

# Everglades Sample Lesson Plan

by Lauren Gach

## Lesson Description

### Description

In the Everglades environment, there are many interrelationships. Food Chains and food webs are dependent on the existence of such interrelationships. One such interrelationship exists in an alligator hole. This lesson will allow students the opportunity to construct a food chain common to the Everglades/South Florida environment and understand the importance of each of the components to all of our survival.

## Procedure

### Anticipatory Set

1. Using a ball of yarn, take the end stating your name and a past time you indulge in during your free time.
2. Hold the end of the yarn and pass the ball off to a classmate.
3. Each classmate repeats the process until everyone is holding a piece of the yarn.
4. Discuss how everyone is now "connected."
  - a. What happens if someone drops their end of the yarn?
  - b. What can the yarn design be used to teach in a classroom?
5. Have the student who last caught the yarn ball state the name of the person who threw the ball and their "past time."
  - a. Throw the yarn back to the person repeating Step #5.
6. Students may ask the person they are to throw the ball to any information they do not remember.

## Procedure

1. Define the following terms:
  - a. Organism
  - b. food chain

c. food web

d. interrelationships

2. Discuss how inter-relationships are necessary for survival.

a. Show United Streaming Video-"Ecosystems in the Everglades"

b. Students are to list 4 facts they learn as the video runs

c. Students are to complete a double bubble map graphic organizer comparing/contrasting the urban environment they live in and the Everglades.

d. Use the document camera to show a common food chain of the Everglades and how it functions

3. Divide students in triads.

a. Assign each student a responsibility-artist, researcher, recorder,

## **Activities**

Distribute the blackline master-"where Do I Belong?" to each student.

**Artist** is to color all creatures on the paper.

**Researcher** is to cut out each species on the paper.

**Recorder** is to glue species on the paper to create a possible food chain in the Everglades.

## **Objectives**

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The student will define in writing common terms used in the study of ecosystems.

The student will compare and contrast characteristics of the natural Everglades with the urban environment in which they live using a double bubble map graphic organizer.

The student will collaboratively construct a food chain common to the Everglades using graphic representations.

# Standards

## Standards

FEAP.2	ACCOMPLISHED PRACTICE #2: Communication
FEAP.3	ACCOMPLISHED PRACTICE #3: Continuous Improvement
FEAP.4	ACCOMPLISHED PRACTICE #4: Critical-thinking
FEAP.7	ACCOMPLISHED PRACTICE #7: Human Development and Learning
FEAP.8	ACCOMPLISHED PRACTICE #8: Knowledge of Subject Matter
FEAP.10	ACCOMPLISHED PRACTICE # 10: Planning
FL.SC.D.1.3.2	...knows that over the whole Earth, organisms are growing, dying, and decaying as new organisms are produced by the old ones.
FL.SC.D.1.3.3	...knows how conditions that exist in one system influence the conditions that exist in other systems.
FL.SC.D.1.3.4	...knows the ways in which plants and animals reshape the landscape (e.g., bacteria, fungi, worms, rodents, and other organisms add organic matter to the soil, increasing soil fertility, encouraging plant growth, and strengthening resistance to erosion).
FL.SC.D.2.1	The student understands the need for protection of the natural systems on Earth.
FL.SC.D.2.1.1	...understands that people influence the quality of life of those around them.
FL.SC.D.2.2	The student understands the need for protection of the natural systems on Earth.
FL.SC.D.2.2.1	...knows that using, recycling, and reducing the use of natural resources improve and protect the quality of life.
FL.SC.D.2.3	The student understands the need for protection of the natural systems on Earth.
FL.SC.D.2.3.1	...understands that quality of life is relevant to personal experience.
FL.SC.D.2.3.2	...knows the positive and negative consequences of human action on the Earth's systems.
FL.SC.D.2.4	The student understands the need for protection of the natural systems on Earth.
FL.SC.D.2.4.1	...understands the interconnectedness of the systems on Earth and the quality of life.

# Resources

## Resources

**Everglades National Park Web Site**

# **Materials**

## **Materials**

Document Camera

Ball of yarn

Scissors

Glue

Crayons

Construction Paper

Blackline master-"Where Do I Belong?"

United Streaming video-"Ecosystems of the Everglades"

## **Assessments**

### **Assessment**

The student will create a lesson plan designed to teach a concept gained through the Everglades experience.