



HUMANITIES AND THE SUNSHINE STATE

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

JUNE 15-29, 2018 UNIVERSITY OF FLORIDA

ACTION PLAN TEMPLATE

Teacher(s): Laura Dormady

Grade(s): Middle, High

Subject(s): social studies

Title of Lesson: Resource and Human Migration

Learning Objectives:

For students to understand that migration is rarely by choice, but usually due to a cataclysmic event.

Standards Addressed (if applicable):

Standards pertaining to migration en masse.

Lesson Outline:

Materials: jars, specific colored beads to represent resources Florida project changes over time, copies of green action checklist for each student, graph paper marked into days

Setup: Section room into areas- Miami, Tallahassee, Jacksonville, Gainesville, etc.

Let students:

Choose which city they want to live in. Do not explain this activity ahead of time. Give each group a jar of beads. Beads can have uneven resources based on location or can be equal to start. Resource can be water, food, land, wireless, etc.

Procedure: Once students are in their cities discuss why they chose the cities they did (friends, family, familiarity with city, etc.)

Explain to the students they can switch groups at any time.

Explain which color bead = which resource (key on board)

“Live” one week with each student taking one bead for each resource used per day graph usage. Do for one week. Change the map to 10 years from now. Ask how old you will be in ten years. What will you likely be doing? College? Working? Looking at the map, what has your city lost. Point out salt water intrusion in rivers, ruining farm land, etc.

If their area is affected, they lose resources so take away some of (or all) of their resource beads affected by the change. Remind students they can leave their towns at any time, but must say why they are leaving. Pick and graph 1 week of resource beads. Ask: Are you running out? Why? Move the map 10 more years and repeat. Each time you repeat, analyze the map for natural resources and how they are impacted. As groups disband and join others, it leads to a discussion why did you migrate. This can go backwards in history or forwards. Ask does this change your plan for your future? If so, how? What can you do? Pass out Green Action checklist and discuss.

Learning Strategies:

Science Concept(s):

Humanities Concept(s):

Technique(s)/Resource(s) Incorporated from Teaching Florida’s Climates Workshop:

Florida maps showing projection of water encroachment due to climate change. Green Action checklist and choose doable goals. Share with parents.

Student Assessment Strategies:

None- I just want them to think.

Benefit to my students:

To help the students to understand what scientists are predicting will happen and to introduce small changes that can be made how to slow the change in the future.

Resources and Materials (supplies needed for activities):

On the other side

Extension: Relate to historic grand migrations and their cause and effect. This part can be assessed.



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"TAKING IT BACK TO THE CLASSROOM"

We know that it's not always possible to develop and implement a brand new lesson plan in a busy curriculum. How do you envision incorporating our experiences in your classroom teaching?

Idea 1

Learning Goals/Standards

Idea 2

Learning Goals/Standards

Idea 3

Learning Goals/Standards

Idea 4

Learning Goals/Standards

Idea 5

Learning Goals/Standards

Idea 6

Learning Goals/Standards

What additional resources do you need in order to act on these ideas?