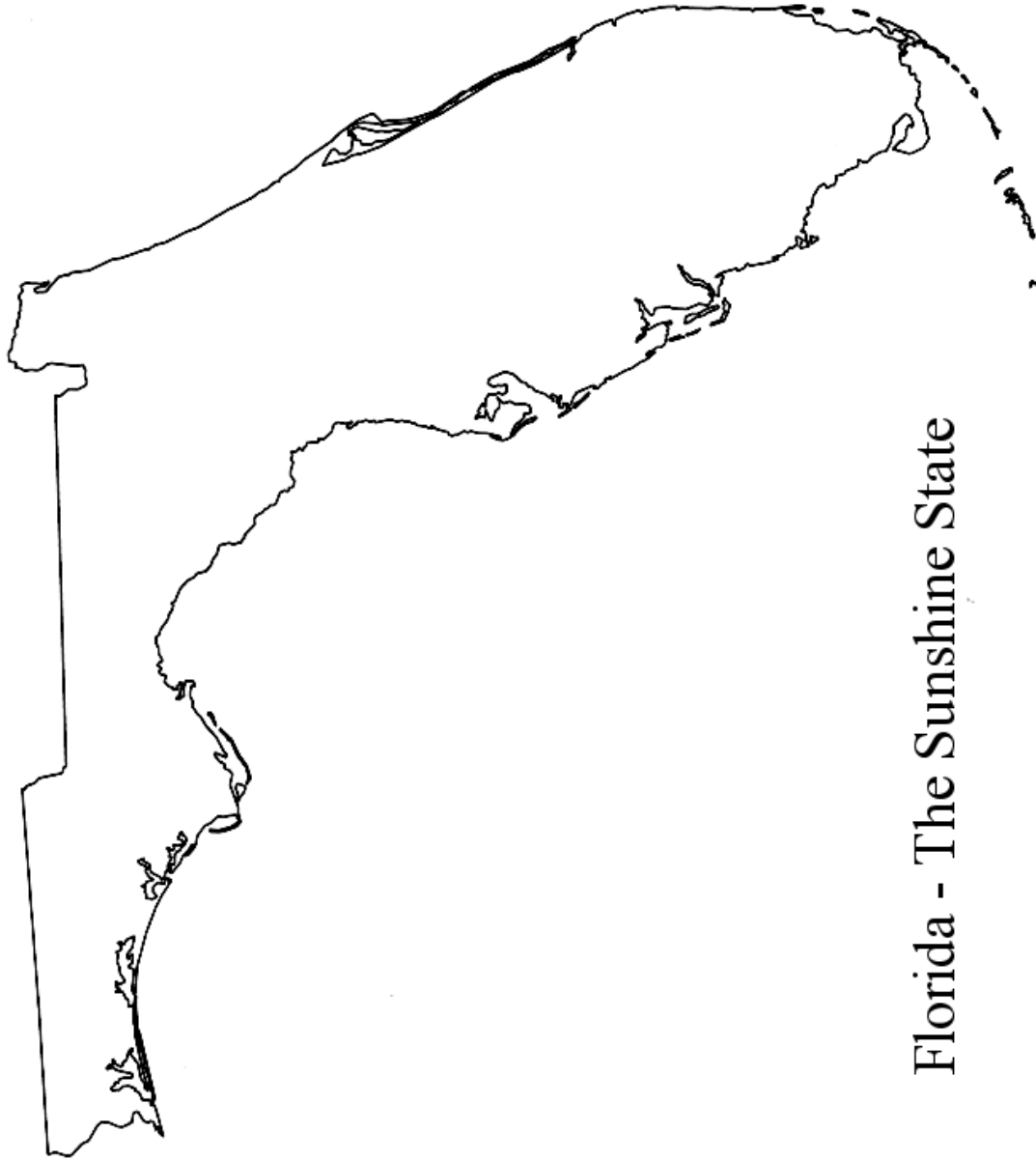
## **Assessment**

1. Students can participate in a Reader's Theater, using the setting and characters from this chapter. For ideas on how to create Reader's Theater, see the following website:

<http://bms.westport.k12.ct.us/mccormick/rt/RTHOME.htm>

Almost "anything goes" in Reader's Theater. Students can pretend they are characters and present conversations or classroom playlets, using excerpts from the story.

2. Choose a favorite character from Chapter 3 and write about him or her in your journal, in paragraph form. Using the chart from #3 in the activities above, students can prepare a short presentation about why the character is their favorite



Florida - The Sunshine State

**USA Map**



***The Adventures of Charlie Pierce***  
***The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 4**  
**Written by Patricia Kissel**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).

LA.4.1.5.1: The student will demonstrate the ability to read grade level text.

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

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

LA.4.4.2.2: The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate.

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

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

Anchor Chart – Vocabulary

Florida Map, United States Map

*The Last Calusa* journals for students

**Warm-up:**

The teacher will lead the Warm-up by saying, “Now that we are further along in our story, we can identify our author’s purpose for writing this story. Authors write to **inform**, to **entertain**, to **persuade**, or to **express** feelings or opinions. What do you think Mr.Oyer’s purpose for writing *The Last Calusa* is? It can be more than one. (Students will probably say ‘to entertain’ because the story is fiction, they like the story, and want to continue reading. They may say ‘to inform’ because the story is teaching Florida history, as well as other new information such as how to plant pineapples, how to build a boat, about orchids, etc.)

We can also tell at this point that Mr. Oyer wrote this story in the third person. A story written in the third person is written about other characters. We would read pronouns like “him”, “her”, “it”, “they”, “them”, as the author develops the plot. (A story written in first person uses pronouns such as “I”, “me”, “our”, “us”, and “we”. It means that the author is a character in the story. a story written in second person uses pronouns such as “you” and “your”. Second person is used frequently when giving directions).

We have learned many new vocabulary words in the first three chapters. We also learn vocabulary by reading the words around the unfamiliar word or words. In this chapter, you will learn what a ‘Wardian case’ is, simply by reading the sentences around it. Another example can be found on page 34 in the second paragraph. We learn about the *generosity* of Papa, but it is in the sentences that come before that word within which we learn the definition.

Let’s pronounce other vocabulary- interlopers, flattery, skiff, scavenge, salvage, longboat, specimen. We can use our dictionaries, thesauruses, and even our online dictionary to discover the meanings of these words.

A simile is a common literary device that authors use. Mr. Oyer uses them very effectively. For example, he writes in this chapter, ‘Lillie was born to these woods *like a fish* to the water.’ He is comparing the talent Lillie has for exploring and finding her way through woods like a fish does in water. As we read through the story, we’ll find many examples.

## Vocabulary

flattery – excessive or insincere praise.

interlopers – people who become involved in situations where they are not wanted or do not belong.

longboat – an extra boat, carried on a sailing vessel used for various reasons.

salvage – money paid for saving the cargo of a wrecked ship.

scavenge – to collect usable things from what has been discarded.

skiff – a shallow, flat-bottomed boat.

specimen – individual animal, plant, etc., used as an example of its species for scientific study or display.

## Activity:

1. Introduce words of interest: *interlopers*, *flattery*, *skiff*, *scavenge*, *salvage*, *longboat*, *specimen*.

2. Use modeled reading or shared reading strategies to read the fourth chapter, “The Creole.” Students can choose to read with a partner, read in a small group, read with the teacher, or read by themselves.

3. Direct students to read paragraphs 4-8 on pp. 35 and 36 with a partner. Then ask how our author teaches us what a Wardian case is, without giving us the definition.

4. Students can draw the boat that Charlie and his father built, in their journals, based on what is described on pp. 34 and 35. Students can label the parts of the boat.

5. Find a story or poem written in first or second person, to compare to *The Last Calusa*, written in third person. A first person example is anything written from the point of view of I. Tell students that fiction stories are rarely written in the first person, but an example is *The Adventures of Huckleberry Finn*. Huck is the narrator. A good example of second person is Dr. Seuss’s, *Oh! The Places You’ll Go!*

## Assessment

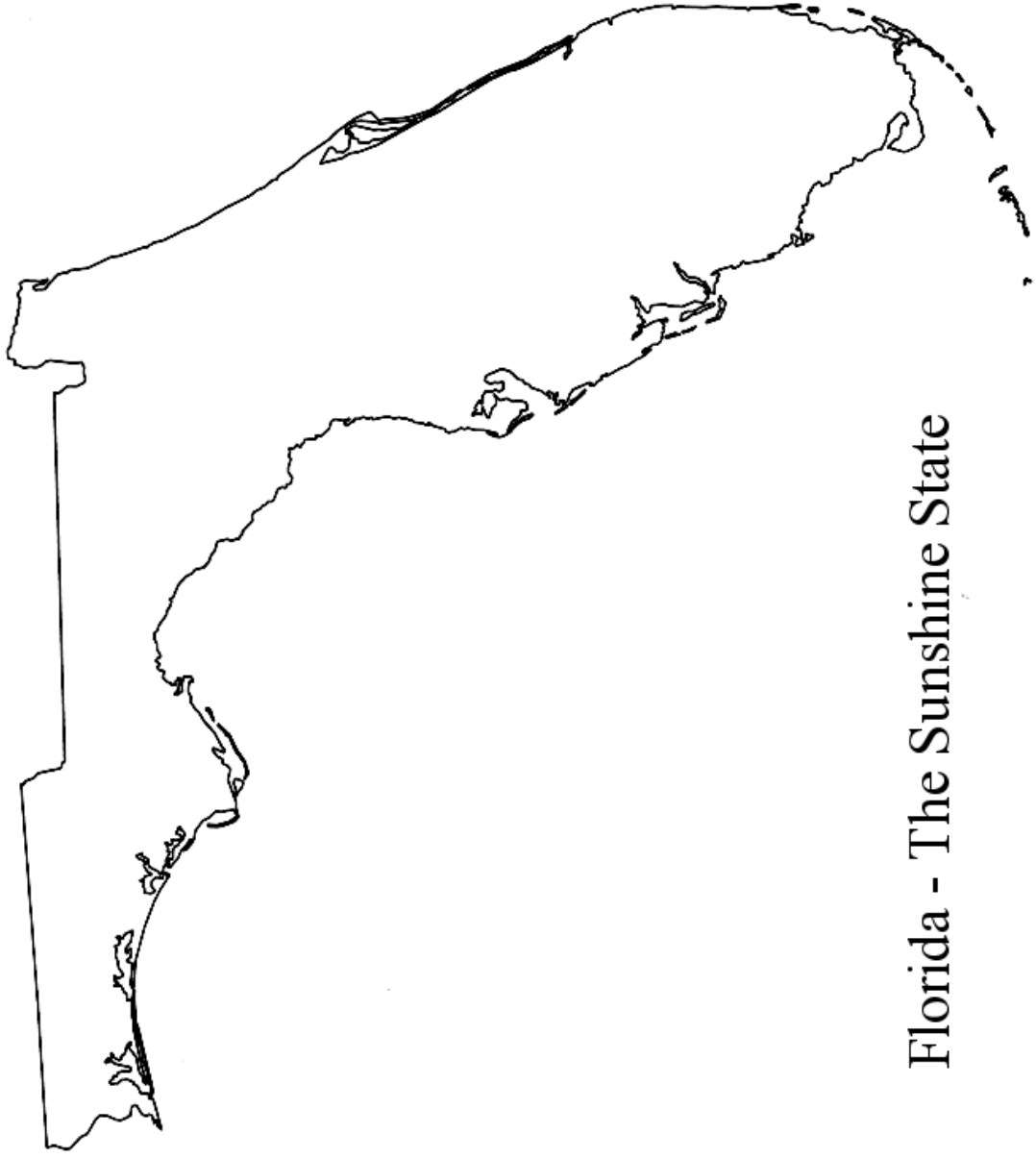
1. Students can write a letter to the author, Harvey E. Oyer III, and tell him why they chose a favorite character. Students should include information about what the character said and did that influenced their decision. Harvey E. Oyer III, 525 Okeechobee Boulevard, Suite 1100, West Palm Beach, Florida 33401.

2. Students can design a chart to show examples of text that are entertaining, and examples of text that inform. The following is an example:

Example of text that is entertaining	Example of text that informs
“Bartley either had his nose stuck in a book all the time, or was writing in his journal, while Dr. Livingston kept up a stream of flattery directed at Mama that would make a lobster blush.”	“The most recent shipwreck was called the <i>Providencia</i> , and I’d seen it with Papa just after it wrecked.”

3. Students prepare a short narrative or poem in the First Person Point of View, using the pronouns I, me, we, us. The story can be the student’s reaction to *The Last Calusa*.

4. Students prepare a short persuasive essay written in Second Person Point of View, using the pronouns you, your, and yours. The student should attempt to convince another reader to read *The Last Calusa*.



Florida - The Sunshine State

**USA Map**





***The Adventures of Charlie Pierce:  
The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 5**  
**Written by Cheryl Burkhardt**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

Florida Native Plant publication which includes Latin nomenclature

Document Camera, Overhead, or LCD projector

*The Last Calusa* journal

Pencil

Turn and Talk Partners

Map of Southern Tip of Florida (inside front cover of book)

**Warm up:**

Have students open *The Last Calusa* and notebooks to where they left off in the story. They will read Chapter 5 "Name That Plant." Turn and talk to their partner about what has happened so far and your prediction based on the events in the previous chapter. Consider this chapter's title. Turn and talk.

**Vocabulary**

Boca Raton – Spanish for mouse's mouth or rat's mouth. It is a Spanish navigational term for a rocky or jagged inlet.

trading post – a store or small settlement established for trading, typically in a remote place.

skimmed – to move, glide, or pass swiftly and lightly over or near a surface.

murky – liquid or water that is dark and dirty; not clear.

pod of dolphins – a group or school of dolphins swimming together.

rudder – a flat hinged piece of metal, fiberglass, or wood mounted at the of a boat or ship for steering.

**Activity:**

1. Introduce words of interest: *Boca Raton*, *trading post*, *mouth of the Miami River*, *proper town*, *skimmed*, *murky*, *pod of dolphins*, *rudder*.

2. As students read today, have them think about how they would feel if they were setting off on an adventure such as this. How do you think your parents would react?
3. Begin reading aloud on page 39. Continue reading, stopping to indicate Boca Raton and the mouth of the Miami River on the map in the front of the book.
4. Continue reading from page 40 through page 46, stopping to indicate on map the path of the Creole - Black Point, Card Sound, Florida Bay, Cape Sable, Ponce de Leon Bay – inside front cover of book.

### **Reflection:**

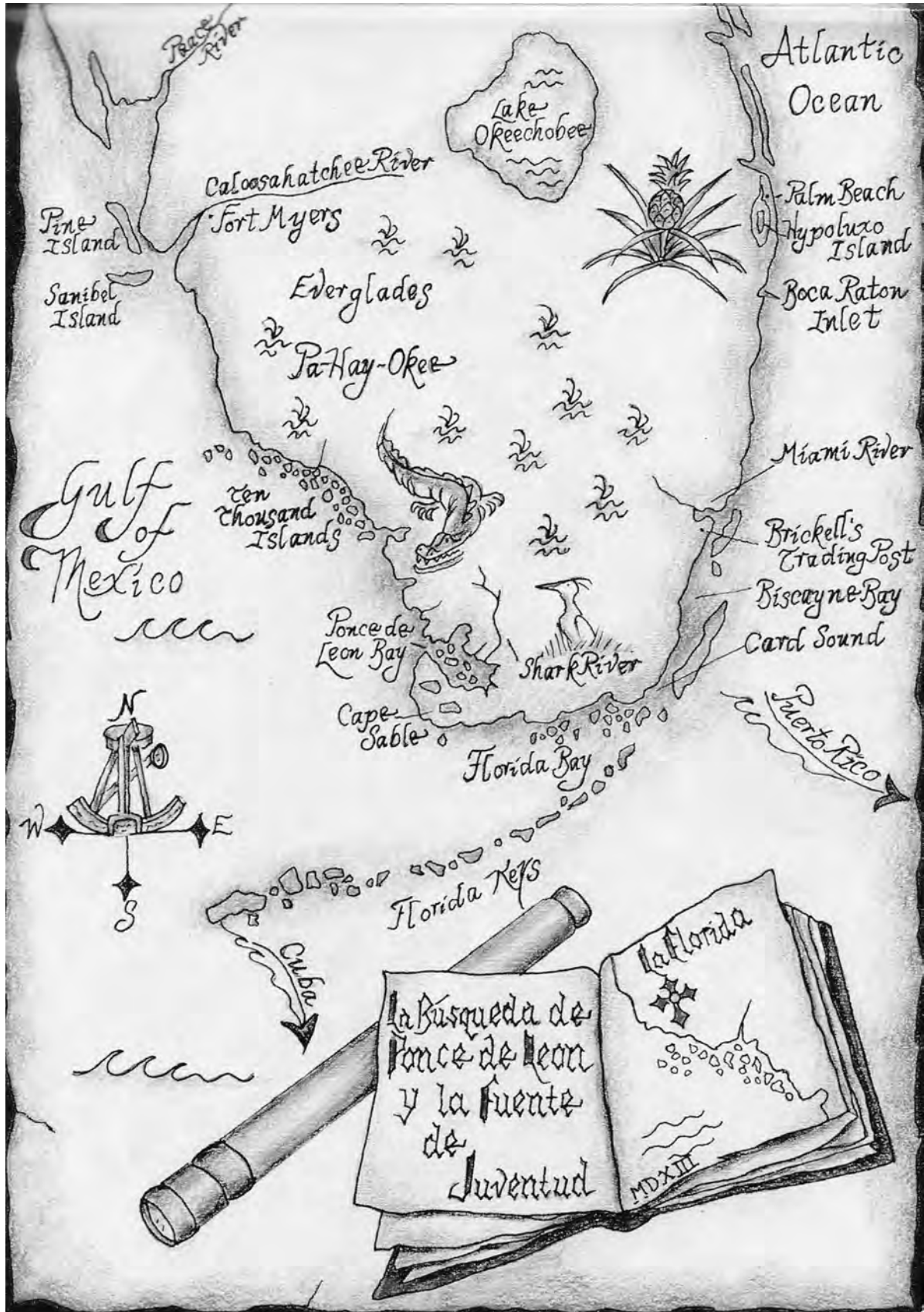
Point out that so far, all is going well; however, Charlie is worried. What is he worried about? (weather? a “band of natives”? becoming lost?)

Turn and talk. Have students share thoughts with class. [Circulate and listen to students’ conversations providing support where needed.]

### **Assessment:**

Using review of journals notebooks and listening to the conversations, take note of students who will need the Social Studies and Reading/Language concepts reviewed or re-explained.

**Map of Southern Florida  
from The Adventures of Charlie Pierce: The Last Calusa**



***The Adventures of Charlie Pierce:***  
***The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 6**  
**Written by Cheryl Burkhardt**

**Student Target:**

CCSS.ELA-Literacy.RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SC.4.L.16.2: Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.

SC.4.L.14.4: Recognize ways plants and animals including humans, can impact the environment.

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

*The Last Calusa* journal

Pencil

Florida Native Plant book with photographs of orchids and similar epiphytes

Live orchid plant with roots

potted plant in soil

Venn Diagram

LCD projector

Turn and Talk partners

**Warm up:**

Have students open their books to where they left off. Today, they will read Chapter 6 "Bartley Finds an Orchid." Turn and talk about their predictions based on what has happened so far. Consider the title.

**Vocabulary:**

Shark River – a river located in the southwest part of Everglades National Park. The mouth of the 9.5 mile long river is at Ponce de Leon Bay.

centerboard – a pivoted board that can be lowered through the keel of a sailboat to reduce sideways movement.

migratory – traveling from one place to another at regular times of year, often over long distances.

hammock – a dense stand of hardwood trees that grow on a natural rise of only a few inches to a few feet in elevation; these elevated areas look like an "island." Hammocks can be found in the Everglades, sloughs and marshes.

epiphyte – a plant that grows on another plant and depends on it for support but not food. Spanish moss, bromeliads, ferns, and many orchids are epiphytes. Also called air plant.

filament – a very fine thread or threadlike structure.

**Activity:**

1. Introduce words of interest: *Shark River, centerboard, migratory, hammock, epiphyte, filament.*

2. As the students read, they should think about how they might feel if they were on the *Creole* with Charlie and the others for six days away from familiar surroundings.

3. Have students turn and talk with their partner and predict how they might feel and what might happen next in the story.

4. Begin reading page 47 aloud. Continue through to the end of the chapter, pausing on page 51 to question Professor Bartley's excitement at the finding of an unknown plant.

5. Point out the word "epiphyte" to the students. Show the orchid plant (or photograph) with emphasis on the roots. Dampen the roots to show how the epiphyte gets water and nutrients. Show the plant rooted in soil.

**Reflection:**

After completing the chapter, use the Venn diagram (modeling on the overhead) the comparison of the two plants. Have students record Venn diagram in their journals/notebooks. Epiphyte – require humid atmosphere/rain, a host plant, is not parasitic.

**ASSESSMENT:**

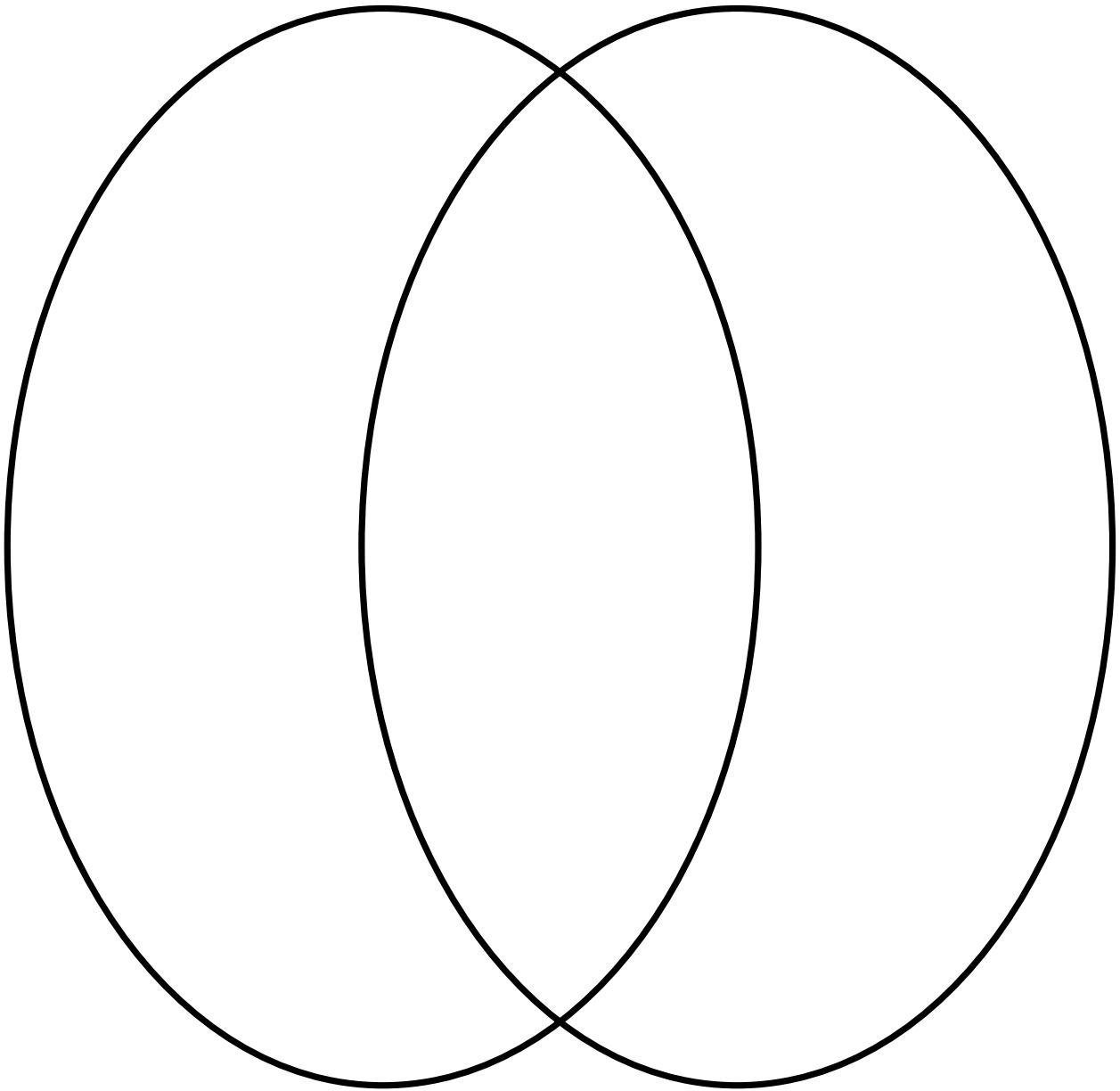
Turn and talk discussions, reading journals, Venn diagrams in journals/notebooks.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Venn Diagram

**Directions:** Analyze two categories that overlap. Similarities go in the middle shared section. Differences are listed in the outer areas.

1<sup>st</sup> Topic: \_\_\_\_\_ 2<sup>nd</sup> Topic: \_\_\_\_\_



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***The Adventures of Charlie Pierce:***  
***The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 7**  
**Written by Michelle Girardin**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 *reading and content*, choosing flexibly from a range of strategies.

SC.4.L.16.1 Identify the processes of sexual reproduction in flowering plants, including pollination, fertilization, seed dispersal and germination.

SS.4.A.2.1 Compare Native American Tribes in Florida.

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

*The Last Calusa* journal

Ghost Orchid Diagram

Venn Diagram

*Florida Social Studies* McGraw Hill Textbook

**Warm-up:**

The teacher will lead the Warm-up by discussing the key ideas in chapter 6. Students should share summaries and examples of vocabulary words from chapter 6. Have students make a prediction for chapter 7 based on previous chapters and title of chapter 7. Have students share their predictions noting the proof they pulled from either the previous chapters or title. We will read to see if our predictions are accurate.

**Vocabulary:**

ancient – belonging to the very distant past and no longer in existence.

glance – a brief or hurried look.

sapling – a young tree, esp. one with a slender trunk.

version – a particular form or variation of an earlier or original type.

provisions – supply with food, drink, or equipment.

cherish – to Hold something dear.

abandoned – remaining empty or unused; having been left for good(of a person) Having been deserted or cast off.

fugitive – a person who has escaped from a place or is in hiding, especially to avoid arrest or persecution.

**Activity:**

1. Introduce words of interest: *ancient, glance, sapling, version, provisions, cherish, abandoned, and fugitive*.
2. Using modeled reading strategies, read chapter 7.
3. Students will turn and talk using relevant details from the chapter to decide whether or not their predictions were accurate.
4. Teacher should reference ***Florida Social Studies p.28-35; Mc Graw Hill Textbook***.
5. Teacher should have students identify the similarities and differences in the tribes using a Venn diagram.
6. Teacher should project different scientific drawings of the ghost orchid making reference to the labels.
7. Students should create and label a scientific drawing of the ghost orchid. Students should research the purpose of each plant part. Students should be familiar with the purpose of the plant parts.
8. Students record definitions for vocabulary and write a summary of the chapter in their reading journals.

**Reflection:**

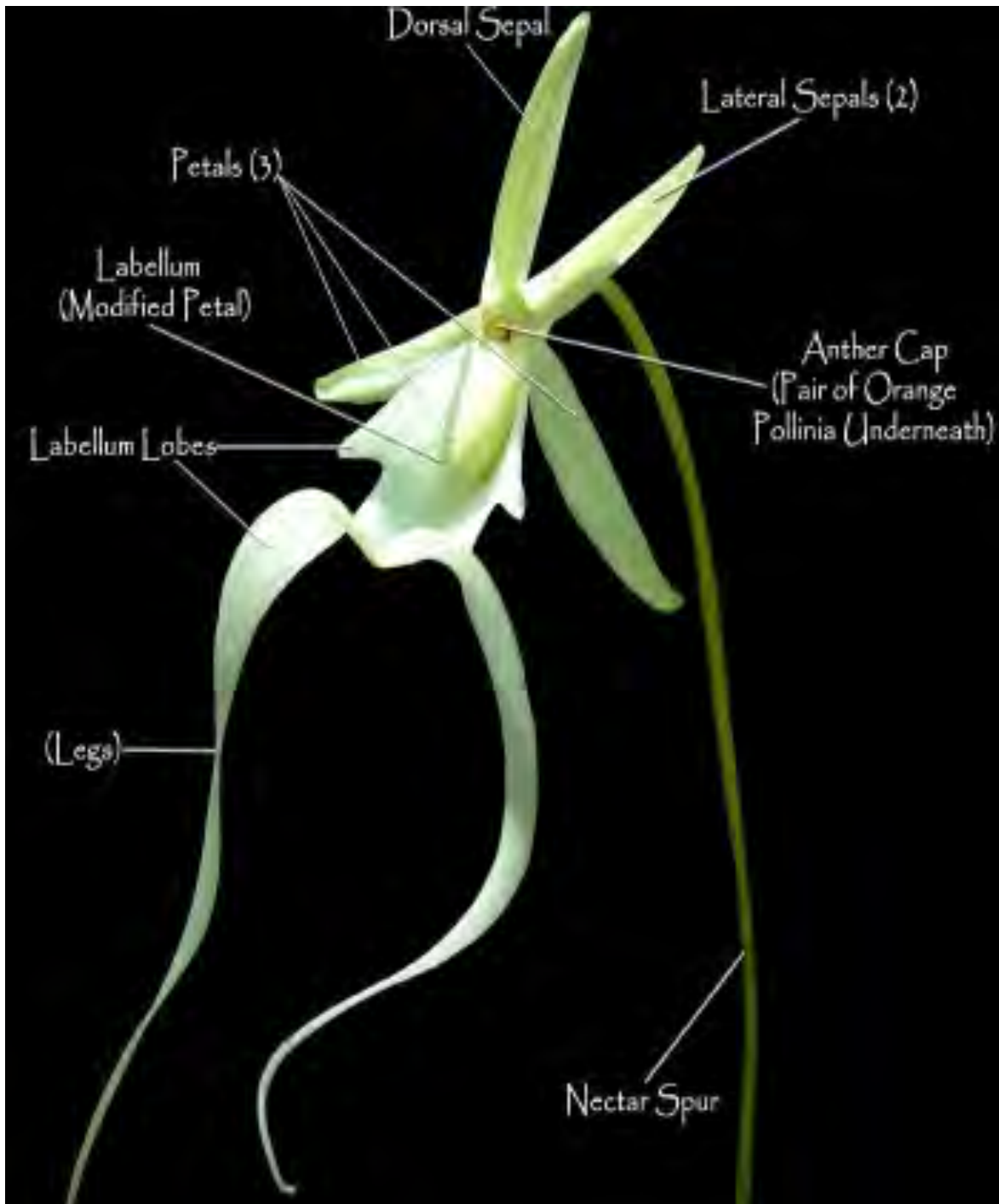
Today we used key ideas from the chapter to make predictions. Discuss which tribe the ancient village may have belonged to based on the student's research using the Florida Social Studies Book. We also learned that scientists draw and label new plants so that they can share with other scientists. Diagrams help us to understand information. Share student diagrams.

**Assessment:**

Turn and Talk discussions, reading journals, and diagrams can all be used to assess students.



# The Ghost Orchid

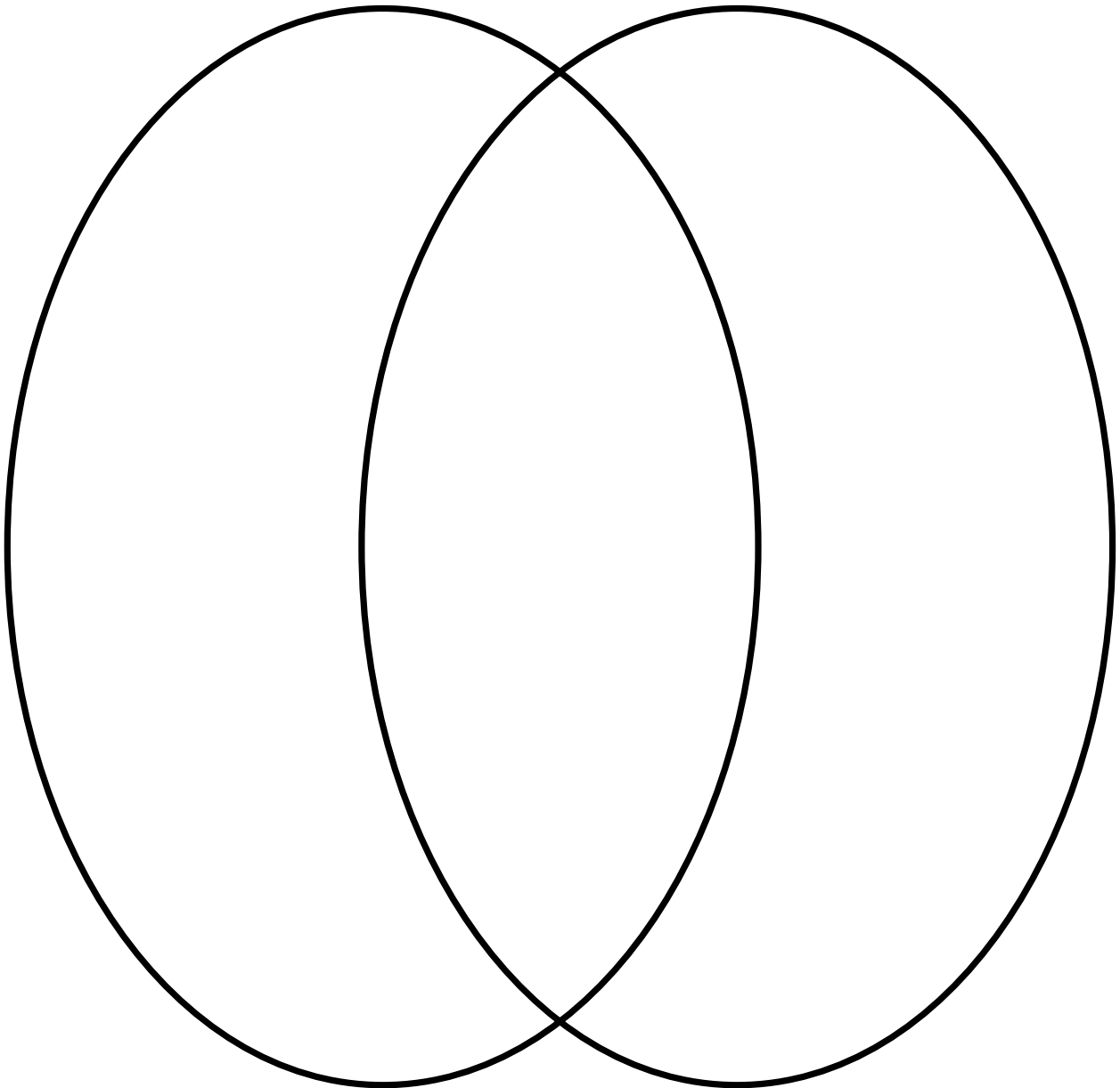


Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Venn Diagram

**Directions:** Analyze two categories that overlap. Similarities go in the middle shared section. Differences are listed in the outer areas.

**1<sup>st</sup> Topic:** \_\_\_\_\_ **2<sup>nd</sup> Topic:** \_\_\_\_\_



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***The Adventures of Charlie Pierce:  
The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 8**  
**Written by Michelle Girardin**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SC.4.E.5.Su.c Recognize that Earth is always turning (rotating).

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 *reading and content*, choosing flexibly from a range of strategies.

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

*The Last Calusa* journal

Before/After Chart (attached)

**Warm-up:**

The teacher will lead the Warm-up by discussing the key ideas in chapter 7. Students should share summaries and examples of vocabulary words from chapter 7. Have students make a prediction for chapter 8 based on previous chapters and title of chapter 8. Have students share their predictions noting the proof they pulled from either the previous chapters or title. We will read to see if our predictions are accurate.

**Vocabulary:**

instrument – A tool or implement, esp. one for delicate or scientific work.

sheepish– embarrassed or bashful, especially for having done something wrong or foolish.

ingenious – Clever, original, and inventive.

colleagues – an associate; fellow worker or fellow member of a profession.

cluster – A group of the same or similar elements gathered or occurring closely together; a bunch

exposure – the condition of being unprotected especially from severe weather.

guarantee – formal assurance or promise, esp. that certain conditions shall be fulfilled relating to a product, service, or transaction.

compass – an instrument for finding direction, usually having a magnetized needle which points to magnetic north swinging freely on a pivot.

intensities – great energy, strength, concentration.

**Activity:**

1. Introduce words of interest: *instrument, sheepish, ingenious, colleagues, cluster, exposure, guarantee, compass, and intensities.*

2. Using modeled reading strategies, read chapter 8.

3. Teacher should pause for discussion after reading the last paragraph on page 69 continued on page 70. Teacher should lead discussion on rotation of the Earth.
4. Students will turn and talk using relevant details from the chapter to decide whether or not their predictions were accurate.
5. Teacher should discuss the importance of knowing when events occurred in the chapter.
6. Students should pull events from the chapter to complete the Before/After Chart, independently.
7. Students record definitions for vocabulary and write a summary of the chapter in their reading journals.
8. Students can draw a picture of the sun and Earth. Draw lines to show Earth's axis and rays from the sun. Label the different times of day.

### **Reflection:**

Today we used key ideas from the chapter to make predictions and put events in the correct chronological order. Share student Before/After Charts. Share the student drawings.

### **Assessment:**

Turn and Talk discussions, reading journals, Before and After Charts, and diagrams can all be used to assess students.

**Use relevant details from Chapter 8 to complete.  
Find the events that happened before and after.**

Before		After
	<p>He folded the instrument in his hand, closed his flower book, and put both back into some inner pocket of his jacket, smiling at us.</p>	

Before		After
	<p>Bartley found us halfway back to the abandoned village.</p>	

Before		After
	<p>We woke up tired and cranky and had a cold meal.</p>	

Before		After
	<p>We reached the first little island after lunch time.</p>	

***The Adventures of Charlie Pierce:***  
***The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 9**  
**Written by Michelle Girardin**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 *reading and content*, choosing flexibly from a range of strategies.

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

*The Last Calusa* journal

Dialogue Strips

Turn and Talk Partners

**Warm-up:**

The teacher will lead the Warm-up by discussing the key ideas in chapter 8. Discuss the conversation between Tiger and Charlie about something following them. Elaborate on how Tiger is feeling a bit nervous and Charlie is reassuring him not to worry. Today, while we read chapter 9, I would like you to pay close attention to Charlie and how his feelings about being followed may have changed.

**Vocabulary:**

fervently – Having or showing great emotion or zeal.

startled – alarmed, frightened, surprised, sudden mild shock.

sputtered – To spit out words or sounds in an excited or confused manner.

anxious – unease, or nervousness.

device – a machine or tool used for a specific task.

excursion – A short journey or trip.

exposure – the condition of being unprotected especially from severe weather.

**Activity:**

1. Introduce words of interest: *fervently, startled, sputtered, anxious, device, excursion and exposure*. Students will record student definitions in their reading journals during independent time.

2. Using modeled reading strategies, read chapter 9. Pause after the first paragraph to discuss how Charlie is feeling.

3. Students will turn and talk pulling relevant details from page 74 to support how Charlie is feeling about being followed. Students report out their ideas to be recorded on whole group dialogue strip.

4. Continue reading chapter 9 aloud.

5. Discuss the key ideas of the chapter to be included in a student summary.

6. Students record their summary in reading journal.

**Reflection:**

Today, students used key ideas from the chapter to determine how Charlie feels. Refer to whole group dialogue strip. After silently reading chapter 9, students will complete their own dialogue strip showing how Lillie feels about Dr. Livingston. Remember, they should use key ideas from the chapter to support their work.

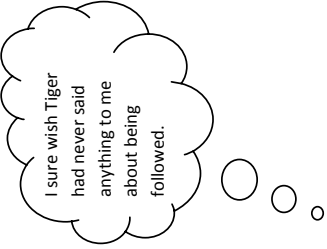
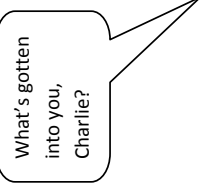
**Assessment:**

Turn and Talk discussions, reading journals, and dialogue strips can all be used to assess.

Using key ideas from the text complete the dialogue strip showing how Charlie feels about being followed.

\_\_\_\_\_

Title

				
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Use one word to best describe how Charlie feels about being followed. \_\_\_\_\_

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).



Using key ideas from the text complete the dialogue strip showing how Lillie feels about Dr. Livingston.

\_\_\_\_\_

Title

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Use one word to best describe how Lillie feels about Dr. Livingston. \_\_\_\_\_

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)

***The Adventures of Charlie Pierce:***  
***The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 10**  
**Written by Michelle Girardin**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 *reading and content*, choosing flexibly from a range of strategies.

SS.4.A.3.1: Identify explorers who came to Florida and their motivation for their explorations.

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

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

*The Last Calusa* journal

<http://www.pbs.org/wgbh/nova/shackleton/navigate/escapeworks.html>

Ghost Orchid Diagram

Diagram of Sextant

**Warm up:**

The teacher will lead the Warm-up by discussing the key ideas in Chapter 9. Students should share summaries and examples of vocabulary words from Chapter 9. Teacher should project different scientific drawings of the ghost orchid making reference to the labels. Have students make a prediction for Chapter 10 based on previous chapters and title of Chapter 10. Have students share their predictions noting the proof they pulled from either the previous Chapters or title. We will read to see if our predictions are accurate.

**Vocabulary:**

dignified – Having or showing a composed or serious manner that is worthy of respect.

suspicious – A feeling or thought that something is possible, likely, or true.

ventured – Dare to do something or go somewhere that may be dangerous or unpleasant.

accustomed – Being in the habit.

confronting – to be dealt with something, or come face to face with someone or a problem.

calculations – An assessment of the risks, possibilities, or effects of a situation or course of action.

interjected – Say something abruptly or to interrupt.

## **Activity:**

1. Introduce words of interest: *dignified, suspicions, ventured, suspicions, accustomed, confronting, calculations, and interjected*. Discuss suffixes and have students tell how the suffix changes the meaning of the word. Students will record student definitions in their reading journals during independent time.
2. Using modeled reading strategies, read chapter 10.
3. Students will turn and talk using relevant details from the chapter to decide whether or not their predictions were accurate.
4. Using the website <http://www.pbs.org/wgbh/nova/shackleton/navigate/escapeworks.html>. Answer the following questions: What is a sextant? How does it work? Why is the sextant so useful in navigation?
5. Independently, draw and label a sextant in your reading journal. Write a caption for your diagram.
6. Students record definitions for vocabulary and write a summary of the chapter in their reading journals.

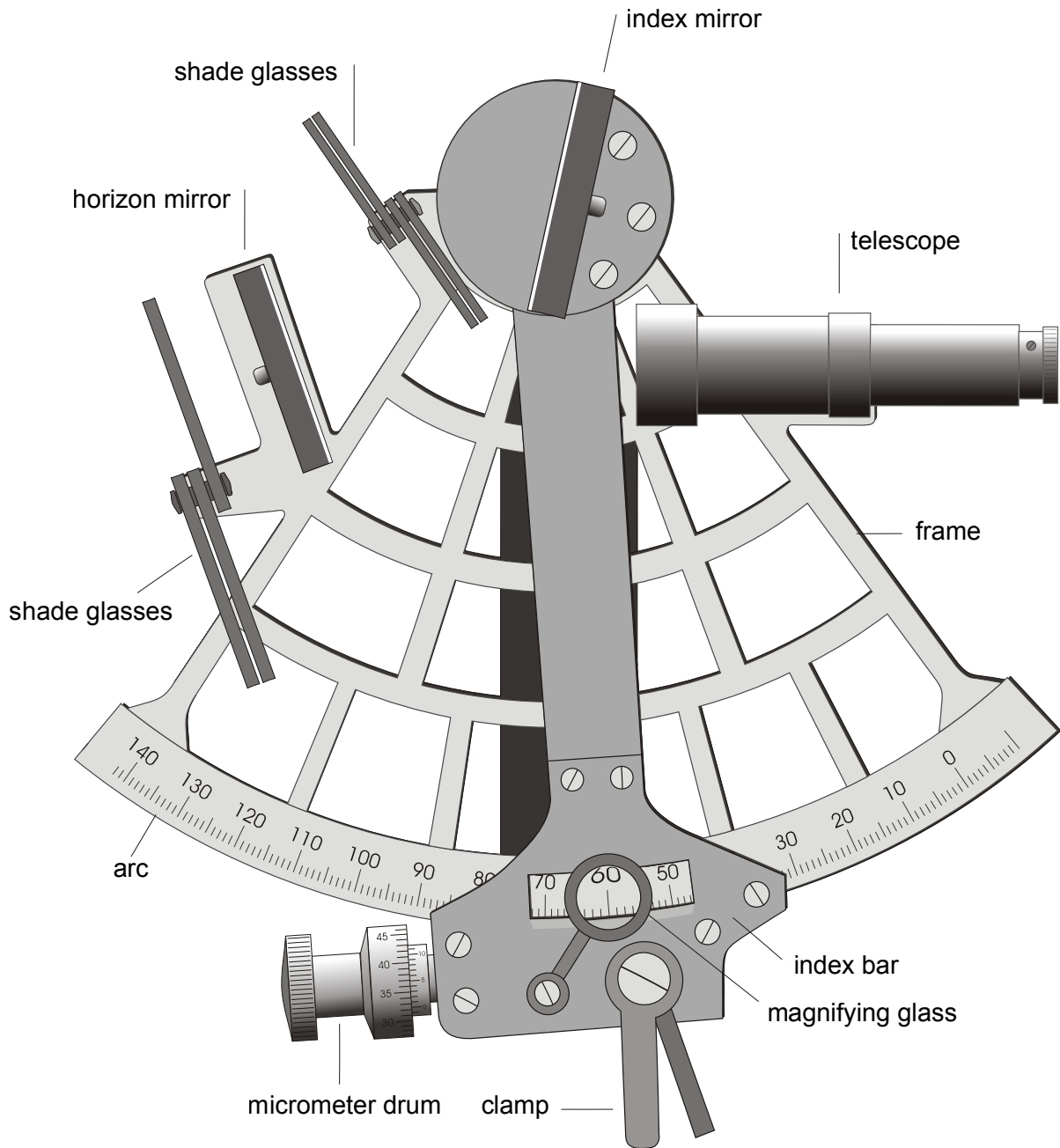
## **Reflection:**

Today we used key ideas from the chapter to make predictions. We also used the internet to research the sextant. Diagrams help us to understand information. Have students share their diagrams.

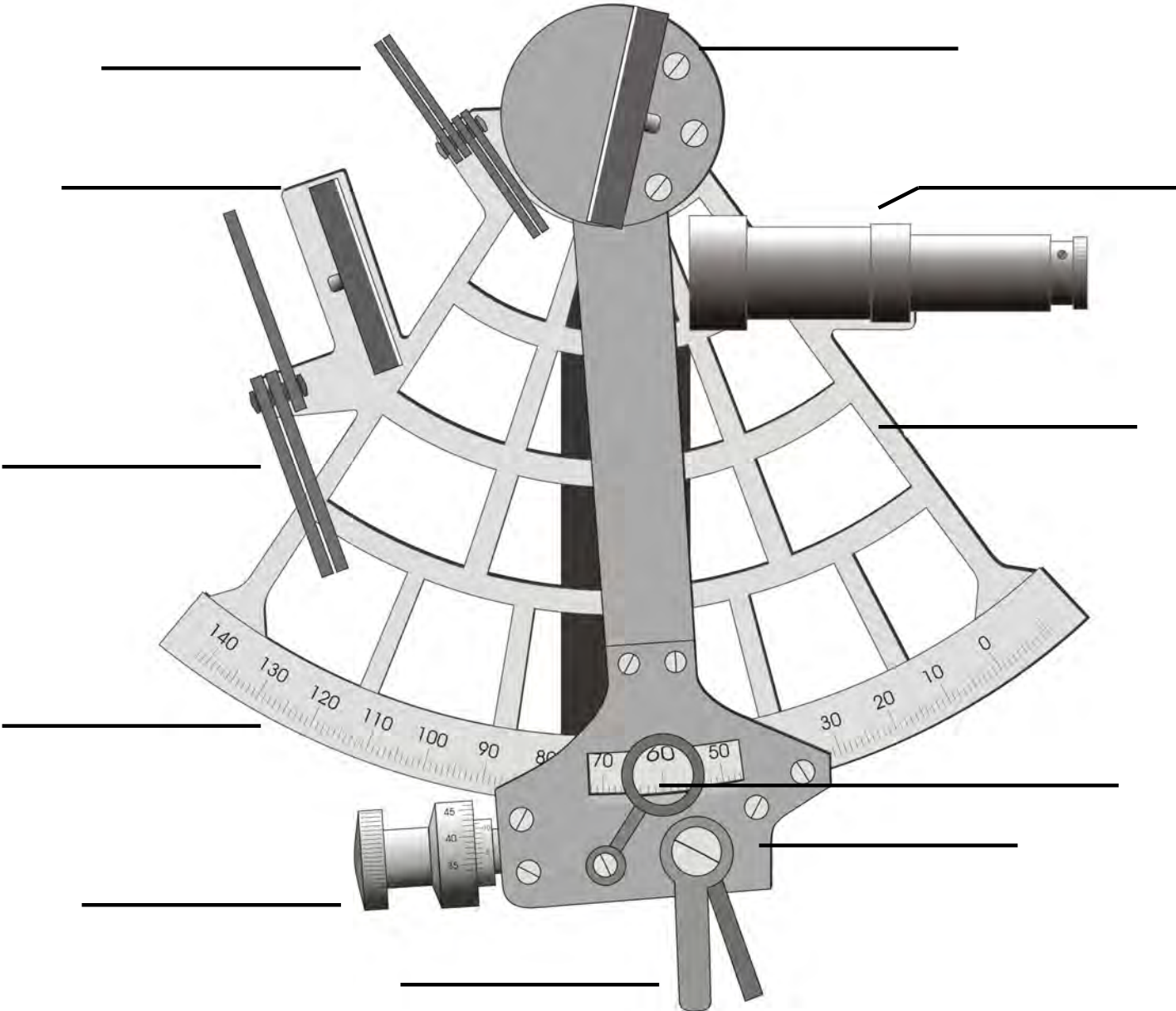
## **Assessment:**

Turn and Talk discussions, reading journals, and diagrams can all be used to assess students.

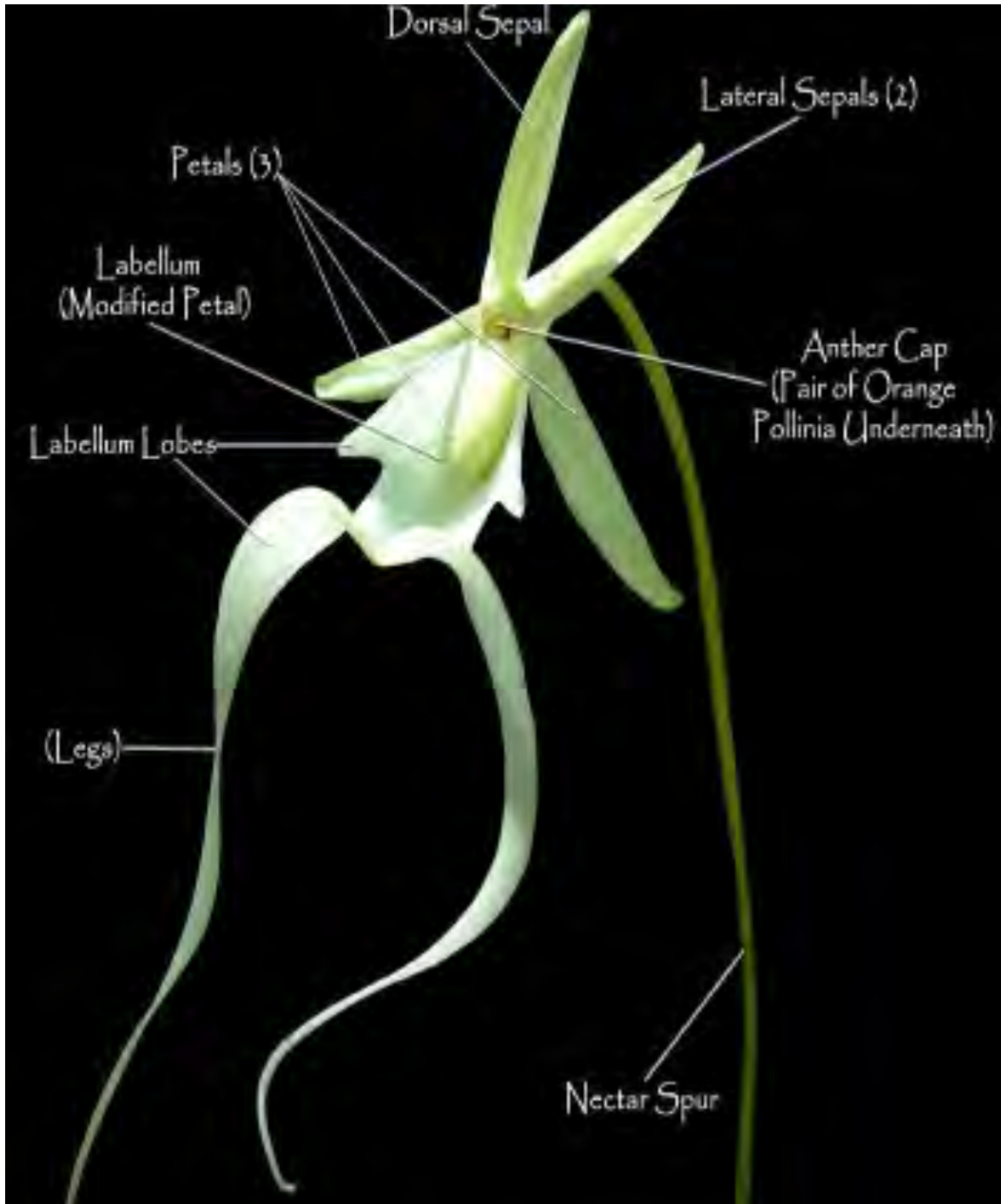
# Sextant with parts labeled



**Blank Sextant**



# The Ghost Orchid



***The Adventures of Charlie Pierce:***  
***The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 11**  
**Written by Michelle Girardin**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 *reading and content*, choosing flexibly from a range of strategies.

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.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

*The Last Calusa* journal

Whole Group Plot Map

Student Plot Map

**Warm up:**

The teacher will lead the Warm-up by discussing the key ideas in chapter 10. Students should share summaries and examples of vocabulary words from chapter 10. Teacher should lead a discussion about Ponce de Leon. Teacher should display old Spanish Maps of Florida. Have students find similarities and differences in the maps. Have students make a prediction for chapter 11 based on previous chapters and title of chapter 11. Have students share their predictions noting the proof they pulled from either the previous chapters or title. We will read to see if our predictions are accurate.

**Vocabulary:**

sauntered – Walk in a slow, relaxed manner, without hurry or effort.

pester – to bother or harass.

astonished – surprised.

imperiously – domineering or overbearing.

fury – Wild or violent anger.

concede – to give up.

**Activity:**

1. Introduce words of interest: *sauntered, pester, astonished, imperiously, fury, and concede*. Students will record student definitions in their reading journals during independent time.

2. Remind students that the plot of a story usually begins with a problem and ends with a solution. The plot development moves from conflict to resolution. Refer to chapter 10 to give an example. **Have students refer to chapter 10 to identify the conflict and resolution using the plot map. (A plot map for chapter 10 is attached at end of lesson.)**

3. Using modeled reading strategies, read chapter 11.

4. Students will turn and talk pulling relevant details from chapter 11 to identify the problem of the chapter.

5. Students should complete plot map for chapter 11 with their partner. **(A plot map for chapter 11 is attached at end of lesson.)**

6. Students should record definitions for vocabulary and write a summary of the chapter in their reading journals.

7. Students should draw their own treasure map; including physical features of Florida, telling where they feel Dr. Livingston had gone.

### **Reflection:**

Today we used key ideas from the chapter to identify the problem and solution. Have students share their plot and treasure maps. Discuss student predictions. *Who was accurate? What details did you pull to help you make your prediction?*

### **Assessment:**

Turn and Talk discussions, reading journals, and plot and treasure maps can be used to assess students.



***Use under document camera with whole group.***

**Use relevant details from Chapter 10 to complete.**

**Exposition** - Background information regarding the setting, characters, and plot.

**Rising Action** - The events in the story as it builds to its main conflict.

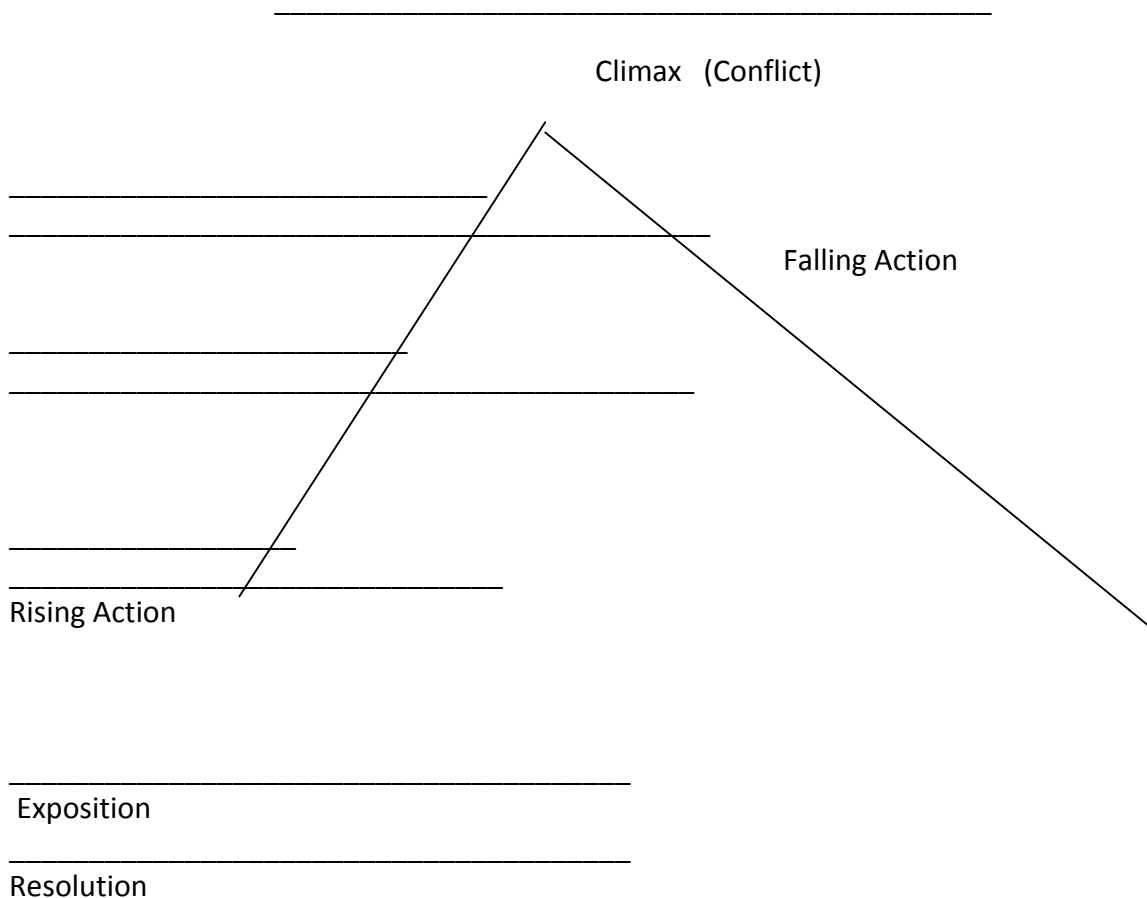
**Conflict** – The struggle between opposing forces.

**Climax**- A significant turning point in the story that determines how it must end.

**Falling Action**-The sequence of events that follows the climax and leads to resolution.

**Resolution**-The way the story turns out.

**What is the main problem in Chapter 10? How does they solve the problem?**



**Use relevant details from Chapter 11 to complete.**

**Exposition** - Background information regarding the setting, characters, and plot.

**Rising Action** - The events in the story as it builds to its main conflict.

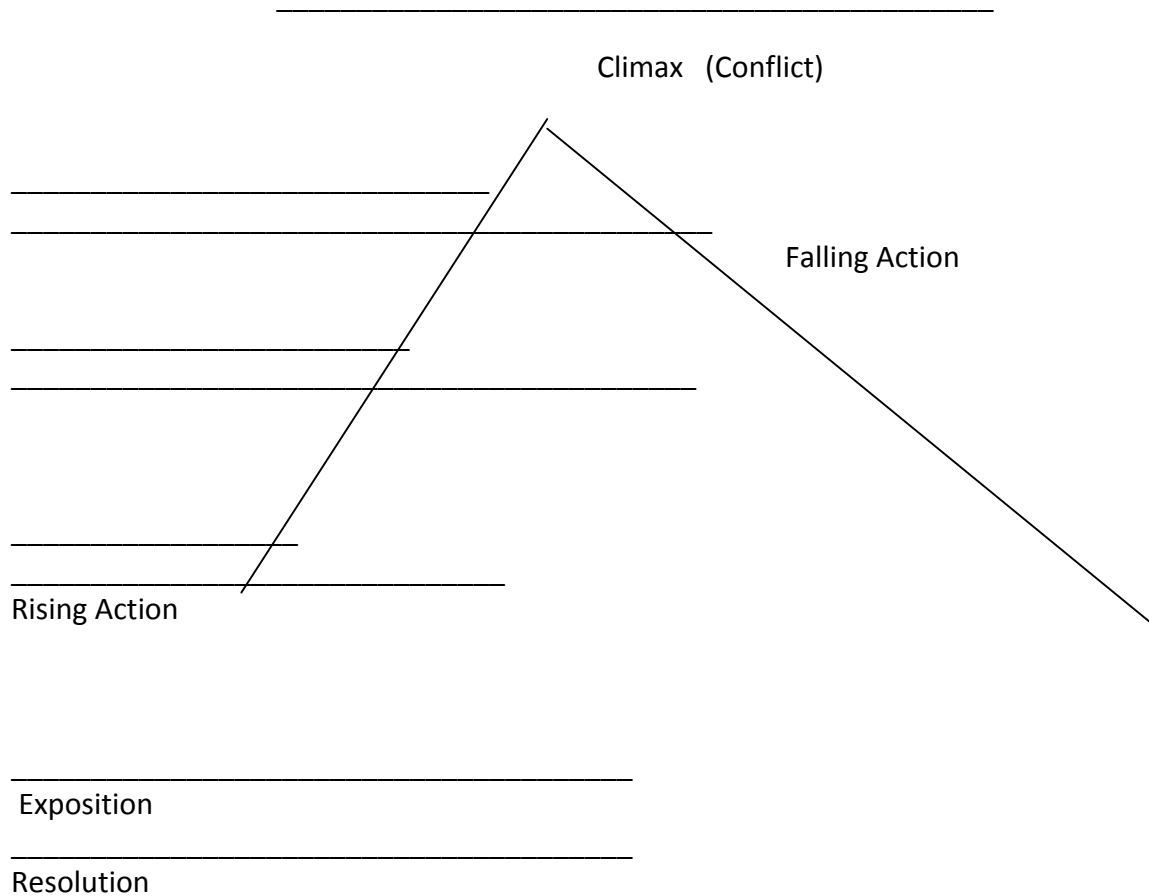
**Conflict** – The struggle between opposing forces.

**Climax**- A significant turning point in the story that determines how it must end.

**Falling Action**-The sequence of events that follows the climax and leads to resolution.

**Resolution**-The way the story turns out.

**What is the main problem in Chapter 11? How does they solve the problem?**



***The Adventures of Charlie Pierce:***  
***The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 12**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 *reading and content*, choosing flexibly from a range of strategies.

SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

SC.4.L.16.Su.b Recognize the behaviors of common animals.

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

*The Last Calusa* journal

*Florida Social Studies* Mc Graw Hill Textbook

**Warm up:**

The teacher will lead the Warm –up by discussing the key ideas in chapter 11. Students should share summaries and examples of vocabulary words from chapter 11. Teacher should lead a discussion about Ponce de León. Students can reference ***Florida Social Studies p. 47-55; Mc Graw Hill Textbook.***

Teacher should have students identify the similarities and differences in the explorers using a Venn diagram. Have students make a prediction for chapter 12 based on previous chapters and title of chapter 12. Have students share their predictions noting the proof they pulled from either the previous chapters or title. We will read to see if our predictions are accurate.

**Vocabulary:**

aggressive – Assertive, bold, and energetic, to behave in a hostile manner.

conquistador – conqueror or explorer.

flint – A hard gray rock.

fierce – savage and violent nature, extremely intense.

ember – A small piece of burning or glowing coal or wood in a dying fire.

commotion – A condition of turbulent motion.

channel – navigable course through a body of water.

tender – fragile.

scoured – a thorough search in order to locate something.

**Activity:**

1. Introduce words of interest: *aggressive, conquistador, flint, fierce, ember, commotion, channel, tender, and scoured*. Students will record student definitions in their reading journals during independent time.
2. Using modeled reading strategies, read chapter 12.
3. Students will turn and talk using relevant details from the chapter to compare and contrast alligators and crocodiles.
4. Students will independently complete a Venn diagram comparing alligators and crocodiles.
5. Students should record definitions for vocabulary and write a summary of the chapter in their reading journals.

**Reflection:**

Today we used key ideas from the chapter to identify similarities and differences in alligators and crocodiles. Students should share their Venn diagrams. Discuss student predictions. *Who was accurate? What details did you pull to help you make your prediction?*

**Assessment:**

Turn and Talk discussions, reading journals, and Venn diagrams can be used to assess students.

***The Adventures of Charlie Pierce:***  
***The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 13**  
**Written by Cheryl Burkhardt**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LA.4.2.1.2 Identify and explain elements of plot structure including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.

SS.4.G.1. Identify physical features of Florida.

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

Turn and Talk Partners

Outline map of Florida with Calusa area indicated

BrainPop: Everglades

LCD Projector, Document Camera, Overhead

*The Last Calusa* journal

Pencil

**Warm-up:**

Open your books and notebooks to where we left off in our story. Today we will read Chapter 13 "The Indian in the Woods." Turn and talk about your prediction based on what has happened so far and the title of Chapter 13 "The Indian in the woods."

[Circulate and listen in to students' conversations. Provide support for students who struggle with predictions based on previous events and the title.]

**Vocabulary:**

cormorant – A large diving bird with a long neck, long hooked bill, short legs, and mainly dark plumage  
snare – A trap for catching birds or animals, typically one having a noose of wire or cord.

hammocks – isolated patches of small island-like high ground with broadleaf trees, in the sawgrass or marsh areas such as the Everglades.

amulets – An ornament or small piece of jewelry thought to give protection against evil, danger, or disease.

coontie – an evergreen plant, having a short trunk, large dark green leathery leaves, and cones; the underground poisonous root is used to make flour after careful processing to remove the poison

chickee – Seminole chickees were made of wood poles with a roof thatched with palmetto fiber and raised floor that was two or three feet off the ground that protected their homes from flooding and swamp animals.

hardwoods – type of trees that include oaks, elms, willow, basswood, ironwood, and others.

heron – A large fish-eating wading bird with long legs, a long S-shaped neck, and a long pointed bill.

Hérons found in south Florida include the Great Blue Heron, Little Blue Heron, and Tri-colored Heron, and others.

whorls – A form that coils or spirals.

hunch – A feeling or guess based on intuition rather than known facts.

## **Activity:**

1. Introduce words of interest: *cormorant, snare, hammocks, amulets, coontie, chickee, hardwoods, heron, whorls, hunch.*

2. As we read today, you should think about the physical features of Florida.

Begin reading page 115 aloud. Continue reading, stopping and recording points in the story that identify physical features of Florida. [Provide time for students to turn and talk about the statements.]

Page 115: "They were covered with trees and vines, with bright splashes of shiny white where coral rock lay exposed to the sun like bone."

(How is the coral rock like bone?) Also, "cutting between small islands like an arrow." (Point out the simile and metaphor examples.)

Page 116: "I glanced back at Tiger, hoping that Bartley hadn't insulted him." (Why was Charlie concerned about Tiger's feelings?)

Page 117: "The trees came alive with the clanking of amulets and carvings that had been suspended from the branches." (Describe and record in your notebook/journal how you might feel if you came upon this scene.)

Page 118: "'Wait!' I said. 'Tiger, no!'" (Why did Charlie call out, "Tiger, no!")

Page 119: "The Indian looked my way and his eyes narrowed, but he didn't speak." (Why didn't the Indian reply to Charlie's seemingly friendly greeting?)

Page 120: Look at the illustration. What would you think if you were in Charlie's place?

Page 121: "The Indian looked at the raccoon, then up at my sister. His cheeks wrinkled in a sudden smile." (Why did Bandit, the raccoon, cause the Indian to smile?)

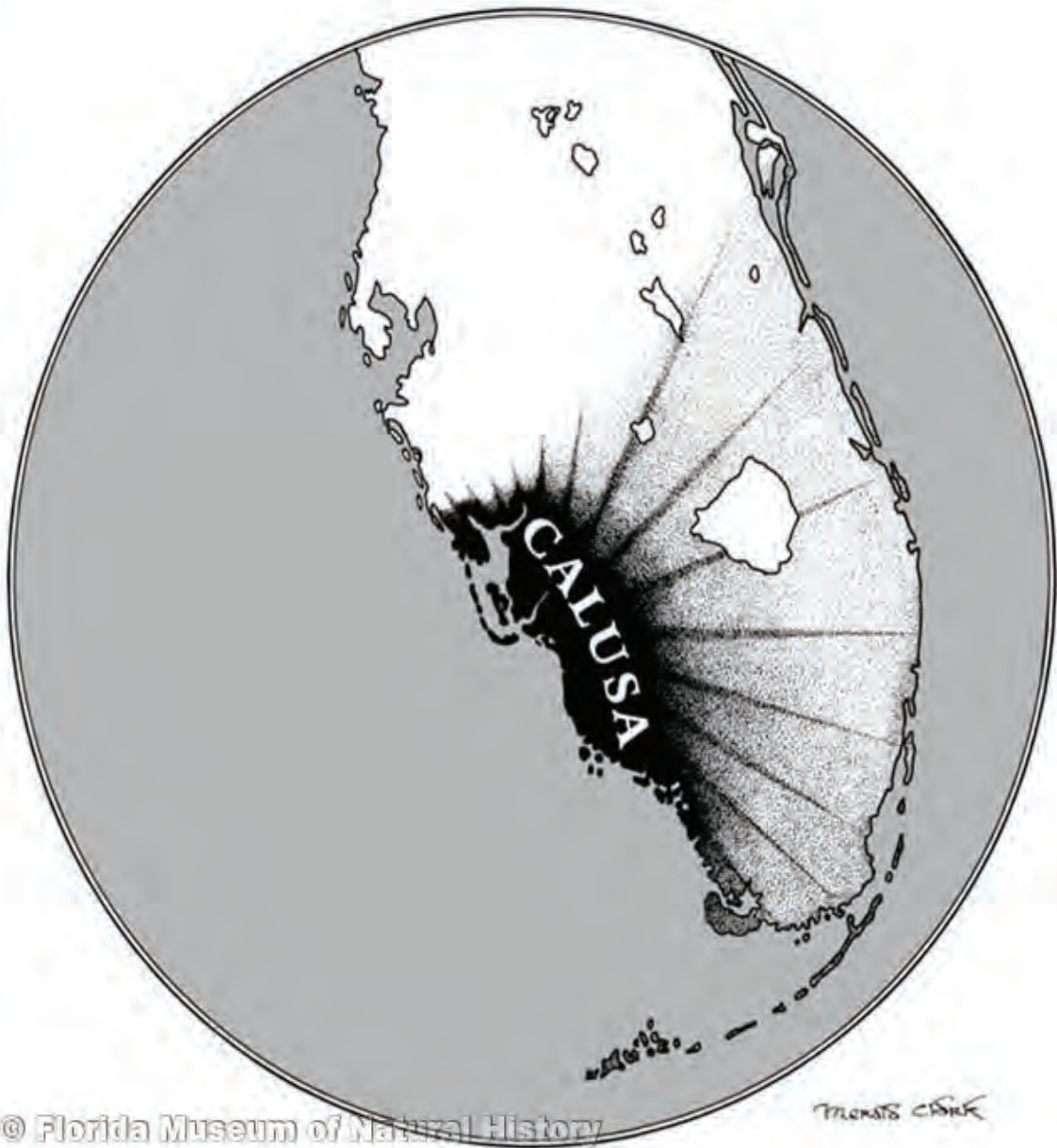
## **Reflection:**

After completing the chapter, reread aloud page 121 beginning with, "Second, Bartley began to talk, and the Indian's head swiveled toward him." Other than speaking, how else might Charlie, Lillie, Tiger, Bartley, and the Indian have communicated? Turn and talk, then record in your notebook/journal other methods of communication they might have used. (Provide assistance, if needed, such as, drawing pictures/symbols in sand, using facial and hand gestures, etc.) Share with class.)

## **Assessment:**

Using review of notebooks/journals and listening to the conversations, take note of students who will need the Social Studies and Reading/Language concepts reviewed or re-explained.

**Map showing the Calusa domain**



© Florida Museum of Natural History

FRANCIS CHASE

Calusa influence extended over most of south Florida in the sixteenth century

***The Adventures of Charlie Pierce:***  
***The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 14**  
**Written by Cheryl Burkhardt**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

Turn and Talk Partners

Photographs of Florida native plant Yaupon Holly and conch shell

*The Last Calusa* journal

Pencil

**Warm-up:**

Open your books to where we left off in our story *The Adventures of Charlie Pierce: The Last Calusa*.

Today we will read Chapter 14. Turn and talk about your prediction based on what has happened so far and the title of Chapter 14 "A Strange Tea Party."

[Circulate and listen in to students' conversations. Provide support for students who struggle with predictions based on previous events and the title,]

**Vocabulary:**

thatchwork – Plant stalks or foliage, such as reeds or palm fronds, used for roofing.

implements – A tool, utensil, or other piece of equipment used for a particular purpose.

rafters – A beam forming part of the internal framework of a roof.

gourds – the hard-shelled fruit of any plant belonging to the gourd family, made into bowls, ladles, etc.

kindling – small sticks or twigs used for starting a fire.

wiry – a person who is lean, tough, and sinewy.

tinder – Dry, flammable material, such as wood or paper, used for lighting a fire.

conch – a type of shellfish.

Creek (Indians) – A Native American tribe originally from Georgia and Alabama.

cacique – a native chief.

resolved – Firmly determined to do something.

deceiver – someone who leads you to believe something that is not true.

Yaupon Holly – an evergreen shrub having red berries and shiny evergreen leaves with prickly edges.

Florida Natives once made a tea from the leaves of this plant.

extinct – No longer in existence.

**Activity:**

1. Introduce words of interest: *thatchwork, implements, rafters, gourds, kindling, wiry, tinder, conch, Creek (Indians), cacique, resolved, deceiver, Yaupon Holly, extinct.*



2. As students read, they should think about how the different characters might have felt about being led into a strange, unfamiliar place by this stranger. How would you feel? [Begin reading page 122 aloud stopping at points in the story that indicate each character's feelings/emotions. After reading these particular statements as you come across them in the text, provide time for the students to turn and talk about the statements.]

Page 122: "The Indian moved along the path without a sound, like he was gliding through the trees."  
(What image does this simile bring to your mind as you read this sentence?)

"But I don't think we follow him in there. I'm not sure this is a good idea----" (Why is Bartley hesitant about following the Indian into his hut? Would you feel the same? Why or why not?)

Page 123: "'My name is Pah-pat-ukale, the last of the Calusa warriors,' he said, 'I have been expecting you many of these long years.'" (What did Pah-pat-ukale mean by this statement?)

Page 124: "'Barkley,' Tiger said, 'Translate for me.'" (Do you think Tiger feels less afraid now? Why?)

Page 125: Look carefully at the illustration. Notice the various/different things inside the hut. What do you think they are made of and how might they be used?

Page 126: He looked around the circle at each of us in turn, then he poured a little of the tea onto the ground between us and took a sip.  
(Why do you think Pah-pat-ukale did this?)

Page 127: "But I had expected soldiers, not children and raccoons. I am not sorry to be wrong." (What does Pah-pat-ukale mean?)

Page 128: "Treasure! I knew it! My ears perked up and I saw Barkley frown." (Why did the Calusa's statement particularly interest Charlie? Why did Barkley frown?)

Page 129: "Their spirits keep me company when the loneliness becomes too much." (If all of the warriors are dead, how can they keep Pah-pat-ukale company?)

Page 130: "He keeps using a word I don't recognize, and I think it's treasure, but...I'm not really sure. It sounds different." (What do you think Pah-pat-ukale means by a word that sounds like treasure?)

Page 131: "Once again greed rules the hearts of white men." (What does "greed" mean? What are some examples you can think of which might indicate greed in people?)

## **Reflection:**

After completing the chapter, turn and talk to your partner and compare how Charlie, Tiger, Lillie, and Barkley felt about Pah-pat-ukale at the beginning of the chapter to how they now feel at the end of the chapter. What lesson does this provide for you? Briefly, record your thoughts about this.

## **Assessment:**

Using review of notebooks/journals and listening to the conversations, take note of students who will need the Social Studies and Reading/Language concepts reviewed or re-explained.

***The Adventures of Charlie Pierce:***  
***The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 15**  
**Written by Cheryl Burkhardt**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SS.4.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

SS.4.3.2 Describe causes and effects of European colonization on the native American tribes of Florida.

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

Turn and Talk Partners

Florida Native Plants photograph of a Manchineel tree, gumbo limbo tree, mahogany tree, Spanish moss

Location map of the Pa-hay-Okee swamp (The Everglades), map at <http://www.everglades.national-park.com/ever1.htm>

*The Last Calusa* journal

Pencil

**Warm-up:**

Open your books and notebooks to where we left off in the story. Today we will read Chapter 15 "Poisoned Arrows." Turn and talk about your prediction based on what has happened so far and the title "Poisoned Arrows."

[Circulate and listen in to students' conversations. Provide support for students who struggle with predictions based on previous events and the chapter title.]

**Vocabulary:**

quiver – An archer's case for holding arrows.

manchineel sap – A tropical American tree having poisonous fruit and a poisonous milky sap .

thicket of islands – A dense group of islands.

multitude – A large number.

shafts of light – a ray of sunlight.

gumbo limbo – a tree of southern Florida and the American tropics that has a smooth coppery bark and supplies a reddish resin used locally in cements and varnishes.

canopy of vegetation – The uppermost layer in a forest, formed by the crowns of the trees.

hues – a gradation or variety of a color; tint.

tentacles – A similar part or extension, especially with respect to the ability to grasp or stretch.

muffled – a deaden or quieted sound.

gurgled – a hollow bubbling sound of running water.

foliage – A cluster of leaves.

**Activity:**

1. Introduce words of interest: *quiver, manchineel sap, thicket of islands, multitude, shafts of light, gumbo limbo, canopy of vegetation, hues, tentacles, muffled, gurgled, foliage.*

2. As students read, they should think about how they might react to seeing Pah-pat-ukale prepare poison-tip arrows.

[Begin reading page 132 aloud. Continue reading, stopping and emphasizing words (e.g., nouns, adjectives, verbs, adverbs, etc.) used by the author to describe his meaning and purpose.]

Page 132: “This will not kill him. He will sleep as if dead, but he will wake.” (Why would Pah-pat-ukale only want to cause Dr. Livingston to “sleep” and not kill him?)

Page 133: Re-read the eighth paragraph aloud. Why didn’t Barkley answer Charlie’s question?

Pages 134 – 36: “In the mud near the water was a set of wet footprints, like someone had struggled along this shore.” (Consider which different events may have caused these mysterious footprints. Whose were they?)

Page 137: Barkley mutter in awe and gripped the sides of the canoe.” (Was Bartley afraid? Remember that Bartley is a professor of botany, one who studies plants.)

Page 138: In the illustration, notice the archway/canopy the trees make over the river.

Page 139: Can you find a curious observation of Lillie’s that may lead to more mystery? Turn and talk. Speculate (guessing as it might relate to the story) on its meaning to the story.

Page 140: Who was the muffled shout coming from and why?

Page 141: Was it wise of Charlie, Tiger, Lillie, and Bartley to follow Pah-pat-ukale and the mysterious voice? How else could they have done?

### **Reflection:**

After completing the chapter, have students turn and talk and discuss what they think Pah-pat-ukale will do if he catches up with Dr. Livingston. Record predictions in your notebook.

### **Assessment:**

Using review of notebooks and listening to conversations, take note of students who will need the Social Studies and Reading/Language concepts reviewed or re-explained.

***The Adventures of Charlie Pierce:  
The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 16**  
**Written by Cheryl Burkhardt**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SS.4.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

SS.4.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

Turn and Talk Partners

Brief explanation of Seminole Wars (found at: <http://www.flheritage.com/facts/history/seminole/wars.cfm> or) History of the Seminole Wars at: <http://www.seminolewars.us/history.html>)

Major William Lauderdale and the applicable importance to this story

Florida Native Plant photograph of a mature Banyan Tree

*The Last Calusa* journal

Pencils

**Warm-up:**

Open your books and notebooks to where we left off in the story. Today we will read Chapter 16 “Banyan Island.” Turn and talk about your prediction based on what has happened so far and the title “Banyan Island.”

[Circulate and listen in to students' conversations. Provide support for students who struggle with predictions based on previous events and the chapter title.]

**Vocabulary:**

marsh – An area of low-lying land that is flooded in wet seasons or at high tide, and typically remains waterlogged at all times.

banyan tree – East Indian tree that puts out aerial shoots that grow down into the soil forming additional trunks.

festooned – a string or chain of flowers, foliage, ribbon, etc., suspended in a curve between two points.

flared – expanding or opening outward.

fluted trunks – a groove or furrow of the tree trunk.

befuddled – unable to think with clarity or act intelligently.

hollow voice – dull, muffled voice.

crescent shaped – curving and somewhat round in shape rather than jagged.

embankment – A wall or bank of earth or stone built to prevent a river flooding an area.

barbs – A sharp projection near the end of an arrow, fishhook, or similar item, angled away from the main point so as to make extraction difficult.

toppled over – falling over.

canteen – a container to carry liquid.

oilskin bag – Fabric treated with clay, oil, and pigments to make it waterproof.

pelting – Attack someone by repeatedly throwing things at them.

materialize – To suddenly appear.

## Activity:

1. Introduce words of interest: *marsh, banyan tree, festooned, flared, fluted trunks, befuddled, hollow voice, crescent shaped, embankment, barbs, toppled over, canteen, oilskin bag, pelting, materialize.*

2. As students read, they should think about what each of the characters is feeling /thinking. Do you think you would feel the way any of them feel or would you feel/react differently? What do you think has happened to Dr. Livingston? Turn and talk comparing ideas using details from the text to support your thoughts.

Page 143: "His body was draped with canteens and an oilskin bag that sloshed with water. Before I had time to really wonder why he was bothering to carry such heavy baggage, I saw that he also had my rifle strapped across his back." (The author made a point of the "heavy baggage" and the water Dr. Livingston was carrying. Why was Dr. Livingston trying to get away from the others?)

Pages 144-45: Notice the roots of the banyan trees in the illustration. How were they helpful to Dr. Livingston as well as to the others?

Page 146: "This ain't a debate." (What did Charlie mean by this?)

Page 147: "'Gold?' Dr. Livingston barked. 'You don't understand, do you? This was never about gold.'" (What do you imagine Dr. Livingston meant by this? What else might he be hiding from the others?)

Page 148: Why did Charlie ask Bartley and Lillie to stay behind?

Page 149: "I couldn't see Dr. Livingston around the curve of the island, and I wasn't sure if I should slide down and run along the sandy beach, or if it would be safer to stay hidden among the banyan roots and columns."

(Turn and talk discussing reasons for Charlie's uncertainty, both pro and con.)

Page 150: "I jumped for the bank to crawl up to it when I saw Pah-pat-ukale materialize next to her." (What does the author mean by "materialize next to her"?)

Page 151: Looking at the illustration, you know from your reading that Pah-pat-ukale is pulling Lillie away from the crocodile while Dr. Livingston is attempting escape. How might one interpret this illustration if there were no text to accompany it? The illustrations are often as important as the text to contribute/clarify the author's intent.

Page 152: Were you surprised to read that Pah-pat-ukale intended to shoot Dr. Livingston instead of the crocodile? Turn and talk giving your reasoning for your decision.

Page 153: What is your prediction for what will happen now to Dr. Livingston? Turn and talk, giving your reasoning for your prediction.

## Reflection:

After reading have turn and talk partners share their predictions with the rest of the class making sure to give their reasoning for their predictions.

## Assessment:

Using review of notebooks and listening to the conversations, take note of students who will need the Social Studies and Reading/Language concepts reviewed or re-explained.

***The Adventures of Charlie Pierce:***  
***The Last Calusa***  
**Harvey E. Oyer III**  
**Chapter 17**  
**Written by Cheryl Burkhardt**

**Student Targets:**

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.

**Materials:**

*The Adventures of Charlie Pierce: The Last Calusa*

Turn and Talk Partners

Florida Native Plant photograph of a Cinnamon tree

*The Last Calusa* journal

Pencil

**Warm-up:**

Lead a discussion of events leading up to this last chapter. Briefly record events on a chart and have students record them in their notebooks, as well. Remind students to use drawings/sketches as a form of writing and are often useful when written/verbal description seem inadequate.

**Vocabulary:**

Cinnamon – An aromatic spice made from the dried bark of a Southeast Asian tree.

Fountain of Youth – a fountain described in folk tales that could make people young again if they drank the water from the fountain.

Ponce de León – a Spanish explorer who claimed Florida for Spain in 1513.

Absentmindedly – lost in thought and unaware of one's surroundings or actions.

Homestead – An area of public land in the West (usually 160 acres) granted to any US citizen willing to settle on and farm the land for at least five years.

wavered – not steady, shakes, or changes a lot.

basin – A small enclosed or partly enclosed body of water.

**Activity:**

1. Introduce words of interest: *cinnamon*, *Fountain of Youth*, *Ponce de León*, *absentmindedly*, *homestead*, *wavered*, *basin*.

2. As students read the final chapter, they should think about how differently the story has changed from chapter 1 until now.

[Begin reading, stopping at points in the story that might be pivotal had events unfolded in another way.]

Page 154: “ ‘Okay,’ I answered. ‘Tiger, be careful. Make sure he’s really sleeping.’ “ What might the outcome be if Dr. Livingston were faking being asleep or if he were really dead?

Page 155: “Without knowing exactly how, I was suddenly sure that he had spent many hours sitting under this sad little tree.” (This is an interesting thing for Charlie to think. Do you recall mention of this tree in a previous chapter? Have students locate the passage. Chapter 16, page 143.)

Page 156: “ ‘This is the spiritual home of the Calusa,’ he said. ‘And now it is like me, fading and old.’ “ If Pah-pat-ukale is fading and old, why do you think he is smiling? Why is the water from this spring so important to him?

Page 157: “Now Pah-pat-ukale turned his knowing smile on Barkley.” (What does “knowing smile” mean? What do Pah-pat-ukale and Barkley know that the Charlie, Tiger, and Lillie do not know?

Pages 158-59: “Then all of a sudden, the bits and pieces of the puzzle fell in to place and the hairs on my arms and neck raised.” (Re-read the paragraph beginning with “I remember reading a book...” on page 159. Solicit thoughts/predictions about this special place.)

Page 160: Re-read the passage beginning with “No one spoke until Pah-pat-ukale said...” Have students turn and talk, then share thoughts with class.

Page 161: Read aloud this page and then turn and talk about the meaning of progress as Pah-pat-ukale defines it. Compare and contrast it to Barkley’s definition of progress? Charlie felt some guilt about his family’s farm. Why?

Page 162: Pah-pat-ukale frowned when he said he recognized the name of Ponce de Leon. Why did Pah-pat-ukale destroy the map?

Page 163: “He poured out his little gourd cup on the ground, then dabbed a bit of the clear spring water on his forehead, and his lips moved with silent words.” (Do you recall another point in the book when Pah-pat-ukale poured liquid on the ground? How might these two events be related? Turn and talk. Record your ideas in your journal.)

### **Reflection:**

Read aloud the Epilogue. Solicit the students’ thoughts reminding them that this is historical fiction. Assign the Postscript, About Charlie Pierce, and About the Author for further follow-up discussion.

### **Assessment:**

Using review of notebooks and listening to the conversations of the students, take note of students who will need the Social Studies and Reading/Language concepts reviewed or re-explained.

