Conservation Lands in Florida

Grade Level: K-12

Time: 1 week

Concept: My State/Careers

Generalization: Many of the federal and state owned properties in our state have programs or activities that people can participate in and interact with. If an appreciation of these areas are taken by the students, it will initiate a need to conserve them for the future.

Objectives: Students will:
1) use research skills and materials to learn facts and information about state and federally owned properties in our state.
2) use map and writing skills to write directions on how to get to a federal and state owned property.

Materials:
paper/pencil/pen
computers
word processing
map software
internet connection
state maps and atlases
overhead and transparencies
digital camera

Procedures:
Initiating Activity:
1. Introduce or review a map legend. Depending on the knowledge of the students, you may use a very simple or more complicated map legend.
2. Share with students brochures produced for parks. You may want to use this activity as a tie-in to a Career Unit (outdoor careers).
3. Brainstorm with the students what types of careers can you choose that would allow you to work outdoors.

Strategies:
1. After looking at a map, discuss land cover. Ask what types of activities could you do on certain types of land.
2. At this point make sure that the map you are using has state and federally owned property identified (you may refer to the accompanying FGA poster). Students will choose one state and one federally owned location from the map to:
   a. identify.
   b. locate the county
   c. using a road map, write the directions to get there
d. find out what visitors can do there or what is happening there if visitors are not allowed.

3. If it’s feasible, a class trip could be planned to one of these locations. Students could conduct science experiments, make journal entries about what they see, hear and experience, participate in a project that is underway, clean-up, etc., while they are there. If it is not feasible, use the Web World Wonders web site (http://webworldwonders.firn.edu).

**Culminating Activity:** Create a brochure about the place they researched. These final projects would be shared with the manager of the located properties. The field trip could also be a culminating activity.

**Evaluation:** A template could be created to guide the information you want the students to include in the brochure. The written directions could be evaluated on grammar, punctuation, spelling for technical writing.

**National Geography Standards:**
Standard 1: Students know and understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
Standard 4: Students know and understand the physical and human characteristics of places.
Standard 5: Students know and understand that people create regions to interpret earth’s complexity.
Standard 14: Students know and understand how human actions modify the physical environment.

**Sunshine State Standards:**
SS.B.1.1.1: determines the absolute and relative location of people, places, and things.
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.1.4.2: understands the advantages and disadvantages of using maps from different sources and different points of view.
L.A.B.2.2.5: The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.
L.A.B.2.2.1 and L.A.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.