Protecting a Little Corner of Your World

Topic: A virtual field trip to the Osceola Environmental Center.

Grade Level: K-12

Time: one week

Concept: Students will explore an environmental center through a virtual field trip.

Overview: Students will understand the need to be stewards of public land. They will realize that visiting an environment center to study local plants and animals and human interaction with the area is one way to protect their land heritage.

Objectives: Students will:
1. define state park.
2. describe natural features of the Osceola Environment Center.
3. describe human interaction with the Osceola Environment Center.
4. draw a map of the environmental center.
5. implement a field trip (virtual) to observe the environmental center.
6. appreciate the need for good management of public lands.

Materials:
website: http://webworldwonders.firm.edu/cameras/osceola
chart paper
markers
Virtual Field Trip Journal (VFTJ)
computers with Internet access
overhead and transparencies
question sheet
notebook paper
downloaded color sheets of The Reedy Creek Swamp Coloring Book
Teacher can create handouts of history and background, and plants and animals of the Osceola Environmental Center, if desired

Procedures:
Initiating Activity:
1. Brainstorm- “What is a public land?”
2. List public lands in their area.
3. Tell students they are going to be studying a public land: the Osceola Environmental Center at Reedy Creek in Kissimmee, Florida.
4. Make a Virtual Field Trip Journal (VFTJ). Put notebook paper in a folder to record information, illustrations, answers to questions, and color sheets.
Strategies:
1. Tell students that the Osceola School District who owns the environmental center is protecting this public land for the students and the community.
2. Divide students into groups. (Internet access will determine how groups are made.)
3. Have the students read the history and background on the center at http://webworldwonders.firm.edu/cameras/osceola or in handouts. In their VFTJ write a paragraph on why the district would want to protect the land.
4. Read the descriptions for the animals and plants found at the environmental center. In the VFTJ, list some animals and plants you might see on a virtual field trip of the center.
5. Put transparency of question sheet on overhead. Hand hard copy to students. Discuss the questions with students. Have them answer these questions as they take the virtual field trip.
6. Take the virtual field trip. Go to (http://webworldwonders.firm.edu/cameras/osceola/cool/field_walk) and begin the trip. Click on the yellow dots to see the pictures. Answer the questions as you tour the environmental center.
7. Download a coloring page from “The Reedy Creek Swamp Coloring Book” at http://webworldwonders.firm.edu/cameras/osceola/sa and add to the VFTJ.

Culminating Activities:
1. After the virtual field trip, have students discuss their answers to the questions. Then discuss:
   a. What would happen to the area if development was allowed?
   b. Does this public land need to be protected?
2. In VFTJ, write about the field trip and discussions.
3. Label a map of the environmental center.
4. Explore the other non-camera sites at Web World Wonders. Which ones are public lands? Make a list in the VFTJ.
5. Do a Venn Diagram that compares and contrasts the Osceola Environmental Center to another non-camera site at http://webworldwonders.firm.edu

Evaluation:
1. Teacher observation
2. Map
3. Virtual Field Trip Journal
4. Illustrations
5. Writings
6. Venn Diagram

National Standards:
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 of earth’s surface.
Standard 4: The physical and human characteristics of places.
Standard 14: How human actions modify the physical environment.
**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.

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.

**FCAT:**

- Vocabulary knowledge and strategies
- Making inferences
- Drawing conclusions
- Comparison and contrast
- Cause and effect relationships
- Read and organize information for multiple purposes
- Reference materials
Observation Data Collection Sheet

Date__________

Observer’s Name______________________

Location and comments_____________________

General Topography_________________________

Land Use:
  Human Alterations_________________________
  Nearby Uses_____________________________
  Disturbances_____________________________

Birds/comments________________________________

Animals/comments________________________________

Vegetation/comments___________________________

Water/comments_______________________________
Questions for Osceola Environmental Center Virtual Field Trip

1. Do you see any evidence of vegetation?

2. Do you see any evidence of animals? What evidence is it?

3. Do you see any evidence that the water level may have been higher at some time? Do you see any water marks on the trees or shrubs? Do you see any leaves or other debris up against the trunks of trees?

4. Do you see any evidence that humans have affected the area?

5. Are there any good places for nests, dens, or homes? (sketch the location)

6. Do you see any evidence of animal feeding, such as holes in the trees?

7. Do you see animal constructions, such as spider webs?

8. What other things do you observe?

9. Pick one of the pictures and sketch it. What does it show about this environment?

10. What animals do you think would live in this environment?

11. What do you think would happen if all the water in Reedy Creek disappeared during a drought?