Florida State Parks

**Topic:** A study of Florida State Parks.

**Grade Level:** all levels

**Time:** one week

**Concept:** Students will research Florida State Parks.

**Overview:** Students will research two Florida State Parks and compare and contrast the animals, plant life, and activities offered at them.

**Materials:**
Computer with Internet access  
chart paper  
markers  
poster board  
Venn Diagram  
park brochures/information (available at http://www.dep.state.fl.us/parks/)  
web sites  
notes recorder  
2002 Your Land, My Land, Our Florida poster.

**Objectives:** Students will:
1. define state park.  
2. describe natural features and animals of the state parks.  
3. describe human interaction within the state parks.  
4. research on the internet.  
5. give an oral report.

**Procedures:**

**Initiating Activities:**
Ask students if they think all state parks are the same. What do they think would be the same in the parks and what would be the difference?

**Strategies:**
1. Divide students into groups of two or three.  
2. Tell students they are going to select two state parks. Then they will research the two parks by internet, pamphlets, or personal experience (make sure there are no repetitions).  
3. They will take notes on the parks using the notes recorder.  
4. The student will draw a Venn Diagram on poster board. In the Venn Diagram, the students will do a comparison and contrast on the parks.
Culminating Activity:
Have students report on their parks. Display their posters. Discuss which parks are similar and which ones are different.

Evaluation:
1. Teacher observations
2. Venn Diagram Poster
3. Oral Report

National Geography 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 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
Notes Recorder

Animals

Plants

Human Interaction