Florida Cookie
Combining Technology and Environment

Grade Level: Elementary

Purpose: Students will understand how the development and progress of technology affects the environment.

Objectives: 1. Students will describe how technology and human needs affect the environment.
2. Pairs will make a “cookie” to present to the class that shows how the environment is affected by humans and technology.

Materials: recipe for Florida cookie
student generated list of basic human needs and how humans fulfill those basic needs
butcher paper
pencils

Procedures:
1. Instructor will begin the class by asking what are basic human needs (for example: shelter, food, clothing, drinking water), and ask how humans obtain their needs (drilling for oil, agriculture, etc.).
2. The instructor will then have the students make a list of human needs and wants and students will describe how humans obtain or get these from the environment.
3. Students will then post their lists around the classroom for reference and form into pairs.
4. Students will then be given the necessary materials to make a “Florida Cookie.”
5. When completed with the “Florida Cookie” students/pairs will refer to their lists and explain (while pointing at their cookie) how humans and technology affect the environment.

Additional Activities: Students may write the principal, mayor, or governor about the concerns they have for Florida’s environment.

Benchmarks:
SS.B.1.1.2- Uses simple maps, globes, and other three-dimensional models to identify and locate places.
SS.B.1.2.1- Uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
SS.B.1.3.2- Uses mental maps to organize information about people, places, and environments.
SS.B.1.3.1- Uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
GEOGRAPHY STANDARD 14: How human actions modify the physical environment.
Recipe for Florida Cookie:
Use the following recipe to build the cookie of your choice. Feel free to substitute any edible necessary to fit your choice. Example: create the State of Florida with any or all of the items below.

1. 6 pre-shaped, pre-baked cookies (approx. 12in.x 16in.) from 6 rolls of sugar cookie dough, transferred to foil-sturdy cardboard.
2. 6 cans white frosting (can be used as adhesive)
3. 6 plastic knives
4. 6 blueberry “Fruit Roll-ups” or “Pixie Stix” candy with blue powder (used for lakes, rivers)
5. 6 cups of “Bugles” chips (used for higher elevations)
6. 6 cups of coconut tinted green (for grass and flat lands)
7. 6 cups coconut toasted (or tinted yellow or brown) or 3 cups brown sugar (for highways)
8. small “Tootsie Rolls” with dollop of green frosting for trees
9. 6 pairs of scissors (this number can vary)
10. 6 student direction sheets (this number can vary)
11. plastic storage bag (for coconut and bugles)
12. Licorice strands/different colors can be used for railroads
13. 6 small candies (peppermints, etc.) to use as any needed markers
14. Gumdrops- green (for hills)- other colors may be used to develop small animals and plant life
15. small candies, 2 to 3 per group to mark areas of chosen habitat or animals
16. any other edible item (Hershey Kisses, etc.) that a teacher or students would like to use to symbolize physical features and animals that make up a habitat
17. maps or other pictures of physical features, ecosystems, or habitats in a country (if needed)
18. aluminum foil
19. rolling pins
20. 6 pieces of sturdy cardboard (approx. 15in. x 30in)
21. large container or containers of wetwipes- also paper towels (for cleaning purposes)
22. M & Ms - used to designate any major cities of choice

The above list contains enough material for 24 students in groups of four. Change any feature and part of the recipe to reflect the subject being studied.