

# Survival Florida

**Subjects Taught:** Health, Social Studies, English Language Arts

**Grade Levels:** 6<sup>th</sup>-12<sup>th</sup> Grade

**Brief Description:** Using a WebQuest, students will research foods grown in Florida and nutritional requirements of different age groups to determine if survival consuming only foods from Florida is possible.

**Objectives:** Students will:

1. Work in a small group to complete a WebQuest.
2. Create a visual aid to present WebQuest findings.
3. Determine as a class if survival (meeting their nutritional needs) is possible consuming only foods grown in Florida.

**Life Skills:** Analyzing and interpreting data, collaborating, communicating, cooperating, creative thinking, developing research skills, evaluating, following directions, making connections, note taking, obtaining information, synthesizing information

**Materials Needed:**

- WebQuest handout
- Computers with Internet access
- Art supplies (optional)

**Time:**

Total Time: Three, 45-minute sessions plus time for research

**Preparation:**

1. Print enough WebQuest sheets so that each student will have his or her own copy, or provide students with the link to the electronic version of the WebQuest at <http://zunal.com/webquest.php?w=179338>.
2. Schedule at least two days in the library for use of the computers, or two days in the classroom with a class set of computers.

**Introduction:**

Students will be given a WebQuest (either the printed one provided in this lesson or an electronic version at <http://zunal.com/webquest.php?w=179338>). It has the specific resources identified to aid in their research about foods grown in Florida, the nutritional requirements of different age groups, and a comparison of what is grown in Florida to students' nutritional requirements.

**Activity One:**

1. Print out the two-page WebQuest sheet and provide each student with a copy.
2. Divide students into groups of three.
3. Hand out WebQuest sheets and review with students. Provide at least two class periods for students to conduct their research using either classroom laptops or the media center computers.

**Activity Two:**

1. After completing their research, have each group of students prepare a visual that explains their findings.

## Florida Standards Met At-A-Glance

<b>National Next Generation Science</b>	MS-LS2-b., MS-ESS3-c., HS-ESS3-a
<b>English/Language Arts</b>	6.RI.1.1, 6.RI.2.4, 6.RI.3.7, 6.W.1.1, 6.W.1.2, 6.W.2.4, 6.W.2.6, 6.W.3.7, 6.W.3.8, 6.SL.1.1, 6.SL.2.4, 6.SL.2.5, 6.SL.2.6, 7.RI.1.1, 7.RI.2.4, 7.W.1.1, 7.W.1.2, 7.W.2.4, 7.W.2.6, 7.W.3.7, 7.W.3.8, 7.SL.1.1, 7.SL.2.4, 7.SL.2.5, 7.SL.2.6, 8.RI.1.1, 8.RI.2.4, 8.W.1.1, 8.W.1.2, 8.W.2.4, 8.W.2.6, 8.W.3.7, 8.W.3.8, 8.SL.1.1, 8.SL.2.4, 8.SL.2.5, 8.SL.2.6, 910.RI.1.1, 910.RI.2.4, 910.W.1.1, 910.W.2.4, 910.W.2.6, 910.W.3.7, 910.W.3.8, 910.SL.1.1, 910.SL.1.2, 910.SL.2.4, 910.SL.2.5, 910.SL.2.6, 1112.RI.1.1, 1112.RI.2.4, 1112.W.1.1, 1112.W.2.4, 1112.W.2.6, 1112.W.3.7, 1112.W.3.8, 1112.SL.1.1, 1112.SL.1.2, 1112.SL.2.4, 1112.SL.2.5, 1112.SL.2.6
<b>Health Education</b>	HE.6.B.1.7, HE.7.B.1.7, HE.7.C.2.6, HE.8.B.1.7, HE.912.B.1.3, HE.912.B.1.6



it may be easier (and less overwhelming to students) to select one of these topics at a time to research, beginning with foods grown in Florida or split the class in half and give one group one topic and the other group the other topic.

### Resources:

WebQuest document or electronic WebQuest found at [www.zunal.com](http://www.zunal.com)

### Credits:

Links from the WebQuest that students will visit:

[www.florida-agriculture.com](http://www.florida-agriculture.com)

[www.freshfromflorida.com/content/download/36315/838961/AgByTheNumbers.pdf](http://www.freshfromflorida.com/content/download/36315/838961/AgByTheNumbers.pdf)

[www.nass.usda.gov/Statistics\\_by\\_State/Florida/index.asp](http://www.nass.usda.gov/Statistics_by_State/Florida/index.asp)

[www.nutrition.gov/life-stages](http://www.nutrition.gov/life-stages)

[www.mayoclinic.com/health/nutrition-for-kids/NU00606](http://www.mayoclinic.com/health/nutrition-for-kids/NU00606)

[www.diet.com/g/adult-nutrition](http://www.diet.com/g/adult-nutrition)

[www.cdc.gov/nutrition/everyone/basics/index.html](http://www.cdc.gov/nutrition/everyone/basics/index.html)

2. Have each group present their visual to the class.
3. Once all group presentations are completed, discuss with students whether or not it would be possible to survive and meet all of their nutritional requirements if only the food from Florida were available.

### Evaluation Options:

1. See evaluation section of WebQuest handout for rubric.
2. Have students write an essay detailing why they believe or do not believe that it is possible to survive only on Florida produced foods and whether they would want to.
3. Have students research and answer the question in writing, “Would it be possible to survive consuming only the foods produced within a single state?” Identify the state or states, and ask them to provide detail.

### Extensions and Variations:

1. The WebQuest provided has two major components: Foods grown in Florida and Nutritional Requirements for the different age groups. If teaching middle school,

# Survival Florida WebQuest

<b>Introduction:</b>	As an agricultural detective, you've been assigned the task of investigating the availability of food sources to residents in the state of Florida. It seems there are some discrepancies among what citizens believe to be transported into the state, as opposed to what is actually grown in the state. The sergeant of the detective squad has asked you and your team to gather some information to share with the citizens about the produce grown in Florida. In addition to learning about the products grown in Florida, you will further your investigation by determining the nutritional requirements for different age groups. Follow the guidelines provided below to complete the research process of this discrepancy and be prepared to discuss your findings with the citizens. You will work in groups of three to gather information to create a poster-like presentation of your findings.
<b>Task:</b>	After completing this investigation, you will need to present your findings to the citizens of Florida (your classmates). You will create a visual to display the new found information you've gained from your research. You may create a poster, PowerPoint, Prezi ( <a href="http://www.prezi.com">www.prezi.com</a> ), short video, board game, etc. Be creative. Use your notebook to take notes on your findings.
<b>The Process:</b>	<p><b>Objective:</b> You will be comparing foods grown in Florida, as well as in other states around the United States. As a group you will research the nutritional requirements of different age groups and evaluating if the foods grown in Florida meet those requirements. The group will research the following:</p> <ul style="list-style-type: none"> <li>• Does Florida grow enough variety of foods to meet the nutritional requirements of the different age groups? If so, explain. If no, what is missing?</li> <li>• What foods are grown in Florida?</li> <li>• Compare foods grown in Florida to six other states.</li> <li>• Explanation of the nutritional requirements for infants, children, adolescents, men, women and seniors</li> <li>• Does food grown in Florida meet the nutritional requirements for each age group?</li> </ul> <ol style="list-style-type: none"> <li>1. First, you will be assigned to a group of three students.</li> <li>2. Your group should make a plan for gathering information. There is a lot of information that needs to be gathered and synthesized so plan accordingly.</li> <li>3. You should use some form of note-taking to keep organized with all this information. You can use any system that is best for you. Some suggestions include using a flow cart, summary tables, concept map, word web, charts or a KWL table. (What you know (K). What you want to know (W). What you learned (L).)</li> <li>4. Use a classroom laptop (or library computer) to conduct your research. Your sergeant has provided you with the following websites to guide your explorations on produce grown in Florida and other states:             <ul style="list-style-type: none"> <li>• Investigate the foods grown in Florida. <a href="http://www.freshfromflorida.com/Divisions-Offices/Marketing-and-Development/Education/For-the-Community/Marketing-Brochures-and-Print-Resources/Agriculture-in-General">http://www.freshfromflorida.com/Divisions-Offices/Marketing-and-Development/Education/For-the-Community/Marketing-Brochures-and-Print-Resources/Agriculture-in-General</a></li> <li>• Learn the seasons of availability for produce grown in Florida. <a href="http://www.freshfromflorida.com/content/download/16790/269889/P-01332.pdf">http://www.freshfromflorida.com/content/download/16790/269889/P-01332.pdf</a></li> <li>• Consider the tropical foods grown in Florida. <a href="http://www.tfgsf.com/">http://www.tfgsf.com/</a></li> <li>• What about herbs? <a href="http://www.freshfromflorida.com/content/download/16804/269987/P-01333.pdf">http://www.freshfromflorida.com/content/download/16804/269987/P-01333.pdf</a></li> <li>• Explore the U.S. Department of Agriculture webpage. Under the section titled "Statistics by State" select other states and compare the available products grown. Choose at least two states on the Pacific Coast, two states in the Midwest, two states in the Northeast, and two states in the Southeast. Once you select a state, click on the state Facts Sheet in the middle of the page, to review. Be sure to look specifically for produce grown, but also note other agricultural products grown in these states (such as beef, pork, dairy, etc.). Take notes on your comparisons of these states. <a href="http://www.nass.usda.gov/Statistics_by_State/">www.nass.usda.gov/Statistics_by_State/</a></li> </ul> </li> </ol>

# Survival Florida WebQuest

(continued)

<b>The Process:</b> (continued)	<p>5. Now that you know about the products grown in Florida, you can now expand your investigation to determine the nutritional requirements of different age groups.</p> <ul style="list-style-type: none"> <li>• Nutrition.gov Life Stages: <a href="http://www.nutrition.gov/life-stages">http://www.nutrition.gov/life-stages</a></li> <li>• Additional sites to explore: <ul style="list-style-type: none"> <li>- Recommendations for Children - Use the links on the left to explore the different age ranges (ages 2 to 18) <a href="http://www.mayoclinic.com/health/nutrition-for-kids/NU00606">http://www.mayoclinic.com/health/nutrition-for-kids/NU00606</a></li> <li>- Recommendations for Adults - <a href="http://www.diet.com/g/adult-nutrition">http://www.diet.com/g/adult-nutrition</a></li> </ul> </li> <li>• Nutrition Basics from the Center for Disease Control and Prevention. <a href="http://www.cdc.gov/nutrition/everyone/basics/index.html">http://www.cdc.gov/nutrition/everyone/basics/index.html</a></li> </ul> <p>6. In your groups organize all the information you have researched and create a visual presentation. Make sure you have read over the rubric and understand where your grade is coming from.</p>
<b>Evaluation:</b>	<p>You will submit your notes separately for a grade.</p> <p>Your group's visual and presentation will be graded with the following criteria:</p> <ul style="list-style-type: none"> <li>- Visual aid's appeal, ease of reading and overall attractiveness: 10 points</li> <li>- Thorough explanation of foods grown in Florida: 40 points</li> <li>- Comparison of foods grown in Florida to the other six states: 20 points</li> <li>- Explanation of nutritional requirements for infants, children, adolescents, men, women and seniors: 40 points</li> <li>- Explanation of whether foods grown in Florida meet the nutritional requirements of each age group or not: 30 points</li> <li>- Team involvement (did you pull your own weight in this project?): 10 points</li> </ul> <p>Total: 150 points</p>
<b>Conclusion:</b>	<p>Congratulations Detective! You have successfully compiled the information necessary to educate citizens on the nutritional recommendations as it relates to the foods grown in Florida. Remember that although agriculture may not always seem significant in your lives, it is what feeds you, clothes you and provides a home for you. Florida is a unique state in that it grows so much produce throughout the year, and as Florida residents, you have the opportunity to enjoy this diverse produce! Good work.</p>