



**Broward County Public
Schools Videoconference**

Communities And Reading TOUR

Lesson: The Everglades and Southwest Florida
Instructor: Evelyn Nelson, BECON Distance Learning Teacher

Grade Level: Grade Three

Sunshine State Standards: LA.B.2.2, SS.B.2.2, and SS.B.1.2

Benchmarks: LA.B.2.2.1, SS.B.2.2.2, and SS.B.1.2.1

Infusion Points: Language Arts and Social Studies

Objective(s):

1. Students will write notes, comments, and observations that reflect comprehension of content presented during the class.
2. Students will understand how the physical environment supports and constrains human activities.
3. Students will use geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.



Fuel for Thought

responsibility – A duty that citizens have.

suburb – A community built near a city.

compass rose – The symbol on a map that shows the directions north, south, east, and west.

map key – A box that tells what the symbols on a map stand for.

Literature Emphasis

Book Title: Readings About America: The Southeast Today

Publisher: National Geographic School Publishing, Washington, D.C. (2004)

Story Summary: A picture book written to guide students through the varied physical and social influences found in the southeastern United States.

Book Title: Everglades National Park

Author: Wende Fazio

Publisher: Children's Press, New York, NY. (1998)

Story Summary: Describes the history, landscape, wildlife, and activities for visitors at Everglades National Park.

Book Title: Introducing Naples

Publisher: Sharon Van Rite

Published by: Gulf Coast Media, Naples, FL (2001)

Story Summary: Official publication of the Naples Area Hotel and Motel Association, Inc.

Activities

- The videoconference instructor will discuss the *Fuel for Thought* vocabulary words
 - Students will copy down the words without the definitions.
 - Part of the follow-up to this lesson will be defining the vocabulary words.
- Traveling west from Broward County we pass the **suburbs** encroaching on the Everglades. (Define **suburb**)
 - Protecting the Everglades - Read pg. 12 in The Southeast Today (show pictures)
 - Define **responsibility**
 - Endangered Species - Read pg. 42 & 43 in Everglades National Park
 - General Info - Read pg. 5 & 7 in Everglades National Park (show map, p. 4 & 6)
Define **Compass Rose**
 - Read pg. 16 – 19 (show pictures)
- *Student Questions*
 - **What is threatening the Everglades?** *People, Industry, Building*
 - **If we do not stop the threats to the Everglades, what will happen?** *Everglades will dry up, animals and plants will die*
- Introducing Naples - Show Map – Define **Map Key**
 - Describe attractions in Naples
- Describe Edison and Ford Winter Homes
 - Go to website <http://www.edison-ford-estate.com/>
- *Student Questions*
 - **What did Thomas Edison invent?** *Light-bulb*
 - **What did Henry Ford do?** *First to build an automobile*

Assignment

- Students will define the vocabulary words and expand their journal entries.

Materials Needed

- “Travel Journal” and a pencil for each student

Lesson Extension

Everglades National Park

<http://www.nps.gov/ever/>

Naples, FL

<http://www.naples-florida.com/>

Edison and Ford Winter Homes

<http://www.edison-ford-estate.com/>

**WRITING ACTIVITIES and RESOURCES
FOR WRITING ABOUT THE EDISON-FORD WINTER ESTATES**

<http://www.edison-ford-estate.com/grades35.asp>