

# National Parks Traveling Trunk



Rocky Mountain National Park

From  
Cape Lookout National Seashore

## HOW TO USE THIS TRUNK:

This traveling trunk is designed to be used in the classroom to introduce students to national parks. It is intended to be used for grades 3 through 7. The activities in this book are designed to fulfill some of the goals of the North Carolina Standard Course of Study. In the back of this book is a curriculum index that shows which goals of the Standard Course of Study each activity will fulfill.

The first section in this book contains background information for teachers to use in order to introduce the subject to students. It is followed by activities that can be done with the students in class. The materials needed for these activities are located in the trunk. The final section of this book contains student activity pages. These can be photocopied and given to the students to work on in class or at home. Please keep all of the originals in the book.

You will find an inventory page inside the trunk. Check to be sure everything is included. Please be sure that everything is back in the trunk before returning it to the National Park Service.

Please complete the evaluation form contained in this trunk if you have any comments or suggestions for the Cape Lookout National Seashore Traveling Trunk Program. You can also contact the park's interpretive division at:

Cape Lookout National  
Seashore  
131 Charles Street  
Harkers Island NC 28531  
252-728-2250



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Yosemite National Park

## NATIONAL PARKS

The national park system consists of over 392 sites ranging from famous parks like Yellowstone and Grand Canyon to lesser-known areas like Cape Lookout National Seashore. The National Park Service protects and preserves areas of scenic beauty as well as areas of historical significance. These areas are preserved for both present and future generations.

This traveling trunk will teach students about the value and diversity of the national park system and the mission of the service entrusted to protect these areas of national significance. Students should gain a greater awareness, understanding, and appreciation for Cape Lookout's inclusion in this larger system.

### THE NATIONAL PARK IDEA:

On June 30, 1864, the U.S. Congress passed an act granting the Yosemite Valley to the State of California to be preserved for public use and

recreation. At that time, the idea of land being set aside to be protected for all people was a new concept in this country.

The national park idea began in 1872 with the creation of Yellowstone National Park. Soon after its discovery, Congress decided to preserve this area of spectacular scenic beauty and wildlife as a "public park or pleasuring ground for the benefit and enjoyment of the people". Other national parks soon followed. Most of these parks were large areas of scenic beauty in the western United States such as Sequoia, Yosemite, and Mount Rainier.

In 1906 Mesa Verde National Park became the first national park established to preserve historic or cultural resources (prehistoric cliff dwellings). This same year the Antiquities Act was passed, granting the President the power to set aside government lands as national monuments. This act was primarily designed to preserve archeological sites of the Southwest. It was later expanded by President Theodore Roosevelt, who proclaimed 18 natural and cultural monuments while in office.

By 1916, the Department of the Interior oversaw about 35 national parks and monuments. The U.S. Army was responsible for managing many of these areas, which involved construction of roads and buildings, visitor services, and enforcement of rules and regulations. Many people were becoming concerned about the care and preservation of the parks, and called for the establishment of one bureau to administer them. On August 25, 1916, President Woodrow Wilson signed the Organic Act, which created the National Park Service. This act directed the service to:



*"...conserve the scenery and the natural and historic objects and the wildlife therein, and to provide for the enjoyment of the same in such manner and by such means that will leave them unimpaired for the enjoyment of future generations."*

This has remained the guiding statement or mission of the National Park Service even to today.

## THE NATIONAL PARK SERVICE:

When the National Park Service was created in 1916, the Department of the Interior oversaw 14 national parks, 21 national monuments, and the Hot Springs and Casa Grande Ruins Reservations.



Stephen Mather, the first director of the National Park Service, and Horace Albright, assistant director, implemented the uniformed park ranger interpretive programs and management policies aimed at protecting the resource while promoting public use and enjoyment.

The first park added to the system after the creation of the National Park Service was Mount McKinley in Alaska in 1917. This park protects the highest mountain in North America, as well as caribou, grizzly bears, moose, and other wildlife. Grand Canyon National Monument was added to the system in 1919. It was followed by Acadia (originally Lafayette), Zion, Bryce Canyon, Grand Teton, and Carlsbad Caverns.

Until the 1930's, most of the national parks were in the West. In 1926 the National Park Service was authorized to acquire lands for parks in the East. Mammoth Cave, Great Smoky Mountains, and Shenandoah National Parks resulted from this. At this time the National Park Service also began to acquire historic sites. In 1933 a major reorganization occurred. National monuments previously administered by the Forest Service and the Department of the Army, battlefields, and National Capital Parks were all added to the national park system.

As America became increasingly more urban, there came more of a need for the national parks to reach people in urban areas. In the late 1960's and early 1970's national rivers and trails, urban parks, and national recreation areas were added to the national park system. Environmental Education became a major component of the National Park Service at that time.

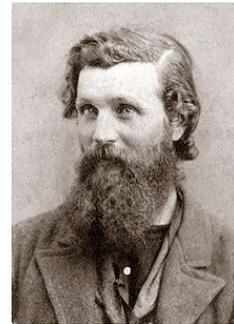
Another major acquisition of the National Park Service came about in 1980 when the Alaska Lands Act added 47 million acres of land in Alaska to the National Park Service.

## LEADERS IN THE MOVEMENT:

The history of the National Park Service and the conservation movement leading to its establishment involved many people. As the national parks and the National Park Service developed, these people contributed ideas and talents from their varied and diverse backgrounds.

### John Muir

As our nation developed, immigrants to the United States recognized the value of the American Wilderness. John Muir and his family immigrated to Wisconsin from Scotland in 1849. Over a span of more than 40 years he wandered through the wilderness and wrote moving descriptions of the places he visited and the experiences he had. These essays reached people nation-wide through magazines like *Atlantic Monthly*, *Century*, and *Harpers and Scribners*. John Muir founded the Sierra Club and influenced the country's leaders.



### George Catlin



Credit for the national park idea is often given to the noted painter George Catlin. On a trip to the Dakotas in 1832, Catlin expressed concern over the affects of westward expansion on wildlife, wilderness, and the American Indian culture. He wrote that these areas may someday be protected "by some great protecting policy of the government...in a magnificent park...a nation's park, containing man and beast in all wildness and freshness of their nature's beauty".

## **Stephen T. Mather**

Stephen T. Mather, originally a Chicago Borax millionaire, served as the first director of the National Park Service. Mather wrote a letter to Secretary of the Interior Franklin K. Lane, a former University of Chicago classmate, expressing his concerns about the way the parks were being managed. Lane challenged Mather to try and do better. In 1915, Mather accepted this challenge and moved to Washington D.C, to become Lane's chief assistant in national park matters. When the National Park Service was created a year later, Mather became its first director. His skills in public relations and advertising were beneficial in promoting the national parks.



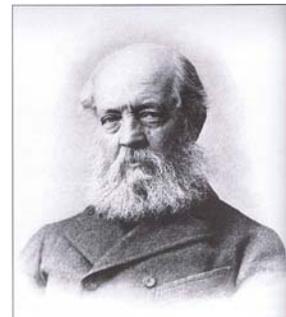
## **Horace M. Albright**



As Stephen Mather's assistant, Horace Albright took over leading the National Park Service when Mather became ill. He later became superintendent of Yellowstone National Park, and then director of the National Park Service after Mather's retirement in 1929. He was responsible for engineering a major expansion of the national park system in the 1930's. He served as director of the National Park Service until 1933.

## **Fredrick Law Olmstead**

Fredrick Law Olmstead was best known for planning New York City's Central Park. He believed that parks should be available for the public, not exclusively controlled, owned, and enjoyed by the elite. In 1865, Olmstead became Yosemite Park's chairman of the board of commissioners. His son, Fredrick Law Olmstead Jr., wrote the well known words in the National Park Service's Organic Act.



## Theodore Roosevelt



Theodore Roosevelt was the 26<sup>th</sup> President of the United States. He led the Federal Government to greatly expand its role in preserving our nation's resources. In 1906 Roosevelt signed into law the Antiquities Act, which allowed the President to establish national monuments of lands already owned by the government. He used this power to protect 18 different sites including Grand Canyon, Muir Woods, Lassen Peak, and Devil's Tower.

## NATIONAL PARKS TODAY:

Today there are over 392 units of the National Park system. There are national park sites in every state except Delaware, as well as parks in territories like Virgin Islands, Puerto Rico, Guam, and American Samoa. The parks range in size from Wrangell-St. Elias National Park and Preserve in Alaska, the largest, to Thaddeus Kosciusko National Memorial in Pennsylvania, the smallest.

More than 250 million people visit national parks each year. They come for recreational activities like hiking, camping, boating, fishing, swimming, or wildlife watching. Others come for education, inspiration, or to escape from the hectic schedules of modern life.

National parks are often confused with state parks and national forests. State parks are managed by the state, while national parks and national forests are managed by the federal government. The National Park Service falls under the Department of the Interior, while the Forest Service is under the Department of Agriculture. While national parks and national forests may look very similar, they are managed quite differently. Different government agencies allow for different uses of public lands. Some agencies have multiple use policies that allow activities like tree harvesting, grazing, or mining. The National Park Service has a dual mission of preservation of resources while also allowing for public enjoyment.

## CAPE LOOKOUT NATIONAL SEASHORE:



So where does Cape Lookout fit in to the National Park System? Originally, Cape Lookout was considered for state park status, but the area was considered too large to be maintained by the North Carolina State Park System. On March 10, 1966, President Lyndon B. Johnson signed a bill that set aside North and South Core Banks for

preservation as Cape Lookout National Seashore. Over the next 10 years abandoned vehicles and buildings were removed and land was transferred to the Federal Government. On July 4, 1976 the state of North Carolina handed over the transfer papers to the National Park Service. In 1985, the 9 mile long island called Shackleford Banks was added to the park.

Cape Lookout National Seashore now consists of 56 miles of barrier islands and over 28,500 acres of land. The park preserves a relatively undisturbed natural system of beaches, dunes, maritime forests, and sounds. It is home to endangered and threatened species like loggerhead and green sea turtles and piping plovers. The park also protects many cultural resources such as the Cape Lookout lighthouse and the village of Portsmouth, which dates back to 1753.

## BIOSPHERE RESERVES AND WORLD HERITAGE SITES:

Many national parks with outstanding natural or cultural resources have been recognized internationally. It is felt that these are parks that have not only national significance, but worldwide significance as well.

Biosphere reserves generally are unique natural areas of worldwide significance. They take into consideration that parks are not islands; they are affected by what goes on outside park boundaries. Biosphere reserves generally protect the areas around the parks as well as the parks

themselves. Examples of Biosphere Reserves in the United States are Yellowstone, Redwood, Sequoia, Mammoth Cave, and Cape Lookout.

World Heritage Sites include both natural and cultural sites. They protect areas that are crucial to the survival of endangered species, as well as areas of significant human achievement. Examples of World Heritage Sites include Mesa Verde, Great Smoky Mountains, Everglades, and Mammoth Cave National Parks, Independence Hall, the Statue of Liberty, the Taj Mahal, and the Egyptian Pyramids.

### **NATIONAL PARKS TOMORROW:**

The national parks today are facing problems like overuse, increasing traffic, pollution, loss of species diversity, and lack of funding. As worldwide populations increase, these problems can intensify. The National Park Service is challenged with finding solutions to these problems to insure that these special places will be here for future generations to enjoy as we do today. Park rangers alone can not provide the care that is needed to save these places. Without the support and assistance of the people, our parks will not survive past the present generation. It is up to all of us to insure that these treasures will be here for us to pass down to our children and grandchildren.



# The Mission of the National Park Service

"...to conserve the scenery and the natural and historic objects and the wildlife therein, and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations."

*Organic Act August 25, 1916*



# NATIONAL PARKS ACTIVITIES



Here are some activities that can be done in the classroom. Some of the activities will use the materials in the trunk, while some can be done without.

## **ACTIVITY 1: WHERE ARE THE NATIONAL PARKS?**

**OBJECTIVES:** This activity will familiarize students with the locations of our country's national parks.

**BACKGROUND:** Today there are over 392 units of the national park system. These are located in every state except Delaware, as well as Puerto Rico, Virgin Islands, American Samoa, Northern Mariana Islands, and Guam.

### **MATERIALS:**

Map of national parks (in trunk)

Student page following this activity (make copies for each student)

Pencils

### **PROCEDURE:**

1. Pass out copies of the following student page and map to the students. Students can work individually or in groups.
2. Display the map of national park areas found in this trunk.
3. Have the students determine the location of all of the parks on their list. They can write the number in the space next to the park name.
4. After locating all of the parks, the students can answer the seven questions following the activity.
5. Discuss the answers in class.



## STUDENT PAGE:

Below is an alphabetical list of 58 national parks. On the map that accompanies this activity you will find numbers that correspond to the locations of the various parks. Your task is to match the name of the park to its location by number. To do this, you will have to consult a map pinpointing the locations of our national parks. This map is included in the trunk.

- \_\_\_ Acadia
- \_\_\_ Arches
- \_\_\_ Badlands
- \_\_\_ Big Bend
- \_\_\_ Biscayne
- \_\_\_ Black Canyon of the Gunnison
- \_\_\_ Bryce Canyon
- \_\_\_ Canyonlands
- \_\_\_ Capitol Reef
- \_\_\_ Carlsbad Caverns
- \_\_\_ Channel Islands
- \_\_\_ Congaree
- \_\_\_ Crater Lake
- \_\_\_ Cuyahoga Valley
- \_\_\_ Death Valley
- \_\_\_ Denali
- \_\_\_ Dry Tortugas
- \_\_\_ Everglades
- \_\_\_ Gates of the Arctic
- \_\_\_ Glacier
- \_\_\_ Glacier Bay
- \_\_\_ Grand Canyon
- \_\_\_ Grand Teton
- \_\_\_ Great Basin
- \_\_\_ Great Sand Dunes
- \_\_\_ Great Smoky Mountains
- \_\_\_ Guadalupe Mountains
- \_\_\_ Haleakala
- \_\_\_ Hawaii Volcanoes
- \_\_\_ Hot Springs
- \_\_\_ Isle Royale
- \_\_\_ Joshua Tree
- \_\_\_ Katmai
- \_\_\_ Kenai Fjords
- \_\_\_ Kings Canyon
- \_\_\_ Kobuk Valley
- \_\_\_ Lake Clark
- \_\_\_ Lassen Volcanic
- \_\_\_ Mammoth Cave

- \_\_\_ Mesa Verde
- \_\_\_ Mount Rainier
- \_\_\_ National Park of American Samoa
- \_\_\_ North Cascades
- \_\_\_ Olympic
- \_\_\_ Petrified Forest
- \_\_\_ Redwood
- \_\_\_ Rocky Mountain
- \_\_\_ Saguaro
- \_\_\_ Sequoia
- \_\_\_ Shenandoah
- \_\_\_ Theodore Roosevelt
- \_\_\_ Virgin Islands
- \_\_\_ Voyageurs
- \_\_\_ Wind Cave
- \_\_\_ Wrangell-St. Elias
- \_\_\_ Yellowstone
- \_\_\_ Yosemite
- \_\_\_ Zion

Once you have completed your identifications, based on that information answer the questions below:

1. Which state has the most national parks? \_\_\_\_\_ How many does it have?  
\_\_\_\_\_
2. Are there more parks in the eastern or western half of the United States?  
\_\_\_\_\_ Can you think of an explanation for this?  
\_\_\_\_\_
3. How many states have national parks? \_\_\_\_\_
4. Which states have more than one national park? Write the abbreviations of those states:  
\_\_\_\_\_  
\_\_\_\_\_
5. Which states have only one national park? Write the abbreviations of those states:  
\_\_\_\_\_
6. Which park is not in any state? \_\_\_\_\_ Can you explain why it has the status of a national park if it does not lie within the boundaries of any state? \_\_\_\_\_  
\_\_\_\_\_
7. How many states have no national parks? \_\_\_\_\_

## ANSWER PAGE:

38 Acadia  
21 Arches  
29 Badlands  
28 Big Bend  
40 Biscayne  
54 Black Canyon of the Gunnison  
18 Bryce Canyon  
20 Canyonlands  
19 Capitol Reef  
26 Carlsbad Caverns  
12 Channel Islands  
55 Congaree  
4 Crater Lake  
56 Cuyahoga Valley  
10 Death Valley  
47 Denali  
41 Dry Tortugas  
39 Everglades  
46 Gates of the Arctic  
22 Glacier  
51 Glacier Bay  
14 Grand Canyon  
24 Grand Teton  
13 Great Basin  
57 Great Sand Dunes  
36 Great Smoky Mountains  
27 Guadalupe Mountains  
45 Haleakala  
44 Hawaii Volcanos  
33 Hot Springs  
32 Isle Royale  
11 Joshua Tree  
49 Katmai  
50 Kenai Fjords  
8 Kings Canyon  
53 Kobuk Valley  
48 Lake Clark  
6 Lassen Volcanic  
34 Mammoth Cave  
35 Mesa Verde  
2 Mount Rainier  
58 National Park of American Samoa  
3 North Cascades  
1 Olympic  
16 Petrified Forest  
5 Redwood  
25 Rocky Mountain  
15 Saguaro  
9 Sequoia  
37 Shenandoah  
30 Theodore Roosevelt  
43 Virgin Islands  
31 Voyageurs  
42 Wind Cave

52 Wrangell-St. Elias  
23 Yellowstone  
7 Yosemite  
17 Zion

## Questions

- 1 Alaska and California both have 8 National Parks
- 2 Most parks are in the western part of the country mainly because there is more undisturbed land there
- 3 23 states have National Parks
- 4 FL, MN, TX, CO, WY, UT, AZ, CA, WA, AK
- 5 OH, VA, TN, KY, AR, SD, ND, MT, NV, OR, NM, ME
6. National Park of the American Samoa. The national park is located in country that is territory of the of United States
7. Just one. Delaware does not have any

## **ACTIVITY 2: WHAT KIND OF PARK IS IT?**

**OBJECTIVES:** The students will be able to: 1) learn about different national park areas, 2) distinguish between the different national park service designations.

**BACKGROUND:** The following is a description of the areas administered by the National Park Service:

**National Park (NP):** National parks are generally large areas that preserve a variety of resources. Hunting and mining is generally not allowed in national parks.

**National Monument (NM):** National monuments are usually smaller than national parks and preserve at least one nationally significant resource. The Antiquities Act of 1906 gave the President authorization to proclaim lands already owned or controlled by the government as national monuments.

**National Historic Site (NHS):** National historic sites are sites that are significant to events in U.S. history.

**National Historical Park (NHP):** National historical parks are larger and more complex area than national historical sites. They usually contain many different sites and/or resources.

**National Military Park (NMP), National Battlefield Park (NBP), National Battlefield Site (NBS), National Battlefield (NB):** These are areas of significance to military history.

**National Memorial (N MEM):** National memorials are areas that are mainly commemorative.

**National Preserve (N PRES):** National preserves protect certain resources, but allow for other uses such as hunting, fishing, or mining.

**National Reserve (N RES):** National reserves are similar to national preserves, but management can be transferred to state or local authorities.

**National Recreation Area (NRA):** National recreation areas are usually around reservoirs created by federal dams or near urban areas. There is an emphasis on recreation: boating, fishing, hunting.

**National Seashores (NS) and National Lakeshores (NL):** These areas preserve areas of coastline and allow for recreational activities.

**National Scenic River/Riverway (NSR), Wild and Scenic River (WSR):** These areas preserve land bordering free-flowing rivers and provide for recreational opportunities such as hiking, canoeing, kayaking, and hunting.

**National Scenic Trail (NST):** These are generally long distance trails built through areas of natural beauty.

**National Parkway (PKWY):** National parkways are lands bordering roadways designed for leisurely driving through scenic areas.

**MATERIALS:**

Park brochures (in trunk)  
Paper and pencils

**PROCEDURE:**

1. Divide the class into seven groups. Assign each group one of the following National Park Service designations:

National Park  
National Monument  
National Recreation Area  
National Historic Site  
National Historical Park  
National Battlefield  
National Seashore

2. Have each group look through the brochures in the trunk and pick a park that matches their designation.

3. Have each group read their brochures and answer the following questions:

- Where is their park located?
- What is the resource being preserved?
- Why is this resource nationally significant?
- What activities are allowed? What activities are restricted?
- What types of facilities are present in the park? (Campgrounds, visitor centers, hiking trails, etc.)

4. Have each group report to the class what they learned about their national park area. Compare and contrast regulations and activities associated with their park designation.

**OPTIONAL EXTENSION:** If the students want to learn more about their park, have them look up the park web page on the internet ([www.nps.gov](http://www.nps.gov)).

### **ACTIVITY 3: CREATE A NATIONAL PARK**

**OBJECTIVES:** Students will learn the characteristics that make up a national park, problems facing national parks, and why national parks are needed.

**BACKGROUND:** There are over 392 units in the national park system set aside by Congress to preserve and protect America's natural and cultural resources for present as well as future generations. These parks are as diverse as the visitors who come to them.

Larger parks usually offer campsites, trails, scenic overlooks, visitor centers, wilderness areas, interpretive programs (campfire programs, talks, and guided hikes), and recreational activities (hiking, boating, fishing). All parks face problems such as overcrowding, pollution, water quality, habitat destruction, exotic species, and lack of funding.

#### **MATERIALS:**

Paper and pencil  
Hand lens – one per group (in trunk)  
One 15 foot long piece of string per group (in trunk)  
10 Popsicle sticks per group (in trunk)  
Park brochures (in trunk)

#### **PROCEDURE:**

1. Discuss with the students the concept of a national park. Ask them if they've ever been to a national park. How do they differ from state or county parks? Who owns a national park?
2. Ask the students what they would want in a national park if they were to create their own park.
3. Have the students break into pairs or small groups. Distribute the materials to each pair or group.
4. Tell each group to find an outdoor spot for their "park". They can mark the boundaries of the park with the string.
5. Students can get on their hands and knees and look around in their parks using the hand lens. They can use their imagination to identify the scenic features of the park. For example, a hole may be a gorge, a rock may be a mountain, or an ant-hill may be a volcano.
6. Students can name the scenic features and set up roads or trails to get visitors to these features. They can use the craft sticks to mark scenic areas or trails.

7. Have the students make a brochure of their park, including a map. You can use the park brochures in the trunk as examples.
8. Have each pair or group designate a “Ranger” for their park who will stay at the park and answer questions for visitors. The remainders of the students become visitors. Students can switch roles after a designated time.
9. After visiting one or two parks, the students can switch roles.
10. Follow up the activity by asking the students questions:
  - Did any of the students feel they had too many visitors to their park? Too few?
  - How did the visitors impact the park resources?
  - What can the park management do to protect the natural resources?
  - What can the visitors do to help protect the park
  - Why do we need national parks?

#### **ACTIVITY 4: NATIONAL PARK LETTER WRITING**

**OBJECTIVES:** Students will learn about different units of the national park system.

**BACKGROUND:** There are 392 units of the national park system including national parks, national monuments, national seashores and lakeshores, national recreation areas, national historic sites and historical parks, national battlefields, and national memorials. People visit these places for a variety of reasons including wildlife observation, sightseeing, camping, hiking, boating, education, recreation, and solitude.

#### **MATERIALS:**

Park brochures (in trunk)  
Paper and pencils

#### **PROCEDURE:**

1. Students pick a park brochure from the collection in the trunk. Have them read the brochure and imagine what the park is like.
2. Have the students pretend that they are visiting the parks they have chosen then write a letter to a friend or family member as if they were visiting the park. The letters should include information about the park: history, geology, animals, plants, climate, scenery, visitor attractions, and environmental issues.
3. Students should read their letters to the class.

## **ACTIVITY 5: AMERICA'S HISTORY**

**OBJECTIVES:** Students will learn that the national park service preserves both natural and historical resources.

**BACKGROUND:** Many national parks have been established to preserve a specific site or a structure that was involved in a major event in the growth of our country. Some parks are dedicated to past presidents or national heroes. Other parks were established to protect sites where major battles occurred. There are even parks set aside to preserve the location of racial conflict.

Every national park has a story to tell, some are natural and some are historical.

### **MATERIALS:**

Paper and pencils

Internet access (if available)

Historical Park brochures

### **PROCEDURE:**

1. Divide the students into small groups of four or five. Let each group pick a national park that relates to a historic leader or a historic event.
2. Have the group research the person or event that is featured at that park.
3. Have each group write a short play involving that person or event.
4. Then have each group present their play to the class.
5. Discuss why these people and events should be preserved by the national park service.

## **ACTIVITY 6: BE A PARK RANGER**

**OBJECTIVES:** Students will learn about the different duties performed by park rangers.

**BACKGROUND:** Park rangers have many different duties. Protection rangers enforce park regulations and assist in visitor protection. Interpretive rangers educate visitors through campfire talks, walks, and other interpretive programs. Resource management rangers study and research park resources in order to better protect them. Other rangers perform maintenance or administrative duties. They all work together to help protect and preserve the park's resources for present, as well as future generations.

For further background information, refer to the book *Exploring Careers in National Parks*.

**MATERIALS:** (in trunk)

Ranger hat  
Park ranger ball cap  
Field guide  
Life vest  
Notebook that resemble a ticket book  
Map of Great Smoky Mountains National Park  
Scenario cards  
Book *Exploring Careers in National Parks*

### **PROCEDURE:**

1. Have the students volunteer to role-play the rangers and visitors in each scenario described on the scenario cards included in this trunk. Each scenario will involve one ranger and one visitor.
2. Give a park ranger scenario card to one volunteer and a visitor scenario card to the other (both the same scenario). Have the students read their cards to themselves and then act out the scenario in front of the class. They will have to decide how they would react if they were a park ranger in the situation being acted out.
3. After each presentation ask the class to comment on how they would have handled the scenario. What was done right? What could be done differently? The following page lists some suggestions on how each scenario could be handled.

## SCENARIO #1

**Park Ranger:** (wears the park ranger hat and holds park brochure) You are a park ranger working at the information desk in the visitor center of Great Smoky Mountains National Park. Your job is to help visitors with questions and problems.

**Visitor:** You are a park visitor who has never been here before. You want to know what there is to do here.

**Possible solutions:** The ranger can welcome the visitor to the park and provide a park map. You may want to point out some of the trails or scenic drives on the map to the visitor. If you are in a visitor center, there will probably be exhibits or displays that the visitor can look at to become oriented to the park.

## SCENARIO #2

**Park Ranger:** (wears the park ranger ball cap and carries the field guide) You are Biological Science Technician on duty at Cape Lookout National Seashore. You are putting up signs marking a bird nesting area. A park visitor is about to drive through the closure.

**Visitor:** You are a visitor to the park who is about to drive through a closed area.

**Possible solutions:** The technician needs to inform the visitor that what they are doing is not allowed. The technician should try to educate the visitor as to why driving through a closure is harmful to the birds. The technician could direct the visitor to the alternate route around the closure. As a Biological Technician, you could not write a ticket to fine the visitor, although you do have the option of calling a protection ranger out to issue a fine.

## SCENARIO #3

**Park Ranger:** (wears the park ranger ball cap and carries a ticket book). You are a protection ranger out patrolling the entrance road in Fossil Butte National Monument. You see a visitor trying to dig out a fossil. It is illegal to take fossils from the park.

**Visitor:** You are a visitor trying to dig out a fossil from the cliff.

**Possible solutions:** The park ranger would need to inform the visitor that digging fossils is not allowed. This can be done in a polite and informative manner. The ranger would probably just give a warning. If the visitor became confrontational, the park ranger may want to issue a ticket.

#### SCENARIO #4

**Park Ranger:** (wears park ranger hat). You are an interpretive ranger at Grand Canyon National Park. You are trying to conduct an evening campfire program.

**Visitor:** (wears ball cap) You are a very loud, obnoxious, trying to bother everyone else at the program.

**Possible solutions:** The park ranger will need to try to get the person to be quiet so they can continue with their program. If you have trouble getting the person to remain quiet, you have the option of calling a protection ranger to assist.

#### SCENARIO #5

**Park Ranger:** (wears a ranger jacket). You are a park superintendent. You have a person in your office who is the president of an off-road driving organization. You do not allow off-road driving in your park because of the damage it does to the environment.

**Visitor:** You are the president of an off-road driving club. You are very upset that you can not drive your off-road vehicles in the park.

**Possible Solutions:** The superintendent needs to inform the visitor of the regulations against off-road driving, and try to explain why it is not allowed. This may involve telling the visitor about the mission of the National Park Service and why it is important to protect places like your national park.

#### SCENARIO #6

**Park Ranger:** (wears park ranger ball cap and life vest) You are a protection ranger at Lake Mead National Recreation Area. You are conducting a boat patrol of the lake when you spot someone in the water. You spot someone in the water flailing their arms and appearing to be in trouble.

**Visitor:** You are visiting Lake Mead National Recreation Area. You have just fallen out of your boat and you don't know how to swim. You need help.

**Possible Solutions:** The park ranger will need to lend assistance to the visitor. You should probably opt to throw a flotation device to the visitor and pull him into the boat. Once the rescue is completed the ranger will want to be sure that the visitor realizes what he did was wrong and could advise him how to be safer in the future.

## **ACTIVITY 7: NATURAL AND CULTURAL RESOURCES**

**OBJECTIVES:** Students will learn the different types of resources being protected in the National Park system.

**BACKGROUND:** Some national park areas protect natural resources like water, trees, mountains, and scenery. Others protect cultural resources such as historic buildings, lighthouses, battlefields, or prehistoric dwellings. Many parks, like Cape Lookout National Seashore, contain both cultural and natural resources.

### **MATERIALS:**

Paper and pencils  
Cape Lookout brochures (in trunk)

### **PROCEDURE:**

1. Divide the students into groups of four or five. Give each group a packet of Cape Lookout brochures.
2. Have the groups read through the brochures and try to figure out what is being protected at Cape Lookout National Seashore. Have each group make two lists. On the first list they should write down all of the natural resources at Cape Lookout. The second list should be the cultural resources.
3. Have each group pick a spokesperson to read their list to the class. Discuss with the class why they feel that it is important to protect these resources.

**OPTIONAL EXTENSION:** Have the students pick out brochures from other national park areas and make lists of cultural and natural resources.

## **ACTIVITY 8: PEOPLE BEHIND THE PARKS**

**OBJECTIVES:** Student will learn that with dedication and hard work one person can make a difference.

**BACKGROUND:** National Parks do not belong to just one person but to all the people of the United States. The parks protect our history as well as our wondrous scenery. If it wasn't for some adventurous and forward thinking people a lot of the parks would not exist. Often times it was just one person sharing a dream that eventually led the government to develop a national park. Just one person can make a difference.

### **MATERIALS:**

Access to computer or DVD player  
*The America's Best Idea Educator's DVD*  
Park Brochures

### **PROCEDURE:**

1. Divide class into 5 groups.
2. Assign each group one of the following National Parks
  - a. Chaco Culture National Historical Park
  - b. Biscayne National Park
  - c. Yellowstone National Park
  - d. Mesa Verde National park
  - e. Great Smokey National Park
3. Hand out student worksheets to the appropriate group.
4. Have each group read the background information on the individual(s) that were instrumental in getting the park developed.
5. Each group should then watch the video clips listed on their worksheets.
6. Students should take notes while watching the video clips.
7. After completing the worksheet, have each group develop a presentation about their assigned individual. Be sure they explain how that person(s) was important in development of the parks..
8. Present their research to the class.

## **Chaco Culture National Historical Park Student Handout**

### **Background:**

The Wetherill brothers were five cowboys from a Quaker family that moved from Kansas to a ranch in southwestern Colorado in the early 1880s. In 1888, the oldest brother, Richard Wetherill, and his brother-in-law Charles Mason, discovered Cliff Palace, the largest cliff dwelling in North America, in what is now Mesa Verde National Park. Al Wetherill, the second oldest of the brothers, may have seen Cliff Palace as early as 1885, but it was Richard and Charles Mason who entered the dwelling three years later.

Richard and his brothers excavated artifacts for sale to museums and were hired by the Swedish nobleman Gustaf Nordenskiöld to do more digging at Mesa Verde; the uproar over Nordenskiöld, a foreigner, extracting ancient American treasures for shipment to Europe helped fuel the movement to protect Mesa Verde as a national park. Richard Wetherill then went on to make excavations in other parts of the Southwest, and though not a professionally trained archaeologist, made important discoveries. His biggest was at Chaco Canyon in New Mexico where he undertook extensive excavations as carefully and scientifically as possible.

But once again, his activities created a furor in the professional community, leading to the passage of the Act for the Preservation of American Antiquities in 1906, perhaps the most important single law in conservation history. The act gives presidents the unilateral authority to set aside parcels of the public domain for historic or scientific reasons. Though originally disparaged by professional archaeologists and, at times, the National Park Service, Wetherill is now seen as vital to the protection of Mesa Verde and other southwestern ruins. He and his family had proposed that Mesa Verde become a national park early on, and their suggestions were ignored. At Chaco Canyon, he had offered to give up his homestead claim if the government would take over the ruins and protect them properly – which happened in 1907 when President Theodore Roosevelt used the Antiquities Act to create Chaco Canyon National Monument.

### **Directions:**

Watch the video clip for each section of questions. Take notes on the following questions. You can share research responsibilities in your group by dividing up the questions among the different members.

### **Video Link:**

“People Behind the Parks, Clip 1”, “People Behind the Parks, Clip 2”, and “People Behind the Parks, Clip 3”  
([pbs.org/nationalparks/for-educators/lesson-plans/#people](https://www.pbs.org/nationalparks/for-educators/lesson-plans/#people))

### **Student Questions:**

1. Who were the Wetherill brothers?
2. What were they plans for the artifacts they found?
3. How was Gustaf Nordenskiöld?
4. What were his plans for the artifacts? Why was he arrested

5. Why did Richard Wetherill move to Chaco Canyon?
6. What is the Act for the Preservation of American Antiquities and how did it help Chaco Culture?

## **Mesa Verde Video Research Questions Student Handout**

### **Background:**

Virginia McClurg, a well-known writer, poet, and lecturer, took up the cause of protecting Mesa Verde's treasures. She formed the Colorado Cliff Dwellings Association, whose members were all women, and threw herself into the work at hand. She built up the organization's treasury by offering \$100 lifetime memberships that could be passed down from mother to daughter.

McClurg organized petitions, wrote personal letters to the president, and created national support for protecting Mesa Verde. But just when Congress seemed ready to create a new national park, it became clear that McClurg had a different vision of how Mesa Verde should be preserved. She wanted it to be a "woman's park," to be administered by her own association: "a body of 125 women, with hereditary membership, who know more about the matter and care more about the matter than anyone else."

McClurg's proposal drew fierce criticism and threatened to derail the bill in Congress. Lucy Peabody, the association's vice regent, along with other members, felt compelled to resign. Peabody believed that only as a *national* park could Mesa Verde be properly saved for future generations.

On June 29, 1906, President Roosevelt signed the law creating Mesa Verde National Park. Mesa Verde was a new kind of national park, meant to celebrate not majestic scenery, but a prehistoric culture and its people.

### **Directions:**

Watch the clips and take notes on the following questions. You can share research responsibilities in your group by dividing up the questions among the different members.

### **Video Link:**

"People Behind the Parks, Clip 4" and "People Behind the Parks, Clip 5"  
([pbs.org/nationalparks/for-educators/lesson-plans/#people](https://pbs.org/nationalparks/for-educators/lesson-plans/#people))

### **Student Questions**

1. What was so special about the area called Mesa Verde?
2. Who was Virginia McClurg and how was she different from most of the women of that time period?
3. What was her original plan for Mesa Verde and how did it change?
4. What happen to her plan?
5. When did the President declare Mesa Verde a National Monument?
6. What made this National Monument so special?

## **Great Smoky Mountains National Park Student Handout**

### **Background—Horace Kephart:**

America's wilderness regions have served as a refuge for many peoples. The Smoky Mountains of North Carolina and Tennessee are such a place. For centuries the region had been the home of the Cherokees, until they were forced from their home in what became known as the Trail of Tears. Soon, others came in their place—farmers, moonshiners, Confederate deserters and Union sympathizers from the Civil War—all seeking the asylum of isolation and privacy. Horace Kephart was one such person. He came to the Smoky Mountains in 1904 a broken man. Brilliant in his youth, he entered college at age 13 and then Cornell graduate school at age 17. Married at age 25, he took a prestigious position as head of the St. Louis Mercantile Library and made a name for himself as an expert on early western exploration. But his marriage proved unhappy and he turned to heavy drinking. He lost his job and his wife left him, taking their six children with her. Kephart soon suffered a breakdown. At age 42, he decided to start his life over, seeking refuge in the wilderness of the Smoky Mountains.

Horace Kephart found redemption in writing about the Smoky Mountain region. His first book, *Camping and Woodcraft: A Guidebook for Those Who Travel in the Wilderness*, published in 1906, became known as the "camper's Bible." He quickly published another book on the people living in the place he now called his home. But his sanctuary was rapidly changing as giant lumber companies began to systematically strip the mountains of their forest canopy. By the mid-1920s, more than 300,000 acres had been clear-cut. But 100,000 acres of virgin forest remained. Kephart and others wanted them saved and proposed that the Smoky Mountains be made into a national park.

### **Background—George Masa:**

George Masa was born Masahara Iizuka in Osaka, Japan, in 1881. He had come to the United States to study mining, though by 1915, he had quit college and was wandering the country looking for work when his travels brought him to Asheville, North Carolina at the edge of the Smokies. He changed his name to George Masa and took a position in the laundry room of the Grove Park Inn, Asheville's exclusive hotel. He soon was promoted to the valet desk, where his intelligence and gentle friendliness made him a favorite of the hotel's elite clientele.

He became interested in photography and started his own business as a professional photographer. The local chamber of commerce bought many of his photos to promote the region in its brochures, and Masa turned some of the photos into postcards to sell to the tourists. His love for the mountains inevitably brought him in contact with Horace Kephart. The two became close friends and joined forces on the crusade to save the Smokies.

### **Directions:**

Watch the video clips and take notes on the following questions. You can share research responsibilities in your group by dividing up the questions among the different members.

**Video Links:**

“People Behind the Parks, Clip 6”, “People Behind the Parks, Clip 7”, and “People Behind the Parks, Clip 8”

([pbs.org/nationalparks/for-educators/lesson-plans/#people](https://www.pbs.org/nationalparks/for-educators/lesson-plans/#people))

**Student Questions:**

1. What type of work did each of the men do for the enhancement of the park?
2. Who owned most of the proposed park land and why did they not want to sell it?
3. What were some of the local opinions of the proposed park? (watch all 3 clips to get a complete answer)
4. What two famous people help complete the purchase of the remaining park lands?
5. How were Kephart and Masa memorialized in the park?
6. How did the community help get the park established?

## **Biscayne National Park**

### **Student Packet**

#### **Background:**

By the 1960s, no one knew Biscayne Bay, off the southeastern tip of Florida, better than Lancelot Jones. He had been born in the bottom of a small boat there in 1898, while his father was frantically sailing his pregnant mother toward a hospital in Miami. From that time on, the bay had been his home. Just across a small channel from Jones' modest home on Porgy Key was the Cocolobo Club, an exclusive retreat. The likeable Lancelot Jones became the favorite fishing guide of many well-connected people.

But developers had long been eyeing the bay and its chain of pristine islands. In 1961, a shipping tycoon announced plans to construct a deep-water port, an oil refinery and an industrial complex. Another group of developers proposed a bridge linking the mainland to the islands, where they intended to build high-rise hotels, shopping centers and beachfront homes. The developers convinced authorities to create the city of “Islandia” and ferried a voting machine to Elliott Key, where they staged an election attended by 14 of the 18 registered voters – all of them absentee landowners hoping to cash in on the anticipated real estate boom. Lancelot Jones, one of only two full-time residents of the new city, did not vote; he was against the development plans and wanted the land to stay as it was. He had also turned down offers from the refinery developer to buy Porgy Key.

Meanwhile, a small group had formed to fight both the refinery and bridge proposals. Avid fisherman Lloyd Miller, *Miami Herald* writer Juanita Greene and ecologist Art Marshall decided that the only way to stop the development of the islands was to make the area a national park. Their movement slowly gained strength. After visiting the bay, Secretary of the Interior Stewart Udall came out in favor of protecting it, and in October 1968, President Johnson created Biscayne National Monument, saving 173,000 acres of the bay, coral reefs and islands

#### **Directions:**

Watch the clip and take notes on the following questions. You can share research responsibilities in your group by dividing up the questions among the different members.

#### **Video Link:**

“People Behind the Parks, Clip 9”

([pbs.org/nationalparks/for-educators/lesson-plans/#people](https://www.pbs.org/nationalparks/for-educators/lesson-plans/#people))

#### **Student Questions:**

1. What forced Lancelot into making connections with wealthy people?
2. What were some of the future plans for the Biscayne area?
3. Why were some people unhappy with the development plans?
4. How did Juanita Greene get her ideas out to the public? And how did the public react.
5. Which president signed the law to make the area a National Monument?
6. How did Lancelot live up to his father’s wish of being a great man?

## **The Animals of Yellowstone National Park Student Handout**

### **Background:**

George Bird Grinnell became one of the most important advocates for national parks in the late 1800s. A well-educated New Yorker, trained in ornithology and paleontology, as a young man he made a number of trips to the West — as official zoologist to George Custer’s expedition to the Black Hills in 1874 and then with a government survey to Yellowstone in 1875. As editor and publisher of *Forest and Stream*, an influential sportsman’s magazine in New York City, Grinnell used its pages to champion protection of Yellowstone, which he called “the people’s park.” His efforts were particularly crucial in 1894 in getting Congress to pass laws giving legal teeth to regulations against poaching and vandalism in Yellowstone. The bill saved America’s last wild herd of buffalo from extinction.

Among his many contributions to the cause of conservation, Grinnell founded the Audubon Society; partnered with Theodore Roosevelt to establish the Boone and Crockett Club; and helped organize the New York Zoological Society. As a mentor to the younger Roosevelt, his influence was even broader. In later life, Grinnell became well known as an ethnographer of Plains Indian tribes, but he never stopped supporting national parks.

### **Directions:**

Watch video clip and take notes on the following questions. You can share research responsibilities in your group by dividing up the questions among the different members.

### **Video Link:**

“People Behind the Parks, Clip 10”

([pbs.org/nationalparks/for-educators/lesson-plans/#people](https://pbs.org/nationalparks/for-educators/lesson-plans/#people))

### **Student Questions:**

1. What was Grinnell’s major concern about national wildlife?
2. Who did he team up with to get his ideas out to the public?
3. What made Yellowstone so special in Grinnell’s mind?
4. What was the punishment for poaching in a national park?
5. How did the poaching incident in Yellowstone help Grinnell get laws passed to protect the wildlife in the parks?
6. Why is it important to protect and manage America’s wildlife?

## ANSWER SHEET FOR “PEOPLE BEHIND THE PARKS”

### Chaco Culture:

1. Five cowboys who lived on a ranch in Colorado and who found numerous cliff dwellings in near Mesa Verde.
2. They were going to sell the artifacts to museums.
3. He was a Swedish nobleman.
4. He wanted to take everything back to Sweden, but the government did not want him to steal American treasures.
5. He discovered this huge dwelling site and decided to excavate it and study it.
6. This was the law that gave the president the authority to designate an area as a National Monument. So President Teddy Roosevelt used it to make Chaco Culture a National Monument.

### Mesa Verde

1. The area is full of ancient cliff dwellings.
2. She was a well known writer who was very ambitious and determined to get her way in a man's world. Most women at that time were stay at home and not involved in politics.
3. She originally wanted the area protected by the federal government, but later she felt that it should be managed by her group.
4. After several ladies resigned from the association, Ms. McClurg had no effect on the decision made by congress.
5. June 19, 1906.
6. It was the 1<sup>st</sup> park established to protect historic or culture resources.

### Great Smoky Mountains

1. Hephart interviewed residents and learned the history. Masa spent time mapping and learning the area.
2. Timber companies owned most the land and they wanted all the lumber off of it.
3. Some people were very upset about losing their homes. Others were happy to be able to sell. Some people felt that there would be job loss and others were willing to donate money just to make it happen.
4. J. D. Rockefeller and Franklin D. Roosevelt
5. They had mountains named after them.
6. Everyone raised money to help pay for the park.

### Biscayne

1. His family lost their farm so he became a fishing guide for wealthy visitors.
2. There were plans for an oil refinery, bridges, and condos for the wealthy and private clubs.
3. They felt that only the rich would have access to the beach and that the areas would be destroyed.

4. She started writing articles in the newspaper. People were very upset and started making threats.
5. Lyndon B. Johnson
6. He was able to talk to the wealthy about the value of protecting the area and he was the first person to sell his property to the government for the national park. He was able to make some big changes in the world.

#### Animals of Yellowstone

1. He saw that the wildlife populations were dwindling.
2. Teddy Roosevelt became his partner.
3. Yellowstone was the last place where wild buffalo existed.
4. There really wasn't any punishment other than getting a small fine and a being banned from the park.
5. The news article and the disturbing photos really showed everyone that there was a problem.
6. Without protection and management the buffalo herds would have disappeared and because there is management other species endure.

## **ACTIVITY 9: NORTH CAROLINA PARKS**

**OBJECTIVES:** Students will learn about the national park areas in their state and their inclusion in the larger national park system.

**BACKGROUND:** There are nine national park service sites in North Carolina: Cape Lookout National Seashore, Cape Hatteras National Seashore, Great Smoky Mountains National Park, Blue Ridge Parkway, Wright Brothers National Memorial, Fort Raleigh National Historic Site, Guilford Courthouse National Military Park, Moores Creek National Battlefield, and Carl Sandburg Home National Historic Site. These parks preserve a variety of natural and cultural resources.

### **MATERIALS:**

Paper and pencils  
Park brochures  
Computer with internet access (optional)  
North Carolina Map

### **PROCEDURE:**

1. Talk to the students about the difference between a national park and a state or county park. Ask the students how many national park sites are located in North Carolina. Have the students try to name all of them. Ask how many of the students have visited each of these sites.
2. Divide the students into nine groups. Assign each group one of the national park sites located in North Carolina.
3. Have each group do some research on their park. They can use the brochures provided for this. They can also write to the park for information or look at the park's web site on the internet (if internet access is not available hard copies of these park's websites are included in this trunk). Topics to research can include:
  - Where is the park located?
  - What type of park is it?
  - What resources are being preserved in this park?
  - How large is the park?
  - Did any important historical events occur here?
  - What types of activities are allowed in the park?
4. Have the students report to the class on what they learned about their park.

## **ACTIVITY 10: NATIONAL PARK NAME GAME**

**OBJECTIVES:** Students will learn about the diversity of the national park system.

**BACKGROUND:** This activity is best done after several of the previous activities

The United States has a lot of resources that are famous all over the world. Many people from other countries can recognize and identify these features. Some are natural and some are man made. Can the students identify them? Do they realize that National Park Service is assigned the task protecting them?

### **MATERIALS:**

National park photos and clues (in trunk)  
USA map

### **PROCEDURE:**

1. Hold up the pictures of the national park sites and read the clues to the students.
2. Have them try to figure out which park is shown in the picture.
3. Have them locate the park on a map.

ANSWER PAGE:

1. Old Faithful, Yellowstone National Park, Wyoming
2. Statue of Liberty, Statue of Liberty National Monument, New York
3. Grand Canyon, Grand Canyon National Park, Arizona
4. Cape Lookout Lighthouse, Cape Lookout National Seashore, North Carolina
5. Mount Rushmore, Mount Rushmore National Memorial, South Dakota
6. Lincoln's Memorial, National Mall and Memorial Parks, Washington D.C.
7. Battlefield, Gettysburg National Military Park, Pennsylvania
8. Giant Sequoia Tree, Sequoia and Kings Canyon National Park, California
9. Mt. McKinley, Denali National Park, Alaska
10. Liberty Bell, Independence National Historical Park, Pennsylvania

# STUDENT ACTIVITY PAGES



These activity pages can be given to the students to work on in class or at home.

# NATIONAL PARK QUIZ

1. The first national park was \_\_\_\_\_.
2. The National Park Service was created in \_\_\_\_\_.
3. Half Dome and El Capitan are located in \_\_\_\_\_ National Park.
4. \_\_\_\_\_ National Park preserves the world's longest cave.
5. \_\_\_\_\_ National Park preserves the world's tallest trees.
6. The deepest lake in the United States is located in \_\_\_\_\_ National Park.
7. Badwater Basin, the lowest point in the Western Hemisphere, is located in \_\_\_\_\_ National Park.
8. \_\_\_\_\_ National Park, in Alaska, is the largest National Park in the United States.
9. \_\_\_\_\_ was the first National Monument in the United States.
10. The tallest mountain in North America is located in \_\_\_\_\_ National Park.
11. The Liberty Bell is located in \_\_\_\_\_ National Historical Park.
12. Mauna Loa Volcano is located in \_\_\_\_\_ National Park.

## **ANSWERS:**

1. Yellowstone
2. 1916
3. Yosemite
4. Mammoth Cave
5. Redwood
6. Crater Lake
7. Death Valley
8. Wrangell St. Elias
9. Devil's Tower
10. Denali
11. Independence
12. Hawaii Volcanoes

# NATIONAL PARK SERVICE WORD SEARCH

There are different types of sites managed by the National Park Service. Hidden in this word search are 27 different national park areas. They include National Parks (NP), National Monuments (NM), National Historical Parks (NHP) and Sites (NHS), National Battlefields (NB), National Seashores (NS), National Lakeshores (NL), and National Recreation Areas (NRA). See if you can find and circle the words below that are underlined. These words can be found positioned forwards, backwards, up, down, or diagonally.

Carlsbad Caverns NP  
Sunset Crater NM  
Lincoln Home NHS  
Grand Teton NP  
Point Reyes NS  
Badlands NP  
Tupelo NB  
Golden Spike NHS  
Indiana Dunes NL

Lake Mead NRA  
Cape Lookout NS  
Zion NP  
White Sands NM  
Fort Scott NHS  
Yosemite NP  
San Juan Island NHP  
Bryce Canyon NP  
Yellowstone NP

Big Bend NP  
Everglades NP  
Golden Gate NRA  
Sleeping Bear Dunes NL  
Mesa Verde NP  
Lowell NHP  
Canyonlands NP  
Great Basin NP  
Arches NP

C N Y S E N U D O O K C L A K M E  
R A C P O I R D N E B G I B A E R  
A T R C Y T D O P X A A N I Z V L  
T S A L O O K O U T O I C N F E A  
B E T K S N E C A Z A Z O I N R R  
A E E B E B L E G S I D L K T G C  
E N R N M C A N Y O N O N K Y L H  
R A E B I A K D H B L R N T E A K  
N O T E T R E A M F R D T A L D A  
B R S J E C M S E Y E R E C L E R  
R E A W B E E Q S E A D L N O S C  
Y F N A N S A S A P G A O I W Y H  
E S D N A L D A B M I A O S S O E  
C K S S M U L S T O N K K L T S S  
V S D N A L N O Y N A C E A O E O  
Y A E T R N E A W C A P E N N M L  
Y E C Y R B D A V E N F O D E I L  
L N E R U N T U P E L O U Y R E E  
T T O C S F G A B G Y L T H A T Y  
S M H Y K T B B A S I N J F Y Y A



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# CURRICULUM INDEX

This index shows which goals of the North Carolina Standard Course of Study can be met by each of the activities in this traveling trunk.

## ACTIVITY 1: WHERE ARE THE NATIONAL PARKS?

### Studies Grade 5 Goal #1

#### Objectives

- 1.01 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.

## ACTIVITY 2: WHAT KIND OF PARK IS IT?

### Social Studies Grade 3 Goal #4

#### Objectives

- 4.01 Distinguish between various types of maps and globes.
- 4.02 Use appropriate source maps to locate communities.
- 4.03 Use geographic terminology to describe and explain variations in the physical environment as communities

### Social Studies Grade 5 Goal #3

#### Objectives

- 3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.
- 3.03 Identify examples of cultural interaction within and among the regions of the United States.

### Social Studies Grade 5 Goal #4

#### Objectives

- 4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.
- 4.05 Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism.

### Social Studies Grade 5 Goal #5

#### Objectives

- 5.01 Categorize economic resources found in the United States and neighboring countries as human, natural, or capital and assess their long-term availability.
- 5.02 Analyze the economic effects of the unequal distribution of natural resources on the United States and its neighbors.

### Social Studies Grade 5 Goal #6

#### Objectives

- 6.04 Determine how citizens in the United States and the other countries of North America can preserve fundamental values and beliefs in a world that is rapidly becoming more technologically oriented.

## **ACTIVITY 3: CREATE A NATIONAL PARK**

### **English Grade 3, 4, and 5 Goal #2**

#### **Objectives:**

- 2.02** Interact with the text before, during, and after reading, listening, or viewing.
- 2.03** Read a variety of texts.
- 2.05** Draw conclusions, make generalizations, and gather support by referencing the text.

### **English Grade 3, 4, and 5 Goal #3**

#### **Objectives:**

- 3.01** Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes.
- 3.02** Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.
- 3.03** Use text and own experiences to verify facts, concepts, and ideas.
- 3.04** Make informed judgments about television productions.
- 3.05** Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps).
- 3.06** Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

### **English Grade 3, 4, and 5 Goal #4**

#### **Objectives:**

- 4.02** Use oral and written language.
- 4.03** Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).
- 4.04** Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).
- 4.05** Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).
- 4.09** Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, and letters of complaint).

### **English Grade 3, 4, and 5 Goal #5**

#### **Objectives:**

- 5.01** Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).
- 5.02** Demonstrate understanding in speaking and writing.
- 5.03** Elaborate information and ideas in writing and speaking.
- 5.04** Compose multiple paragraphs.

### **Social Studies Grade 3 Goal #4**

#### **Objectives:**

- 4.02** Use appropriate source maps to locate communities.
- 4.03** Use geographic terminology to describe and explain variations in the physical environment as communities.

### **Social Studies Grade 4 Goal #6**

#### **Objectives:**

- 6.01** Explain the relationship between unlimited wants and limited resources.

## **ACTIVITY 4: NATIONAL PARK LETTER WRITING**

### **English Grade 3,4, and 5 Goal #1**

#### **Objectives:**

- 1.03** Identify key words and discover their meanings and relationships through a variety of strategies.
- 1.04** Increase reading and writing vocabulary.

### **English Grade 3, 4, and 5 Goal #2**

#### **Objectives:**

- 2.01** Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).
- 2.02** Interact with the text before, during, and after reading, listening, and viewing.
- 2.03** Read a variety of texts.
- 2.05** Draw conclusions, make generalizations, and gather support by referencing the text.
- 2.06** Summarize main idea(s) from written or spoken texts using succinct language.

### **English Grade 3, 4, and 5 Goal #3**

#### **Objectives:**

- 3.06** Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

### **English Grade 3, 4, and 5 Goal #4**

#### **Objectives:**

- 4.01** Read aloud grade-appropriate text with fluency, comprehension, and expression.
- 4.02** Use oral and written language.
- 4.03** Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).
- 4.04** Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).
- 4.05** Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.
- 4.06** Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.
- 4.07** Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions)
- 4.09** Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).

### **English Grade 3, 4, and 5 Goal #5**

#### **Objectives:**

- 5.01** Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).
- 5.02** Use correct subject/verb agreement.
- 5.03** Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.
- 5.04** Compose two or more paragraphs.
- 5.05** Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).

## **ACTIVITY 5: AMERICA’S HISTORY**

### **English Grade 3, 4, and 5 Goal #2**

Objectives:

- 2.05** Draw conclusions, make generalizations, gather support by referencing the text.
- 2.06** Summarize main idea(s) from written or spoken texts using succinct language.

### **English Grade 3, 4, and 5 Goal #4**

Objectives:

- 4.03** Make oral and written presentations using visual aids with an awareness of purpose and audience.
- 4.07** Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).
- 4.09** Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).

### **Social Studies Grade 3 Goal #1**

Objectives:

- 1.02** Recognize diverse local, state and national leaders past and present, who demonstrate responsible citizenship.
- 1.06** Identify selected personalities associated with major holidays and cultural celebrations.

### **Social Studies Grade 3 Goal #7**

Objectives:

- 7.01** Identify deeds of local and global leaders.

## **ACTIVITY 6: BE A PARK RANGER**

### **Social Studies Grade 3 Goal #1**

Objectives:

- 1.01** Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.
- 1.03** Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.
- 1.05** Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.

### **Social Studies Grade 3 Goal #5**

Objectives:

- 5.04** Compare and contrast the division of labor in local and global communities.

## **ACTIVITY 7: NATURAL AND CULTURAL RESOURCES**

### **English Grade 3, 4, and 5 Goal #1**

#### **Objectives:**

- 1.02** Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.
- 1.03** Increase reading and writing vocabulary.
- 1.06** Read independently daily from self-selected materials (consistent with the student's independent reading level).

### **English Grade 3, 4, and 5 Goal #2**

#### **Objectives:**

- 2.02** Interact with the text before, during, and after reading, listening, or viewing.
- 2.03** Read a variety of texts, including.
- 2.05** Draw conclusions, make generalizations, and gather support by referencing the text.
- 2.07** Determine usefulness of information and ideas consistent with purpose.

### **English Grade 3, 4, and 5 Goal #3**

#### **Objectives:**

- 3.06** Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

### **English Grade 3, 4, and 5 Goal #4**

#### **Objectives:**

- 4.05** Use planning strategies to generate topics and organize ideas (e.g. brainstorming, mapping, webbing, reading, discussion).

### **Social Studies Grade 3 Goal #4**

#### **Objectives:**

- 4.03** Use geographic terminology to describe and explain variations in the physical environment as communities.
- 4.05** Use planning strategies to generate topics and organize ideas (e.g. brainstorming, mapping, webbing, reading, discussion)

### **Social Studies Grade 4 Goal #6**

#### **Objectives:**

- 6.01** Explain the relationship between unlimited wants and limited resources.
- 6.02** Analyze the choices and opportunity cost involved in economic decisions.

## **ACTIVITY 8: PEOPLE BEHIND THE PARKS**

### **English Grade 3,4, and 5 Goal #2**

#### **Objectives:**

- 2.02** Interact with the text before, during, and after reading, listening, or viewing.
- 2.05** Draw conclusions, make generalizations, and gather support by referencing the text.
- 2.06** Summarize main idea(s) from written or spoken texts using succinct language.
- 2.07** Explain choice of reading materials congruent with purposes (e.g., solving problems, making

decisions).

**2.08** Listen actively.

### English Grade 3,4, and 5 Goal #3

Objectives:

**3.02** Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.

**3.03** Use text and own experiences to verify facts, concepts, and ideas.

**3.04** Make informed judgments about television productions.

**3.05** Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps).

**3.06** Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

### English Grade 3,4, and 5 Goal #4

Objectives

**4.03** Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).

**4.04** Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).

**4.05** Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.

### Social Studies Grade 3 Goal #1

Objectives:

**1.01** Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.

**1.02** Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.

### Social Studies Grade 3 Goal #3

Objectives:

**3.01** Analyze changes, which have occurred in communities past and present.

**3.02** Describe how individuals, events, and ideas change over time.

### Social Studies Grade 3 Goal #5

Objectives:

**5.07** Identify historic figures and leaders who have influenced the economies of communities and evaluate the effectiveness of their contributions.

### Social Studies Grade 3 Goal #7

Objectives:

**7.01** Identify the deeds of local and global leaders.

### Social Studies Grade 4 Goal #4

Objectives:

**4.05** Identify and assess the role of prominent persons in North Carolina, past and present.

### Social Studies Grade 4 Goal #6

Objectives:

**6.01** Explain the relationship between unlimited wants and limited resources.

## **ACTIVITY 9: NORTH CAROLINA PARKS**

### **English Grade 3, 4, and 5 Goal #2**

Objectives:

- 2.05** Draw conclusions, make generalizations, and gather support by referencing the text.
- 2.06** Summarize main idea(s) from written or spoken texts using succinct language.

### **English Grade 3, 4, and 5 Goal #3**

Objectives:

- 3.06** Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

### **Social Studies Grade 3 Goal #4**

Objectives:

- 4.02** Use appropriate source maps to locate communities.
- 4.03** Use geographic terminology to describe and explain variations in the physical environment as communities.

### **Social Studies Grade 3 Goal #7**

Objectives:

- 7.01** Identify the deeds of local and global leaders.

### **Social Studies Grade 4 Goal #1**

Objectives:

- 1.01** Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.

### **Social Studies Grade 4 Goal #3**

Objectives:

- 3.02** Identify people, symbols, events, and documents associated with North Carolina's history.

### **Social Studies Grade 4 Goal #4**

Objectives:

- 4.05** Identify and assess the role of prominent persons in North Carolina, past and present.

### **Social Studies Grade 4 Goal #6**

Objectives:

- 6.04** Assess how the state's natural resources are being used.

### **Social Studies Grade 5 Goal #1**

Objectives:

- 1.01** Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.

## **ACTIVITY 10: NATIONAL PARK NAME GAME**

### **Social Studies Grade 3 Goal #4**

Objectives:

**4.02** Use appropriate source maps to locate communities.

### **Social Studies Grade 4 Goal #1**

Objectives:

**1.01** Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.

### **Social Studies Grade 5 Goal #1**

Objectives:

**1.01** Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.