



# 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): Jessica Reeves

Grade(s): 9

Subject(s): English

Title of Lesson: A New Land Remembered

### Learning Objectives:

CCSS.ELA-LITERACY.W.9-10.3.A

students will be able to engage and orient the reader by writing a sequel to Patrick Smith's *A Land Remembered*, in which Solomon's grandson grapples with the effects of his grandfather's South Florida legacy. The will create a smooth progression of experiences or events that directly tie back to the novel's previous events..

CCSS.ELA-LITERACY.W.9-10.3.C

Students will use a variety of techniques to sequence events so that they build on the significant climate-altering events from Smith's novel to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Students will use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters relating to the times, characters, & events from Smith's original novel.

### Standards Addressed (if applicable):

CCSS.ELA-LITERACY.W.9-10.3.A

CCSS.ELA-LITERACY.W.9-10.3.C

CCSS.ELA-LITERACY.W.9-10.3.D

**Lesson Outline:**

First, students will choose a significant environmental/climate-related historical event/occurrence from Patrick Smith's novel *A Land Remembered*.

Next, students will research that event using sites like [ChroniclingAmerica.loc.gov](http://ChroniclingAmerica.loc.gov), choosing at least three articles that discuss that event.

Also, students will find an oral history in which another person discusses the event or outcomes of that event in a time-appropriate year.

Then students will use Systems Thinking to create a flowchart documenting the sequence of cause and effect on the environment based on their findings.

Finally, students will use their event and the correlating research they found to write a sequel to Smith's novel from the perspective of Solomon's grandson grappling with the effects of his grandfather's legacy in the year 2025.

**Learning Strategies:**

Think-pair-share

Quick write

Elaboration

Concrete examples

Cognitive thinking

**Science Concept(s):**

Environmental science

Life science

**Humanities Concept(s):**

Literature analysis

Historical analysis

Oral history

Anthropology

Human geography

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

Systems Thinking

Creative Writing

Critical Thinking

Use of primary & secondary resources for research purposes

**Student Assessment Strategies:**

The final, finished product (the novel sequel) is the assessment.

**Benefit to my students:**

By completing this creative writing project, students will benefit because they are able to see, recognize, identify, and explain anthropocene effects on South Florida's climate over a period of decades and into the future, and how this scenario and humanity's footprint could directly impact their own lives in the very near future.

**Resources and Materials (supplies needed for activities):**

Chronicling America.loc.gov

Patrick Smith's novel *A Land Remembered*



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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?**