**The Florida Everglades and the**

**Miccosukee Indians**

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| **Grade Level(s)**  Middle School, High School  **Subject Areas**  Social studies, environmental science, life science/biology  **Goal**  To have students recognize how the Florida Everglades has impacted the life and history of the Florida Miccosukee Indians.  **Overview**  The Miccosukee Indians have been, and still are, dependent on the Florida Everglades. The Everglades consist of a variety of delicate ecosystems, each threatened by encroaching human activities, agricultural runoff, and man-made changes in the natural water flow. As the Everglades are altered, the Miccosukee’s way of life is impacted.  **Behavioral Objectives** – Students will be able to   * Describe the ecosystems of the Everglades. * Describe the history of the Miccosukee Indians. * Connect the history of the Miccosukee Indians to the ecosystems of the Everglades. * Analyze LTER Everglades’ datasets. * Relate changes in the Everglades’ ecosystems to the current conditions of the Miccosukee Indians.   **Materials**  Map of Florida that includes Everglades National Park and the Miccosukee Indian Reservations.  LTER Datasets  Internet Access (optional)  **Procedures**  Ecosystems of Florida Everglades  Through teacher-led discussion, student assigned research, selected readings, or through an alternative method appropriate for the class, student will acquire information about the ecosystems of the Florida Everglades.  Historical Perspective  As they did for the ecosystems, students will gather information regarding the history of the Miccosukee Indians. The information can be given to the students via lecture, selected readings, student research, or through an alternative method.  Changes in the Everglades  Using LTER datasets, students will analyze changes in water quality and ecosystems and theorize why the changes are occurring.  The Everglades and Miccosukee Connection   1. Students will create a visual display depicting how the various ecosystems have affected the history of the Miccosukee Indians. The nature of the display is up to the teacher/students. 2. Using a map of Florida, students will indicate where change has occurred and what type of change was involved. The location of Miccosukee populations should be highlighted. 3. Optional - Students will research and report on the current concerns the Miccosukee’s have regarding the Everglades Restoration plan. 4. Students will create a presentation indicating how changes in the Florida Everglades have affected the history and current life of the Miccosukee Indians. The type of presentation should be determined by the teacher/students.   **Suggested Sites**  <http://fcelter.fiu.edu/education_outreach/>  <http://fcelter.fiu.edu/about_us/everglades/history_and_culture/Culture_links.htm>  <http://fcelter.fiu.edu/data/>  http://www.nps.gov/ever/index.htm  <http://www.nps.gov/ever/naturescience/naturalfeaturesandecosystems.htm>  http://www.nwf.org/Wildlife/Wild-Places/Everglades.aspx  <http://americasbesthistory.com/abh-everglades.html>  <http://www.nps.gov/history/history/online_books/natural/7/nh7e.htm>  <http://www.evergladesonline.com/history.htm>  <http://www.everglades.national-park.com/info.htm#eco> fl.biology.usgs.gov/Center\_Publications/Fact\_Sheets/everglades.pdf[www.lib.utexas.edu/maps/national\_parks/everglades\_park99.pdf](http://www.lib.utexas.edu/maps/national_parks/everglades_park99.pdf)<http://www.dep.state.fl.us/secretary/everglades/><http://www.native-languages.org/florida.htm>http://www.miccosukeeseminolenation.com/history.htm |