



**NATIONAL
CONSERVATION
LANDS**

Eastern States

Jupiter Inlet Lighthouse

Outstanding Natural Area

Hands on the Land
Lesson Plan

Nature Journaling

4th Grade

Bureau of Land Management
Jupiter Inlet Lighthouse Outstanding Natural Area
600 State Road 707, Jupiter, FL 33469
561-295-5953
www.BLM.gov/jupiterONA

Lesson Plan

Course: Grade 4

Course Number: Science/Language Arts

Lesson Plan Date: October 2016

Lesson Title: Nature Journaling

Time: 1-hour class and 1 -hour field visit

Instructor Preparation:

This lesson is in conjunction with the information presented during the Historical/Cultural Lighthouse and Museum tour.

Recommended readings prior to the field trip:

Oyer, Harvey E. III. The Adventures of Charlie Pierce: The American Jungle. Oakland Park FL. Middle River Press. 2010.

Oyer, Harvey E. III. The Adventures of Charlie Pierce: The Last Egret. Oakland Park FL. Middle River Press. 2010.

Site Prep and Equipment:

a. Pre-registration is required for all field trips please check the Lighthouse and ONA websites at:

<http://www.jupiterlighthouse.org/plan/school-field-trips/>
www.BLM.gov/jupiterONA

b. Clipboards, paper and pencils are available on site.

c. Activity Overview and ONA Rules and Guidelines

Main Objective:

Students will practice and develop their observation and writing skills.

Est. Time	Visuals and Notes	Content
20 min.	<p>Introduction: (pre-trip)</p> <p>Refer to the following web site:</p> <p>http://smithsonianeducation.org/educators/lesson_plans/journals/smithsonian_siyc_fall06.pdf</p>	<p>Discuss the following:</p> <p>Journaling as a method of recording one's observations and insights or feelings about those observations.</p> <p>Journaling may include written and pictorial recordings of observations or events.</p> <p>Journaling may be a recording of one's thoughts and feelings at a specific time or event.</p> <p>Journaling may include both measured and generalized information depending on the purpose of the journal.</p>
15 Min.	<p>Hook 1:</p> <p>Observation/Journaling practice</p>	<p>Select one object in the classroom and have student observe the object and the surroundings and record their observations. Remind students that sketches may help record observations.</p>
15 Min.	<p>Hook 2:</p> <p>Practice review/discussion</p>	<p>Ask students to share some of their observations and discuss findings. Key points:</p> <ol style="list-style-type: none"> 1. Details about the object that were most recorded 2. Details about the object that were not recorded. 3. Details about the surroundings of the object that were or were not included. 4. Remind students that observations are made using all five senses with taste being the exception in most cases.

<p>10 Min.</p>	<p>Pre-trip: See attached ONA Rules and Guidelines</p>	<p>Review the ONA rules and guidelines with students.</p> <ol style="list-style-type: none">1. <u>Do not collect anything.</u> Collection of any item, living or non-living is not allowed without special permit from the site manager.2. <u>No digging.</u> This site is a historical site with cultural significance, it is protected by law.3. <u>Stay on the concrete trail and boardwalk.</u> Endangered and sensitive plants are on the site.4. <u>No pets are allowed</u> in the natural area.5. <u>No swimming.</u> Wading may be permitted for specific field study activities.6. <u>Closed-toe shoes are required</u> for all activities on site.7. <u>Be familiar with the local plants and animals</u> both terrestrial and marine. There are poison plants and may be venomous animals on the ONA site.8. <u>Be respectful of both other visitors and the environment while visiting the natural area.</u>10. <u>Emergency – follow group protocol. Report all injuries, issues or concerns to the site manager.</u>
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<p>1 Hour</p>	<p>On site Journaling activity</p>	<p>Main Objective: Students use personal observations of the natural environment (plants, animals, water, soil) and the “man-made” (not-natural) aspects of the ONA site and record their observations, make hypotheses and describe how the interactions of humans and the environment have changed over the past several hundred years in relation to the sustainable use of natural resources.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Students are to work independently and separated so they cannot communicate. 2. Give each student 3-4 sheets of blank, plain white paper, a pencil and clipboard and Journaling Instruction sheet. 3. After their tour, place students along the side walk with their materials and ask them to remain quite while they make their observations and recordings. Remind them that drawing pictures is a valid observation recording method.
<p>20+ Min.</p>	<p>Follow-up</p>	<p>Review the following:</p> <ol style="list-style-type: none"> 1. Review vocabulary 2. Discuss why native plants are better than exotic plants in the environment. 3. Review which plants and animals were important to the early settlers. 4. Explain what has been done since the early 1900’s to help make the use our natural resources sustainable. 5. Discuss the benefits of native species compared to exotic species. 6. Follow-up with students to have them survey their yards or school to see if there are more native plants or exotic plants.

Following attachments:
 Fl. Standards correlations
 Follow-up questions
 ONA rules and Guidelines
 How to be a Great Chaperone

Florida Grade 4 Science Standards:

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.

SC.4.N.1.4: Attempt reasonable answers to scientific questions and cite evidence in support.

SC.4.N.1.6: Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

LAFS.4.RI.1.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LAFS.4.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Field Trip Follow-up Questions:

1. List several of the most prominent or important “man-made” and ‘natural” aspects of the ONA you observed.

2. Select one item from each list above and describe why you think it is the most prominent or important aspect of the ONA.

3. Explain how you think one of your items observed/listed above has changed over the past 100+ years.

ONA Rules and Guidelines:

The Natural Area is Federal property and is regulated by Federal, State and local laws. Complete and detailed regulations regarding the Jupiter Inlet Lighthouse Outstanding Natural Area (ONA) are available in the *Jupiter Inlet Outstanding Lighthouse Natural Area Comprehensive Management Plan and Environmental Assessment* (pages 137-149) available at the following website:

www.BLM.gov/jupiterONA

General Rules and Guideline Requirements:

1. All groups or individuals **MUST** contact the site manager (Peter DeWitt, Site Manager Jupiter Inlet Lighthouse ONA, Bureau of Land Management, 600 State Road 707, Unit B Jupiter, FL 33469. Phone: (601) 331-7407) **prior to starting** any field study or research activities on the site to obtain special permits for field work.
2. Do not collect anything. Collection of any item, living or non-living is **not allowed without special permit from the site manager.**
3. No digging. This site is a historical site with cultural significance, it is protected by law.
4. Stay on the concrete trail and boardwalk. Endangered and sensitive plants are on the site.
5. No pets are allowed in the natural area.
6. No swimming. Wading may be permitted for specific field study activities.
7. Closed-toe shoes are required for all activities on site.
8. Be familiar with the local plants and animals both terrestrial and marine. There are poison plants and may be venomous animals on the ONA site.

Helpful websites:

Marine organisms: http://www.floridahealth.gov/diseases-and-conditions/food-and-waterborne-disease/_documents/stings.pdf

Plants: <http://www.edis.ifas.ufl.edu/pdffiles/EP/EP22000.pdf>

Snakes: http://ufwildlife.ifas.ufl.edu/venomous_snake_identification.shtml

Insects: <http://edis.ifas.ufl.edu/ig099>

9. Be respectful of both other visitors and the environment while visiting the natural area.
10. Park only in designated areas.
11. Emergency – follow group protocol or call 911. Report all injuries, issues or concerns to the site manager.

How to be a Great Chaperone

You don't need special knowledge to be a chaperone—just common sense and a willingness to jump in and get involved. Here are a few tips to help make your trip a good one:

What will I be doing as a chaperone?

You will supervise a small group of students, help them learn, assist the ranger when called upon, and make sure the students behave appropriately.

What will my role be during the program?

Throughout the visit, your job will be to monitor the behavior of the students, provide for their safety, and facilitate the learning process while insuring a fun visit for the students. You may be asked to work with specific students and help guide them through program activities. You may want to ask the teacher for information about the program, including background information and vocabulary words, to familiarize yourself with the topic. The more you can interact with the students, the better their experience will be.

What do I need to tell the students about touching things?

Encourage students to touch gently when instructed to do so. When touching marine animals, wet your hands in seawater first. Most marine animals have a coating of slime to protect them. Touching them with a dry hand can damage their slime layer and harm their delicate surfaces.

- Do not pick up or remove the animals.
- Follow the guidance of the education staff.

How can I help students get the most out of their visit?

- Be sure you understand the plan for the day, as instructed by the student's teacher.
- Ask the teacher for any material that will help you lead the students.
- Ask the teacher whether the students have specific projects to work on, and how you can help them during the visit.
- Interact and have fun with the students.
- Ask questions of each student in your group. There will always be a few who have all the answers.
- Encourage the shy or quiet students to share ideas, too.

What else do I need to know?

- Please leave small children at home if possible. They distract you from your duties as a chaperone.
- Avoid visiting with other adults at the expense of your chaperone duties. Remember that your primary job is to chaperone the students, not to visit with other parents.
- Students must stay with you, their chaperone, always. Their behavior is your responsibility. Be sure you know when and where to meet the rest of your group during and at the end of the visit.