

Experience Overview

Historic Places, Green Spaces – Simpson Park Hammock

	Grades K – 2 <i>My Nature Journal</i>	Grades 3 – 5 <i>My Nature Journal</i>	Grades 6 – 12 <i>Counting Carbon</i>
Summary	Guided by DHT educators, students will receive a tour of Historic Simpson Park Tropical Hammock—a dense tropical forest showcasing the remnants of the old Brickell Hammock. Students will explore this urban forest and make discoveries along the way.	Guided by DHT educators, students will receive a tour of Historic Simpson Park Tropical Hammock—a dense tropical forest showcasing the remnants of the old Brickell Hammock. Students will work together to identify native plants and the challenges of preserving an urban forest.	Guided by DHT educators, students will receive a tour of Historic Simpson Park Tropical Hammock—a dense tropical forest showcasing the remnants of the old Brickell Hammock. Students will work together to understand the impact of climate change and how trees and urban forests can help mitigate those issues.
Lesson Objective & Goals	<ul style="list-style-type: none"> Students will understand the unique biodiversity of a Tropical Hardwood Hammock through careful observation and investigation. Students will be encouraged to use their senses when making observations. They will understand the importance and benefits of preserving our urban forests and environment. 	<ul style="list-style-type: none"> Students will understand the unique biodiversity of a Tropical Hardwood Hammock and some of the challenges and threats it faces today, specifically invasive plants and climate change. They will learn to identify different native and invasive plants. They will understand the importance and benefits of preserving our urban forests and environment. 	<ul style="list-style-type: none"> Students will understand the unique biodiversity of a Tropical Hardwood Hammock and the effects of climate change on such habitats. They will understand the carbon cycle and the role trees play in it. They will understand the importance and benefits of preserving our urban forests and environment.
Activity <i>Inquiry- and Object-Based Learning</i>	Students will grasp these concepts by <ul style="list-style-type: none"> Creating a nature journal to document their observations through guided instructions. Completing a scavenger hunt in the nature trail. 	Students will grasp these concepts by <ul style="list-style-type: none"> Creating a nature journal to document their observations. Playing a carbon dioxide game. 	In small groups, students will estimate the amount of carbon dioxide storage in several trees by <ul style="list-style-type: none"> Measuring the diameter of various trees and estimating the carbon content (6-8). Measuring the diameter and height of various trees for a more accurate estimation of the carbon content (9-12).
Post-Visit Activity	Poet(tree) assignment.	Calculate your carbon footprint.	Calculate your carbon footprint.

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<p>Aligned Standards</p>	<p>SS.K.C.2.1 – Demonstrate the characteristics of being a good citizen.</p> <p>SC.K.L.14.1 – Recognize the five senses and related body parts.</p> <p>SC.K.L.14.3 – Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.</p> <p>SC.K.N.1.2 – Make observations of the natural world and know that they are descriptors collected using the five senses.</p> <p>SC.K.N.1.3 – Keep records as appropriate, such as pictorial records, of investigations conducted.</p> <p>SC.K.N.1.4 – Observe and create a visual representation of an object which includes its major features.</p> <p>SC.K.N.1.5 – Recognize that learning can come from careful observation.</p> <p>SS.1.C.2.4 – Show respect and kindness to people and animals.</p> <p>SC.1.L.14.1 – Make observations of living things and their environment using the five senses.</p> <p>SC.1.N.1.1 – Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those observations.</p> <p>SC.1.N.1.2 – Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and</p>	<p>SC.3.N.1.1 – Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p> <p>SC.3.N.1.3 – Keep records as appropriate—such as pictorial, written, or simple charts and graphs—of investigations conducted.</p> <p>SC.3.N.1.6 – Infer based on observation.</p> <p>SC.4.L.17.4 – Recognize ways plants and animals, including humans, can impact the environment.</p> <p>SC.4.N.1.1 – Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p> <p>SC.4.N.1.6 – Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.</p> <p>SC.5.L.15.1 – Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.</p>	<p>SC.6.E.7.6 – Differentiate between weather and climate.</p> <p>MAFS.6.EE.2.6 – Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>SC.7.E.6.6 – Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.</p> <p>MAFS.7.G.2.4 – Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p>SC.8.L.18.1 – Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.</p> <p>MAFS.K12.MP.4.1 – Model with mathematics.</p>
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	<p>motion, and compare their observations with others.</p> <p>SC.1.N.1.3 – Keep records as appropriate, such as pictorial and written records, of investigations conducted.</p> <p>SC.2.N.1.1 – Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.</p> <p>SC.2.N.1.2 – Compare the observations made by different groups using the same tools.</p>		
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