

3: Crater Creation

Based on the Oregon quarter reverse



OBJECTIVE

Students will distinguish between fiction and non-fiction information. They will learn to identify the beginning, middle, and end of a story.



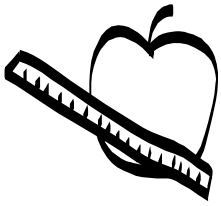
MATERIALS

- 1 overhead projector (optional)
- “Oregon Quarter Reverse” page
- Overhead transparency markers
- 1 class map of the United States
- “Oregon Quarter Reverse” page
- Blue, green, and brown crayons and/or colored pencils
- Chart paper/markers
- 1 copy of an age-appropriate legend about the creation of Crater Lake, such as:
 - *Coyote in Love* by Mindy Dwyer
 - *Legends of Landforms: Native American Lore and the Geology of the Land* by Carole Garbury Vogel
- Variations on a Klamath Indian legend such as those available at:
 - www.craterlake.wr.usgs.gov/history.html
 - www.nps.gov/crla/notes/vol2-3a.htm
 - www.nps.gov/crla/hrs/hrsae.htm
- 1 large photograph or picture of a volcano
- “Story Selections” worksheet
- String
- Scissors
- Single hole punch



PREPARATIONS

- Make copies of the following:
 - “Oregon Quarter Reverse” page (1 per student).
 - “Story Selections” worksheet (1 per student).
- Make an overhead transparency (or photocopy) of the “Oregon Quarter Reverse” page.
- Locate a text that relates to the creation of Crater Lake (see examples under “Materials”).



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GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Three 20- to 30-minute sessions



CONNECTIONS

- Language Arts
- Social Studies
- Science
- Art



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Legend
- Volcano
- Natural occurrences (i.e., volcanoes, hurricanes, tornadoes)
- Beginning, middle, and ending



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

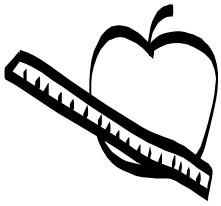
- Land and water
- Natural occurrences (volcanoes)
- Story comprehension



STEPS

Sessions 1 and 2

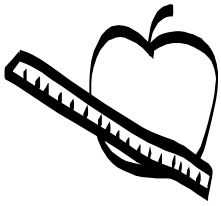
1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Oregon quarter reverse, mentioning that the lake must be special to be on a quarter.



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Locate Oregon on a classroom map. Note its position in relation to your school's location.

2. Distribute a copy of the "Oregon Quarter Reverse" page to each student.
3. Using the overhead transparency, examine the design on this coin's reverse with the students. Read the coin inscriptions to the class. Have the students identify the images in this coin design, including the water, the trees and the land. Then color the water blue, the trees green, and the land brown on the overhead copy of the coin design.
4. Ask the students why they think this lake might be important to Oregon. Accept all responses.
5. Ask the students how they think this lake was formed. Explain that many people had ideas about how the lake was originally formed. Tell students that, long ago, people would often make up stories to explain things that they didn't understand. They would tell these stories to explain things that occurred in nature like big storms and, in this case, volcanoes. Some of these stories are called "legends." A legend is a story handed down from earlier times. The story can't be proven, but it's sometimes based on historical events.
6. Divide a piece of chart paper into three even columns. Label the first column "**B**eginning," the second column "**M**iddle," and the third column "**E**nding."
7. Introduce students to the selected text, a legend, about how Crater Lake was formed. Since the students will be identifying the beginning, middle, and ending of the story, have the students only preview the text and illustrations in the beginning section. Ask them to generate some predictions about what is occurring during this part of the story.
8. Read the beginning of the story. During the reading, attend to any unfamiliar vocabulary. As you finish this section, explain to the students that this is the beginning of the story. Ask the students what they've heard so far. Students should list characters and some beginning information about the story's plot. Check this information against the initial student predictions and, using markers, add this information to the "Beginning" column of the chart.
9. Ask the students to predict what may happen in the next part of the story. After students have made their initial predictions, preview the text and illustrations from the middle section of the story.
10. Read the middle of the story aloud to the group. Again, during the reading, attend to any unfamiliar vocabulary. As you finish this section, explain to the students that this is the middle of the story. Ask the students what new information they've learned. Students should discuss changes in the story's plot. Check this information against the student predictions and, using markers, add this information to the "Middle" column of the chart.
11. Repeat steps 9 and 10 for the end of the story. Add all new information to the "Ending" column of the chart.
12. As a class, review the beginning, middle, and ending of the story using the chart they've just created.



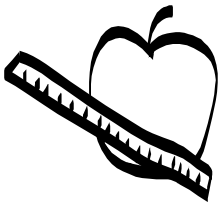
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Session 3

1. Revisit the image of the Oregon quarter and ask the students to recall what they discussed relating to the coin's design.
2. Revisit the chart from the previous day and talk about the legend that they read about the creation of Crater Lake. Remind the students about the purpose of legends as ways of explaining the unknown.
3. Show the students a photograph or draw a picture of a volcano, and ask students to identify this image. As they examine the image, ask the students to describe their current knowledge of volcanoes. Record all responses on a new piece of chart paper.
4. Ask the students what they think volcanoes may have to do with this lake. Accept all student responses. Tell the students that, many years after the legends were created, scientists studied how the lake might have been formed.
5. Divide a piece of chart paper into three even columns. Label the first column "First," the second column "Next," and the third column "Last."
6. Tell the students that you're going to read an explanation of how Crater Lake was really formed. Explain that, after you read the text once, the students will identify what happened first, next, and last.
7. Read the students the following information about the formation of Crater Lake. As you read, draw attention to the meanings of words such as "erupt," "lava," and "collapse."

Crater Lake is the deepest lake in the United States, but a very long time ago, a volcano stood in Oregon where this lake now exists. The rocks deep in the ground got very hot and pushed through the ground in an eruption. When the volcano erupted, the explosion was so great that the mountain collapsed! Once the eruption was over and the hot rocks (or lava) cooled off, the mountain looked like a huge deep bowl! Over the years, this bowl began to fill with rain and melting snow.

8. Distribute one "Story Sections" worksheet and a pair of scissors to each student. Explain to the students that you will be reading the selection again. Direct the students to cut out the pictures and sequence them on their desks as you read aloud.
9. As a class, review what the students have listed on their charts and, as a group, clarify any inconsistencies.



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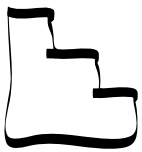
10. Redistribute the Oregon quarter reverse images from the previous session and direct the students to cut around their quarter outlines as well.

11. Punch a hole in the top of each circle. Using these circles, assemble mobiles hanging the “First,” “Next,” and “Last” circles in order from top to bottom and then the coin outline just below the last circle. Display these mobiles in the classroom.



ENRICHMENT/EXTENSIONS

- Share additional legends that were created to explain natural events.
- Direct students to develop their own legend that explains how Crater Lake could have been formed. This legend should include a beginning, middle, and ending.
- Examine a natural formation that all of the students are familiar with. As a class or independently, direct the students to create a legend about the event that caused this formation.



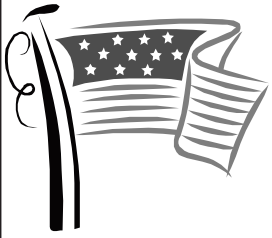
DIFFERENTIATED LEARNING OPTION

Record on tape the informational paragraph about Crater Lake and have the tape available in a center so the students can repeat the sequencing activity.



CONNECTION TO WWW.USMINT.GOV/KIDS

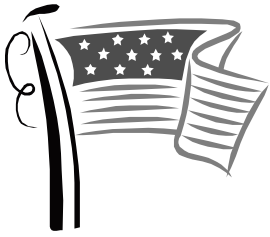
Read about another coin with connections to a natural event, the 1999 Yellowstone National Park Commemorative Silver Dollar. Learn the story behind this coin and see if your students can create their own legends about the formation of these famous geysers! (www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/1999/08.cfm)



NAME _____

Story Sections





Oregon Quarter Reverse

