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Miami Dade College - Kendall Campus
English for Academic Purposes
Speed Level 4

“Water and the Florida Everglades”
Lesson Plan Outline

- I. **Subject:** EAP 0400 (English for Academic Purposes)
Speech Level 4 (upper-intermediate)
Grade: College Level
Time: One 75-minute lesson
- II. **Goal:** Students will understand the Everglades watershed system and its effect on plants and animals. Further, they will be able describe the threats to the balance of this local ecosystem.
- III. **Instructional Objectives:** Students will:
1. extract the main ideas and details of a 20-minute documentary on the Everglades
 2. practice their note taking skills
 3. participate in a discussion about the film
 4. develop an understanding of the plants’ and animals’ dependence on clean water
 5. understand the impact agriculture and urban development have on water resources
 6. draw conclusions and summarize what they learned in a paragraph

IV. **Instructional Strategies**

Warming-up: Conduct an oral survey of what students know about the Everglades and water issues in Florida

Activities:

1. Go over the handout “River of Life Worksheet” and explain new vocabulary
2. Play the 20- minute documentary “Everglades – River of Life” and ask students to take notes. In pairs or small groups, have students compare/contrast their notes. Then open up the discussion to the whole class.
3. With support of students’ notes, provide answers for the worksheet questions. Encourage students to ask questions and generate answers based on the information provided in the documentary.
4. Hand out a map of the Everglades and have students identify the flow of the water as well as locations mentioned in the film.

Closure: Ask students if they would like to visit the Everglades National Park and elicit reasons for their planned excursions.

Homework: Summarize what you learned from watching this film and in the lesson (See handout below)

V. **Assessment:** Evaluation of student writing

VI. **Materials:** “Everglades – River of Life” DVD, Everglades National Park map, Handout “River of Life Worksheet” (attached below)

VII. General Education Outcomes and EAP 0400 Competencies:

Outcome #1: Communicate effectively using listening, speaking, reading, and writing skills

Outcome #10: Describe how natural systems function and recognize the impact of humans on the environment

EAP 0400 Competency 2: The student will participate in classroom discussion, express opinions and be understood by attentive listeners. The student will continue to develop oral communication skills including fluency, idea sequencing, accuracy, vocabulary, and pronunciation.

EAP 0400 Competency 7: The student will understand factual information and respond appropriately to comprehension questions.

EAP 0400 Competency 8: The student will take notes on contemporary topics (e.g., news items, reports, etc.)

“River of Life “ Everglades Documentary – Video Worksheet



1. How did the water use to flow in the Everglades?
2. Why was water diverted?
3. How does the level of elevation make a difference?
4. True or False? In the Everglades the water is stagnant. It doesn't move.
5. How many species of birds live in the Everglades?
6. Name two extreme natural events that occur in the Everglades.
7. How fast can alligators run on land?
8. Why are alligators called “nature’s engineers?”
9. What is periphyton? How does the quality of the water affect this substance?
What does the prefix “peri” mean?
10. Where are the 10,000 islands located?
11. Describe the “mangrove forest” in 3-4 sentences.
12. What do crocodiles rely on?
13. What are some differences between alligators and crocodiles?
14. When was Florida submerged under the ocean?
15. What do manatees eat? Are they endangered?
16. Do manatees have any enemies?
17. What can we do to protect the Everglades?

Homework Assignment: What did you learn from watching this documentary? Write a paragraph in which you describe what you learned from today's lesson.