



HUMANITIES AND THE SUNSHINE STATE

TEACHING FLORIDA'S CLIMATES
In partnership with the Florida Humanities Council

JUNE 19-23, 2017 GAINESVILLE, FLORIDA

ACTION PLAN TEMPLATE

Teacher(s): Mrs. Stephanie Moody, Herbert C. Hoover Middle School

Grade(s): 8th grade

Subject(s): US History

Title of Lesson:
Lowell and Indialantic: Why did they change?

Learning Objectives:

Students will analyze how humans impact the environment in which they live.

Standards Addressed:

Standard 1 SS.8.A.1: Use research and inquiry skills to analyze American History using primary and secondary sources.

Standard 3 SS.8.G.3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

Standard 4 SS.8.A.4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.

Lesson Outline:

As part of our study on the Industrial Revolution, my students study changing American attitudes toward land and nature. Using Lowell, Massachusetts as a case study, students work in pairs to analyze three landscapes of Lowell through industrialization using http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf.

Lowell in 1825: <http://library.uml.edu/clh/all/lv05.htm>

Lowell in 1839: <https://web.uml.edu/gallery/index.php/TIHC/Re-Inventing-America/Primary-Sources/14-a-Lowell-view-1839-LOWE6388>

Lowell in 1856: <http://www.mappingthoreaucountry.org/itineraries/lowell/>

Then as a whole group, teacher leads class discussion to compare the three landscapes of Lowell. Ask: How and why changes occurred? What attitudes/ behaviors/ ideas toward nature account for the changes?

Next, as a follow-up to this activity, students work in pairs to analyze two landscapes of our hometown, Indialantic, Florida using http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf.

Indialantic in 1960s: <https://www.floridamemory.com/items/show/141487>

Indialantic in 2017: <https://earth.google.com/web/@28.0875674,-80.57010645,3.99068566a,4858.81951063d,35y,0h,45t,0r/data=Ck4aTBJGciUweDg4ZGUxMTZiYjI3NWU0MDM6MHhhNGI4YWRIOGRiODFIMGVIGa3NENjmfjxAlf42eusyJFTAKgtJbmRpYWxhbnRpYxgCIAEoAg>

Then as a whole group, teacher leads class discussion to compare the two landscapes of Indialantic. Ask: How and why changes occurred? What attitudes/ behaviors/ ideas toward nature account for the changes?

Finally, students draw a landscape based on this prompt:

What do you want Indialantic, Florida will look like in 50 years?

OR

What do you think Indialantic, Florida will look like in 50 years?

Teacher asks for volunteers to share their drawing with the class. Teacher leads class discussion to compare students' ideas. Ask: How and why changes will occur? What attitudes/ behaviors/ ideas toward nature will account for the changes? How can each of us affect change for the better or worse?

Systems thinking connection (learning habits and/or tools used):

Teacher will record students' ideas relating to human/environment interaction using a systems thinking diagram on the board. This should be done for both Lowell and Indialantic. Students can compare both diagrams after the discussions to compare and contrast the two towns.

Learning Strategies:

Document analysis, discussion

Science Concept(s):

Human interaction with the environment

Humanities Concept(s):

Human interaction with the environment

Student Assessment Strategies:

Discussion

Benefit to my students:

Students will be able to see how their choices and ideas will affect the landscape and environment of our hometown.

Resources and Materials (supplies needed for activities):

Computers to view links above