



HUMANITIES AND THE SUNSHINE STATE

TEACHING FLORIDA'S CLIMATES

In partnership with the Florida Humanities Council

JUNE 24-28, 2019 UNIVERSITY OF FLORIDA

“TAKING IT BACK TO THE CLASSROOM”

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

Teacher(s): Ed Young

Grade(s): 6, 7, & 8

Subject(s): EBD Learning Strategies/Science/Language Arts

Idea 1

Speed Dating for School/Community Problems/Environmental Problems: As an intro to the exercise, the concept is modeled for them by staff. First day, students identify problems around the school that they see in their journals. These problems are then used in the first day's "Speed Dating". Second day, students AND staff identify problems they see in the communities surrounding our school. "Speed Dating" occurs again with today's generated problems. Day Three, environmental problems are identified from their science classes and used as the basis for the "Speed Dating". At the end of each day's class, we come back together and list solutions on the board and discuss each. Finally as an exit slip, students rank the solutions on their own paper. Students must justify the placements of at least two solutions.

Learning Goals/Standards

- Students will identify problems in their school/community/the environment.
- Students will generate solutions to problems proposed in class.
- Students will rank solutions and justify their order.
- LAFS.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SC.8.N.1.1: Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
- CTE-AFNR.68.ENVIRO.02.01: Define and identify renewable and nonrenewable natural resources.
- CTE-AFNR.68.ENVIRO.02.03: Describe effects of pollution on the environment.

Idea 2

6 Word Reading Passage/Article Summaries. Students will summarize articles and/or short stories read in class using the “6 Word Challenge”. Students will be challenged to succinctly summarize the story or article within only six words. When completed, students will “publish” their 6 Word Story on a piece of colored card stock. Another idea of this would be students read 3-4 articles in class and then choose ONE to summarize with the 6 Word Challenge. After all students have “published” their summary, the rest of the class tried to identify which article each student summarized.

Learning Goals/Standards

- Students will summarize a piece of grade-level text.
- Students will identify a piece of text based on student-produced summary.
- LAFS.8.RL.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- LAFS.8.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.