Light Up! With Florida Lighthouses

**Topic:** locating Florida Lighthouses

**Grade Level:** 6-8

**Time:** One to two days

**Social Studies Concept or Theme:** Environment & Society

**Generalization:** Lighthouses can be a reflection of human responses to variations in physical systems.

**Objectives:** The student:
1. understands the world in spatial terms.
2. understands the interactions of people and the physical environment.

**Materials:**
- topographic maps of Florida
- bathymetric maps
- notebooks
- pencils

**Procedures:**

**Initiating Activity:** Start the lesson by asking students if they have ever visited a lighthouse. Then ask “where are lighthouses located and why?” “What was/is the function of a lighthouse?” “Is there a daytime function of lighthouses?” (Lighthouses are also called “Daymarks.” They were painted different colors and patterns so that sailors could use them for a navigation reference during the daytime.)

**Strategies:**
1. Pair students and then pass out topographic and bathymetry maps of coastal areas in Florida. The students will use the map to find lighthouses along the coast of Florida.
2. Have each pair write down the physical characteristics where lighthouses are found. Have them describe the relief of the land (contour lines). Is there deep water nearby? (Lighthouses serve two functions: beware of rocks and deep channels for good navigation). Are the lighthouses close together? Why or why not? How many lighthouses are in Florida?

**Culminating Activities:** Though lighthouses are automated now and maritime technology has caused the lighthouses to become outdated, seamen still use them for navigation references. Have each pair, using topographic and bathymetry maps, select a new location for a lighthouse. Each pair must describe the physical characteristics of their new location and how it helped them to choose this new location. Each pair must also choose a color for their lighthouse and draw the pattern in which they paint their lighthouse and explain.
**Background Information:**
This is a list of Florida Lighthouses within the National Park Service-Maritime Heritage Program:

1) Alligator Reef Light  
2) Amelia Island Light  
3) American Shoal Light  
4) Anclote Key Light  
5) Cape Canaveral Light  
6) Cape Florida (Bill Baggs) Light  
7) Cape San Blas Light  
8) Cape St. George Light  
9) Carysfort Reef Light  
10) Cedar Keys (Seahorse Key) Light  
11) Crooked River (Carrabelle) Light  
12) Dry Tortugas (Loggerhead Key) Light  
13) Egmont Key Light  
14) Fowey Rocks Light  
15) Gasparilla Island (Boca Grande) Light  
16) Hillsboro Inlet Light  
17) Jupiter Inlet Light  
18) Key West Light  
19) Pensacola Light  
20) Ponce De Leon (Mosquito) Inlet Light  
21) Sand Key Light  
22) Sanibel Island Light  
23) Sombrero Key Light  
24) St. Augustine Light  
25) St. Johns River (Mayport) Light  
26) St. Joseph Point Range Rear Light  
27) St. Marks (Range Rear) Light  
28) Tortugas Harbor (Ft. Jefferson) Light

* For a complete inventory of Historic Light Stations, please visit  

* An excellent history of lighthouse function, location, building materials, patterns,  
glossary, and bibliography can be found at  

* For a map of the locations of Florida Lighthouses, please refer to the 2002 Your Land,  
My Land, Our Florida poster, or to the Blackline Masters section of this curriculum guide.
**Evaluation:** Each pair of students will give a class presentation on the location of their light-houses; this will include their reasoning for the chosen location: depth of water, hazardous rocks, and flat land available to build the lighthouses.

* for another lesson plan on lighthouses please visit:http://fga.freac.fsu.edu/places/lighthou.htm. You may download this lesson for free!

**National Geography Standards:**
Standard 14: How human’s actions modify the physical environment.
Standard 17: How to apply Geography to interpret the past.

**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 including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

**FCAT Statement:**
LA.A.2.3.5- The student 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.