

**Brevard Museum
of History
& Natural Science**

**Teacher's Guide:
What did you Learn?**

January 2017

Section 1 - Cape Canaveral Lighthouse

Vocabulary Multiple Choice

1. A sandbar that makes the water shallow. _____
a. Day Mark
2. the way a lighthouse is painted so mariners can recognize it in the daytime. _____
b. Mariner
c. Shoals
3. A person who directs or assist in the navigation of a ship; sailor. _____

Multiple Choice:

1. Who complained that the light was too dim?
a. The mariners
b. The neighbors
c. The Mayor
2. What year was the 1st Cape Canaveral Light House constructed?
a. 1830
b. 1840
c. 1848
3. How tall is the Cape Canaveral Light House?
a. 130 feet
b. 151 feet
c. 170 feet

Fill in the missing letter: a, m, o,

1. day _ark
2. m_riner
3. sh_als

Section 2 – Florida’s Ice Age

Vocabulary Words

Excavate: to expose or lay bare by or as if by digging; unearth.

Extinct: no longer in existence; that has ended or died out.

Fossil: remains, impressions, or trace of a living thing of a former geologic age, as a skeleton, footprint, etc.

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|--|-------------|
| 1. No longer in existence; that has ended or died out. ____ | a. Excavate |
| 2. To expose or lay bare by or as if by digging;
to unearth ____ | b. Extinct |
| 3. Remains, impressions trace of a living thing of a former
geologic age, as a skeleton, footprint, etc. ____ | c. Fossil |

Multiple Choice:

- How tall was the Giant Ground Sloth?
 - 8 feet
 - 10 feet
 - 14 feet
- What did the Mastodon eat?
 - grass
 - meat
 - leaves, trees & shrubs
- Which bones of the Saber Tooth Cat were missing when found?
 - teeth
 - ribs
 - leg

Fill in the missing letter: c, i, x

- E__cavate
- Extin__t

3. Foss__l

Section 3 – Florida History

Vocabulary Words

Cattle: domesticated farm animal used for its meat and milk.

Citrus: a tart to sweet, pulpy fruit having a smooth, shiny, stippled skin.

Mural: a large picture painted or affixed directly on a wall or ceiling.

- | | |
|---|-----------|
| 1. A tart to sweet, pulpy fruit having a smooth, shiny stippled skin. _____ | a. Cattle |
| 2. Domesticated farm animal used for its meat and milk. _____ | b. Citrus |
| 3. A large picture painted or affixed directly on a wall. _____ | c. Mural |

Multiple Choice:

- Which fruit below is a Citrus fruit?
 - Apple
 - Banana
 - Orange

- Turpentine came from which tree?
 - Pine Tree
 - Palm Tree
 - Oak Tree

- Where did Florida settlers get the things they could not grow or make on their own?
 - Publix
 - General Store
 - Wal-Mart

Fill in the missing letter: l, r, u

- Cat__le
- Cit__us
- Mura__

Section 4 – The People of Windover

Vocabulary Words

Archaeologist: a scientist that studies ancient and recent human past through material remains.

Carbon Dating: a method used to determine the age of objects.

Preservation: to keep alive or in existence, make lasting.

- | | |
|---|------------------|
| 1. A scientist that studies ancient and recent human past through material remains. | a. Carbon Dating |
| 2. A method used to determine the age of objects. _____ | b. Preservation |
| 3. To keep alive or in existence, make lasting. _____ | c. Archaeologist |

Multiple Choice

1. What did the backhoe driver find in the Windover pond?
 - a. A ball
 - b. A skull
 - c. A rock

2. How old were the remains found at the Windover site?
 - a. 7,000 to 8,000 years old
 - b. 10,000 to 12,000 years old
 - c. 15,000 to 20,000 years old

3. Where did the Windover people bury their loved ones?
 - a. Cemetery
 - b. Park
 - c. Beneath the pond waters

Fill in the missing letter: b, h, p

1. arc__aeologist
2. car__on dating
3. __reservation

Answers to Section 1 – Cape Canaveral Light House

Vocabulary Words

1. C
2. A
3. B

Multiple Choice

1. A
2. C
3. B

Fill in the Blanks

1. m
2. a
3. o

Vocabulary Words:

Day Mark: the way a lighthouse is painted so mariners can recognize it in the daytime.

Mariner: a person who directs or assists in the navigation of a ship; sailor.

Shoals: a sandbar that makes the water shallow.

Answers to Section 2 – Ice Age

Vocabulary Words

1. B
2. A
3. C

Multiple Choice

1. C
2. C
3. B

Fill in the Blanks

1. x
2. c

3. i

Answers to Section 3 – Florida History

Vocabulary Words

1. B
2. A
3. C

Multiple Choice

1. C
2. A
3. B

Fill in the Blanks

1. t
2. r
3. l

Answers to Section 4 – The People of Windover

Vocabulary Words

1. C
2. A
3. B

Multiple Choice

1. B
2. A
3. C

Fill in the Blanks

1. h
2. b
3. g

Standards and References

The Brevard Museum of History and Natural Science's Educators' Guides, will help you structure learning experiences that correspond to the following Florida Sunshine State Standards. All guides contain materials and online resources to supplement and enhance student learning in the classroom and during visits to the Museum exhibits to the state standards and enhancing school fieldtrips.

Section 1 – Cape Canaveral Light House

Brevard Museum of History and Natural Science - 2017

www.canaverallight.org - 2016

Childers, Frank M. 2002 "History of the Cape Canaveral Lighthouse"

Section 2 – Ice Age

Brevard Museum of History and Natural Science - 2017

The Student recognizes that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species. SC.7.L.15.1

Section 3 – Florida History

Brevard Museum of History and Natural Science - 2017

How Living Things Interact with Their Environment Standard 2: | The student understands the consequences of using limited natural resources.

Time, Continuity and Change Standard 6: | The student understands the history of Florida and its people.

Section 4 – The People of Windover

Brevard Museum of History and Natural Science – 2017

Wentz, Rachel K. 2012 "Life and Death at Windover"

Pre-Columbian Florida Standard 2: | The Student recognizes differences in artifacts of Native Americans in Florida, such as pottery or spears. SS.4.a.2.Pa.a

Industrialization and emergence of Modern Florida Standard 6: | The Student understands to recognize that many people made contributions to Florida. SS.4.A.6.Pa.c

Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. | Students will learn how to analyze primary documents SS.4.A.1.1

Time, Continuity and Change Standard 6: | The student understands the history of Florida and its people.