



Cumberland Island

2015 - Driftwood Education Center



Class Description:

Exploring Cumberland Island National Seashore will help you discover the Carnegie's Dungeness Estate, seeing grave sites that reach back over 200 years, walk among wild horses and immerse yourself into the natural wonders that are Cumberland Island. This class will also cover Beach and Forest Ecology. Seining is seasonal.

**Appropriate for all grade and skill levels. We do have access to handicap beach wheel chairs. Please plan this in advance if you need one.
THIS IS AN ALL DAY FIELD TRIP: EXTRA COST FOR FERRY**

Driftwood Education Center
Po Box 20712 St. Simons Island, GA 31522
Phone: 912.638.3849 Fax: 912.634.0642
www.driftwooddee.org

CUMBERLAND ISLAND

Table of contents and outline:

I. Pre-class set-up

1. Be sure to grab seine nets, Tupperwares and lunches.
2. Take backpack with: Water, Sunscreen, Bug repellent, first aid kit and anything else you want.
3. Tell students to dress for weather on Cumberland.

II. Introduction, overview, and assessment

1. Assess what students know about Cumberland.
2. Ask questions and encourage exploration.
3. Let students know what is going to happen.

Saint Mary's

1. Get lunch and put away all extra lunch items.
2. Pre-boarding meeting as a research group
3. Pre-boarding meeting with Ranger
4. Board Ferry

III. Dock 1 Dungeness/Icehouse Museum

1. Count students and gather lost ones
2. Greeting and reminder of safety on Cumberland
3. Ice House Museum tour and exploration

IV. Walk to Dungeness Ruins

1. Lightning struck trees
2. Carnegie Cemetery
3. Flora and Fauna

V. Dungeness Ruins

1. Gates to Dungeness/History
2. Ruins exploration
3. Pergola exploration
4. Mushroom hut ,Water Wheel, Green house
5. Fountain and podium picture
6. Shark Tooth Pit (If time allows)

VI. Other buildings and the Laundry House.

1. Bachelor Pad
2. The Grange
3. Laundry house
4. Lunch (11:30-12:00)
5. Grandfather tree
6. Barn and Stables

Concepts:

Focal points of this class are:

1. Cumberland Island is important both historically and as an ecosystem, which is why it is protected today.
2. Barrier Islands play a key role in protecting the mainland from fierce storms, and provide habitat for an abundance of flora and fauna.
3. By visiting and learning about historical places, we can make better educated decisions for ourselves in the future.
4. History and science come together on Cumberland Island to give us a unique look into how the past now affects the present.

Outcomes:

Upon completion of this class, students will be able to:

1. Explain Cumberland Island history from the time of the Timucuan to the biological diversity of the present.
2. Be able to use a seine net, and identify the animal species living along the Cumberland Island shoreline.
3. Identify several different species of mollusc as they look for shells along the beach.
4. Identify why barrier islands are so important to the protection of the continental U.S. and explain how barrier islands form.

Georgia Performance Standards met:

5th Grade:

1. **SSCS8.a** Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

6th Grade:

1. **S6CS9.a.** Scientific investigations are conducted for different reasons.

7th and 8th Grade:

1. **S7CS5. a.** Observe and explain how parts can be related to other parts in a system such as predator/prey relationships in community/ecosystem.

2. **S7L4.c.** Recognize that changes in environmental conditions can affect the survival of both individuals and entire species.

4th and 5th Grade:

HISTORICAL UNDERSTANDING

1. **SS4H1** The student will describe how early Native American cultures developed in North America.

2. **b.** Describe how the American Indians used their environment to obtain food, clothing, and shelter.

7th and 8th Grade:

HISTORICAL UNDERSTANDING

1. **SS8H1:** The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.

2. **b.** Evaluate the impact of European contact on Native American cultures including Spanish missions along the barrier islands

7. Carnegies Cars

VII. Cemetery

1. History of Cemetery
2. General Henry “LightHorse Harry” Lee (Father to Robert E. Lee)
3. Louisa Shaw
4. James Shaw
5. Caty Green
6. Phineas Miller
7. Catherine Rickart-Worker for the Carnegies

VIII. Marsh Board Walk

1. Exploration of Marsh from board walk.
2. Activities
3. Succession of forest

IX. The Beach and Dune Ecology

1. Accretion and buried forest
2. Interdune meadow
3. Activities on beach
4. Role of the Dunes

X. Seine

1. Explanation of how to seine
2. Go seining
3. Discuss organisms caught
4. Clean net

XI. Climbing Tree and Clean up

1. Climbing tree (If time allows)
2. Bathroom and changing quickly (10 min)
3. Sea Camp Restrooms (Only if needed)
4. Sea Camp Dock wrap up and assessment.

XII. Conclusion and Wrap Up

XIII. Additional Guidelines

XIV. Cumberland History

S. Carolina Performance Standards met

4th and 5th Grade: United States Studies to 1865

The student will demonstrate an understanding of the settlement of North America by Native Americans and the interactions among these peoples.

7th and 8th Grade:

Compare the perspectives and roles of different South Carolinians during the American Revolution, including Native Americans.

Florida Performance Standards met

4th and 5th Grade: SS.A.1.2

The student understands historical chronology and the historical perspective.

7th and 8th Grade:

The student understands the interactions of people and the physical environment.

National Standards met:

NS.K-4.1 SCIENCE AS INQUIRY

As a result of activities in grades K-4, all students should develop

- Abilities necessary to do scientific inquiry
- Understanding about scientific inquiry

NS.K-4.3 LIFE SCIENCE

As a result of activities in grades K-4, all students should develop understanding of

- The characteristics of organisms
- Organisms and environments

NS.5-8.1 SCIENCE AS INQUIRY

As a result of activities in grades 5-8, all students should develop

- Abilities necessary to do scientific inquiry
- Understandings about scientific inquiry

NS.5-8.3 LIFE SCIENCE

As a result of their activities in grades 5-8, all students should develop understanding

- Structure and function in living systems
- Populations and ecosystems
- Diversity and adaptations of organisms

NS.9-12.1 SCIENCE AS INQUIRY

As a result of activities in grades 9-12, all students should develop

- Abilities necessary to do scientific inquiry
- Understandings about scientific inquiry

NS.9-12.3 LIFE SCIENCE

As a result of their activities in grades 9-12, all students should develop understanding of

- Interdependence of organisms
- Matter, energy, and organization in living systems
- Behavior of organisms

NS.9-12.6 PERSONAL AND SOCIAL PERSPECTIVES

As a result of activities in grades 9-12, all students should develop understanding of

- Environmental quality
- Natural and human-induced hazards

NSS-US.H.K-4.1 LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITIES, NOW AND LONG AGO

- Understands family life now and in the past, and family life in various places long ago
- Understands the history of the local community and how communities in North America varied long ago

NSS-US.H.K-4.2 THE HISTORY OF STUDENTS' OWN STATE OR REGION

- Understands the people, events, problems, and ideas that were significant in creating the history of their state

NSS-US.H.K-4.3 THE HISTORY OF THE UNITED STATES: DEMOCRATIC PRINCIPLES AND VALUES AND THE PEOPLE FROM MANY CULTURES WHO CONTRIBUTED TO ITS CULTURAL, ECONOMIC, AND POLITICAL HERITAGE

- Understands the causes and nature of movements of large groups of people into and within the United States, now and long ago

NSS-US.H.5-12.6 ERA 6: THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES (1870-1900)

- Understands how the rise of corporations, heavy industry, and mechanized farming transformed the American people