

# America's Oldest City

## Making Inferences

In this lesson, students will appreciate the natural beauty and wildlife of St. Augustine while also comprehending the historical significance of America's oldest city, as they locate important information in order to make logical inferences.

Grades: 3-5	Subject(s): ELA & SS
Focus Standard(s)	CCSS.ELA-Literacy.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. D2.His.1.3-5; D2.His.3.3-5; D2.Geo.4.3-5; D2.Geo.6.3-5; D2.Geo.12.3-5
Learning Objective(s)	Students will be able to: <ul style="list-style-type: none"><li>• make logical inferences based on details found within a text.</li><li>• use chronological sequence to compare related events.</li><li>• explain how culture influences the way people adapt to their environments.</li></ul>
Materials/Resources	<a href="#">St. Augustine</a> Chart paper; marker; sticky notes
Vocabulary	Indigenous: native, first to live in a place
Anticipatory Set	Begin by showing students pictures from the Slide Show and then watching the short video from the article, <i>St. Augustine</i> . Afterward, ask students if they know anything else about St. Augustine that wasn't mentioned in the slides or video, or if they have any questions about the city.
Mini-Lesson	1. Explain to students that today they will be making inferences to better understand the article. Remind them that inferences are conclusions drawn from a combination of text evidence and their own background knowledge. 2. Begin by reading the first paragraph of <i>St. Augustine</i> aloud. Pause at the end of the paragraph and ask students, "Why do you think the passage mentions St. Augustine being older than other cities in Florida?" [Sample response: The information shows how historic and different St. Augustine is compared to the other major cities in Florida.]
Guided Practice	Write the following questions on a piece of chart paper: <ul style="list-style-type: none"><li>• Why do you believe the fort, Castillo de San Marcos, was made of coquina?</li><li>• Why do you think it was challenging for Spain to protect St. Augustine?</li><li>• Why do you think people visit St. Augustine today?</li></ul> Have students read the rest of the article with a partner. As they read, encourage them to think about these questions and discuss possible answers with their partner.
Independent Practice/ Closure	After students finish reading, invite them to choose one question to answer. Have them write their response on a sticky note and place it on the chart paper under the corresponding question.
Assessment	Evaluate students' abilities to make inferences by analyzing their responses to the provided questions.
Differentiation	Adjust lexile® levels as needed; answer questions as a whole group; use accessibility features or read-to-me feature as needed; print copies of article