Florida Estuaries

Subjects: Science

Visual Art

Grade: 5th (Suitable for 3rd-6th)

Number of Students: 40 or less

**Standards:**

**Science Standards**

**Life Science**

* Supports SC.5.E.7.2 Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.
* Builds on prior knowledge from SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

**Theatre Standards**

**Critical Thinking and Reflection**

* TH.5.C.1.1 Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.

**Visual Arts Standards**

**Innovation, Technology and the Future**

* VA.5.F.3.3 Work collaboratively with others to complete a task in art and show leadership skills.

**Objectives:**

1. Students will grasp the importance and necessity of the estuary ecosystem for the health of ocean life.
2. Students will identify the animals that rely on estuaries and the features that make them beneficial for the animals that reside there.
3. Students will understand their locality to estuaries and the effects humans can have on them.
4. Students will observe and interact with a live diamondback terrapin respectfully. They will understand that this is one species that resides in estuaries.
5. Students will work together to create a short scene depicting what they learned about estuaries in a creative, concise manner.
6. Students will collaborate to create a backdrop or set for their performance.
7. Students will perform their original works and give feedback accordingly.

**Materials:**

1. A projector with a computer that has internet access
   1. Slide show and video presentation
2. A white board/chalk board
3. Presentation boards or papers for the “set”
4. Crayons
5. Copies of “scripts” and writing utensils for students

**Introduction:**

To immediately engage students in the concept of estuaries. This will be followed by introducing them to theatre and plays and combining theatrical arts with protecting the environment.

**Activities:**

1. Explain the importance of actors warming up their bodies and voices followed by a quick yoga-inspired physical warm-up and a vocal warm-up such as the “vocal tree” or “no bananas”
2. Prompt a brief discussion and overview of estuaries, their definition, what animals reside there, and their importance to the ocean
3. Relay that Florda is home to many estuaries including Tampa Bay. Also discuss briefly the importance of estuaries cleaning runoff and their importance to people.
4. Show a brief video presentation about one of the major features in an estuary (mangrove trees) as well as some of the aquatic animals that live there.
5. Encourage students to identify the manmade pressures on estuaries and how to save them.
6. Demonstrate the basics of performance and scene writing with a student. Include the vitality of a beginning, middle, and end.
7. Divide students into small groups and allow them to write their play about what they learned about estuaries, ensuring every student gets a speaking role and gets to write their own lines.
8. Allow students to create their “set” of an estuary.
9. After time to rehearse, have students perform their plays for one another and give appropriate feedback.

**Closing:**

Encourage students to continue learning and tune in to watch the highlights of their scenes on YouTube.