

# Creating a Digital Hike through the Theodore Roosevelt Area

Located in Jacksonville, Florida, as part of the Timucuan Ecological & Historical Preserve

## Purpose

Students will use technology of a digital camera in order to document a visit to the Theodore Roosevelt Area and then follow-up with the creation of a PowerPoint presentation using either a template or a design of their own to share the experience with others. This activity can be used as part of a planned field trip or as part of an enrichment or bonus points activity. Students can practice their writing, reading and technology skills (digital camera and PowerPoint) through this activity.

## Background

“Old Florida” is known for its natural beauty. It represents a time before development started to build up in the city of Jacksonville. Jacksonville resident Willie Browne (1889-1970) loved “Old Florida” and wanted to make sure it was preserved before the entire region became paved over or developed in some way. He lived in the area of Theodore Roosevelt Area for most of his life and turned down offers to sell the land. He made sure it was preserved by donating it for preservation. The area’s trails connect with other trails such as Spanish Pond and Timucuan Trail. Hikers can see a variety of wildlife in addition to the marsh round marsh area with its bird and animal viewing area.

## Standards

*Actual standards covered will vary depending on the grade level and subject being covered in class.*

### **Science Standards (covering different grade levels)**

[SC.6.L.15.1: Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.](#)

[SC.7.L.17.1: Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.](#)

[SC.8.N.4.1: Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.](#)

### **Reading/Language Arts Standards (covering different grade levels)**

[LA.7.2.2.4: The student will identify the characteristics of a variety of types of text and how they are alike and different\(e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions\); and](#)

[LA.7.6.3.2: The student will demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and](#)

[LA.8.5.2.4: The student will research, organize, and effectively deliver speeches to entertain, inform, and persuade; and](#)

### **Writing Standards (covering different grade levels)**

[LA.7.4.2.1: The student will write in a variety of informational/expository forms \(e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions\);](#)

[LA.7.3.1.1: The student will prewrite by generating ideas from multiple sources \(e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources\) based upon teacher-directed topics and personal interests;](#)

[LA.7.3.1.2: The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and](#)

### **Technology Standards (covering different grade levels)**

[LA.K.6.4.1: The student will use technology \(e.g., drawing tools, writing tools\) resources to support learning.](#)

[LA.1.6.4.1: The student will use appropriate available technology resources \(e.g., writing tools, digital cameras, drawing tools\) to present thoughts, ideas, and stories.](#)

[LA.7.6.3.1: The student will analyze ways that production elements \(e.g., graphics, color, motion, sound, digital technology\) affect communication across the media;](#)

[LA.910.3.5.1: The student will prepare writing using technology in a format appropriate to the purpose \(e.g., for display, multimedia\);](#)

[LA.8.6.4.1: The student will use appropriate available technologies to enhance communication and achieve a purpose \(e.g., video, digital technology\); and](#)

### **Social Studies (covering different grade levels)**

[SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.](#)

[SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.](#)

## Objectives

1. Students will visit Theodore Roosevelt Area and be able to identify two additional plants or animals after this experience.
2. Students will be able to use a digital camera to take pictures.
3. Students will understand how to make a PowerPoint presentation appropriate for their age level.
4. Students will be able to research and write about the plant/animal/bug/object in the pictures.
5. Students will be able to speak to the class about their PowerPoint explaining their project.

## Documents

Theodore Roosevelt Area Guide

Templates of PowerPoint options as a starting point

A PowerPoint version of Jeopardy covering the Theodore Roosevelt Area

## Outcome

Students will have a PowerPoint about the Theodore Roosevelt Area highlighting plants, animals or some of both after the chance to visit the trail. Teachers can use the project as an assessment tool for a science class, a computer software class (PowerPoint and digital camera) or as an across the curriculum experience.

### Supplies

While hiking

1. Digital camera
2. Water
3. Bug spray and/or sunscreen
4. Paper and pencil to write down information
5. Identification book on plants and/or animals

After hiking

1. Cord to connect digital camera to computer for download
2. Computer access with a program such as PowerPoint
3. Paper and pencil to write down notes
4. Identification book on plants and/or animals (Maybe even Internet access for additional information)
5. A device that gives the ability to store PowerPoint to share and/or email

### Field Trip Activity Steps (Secondary Level)

1. Preview the Theodore Roosevelt Area and trail with students highlighting who donated the land and why. Show students pictures taken of either where Willie Browne's house stood or what the house looked like before it was taken down. (For pictures, see "Trail Pictures for Classroom Use" folder.)
  - a. Example: This area is known as the Theodore Roosevelt Area. It was named for the former president of the United States. Willie Browne who owned the land admired Roosevelt and wanted to preserve some of "Old Florida" in Jacksonville. He donated the land in order to keep it as an open space."
  - b. Example: What do you think of when you hear the word "jungle"? (*Discuss and maybe have pictures available as examples*) How about the phrase "concrete jungle"? (*Discuss and maybe have pictures available as examples*) A man named Willie Browne loved "Old Florida" or what this area looked like before the land was developed into homes, stores and streets. He was concerned about Jacksonville becoming a "concrete jungle." Willie owned the piece of land known as the Theodore Roosevelt Area today and wanted to make sure it remained an open area of woods. He donated the land for this purpose and it is part of the National Park Service's Timucuan Ecological and Historic Preserve today.
2. Introduce the opportunity to have a field trip to the Theodore Roosevelt Area and the chance to take pictures with a digital camera while there. (This might have to be a mix of student and school cameras.) Students need to be reminded not to touch plants or animals on the trail/field trip with the saying, "Leave only footprints, take only pictures."
3. Students will take pictures of the following:
  - a. three plants
  - b. two insects/animals/birds
  - c. five of any additional plants/animals/insects/birds
4. Students will upload pictures to a computer or storage device.
5. Students will use pictures to create a PowerPoint presentation with the following information
  - a. the name of the plant/animal/insect/bird
  - b. the food source
  - c. native or invader species
  - d. endangered or not endangered
  - e. science/nature concept being covered in class
6. Students can present the projects to the class as an assessment; turn in to the teacher for a project grade or with signed permission of student/parents send to Timucuan Ecological & Historical Preserve Staff to share. The level of detail expected and number of pages of PowerPoint can vary as appropriate by grade level. (Students can select from template options or create their own presentation.)

### Other Lesson Options

In light of the fact that not all schools have field trips as possible, alternative lessons are available.

### **Classroom Activity with Pictures Version**

Give students this scenario: The National Park Service would like to raise awareness of the land known as the Theodore Roosevelt Area in the Timucuan Ecological & Historical Preserve in Jacksonville, Florida. A photographer has gone out and taken a variety of photos of the trail with its plant and animal life. The pictures now need to be sorted with the top shots used to create a PowerPoint for an upcoming event where the speaker will be talking about this trail and its value to the city.

Assignment (as a group or individually):

- 1) Research the history of the Theodore Roosevelt Area in the Timucuan Ecological & Historical Preserve in Jacksonville, Florida.
- 2) Using pictures taken by the photographer create a presentation using PowerPoint about the Theodore Roosevelt Area.

### **Science and Nature Trivia Version**

Give students this scenario: You or your group have the task of preparing questions about Timucuan Ecological & Historical Preserve for an upcoming game show. Participants will show their knowledge of science and nature trivia.

Assignment (as a group or individually):

- 1) Research the Timucuan Ecological & Historical Preserve in Jacksonville, Florida.
- 2) Using a PowerPoint presentation and including at least 8 pictures, create a science and nature trivia game with 10 questions and answers based upon the research.
- 3) Try the game on another group