



Topic: History of Fort Caroline National Memorial

Level: 7th Grade Geography (Lesson plans can be modified to your subject and grade.)

Site of Activity: Fort Caroline National Memorial

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Goal:

The goal of this lesson is to broaden each student mind on the history Fort Caroline National Memorial and the early years of Florida.

Objectives: Students will be able to:

1. understand that there are human and physical characteristics of different places in the world
2. understand that these characteristics change over time affecting today's societies
3. discuss in small groups and write a brief summary of these characteristics.

Theme:

Discovering the diversity of Florida's history by learning about Fort Caroline National Memorial, and Florida's History.

Evaluation of objective:

Throughout the scavenger hunt students will be asked a variety of questions regarding their activities to ensure learning has taken place.

Sunshine State Standards:

- The student will know the human and physical characteristics of different places in the world and how these characteristics change over time. (SS.B.2.3.2)
- The student understands how cultures differ in their use of environments and resources. (SS.B.2.3.3)
- The student will know the social, political, and economic systems on the Earth's surface (SS.B. 1.3.3)
- The student will know how various human systems have developed in response to physical conditions. (SS.B.2.3.7)
- The student understands ways in which regional systems are interconnected. (SS.B.1.3.6)
- The student understands the patterns and processes of migration and diffusion throughout the world. (SS.B.2.3.1)
- The student understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form. (SS.B.2.3.4)

Enduring Understanding:

Geography helps determine where and how people live.

Globalization and natural forces greatly influence trade.

Essential Question:

How have the physical systems affected where people live and how they make a living?

Materials:

Students will need the normal materials: pencil, paper, and the notes from the previous lessons, and the readings, as well as a camera per group, clip board, sunglasses, and bug repellent.

Pre-Visit Activity:

Two to three days prior to field trip to Fort Caroline National Memorial, have students in small groups look up dates and data and readings from the internet to share with the class to answer the questions from the worksheet (team notes should be taken as well as the information from the worksheet). To start use the following web sites:

<http://www.nps.gov/timu/>,
http://www.nps.gov/timu/historyculture/foca_history.htm,
http://www.nps.gov/timu/historyculture/timucua_dailylife.htm ,
http://www.nps.gov/timu/historyculture/timucua_society.htm ,
http://www.nps.gov/timu/historyculture/timucua_end_culture.htm ,
http://www.nps.gov/timu/historyculture/foca_foothold.htm,
http://www.nps.gov/timu/historyculture/foca_ribaultmonument.htm ,
http://www.nps.gov/timu/historyculture/foca_explorers.htm,

Students can gather additional data from other links not mentioned above. Remember to reference any additional sites.

Activity:

Using the facts and information from the pre-visit lesson, students will evaluate, compare and contrast the facts and information they learn while on the field trip. Students will take notes and describe the benefit to the trip verses research from the internet. Upon returning to the class, each group will present and discuss their findings with the class. During the presentations, the students will be observing while taking notes, and grading their classmates on the content and presentation of the data/information obtained (see grading rubric).

Post Activity:

Self-Evaluation: Students will write an essay comparing and contrasting the benefits of an on site activity verses an in class activity. Each student will complete a self evaluation that describes what he or she individually learned and what they might like to learn in the future.