

Backyard Exploration

Grade level : K- 5

Time: 3 lessons 45 min.sessions

Concept: Observe habitats in the schoolyard

Overview: This activity helps students explore their own school backyard and gives them background information for further studies in areas around them.

Materials/Resources:

school backyard
paper and pencil
bulletin board paper
construction paper
crayons and glue
Optional: magnifying glasses, binoculars

Objectives: Students will:

1. gain a deeper understanding of their environment through observation.
2. record data on a schoolyard exploration trip.

Procedures:

Day 1

1. Have students write a definition for the word *habitat*.
2. Discuss definitions.
3. Come to a conclusion on a class definition for the word *habitat*.
4. Read a book on habitatsex. Crinkleroots Guide to Animal Habitats by Jim Arnosky or The Magic Bus Hops Home: A Book About Animal Habitats by Lucie Duchesne (Translator), Joanna Cole.
5. Compare students' definition with examples of habitats in the book.

Day 2

1. Review the meaning of word habitat.
2. Divide students into groups of four.
3. State rules for outdoor exploration. Ex. Students must leave everything the way it is found.
4. Check that students have pencils, paper and magnifying glasses.
5. Students will:
 - a. tour the schoolyard looking for various habitats.
 - b. write about and draw the habitats they observe.
 - c. pencil rubbings of tree bark, leaves, animal tracks and building walls are encouraged.

Day 3

1. Students will share findings.
2. Each group can decide on the method of presentation. Have bulletin board paper, construction paper, crayons and glue available.

Evaluation:

1. Observation
2. Writings
3. Drawings
4. Presentations

Extensions:

1. Students can choose one of the habitats observed and research the animals/insect.
2. Students can make posters on ways to help keep the environment safe for the different species.
3. Invite speakers to discuss the environment and its habitats Ex. local gardeners, bird watchers, herpetologists, Audubon members.
4. Plant a small area that will attract and benefit wildlife. Website:
Landscape for Wildlife: www.wec.ufl.edu/extension/

National Standards:

Standard 4: The physical and human characteristics of places.

Standard 14: How human actions modify the physical environment.

Standard 18: How to apply geography to interpret the present and plan for the future.

Sunshine State Standards:

LA.A.1.3 Student uses the reading process effectively.

LA.B.2.3 Student writes to communicate ideas and information effectively.

LA.C.1.2 Students uses listening strategies effectively.

SS.B.2.3.9 Student understands the interactions of people and the physical environment.

SS.B1.1.1 Student determines the absolute and relative location of people, places and things.

SC.D.2.3. Student understands the need for protection of the natural systems on Earth.

Websites:

www.wec.ufl.edu/extension/frog

www.audubonofflorida.org/ - bird information

www.nsis.org/butterfly/

www.npwrc.usgs.gov/resource/geograph.htm#FL dragonfly, moths and beetle info

<http://pests.ifas.ufl.edu/> —various bugs and link to Florida Kids Bug Club

www.geobop.com/World/NA/US/FL/ — state tree and FL facts

<http://www.nwf.org/education/> — Backyard Wildlife Habitat Program

<http://www.nwf.org/frogwatchUSA/> — information of Florida frogs and Frog Watch program

<http://www.ex.ac.uk/bugclub/penpal2.html> — Kids Bug Club Pen Pals

Create a Community

Topic: Research animals and their habitats.

Grade Level: upper Elementary/Middle School

Time: 1-2 Weeks

Concept/Overview: Design a habitat from a one of the attached lists.

Objectives: Students will be able to recognize and categorize habitats in different environments.

Materials:

6x6 foot paper or posterboard
magazines or the internet for pictures
supplies for decorating and painting

Procedures:

Initiating Activity: Research animals in their habitat. Use the internet, zoo books, and other resources to explore the animals on the attached list.

Strategies: Design a habitat from one of the attached lists:

Urban, Wetland, Desert, Arctic, Forest, Coral Reef, Tide Pool, Mountain.

Suggested ways to design a Habitat:

1. Habitat Collage- Place a 6x6 foot piece of butcher paper on the wall. Posterboard could also be used. Students research and find pictures and information in the butcher paper. Students could also use this idea to prepare a wall hanging collage to exchange with another class or school.
2. Use animals from the lists and illustrate a food chain.
3. In lieu of a habitat perhaps develop a pond or forest community. Be accurate with the biodiversity and place animals and accurate information correctly within the community. Show how each faction of community life depends on another.

Culminating Activity: Create a rain forest in your classroom. Cover the walls with paintings of great Kapok trees and other types of natural vegetation that form the canopy, understory, and forest floor. Make paper models of animals native to the rain forest, such as birds, monkeys, snakes, jaguars, and the three-toed sloth. Investigate dangers to the rain forests, groups that are concerned about them, and what role you can play in preserving rain forests around the world.

Evaluation: Students discussion and finished products can be graded for their research, quality of craftsmanship, and creativity.

National Standards:

Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface.

Sunshine State Standards:

SS.B.1.3.1: The student uses various map forms and other geographic representations, tools and technologies to acquire, process and report geographic information.

LA.2.3.5.: Locates, organizes and interprets written information for a variety of purposes.

A Desert Habitat

Golden Eagle
Elf Owl
Gila Woodpecker
Saguaro
Desert Tortoise
Mexican Gold Poppies
Mesquite
Cottontails Shrimp
Roadrunner
Jumping Cholla
Cactus Wren
Collared Lizard
Rattlesnake
Darkling Beetles
Mule Deer
Long-nosed Bat
Organ-pipe Cactus
Kit Fox
Kangaroo Rats
Evening Primroses
Coyote
Bobcat

The Tide Pool

High Tide
Low Tide
Sea Gull
Shore fly
Rockweed
Sea Lettuce
Sea Anemone
Sea Slug
Sand Dollar
Sponge
Kelp
Goby
Whelk
Mussel
Irish Moss
Blenny
Rock Crab
Sea Stars
Chiton
Periwinkle
Barnacle
Hermit Crab
Sea Louse
Limpet

Forest Habitat

Hawk
Poplar Tree
Porcupine
Nuthatches
Skunk
Poison Ivy
Beaver
Ferns
Garter Snake
Box Turtle
Moss
Deer
Black Bear
Raccoon
Gray fox
Gray squirrel
Ovenbird
Mushrooms
Chipmunk
Oak Tree
Pine Tree
Maple Tree
Opossums
Owl

Coral Reef Habitat

Whitetip Shark
Lionfish
Green Turtle
Cuttlefish
Pillar Coral
Bushy Gorgonian
Coral Grouper
Sea Fan
Saddleback Butterflyfish
Soft Coral
Hard Corals
Golden Jewelfish
Humbug Damsel fish
Regal Angelfish
Elkhorn Coral
Clown Triggerfish
Lettuce Coral
Lined Butterflyfish
Sea Anemone
Clown Anemone Fish
Staghorn Coral
Brain Coral
Emperor Angelfish
Queen Angelfish
Long-beaked Butterflyfish
Moorish Idol
Mandarinfish
Spotfin Butterflyfish
Striped-face Unicornfish
Blue Tang
Blue Parrotfish

Urban Habitat

Pigeons
Goldfish
Cypress Tree
Oak Tree
Dog
Canada Geese
Starlings
Willow
Spruce Tree
Skunk
Sparrow
Raccoon
Mallard Ducks
Bittersweet
Opossums
Lady's-thumb
Mouse
Garden Spider
Turtle
Milkweed
Chipmunk
Butterfly
Rabbit
White Clover
Cat
Children
Buildings (include a school)
People
Pond
Grass
Hedges
Flowerbeds
Park

Wetland Habitat

Black Bear
Whooping Crane
Water Buttercup
Green-backed Heron
Dragonfly
Purple Gallinule
Bullfrog
Cattail
Otter
Water Lily
Catfish
Green Water Bug
Wild Iris
Water Strider
Painted Turtle
Eastern Newt
Loosestrife
Wood Ducks
Easter Ribbon Snake
Deer
Great Blue Heron
Cinnamon Teal
Snowy Egret

Arctic Habitat

Polar Bear
Caribou
Musk Oxen
Arctic Char
Arctic Hare
Sandhill Crane
Willow Ptarmigan
Red-necked Phalarope
Ermine
Arctic Cotton Grass
Collard Lemmin
Ground Squirrel
Caribou Lichen
Small Cooper Butterflies
Arctic Foxes
Snow Geese
Snowy Owl
Beluga
Ringed Seals
Dall Sheep
Walruses
Arctic Terns
Blue Lapine
Puffins

Mountain Habitat

American Dipper
Bighorn Sheep
Great Horned Owl
Mule Deer
North American Porcupine
American Black Bear
Moose
Forget-Me-Not
Red Fox
Dark-eyed Junco
Primrose
Rainbow Trout
Mountain Beaver
Raccoon
Deer Mouse
Mountain Lion
Rosecrown
Elk
Golden Eagle
Mountain Goat

Create-a-Creature (Adaptability)

Topic: How do animals adapt to their habitats?

Grade Level: K-6

Time to teach lesson: 3-4 class periods

Concept: Students will gain an understanding of the ways animals have adapted to their habitats.

Overview: Students will learn that some animals have special physical features that are adapted to their habitats.

Objectives/Goals: Students will:

1. use the Internet and other sources to gather information.
2. create a new animal to live in a specific habitat.
3. write a description of the creature and how it is specially adapted to its habitat.
4. share.

Materials:

Internet access for research

Encyclopedias or other printed materials on habitats

Art supplies

Recycled or household materials

Procedures:

Initiating Activity:

Engage students with a discussion of animals with special features for their habitat. For example: Did you know that manatees have big flat teeth (molars) in the back of their mouths? Why do you think they have flat teeth instead of sharp, pointed teeth?

Strategies:

1. Give examples of physical features. (big eyes, long beaks, long tails, etc.)
2. Explore habitats. Begin with the website [The Indian River Lagoon: A Mosaic of Habitats](http://www.sms.si.edu/IRLSpec/Whatsa_Habitat.htm) (http://www.sms.si.edu/IRLSpec/Whatsa_Habitat.htm). Scroll down to the table, which includes animals and plants.
3. Give students art supplies and recycled materials. Students will create an original creature specially suited to its habitat.
4. Write. Each student will write 1 or more paragraphs describing the creature and how it is adapted to its habitat. Be sure to name the creature, tell what it eats, where it lives, where it sleeps, etc.

Culminating Activities:

Share your creature and explain its adaptations.

Evaluation:

Teacher observation

Presentation

National Standards:

Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report geographic information.

Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface.

Sunshine State Standards:

LA.A.1.3: uses the reading process effectively.

LA.A.2.3.5: locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.B.1.3.1: organizes information before writing according to the type and purpose of writing.

LA.B.1.3.2: drafts and revises writing.

LA.B.1.3.3: produces final documents that have been edited.

LA.B.2.3: writes to communicate ideas and information effectively.

LA.C.1.3: uses listening strategies effectively.

LA.C.2.3: uses viewing strategies effectively.

LA.C.3.5: uses speaking strategies effectively.

SC.D.2.3: understands the need for protection of the natural systems on Earth.

SS.B.1.1.1: determines the absolute and relative location of people, places, and things.

SS.B.2.1.1: identifies some physical and human characteristics of places.

List of Websites:

The Indian River Lagoon

http://www.sms.si.edu/IRLSpec/Whatsa_Habitat.htm

Everglades National Park Habitats

<http://www.nps.gov/ever/eco/habitats.htm>

Habitat Sweet Habitat

Topic: Habitats

Grade Level: K-6

Time: Several class periods

Concept/Overview: Teaches the importance of understanding our connection to the environment and how fragile each habitat is.

Materials:

Children's literature (see resource section)

Materials for masks or costumes

Paper plates

Large bags

Construction paper

Glue, Markers, Scissors

Objectives:

The students will:

1. develop awareness of how fragile and connected all things are.
2. recognize that each creature on earth has a house of its own, specially fitted for it.
3. identify ways we can help to protect habitats.
4. assume the role of a plant or animal to describe how that plant or animal is impacted by changes created by humans.
5. identify a goal or form of action to help in protecting habitats and/or communities from life-threatening actions.

Procedures:

1. Read *A House Is A House For Me*. Discuss the importance of everything having a home developed specifically for its needs. Discuss the importance of protecting these homes.
2. To illustrate the meaning of habitat for young children, have the students discuss why they live in the place they do. List basic needs provided by and in their home. What if your home excluded one of these basic needs?
3. To illustrate how things can happen to create change in habitats, have students read selected books or articles which demonstrate how the choices we make each day have an impact on plant and animal communities. Discuss many varied effects of the changes made by humans on other living things.
4. Prepare students for a *Council of All Beings*. Explain that a council meeting of the creatures, plants, and beings that live on Earth. Explain that they will "become" (in their imaginations) an animal, plant, or ecological feature (such as a mountain or river) and take part in a meeting to

discuss their feelings about Earth and its future.

5. Give each person quiet time alone to reflect about the plants, animals, birds, insects, etc. that share our Earth. They should think very hard because they will “become” one of the beings and speak as that being at the council.

6. After they have selected their *being*, they should prepare for the meeting by creating a mask or costume of their chosen *being*. Each child will design their own mask. Make this a quiet experience so they can think about their chosen *being*. Once they complete and wear their mask, they will “become” their *being*.

7. To begin with the council, have all beings sit in a circle facing each other. The leader of the meeting will take on the role of Chief Seattle and open the council with this brief speech:

Each part of the Earth is sacred. Every shining pine needle, every sandy shore, every mist in the dark woods, every meadow, and every animal, bird or humming insect is holy. You are part of the Earth and it is part of you. The perfumed flowers are your sisters; the deer, the house, the great eagle, these are your brothers. The tall mountain, the stream in the meadow, the body heat of the pony, and man—all belong to your family. All things on this Earth are connected, like the blood that connects one family so that whatever happens to the Earth, also happens to you. We have gathered here today to speak of our Earth. We want you to hear our words and learn from them.

8. Allow beings to come to the center one-by-one, identify themselves, and tell the council how they feel about what is happening to Earth and how it is affecting them. (If for example, they speak for an endangered animal, they can tell the council what is happening to threaten their existence.)

9. Before closing the council, have each participant commit him/herself to some form of action to accomplish the goals expressed. To end the meeting, have Chief Seattle close with these words:

This we know. Whatever happens to the Earth happens to the people of the Earth. Try to imagine the whole Earth as a spider’s web. Man did not weave this web of life, he is merely a strand in it. So whatever he does to the web, he does to himself.

National Standards:

Standard 8: The characteristics and spatial distribution of ecosystems on Earth’s surface.

Standard 14: How human actions modify the physical environment.

Sunshine State Standards:

SS. B.1.2.1: Students use maps, globes, charts, and graphs and geographical tools to gather and interpret data and to draw conclusions about physical patterns.

SS. B.2.3.6: Students understand how the interaction between physical and human systems affect current conditions on the Earth.

SC.D.2.3.3.: Students understand the need for protection of the natural systems on Earth.

The Many Faces of Rice

Topic: Rice from different cultures.

Grade Level: K-12

Time to teach lesson: a week

Concept: Students will explore different cultures through food.

Overview: Many different cultures now make up the population of Florida. Even though there are differences in these cultures a common thread can be found through their traditional food.

Objectives/Goals: Students will:

1. Identify cultures and countries found in the classroom and at school.
2. Identify the different ethnic restaurants found in the area.
3. Research their culture through the special foods eaten at their homes.
4. Develop a class cookbook of their family ethnic recipes.
5. Locate and mark the countries of their ancestors on a world map.
6. Compare/contrast rice by color, shape, size, weight, and taste.

Materials:

Everybody Cooks Rice by Norah Dooley,

Chart paper/markers

Computer with Interact Access

Yellow pages of area phone book

World map

State, county and/or city maps

Word processing program

Plastic baggies

Different types of rice

Scale

Worksheets (from website)

Websites;

http://www.mcps.k12.md.us/curriculum/socialstd/grade3/Everybody_Cooks.html

Procedures:

Initiating Activity: Ask students the following questions: 1. Where did your ancestors come from when they came to the United States? 2. What traditional food do you eat at home? 3. Do you eat any special rice dishes? Write answers on chart paper. Mark on world map the places the ancestors came from.

Strategies:

1. Read the book, Everybody Cooks Rice by Norah Dooley.
2. Add the countries and rice dishes to the chart paper. Compare to the places the students ancestors are from...any the same? Mark on world map the places mentioned in the book. Ask students what they notice about where they have marked the map.
3. Give students the “Everybody Cooks Rice” chart. Have them fill in the chart from the information posted on the chart.
4. Research in the yellow pages of the area phonebook, the ethnic restaurants in the area. Locate them on the county/city maps. Ask if the students have eaten at any of them. Discuss from the names what kind of rice dishes might be served at these restaurants.
5. Research the restaurants by asking them what kind of rice dishes do they serve.
6. Bring in samples of different types of rice. Have them in snack baggies marked with the name of the rice. Divide students into small groups. Have them investigate by comparing and contrasting each type as to color, size, and weight.
7. Create a bar graph using the different weights of 1/4 cup of rice.
8. Have a tasting party of the different types of rice and having the students bringing in a traditional rice dish from home.
9. Research how and where rice is grown in the world. Discuss and put information on chart paper. Using this information write a summary on where rice is found and how it is grown. Mark the locations on a world map where rice is found.

Culminating Activities: Create a class cookbook. Have students bring in a family recipe from home and have the students make a cookbook.

Extension Activity: Using the different rice, have the students create a map of Florida.

Evaluation:

1. Observation
2. Maps
3. Research data
4. Bar graph
5. Class cookbook
6. Florida rice map
7. Writings
8. Chart

Sunshine State Standards:

SS.B.1.2.1: The student uses maps, globes, charts, graphs, and geographical tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.

SS.B.1.3.1: The student uses various map forms and other geographic representations to acquire, proces, and report geographic information.

SS.B 2.3.6: Student understands how the interaction between the physical and human systems affect conditions on the Earth.

LA.B.2.3: Writes to communicate ideas and information effectively.

LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes.

LA.C.1.3: The student uses listening strategies effectively.

LA.C.3.3: The student uses speaking strategies effectively.

SC.D.2.3.2: The student knows the positive and negative consequences of human action on the Earth's systems.

SC.D.2.3.3: The student understands the need for protection of the natural systems on earth.

National Geography Standards: The geographically informed persons know and Understands:

Standard 1: How to use maps and other geographic representations, tools, and other technologies to acquire, process, and report information from a spatial perspective.

Standard 3: How to analyze the spatial organization of people, places, and environments on the earth's surface.

Standard 4: The physical and human characteristics of places.

Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface.

Standard 14: How human actions modify the physical environment.

FCAT:

Vocabulary knowledge and strategies

Making inferences

Drawing conclusions

Comparison and contrast

Cause and effect relationship

Read and organize information for multiple purposes

Reference materials

Moo...sing Along

Topic: A history of cattle in Florida

Grade Level: K-12

Time to teach lesson: a week

Concept: Students will explore the history of cattle in Florida.

Overview: Students will understand the importance of cattle to the history of Florida. They will realize the sites and sounds of cattle are shrinking through out the state.

Objectives/Goals: Students will:

1. Research information on the history of cattle in Florida
2. Create a timeline of the history of cattle in Florida
3. Analyze maps on selling cattle and open-range ranching
4. Create a bar graph using data from the selling cattle map
5. Recreate the two maps as one, overlapping information
6. Write a report
7. Create a Florida cow

Materials:

Maps on selling cattle and open-range ranching in Florida

A Land Remembered; Student Volume I (pages 105-128) by Patrick Smith

Chart paper, markers

Computer with Internet access

Photos of cows

Overhead and transparencies

Worksheets [Cow Image](#)

Websites:

<http://www.floridacattlemen.org/history.htm>

<http://www.amelianow.com/winter00-cattle.htm>

http://homepages.rootsweb.com/~fcc/main/what's_a_cracker.htm

<http://www.floridaareenactors.online.com/cowcav.htm>

<http://fcit.coedu.usf.edu/florida/lessons/cowboys/cowboys.html>

<http://www.tampabayhistorycenter.org/cracker.htm>

http://www.embryoplus.com/cattle_florida_cracker.html

<http://dlis.dos.state.fl.us/barm/fsa.html>

Initiating Activity: Ask students what do they know about the history of cattle in Florida. Can they name any ranches or farms in their area? Do any of them live on a ranch or farm? Do any of them have cattle?

Strategies:

1. Divide students into 4 groups. Assign each student an article (“Cracker Cowmen Timeline”; “Cattle and Cowboys in Florida”; “The Cattle History:500 Years in Florida”; “History of Florida’s Cattle Industry”). Have them read each article. Put up chart papers to create a timeline. Have the groups put information on the timeline. Discuss.
2. Using the information of the timeline, have the students write a history of the cattle in Florida.
3. Create a mural on bulletin board paper of the history of the cattle.
4. Handout worksheet of the 1992 cattle selling map and the 1880 Open-Range Ranching maps. Make transparencies of each map. Overlay them on the overhead. Discuss what this overlay might mean.
5. Hand out an outline map of Florida and have students create an overlay map. Write a paper on what it means.
6. In small groups, use the 1992 cattle-selling map to gather data on how many counties fit each category. Use this data to create a bar graph. Write questions to go with their bar graphs. As a whole group, come together and discuss.
7. Make copies or transparencies of photos of the different types of cows in the different areas of Florida. Give outline of cow to students and have them create their own “FLORIDA COW”. Write a descriptive paragraph of the meaning of the decorations on the cows.

Culminating Activities: Read excerpt from A Land Remembered (Student Volume I, pages 105-128) on the description of the cattle and cattle drive in early Florida. Write a story about being a cowhand on a cattle drive in early Florida. Include the sites and sounds the students might see and hear.

Extension Activity: Research your county to see how many ranches and farms are located there. Find what kinds of cattle are being raised. Have a speaker come and talk about the history of cattle in your area.

Evaluation:

1. Observation
2. Written assignments
3. Bar graph
4. Florida overlay map
5. Timeline
6. Florida Cow

Sunshine State Standards:

SS.B.1.2.1: The student uses maps, globes, charts, graphs, and geographical tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.

SS.B.1.3.1: The student uses various map forms and other geographic representations to acquire, process, and report geographic information.

SS.B.2.3.6: The student understands the environmental consequences of people changing the physical environment in various world locations.

SS.B.2.3.6: Student understands how the interaction between the physical and human systems affect conditions on the Earth.

LA.B.2.3: Writes to communicate ideas and information effectively.

LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes.

LA.C.1.3: The student uses listening strategies effectively.

LA.C.3.3: The student uses speaking strategies effectively.

SCD.2.3.2: The student knows the positive and negative consequences of human action on the Earth's systems.

National Geography Standards: The geographically informed persons know and understands:

Standard 1: How to use maps and other geographic representations, tools, and other technologies to acquire, process, and report information from a spatial perspective.

Standard 3: How to analyze the spatial organization of people, places, and environments on the earth's surface.

Standard 4: The physical and human characteristics of places.

Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface.

Standard 14: How human actions modify the physical environment.

FCAT:

Vocabulary knowledge and strategies

Making inferences

Drawing conclusions

Comparison and contrast

Cause and effect relationship

Read and organize information for multiple purposes

Reference materials

Sights of the World

By Melissa Holmes, FGA Graduate Assistant

Grade Level: 5-8 (can be adapted for primary and high school students)

Time: 1-2 class periods

The geography of the world is influenced by the culture of societies. Each society has its own unique cultural landscape that are influenced through time by technology and evolution. For instance, America has gone through an amazing cultural change in the last two hundred years. It has gone from a primarily agricultural society to a highly sophisticated technological society. Things that were people thought about when describing America two hundred years ago are quite different than what people think of today. For example, if you were to ask someone what do you think of when you think about America in the 1800? One might give the response of covered wagons, cowboys, and buffalo roaming the prairies. If you were to ask a person the same question about America in today one might get the response of, expensive cars, cell phones, and big cities.

Culture has changed in the US dramatically over the last two hundred years. In other parts of the world such as Africa cultural has made small subtle changes. These differences are what allows geographers to study culture in different places.

In this introductory lesson students will examine the different cultures of the world in order to see what affect other societies have had on America cultural and the way we view them.

These lessons are geographic because they study aspects of a cultural in the US and they are shown to have relationships to other phenomena in the world.

Objectives

Cognitive

To gain an understanding of:

- What cultural objects are associated with the United States
- What regions/places can certain items are associated within the US
- What impact American culture has had on other area of the world
- How has other cultures impacted culture in the United States

Psychomotor

To be able to:

- Interpret a collage of pictures and associate items with different countries and/or regions

- Show on maps of the United States and the world which countries or regions items come from
- Show on a Florida map main tourist destinations
- Discuss why items are associated with certain places.

Affective

Show an appreciation of:

- How cultures vary
- How cultures are different
- The importance of different cultures
- The impact of globalization on cultures

Materials

1. National Geographic poster entitled *Where in the World? Find 100 Items!*
2. World map

Procedures

Activity- Open up a class discussion on culture. Ask the students what types of activities they participate in with their families and friends. Students of different ethnicities will have different answers.

1. Have students describe their family background. What country, region, city or side of town their families are from.
2. Have students note differences in culture, whether it is in music, types of foods, activities, etc.
3. Give students the poster *Where in the World? Find 100 Items!*, published by National Geographic.
4. Have students find items that they would associate with their own culture.
5. Have the students look on the left side of the poster and find the country/region of the world the item originated from.
6. Have the students find the country/region of the world in a map of the world.
7. Have students name other items they would associate with the particular country/region named.
8. Explore with your students, how globalization (the internet, international travel, etc.) has allowed for cultures to become so closely related.

Evaluation – Students can be evaluated on their class discussion as well as having them write their responses in both free response style and by charting their finds.

Sunshine State Standards –

Students know and understand:

- how personal characteristics affect our perception of places and regions.
- how culture and technology affect perceptions of places and regions.
- how places and regions serve as cultural symbols.

A Virtual Field Trip To Wild Florida

(An Adaptation from a Problems and Prospects field lab produced by The Academy of Public Service, Umatilla High School, Lake County Florida)

Grade Level: Adaptable for all grades.

Time: 1-2 days

Concept: environment, human impacts on the natural environment

Generalization: The physical environment will suggest and limit people's activities, but does not dictate.

Objectives: Students will:

- 1) use critical thinking skills and observation to investigate and record characteristics of the natural environment in Florida.
- 2) compare and contrast the impacts that people have made on these environmentally sensitive areas of Florida.

Materials:

Things To Think About Guide (this can be made into an overhead and handout for students)

Environmental Observation Data Collection Sheet

Computers with internet access (If you have only one computer or limited computers, you can print the data sets and supporting materials for groups to work with until their turn comes up.)

Procedures:

Initiating Activity:

Ask students to think about how much damage a single person on a deserted island could cause, (they will most likely say very little) and then ask them what would happen if that same person was on a bulldozer. Tell the students that today they are going on a field trip to some special places throughout Florida without leaving the classroom. This virtual field trip is going to let them make some observations of nature without disturbing the natural surroundings. Place the Things To Think Guide on the overhead and give students a few minutes to think about their responses and any questions it may bring to mind. Have students share their responses and ask their questions. If a particular question seems like it could be answered during their virtual field trip, have them write it on their Things To Think About Guide.

Virtual Field Trip Activity:

Students are now ready to explore the environments of Florida. Set up the field trip by handing out their Environmental Observation Data Collection Sheets and putting the students in groups. (The groups will be determined by the number of computers with internet access, if every student is sitting at a computer, it is still recommended that they work together so they have someone to discuss their observations with.)

Assign the students to one of the webcam sites at the Web World Wonders website (<http://webworldwonders.firn.edu>). Let them explore the camera sites and work on their observational

skills by filling out the Data Collection Sheets and sketching what they see. Once they have finished their personal observations, have them explore the site for ecosystem data, weather data and other pieces of information that will help them answer their Things To Think About questions.

Once they have finished their data collection, ask them to talk with their partner about what they observed and the answers to their Things To Think About Guide. When they have successfully completed the Data Sheet and Things To Think About Guide, have the group find another group that looked at the same site and compare notes. Remind the students that if they have discrepancies, they can always go back to the site together to do another observation.

Culminating Activity: Have students in their original groups find another group that observed a different site. Ask the two groups to discuss what they saw. Ask them to find the similarities and differences between the sites as well as the impacts that people have made to each site. After a few minutes of discussion ask the groups to share with the class what they came up with.

Evaluation: Completion of their Things To Think About Guide and Data Collection Sheet along with their group discussions will provide the data for the students to create a field trip log or report that discusses what they learned on their virtual field trip. The supporting data (Things To Think About and Data Sheet) should be turned in with the final report or log.

National Geography Standards:

Standard 8: Student knows and understands the characteristics and spatial distribution of ecosystems on the Earth's surface.

Standard 14: Student knows and understands how human actions modify the physical environment.

Sunshine State Standards:

SC.D.2.3: the student understands the need for protection of the natural systems on Earth.

SS.B.2.3: the student understands the interactions of people and the physical environment.

Resources:

The Web World Wonders website (<http://webworldwonders.firn.edu>) and the related links off the site.

Things To Think About Guide

Before you visit the Web World Wonders site, think about ways you can sharpen your senses and your observational powers.

1. When you visit the Web World Wonders site, think about the value that these locations hold for you and others who live in or visit the state of Florida.
2. Do you see any evidence of vegetation?
3. Do you see any evidence that the water level may sometimes be higher than it is now? Do you see water marks on trees or shrubs? Do you see any leaves or other debris washed up against the trunks of trees?
4. Do you find any evidence of human activity in or around the area?
5. Do you see any evidence of animals? Example: feathers, tracks, bones, nests, etc.
6. Do you see places that look like they would make good areas for nests, dens, or homes? (sketch the location)
7. Do you see any evidence of animal feeding, such as holes in trees?
8. Do you see any animal constructions, such as spider webs?

Sketch anything interesting you observe:

Environmental Observation Data Collection Sheet

Date: _____

Observer's Name: _____

Weather Conditions: Sunny _____ Cloudy _____ Rainy _____
 Hot _____ Cold _____ Moderate _____

Location and comments: _____

General Topography: _____

Land Use:

 Human Alterations: _____

 Nearby Uses: _____

 Disturbances: _____

Birds/comments: _____

Insects/comments: _____

Animals/comments: _____

Vegetation/comments: _____

Water/comments: _____

Sketches: