

6: Take Me to Your National Park



OBJECTIVE

Students will describe the purposes of national parks as a part of our American heritage.
Students will identify and describe important national park sites in a specific state.



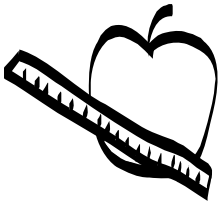
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of “Quarter Reverse” pages from several states with national parks (???)
- 1 overhead transparency of the “Take Me to Your National Park” worksheet
- Copies of the worksheets attached to this lesson plan
- 1 class map of the United States
- 1 copy of a text that gives information about national parks, such as:
 - *National Parks (True Books)* by David Petersen
 - *M is for Majestic: A National Parks Alphabet* by David Domeniconi and Pamela Carroll
 - *Who Pooped in the Park? Series* by Gary D. Robson and Elijah Brady Clark
- Texts that provide information about specific national parks (for example, Yellowstone National Park, Glacier National Park)
- Examples of tri-fold brochures, especially visitors’ guides
- Computers with Internet access
- Chart paper
- Markers
- Writing paper
- Construction paper



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - State quarter reverses from several states with national parks (????)
 - “Take Me to Your National Park” worksheet
- Make copies of each of the following:
 - “Take Me to Your National Park” worksheet (1 per group)
 - “Travel Guide Planner” worksheet (1 per group)



Take Me to Your National Park

- Locate a text that gives information about national parks (see examples under “Materials”).
- Gather texts that give information about specific national parks from the chosen state of study.
- Gather examples of tri-fold brochures, especially visitors’ guides. As brochures can be folded in different ways, be sure to include at least one example of the fold the class will use (gatefold). Consider making a model by folding a piece of blank paper and numbering the panels.
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information about national parks.



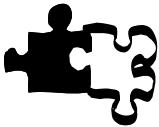
GROUPINGS

- Whole group
- Small groups
- Individual work



CLASS TIME

Four 30- to 45-minute sessions



CONNECTIONS

- Science
- Social Studies
- Language Arts



TERMS AND CONCEPTS

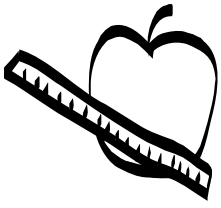
- Quarter
- Obverse (front)
- Reverse (back)
- National park



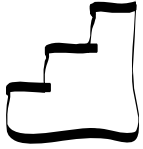
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- The United States
- Geography



Take Me to Your National Park



STEPS

Session 1

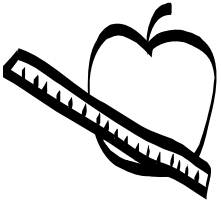
1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of a state quarter reverse from a state with a national park. Locate the state on a classroom map. Note its position in relation to your school's location. Repeat this process with several examples of state quarter reverses.
2. Describe to the students that there are national parks in many states. Introduce the students to the selected text about national parks in the United States. Ask the students to name any known national parks and list these on chart paper. Ask the students to brainstorm reasons why national parks were created and also list these on the chart paper.
3. Read aloud the selected text. While reading the text, add to the chart paper reasons for the creation of national parks and common features of these national parks. Tell the students that they will be researching national parks in the states they are studying for this lesson.
4. Ask the students to write a journal entry or paragraph about why national parks are important.

Sessions 2 and 3

1. Review the material covered in the first session, including reasons for the creation of national parks and common features.
2. Divide the students into small groups. Explain to the students that they will research a national park in small groups and later create visitors' guides about the park. Show the students examples of tri-fold brochures and visitors' guides.
3. Distribute the "Take Me to Your National Park" worksheet to each group. Review the directions with the students.
4. Allow the students time to conduct their research using the Internet and available texts.

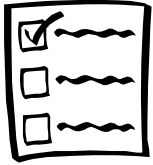
Session 4

1. Review the material covered in previous sessions.
2. Explain to the students that they will create a tri-fold brochure about the national park that they have researched. The brochure will be a visitors' guide based on the information from the "Take Me to Your National Park" worksheet. The guides should include maps and illustrations. Distribute the "Travel Guide Planner" worksheet to each group and explain the construction of the brochure. If you prepared a model, show it to them.



Take Me to Your National Park

3. Provide construction paper and appropriate art materials. Allow the students time to complete their travel guides.
4. Display the students' work in the classroom and provide an opportunity for them to share their work with other classes.



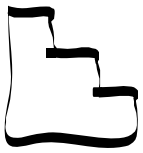
ASSESSMENT

Use the students' class participation, group collaboration, worksheets, and final travel guides to evaluate whether they have met the lesson objectives.



ENRICHMENT/EXTENSIONS

- Have students create a travel guide independently for a national park of their choice.
- Have students write essays about important people associated with national parks.



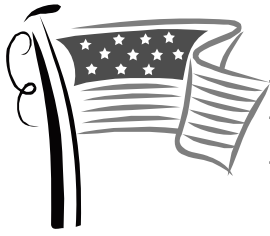
DIFFERENTIATED LEARNING OPTIONS

- Allow students to produce their brochure information on the computer.
- Provide written materials for the students to gather information about the national park.
- Allow students to dictate the written components of their travel guides.
- Have students use texts at various reading levels for their research materials.



CONNECTION TO WWW.USMINT.GOV/KIDS

Have students learn more about the fifty states by completing the Web Quest found at www.usmint.gov/kids/index.cfm?fileContents=teachers/webQuests/seeingtheStates.cfm.



Name _____

Take Me to Your National Park

Directions: Use the Internet and book resources to re-search information about a national park in your state. Use the topics below to guide your research.

Park Name: _____

State: _____

Location: _____

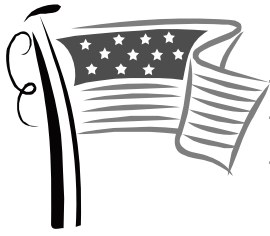
Date Created: _____

Geographical features (mountains, rivers, etc.): _____

Animals: _____

Plants: _____

Other important facts: _____

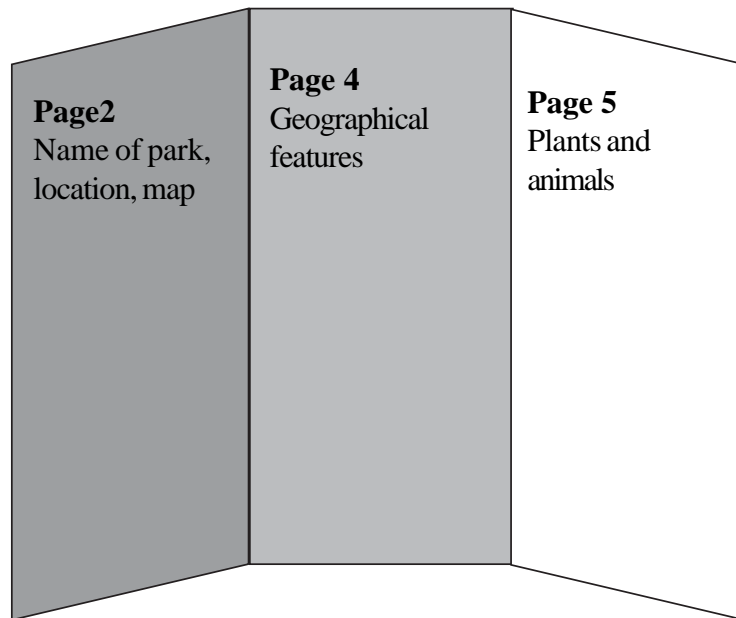


Name _____

Travel Guide Planner

Directions: Use the model below to plan your national park visitors' guide. Be sure to include all of the information from your "Take Me to Your National Park" worksheet.

INSIDE



OUTSIDE

