Touring Wakulla Springs State Park

**Topic:** A tour of a state park.

**Grade Level:** K-12

**Time:** one week

**Concept:** Students will be engaged in a virtual field experience through the use of technology.

**Overview:** Students will explore a state park through a virtual field experience and a live on-site camera.

**Objectives:** Students will:
1. define public state park.
2. describe natural features of Wakulla Springs State Park.
3. describe human interaction with the Springs area.
4. make a dodecahedron ball for recording information.
5. implement a field trip (virtual) to observe Wakulla Springs.
6. observe the Springs through the use of the live camera.

**Materials:**
- website: http://webworldwonders.firn.edu/cameras/wakulla
- chart paper
- markers
- Virtual Field Trip Journal (VFTJ)
- computers with Internet access
- overhead and transparencies
- question sheet
- notes recorder
- notebook paper
- 12 dodecahedron patterns

**Procedures:**

**Initiating Activity:** Ask students – “What is a state park?” Can they name any state parks in their area? Tell the students that they will be studying the Wakulla Springs State Park that is near Tallahassee, Florida. It is owned by the state of Florida and is public land. They will keep all the information they gather from the research of Wakulla in a Virtual Field Trip Journal (VFTJ) that they will make. To make the Virtual Field Trip Journal, put notebook paper in a folder to record information, illustrations, and answers to questions.

**Strategies:**
1. Divide students into groups. (Internet access will determine how groups are made.)
2. Put transparency of question sheet on overhead. Hand hard copy to students. Discuss the questions with students. Have them think about these questions as they take the virtual field trip and view the Springs by the camera.
3. Have the students read the history and background, and cool things on the Springs found at http://webworldwonders.firn.edu/cameras/wakulla in their VFTJ, write a summary on each section.

4. Read the descriptions for the animals and plants found at Wakulla Springs. In the VFTJ on the notes recorder, list some animals, plants and human interaction you might see on a trip to Wakulla Springs.

5. Take the virtual field trip. Go to http://webworldwonders.firn.edu/cameras/wakulla to view through the camera or to http://webworldwonders.firn.edu/cameras/wakulla/cool/ to view the fieldwalk. In the field walk, click on the yellow dots to see the pictures. Answer the questions as the students tour Wakulla Springs using the virtual field walk and by using the web camera. Also, visit in the Student Activities of the web site the “More than Meets the Eye” game to see the unseen.

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 were allowed?
   b. Does this public land need to be protected?

2. Do a Venn Diagram that compares and contrasts Wakulla Springs State Park to another camera site at Web World Wonders.

3. Using 12 dodecahedron patterns, make a geographical ball about Wakulla Springs. One should be for the title, one for name, and 10 facts or pictures of the state park.

4. Go to the Student Activities section at the web site and play “More than Meets the Eye.”

Evaluation:

1. Teacher observation
2. Geographical Ball (dodecahedron)
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
Wakulla Springs

1. What vegetation do you see?
2. Are there any animals? If so, what kind?
3. Do you see any evidence of water level fluctuating?
4. Do you see any evidence that humans have affected the area?
5. Are there any good places for nests, dens, or homes?
6. Do you see animal constructions, such as spider webs?
7. Is there any evidence of animal feeding, such as holes in the trees?
8. What other things do you observe?
9. What did you observe when you used the live camera?
<table>
<thead>
<tr>
<th>Animals</th>
<th>Plants</th>
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Human Interaction
Geographical Ball

Materials:
12 construction paper Dodecahedron shapes
scissors
glue
colored pencils, markers, or crayons
pencil

Directions:
1. On one dodecahedron write the title.
2. On ten of the remaining patterns, add facts or pictures of the state park.
3. Write a statement to go with each pattern.
4. On the last pattern, the student should write his/her name.
5. Cut out each of the 12 patterns.
6. Fold on dotted lines toward the picture.
7. Glue or staple the 12 shapes into a ball by gluing or stapling the flaps together.
8. Can attach string to the balls and hang or they can sit on table.