

Natural History along the Natchez Trace Parkway



On-site Lesson: Scavenger Hunt (code KSH)

- **Grade:**
Kindergarten
- **Subject Area:**
Social Studies
- **Setting:**
Call 662-680-4027 or 1-800-305-7417 for recommended trail
- **Duration:**
20-30 minutes
- **Skills:**
Observation, following directions, matching
- **Vocabulary:**
Habitat, Environment

Summary: The students will walk the trail and look for the items on their scavenger hunt sheet.



Materials Needed:
Scavenger Hunt Bingo Board (see attached template that should be printed on cardstock), crayon, tape, a piece of yarn long enough to attach the crayon to the board.

Instructional Information

Tennessee Grade Level Expectations:

GLE 0007.Inq.1 Observe the world of familiar objects using the senses and tools.

GLE 0007.Inq.2 Ask questions, make logical predictions, plan investigations, and represent data.

GLE 0007.Inq.3 Explain data from an investigation

GLE 0007.T/E.1 Recognize that both natural materials and human-made tools have specific characteristics that determine their use.

Interdependence

Guiding Question 2: How do living things interact with one another and with the non-living elements of their environment

GLE 0007.2.1 Recognize that some things are living and some are not.

GLE 0007.2.2 Know that people interact with their environment through their senses

Flow of Matter and Energy

Guiding Question 3: What scientific information explains how matter and energy flow through the biosphere?

GLE 0007.3.1 Recognize that living things require water, food, and air

Earth
Guiding Question 7: How is the earth affected by long-term and short term geological cycles and the influence of man?

GLE0007.7.1 Identify non-living materials found on the surface of the earth.

GLE0007.7.2 Recognize that some objects are man-made and that some occur naturally.

Matter

Guiding Question 9: How does the structure of matter influence its physical and chemical behavior?

GLE 0007.9.1 Describe an object by its observable properties.

GLE 0007.9.2 Identify objects and materials as solids or liquids.

Energy

Guiding Question 10: What basic energy related ideas are essential for understanding the dependency of the natural and human-made worlds on energy?

GLE 0007.10.1 Identify the sun as the source of heat and light.

GLE 0007.10.2 Investigate the effect of the sun on a variety of materials.

Learning Objectives: The student will be able to identify and match eight different items found along a trail or in the out-of-doors with pictures on their Bingo board.

Teacher Set: The teacher will explain to the students that they are to look for the different items on the BINGO board during the walk. The students will carry a Scavenger Hunt BINGO Board (SHBB)

with a crayon attached to it by a short piece of yarn. Alternatively, the board could be attached to the student with a piece of yarn. As they walk the trail, the students will compare what they see on the trail and match it to items on SHBB. When the students see an item on their sheet, they are to put an X over the picture with the crayon. The teacher should assist the students as necessary. All of the boards are the same.

Teacher Overview: The Natchez Trace is part of the National Park Service. The NPS preserves and protects all natural elements within the park. Please do not allow students to take anything away from the park while on the trail, including leaves or sticks. It is important that students stay on the paved path to avoid getting poison ivy. Also, the students will be outside in the natural habitat of snakes and insects.

Student Instruction: Each student will receive a BINGO board from the teacher. The students will carry the boards. While on the trail, when the students see an animal, plant, etc. that is on their BINGO board, they are to draw an X over that picture. All of the boards are the same, but the students may or may not see all of the items pictured. To help focus the students on task, the teacher will ask:

1. Which of these pictures shows something that is living?
2. Which shows something that is non-living?
3. Which show something that was living but is not anymore? (wood fence)
4. Which of these is solid? (all)
5. Which is liquid? (none)
6. What do all living things need to survive? (Water)
7. Plants make their own food in their leaves; can animals make their own food? (no, they find their food)
8. What are some kinds of animal foods? (leaves, grass, fruit, meat, other animals, insects, etc)
9. How do the leaves shelter small animals? (shade)
10. What are some other animal shelters? (nests, caves, holes in trees)
11. Could an elephant live in these woods? Why not? (not enough space)

Student Task: The students will walk down a trail and look for the real version of the picture on their boards. When they match the real with the picture, they will put an X over the pictures on their BINGO boards. The students can only mark over the picture once. At the end of the trail, the students are to give the boards back to the teacher.

Teacher Closure: Review the boards as the trail is completed. Point out actual examples of each picture. Explain to the students how important it is that we protect our natural environment and respect the animals that live in it. Tell the students to look in their backyard at home for some of the same animals or plants they saw on the trail.

Student Assessment: The students are assessed on their markings on the BINGO boards and the discussion. The teacher can grade according to accuracy or participation.

Suggestions for re-teaching: The teacher could set up a ranger led nature walk. (1-800-305-7417)

F

BRIDGE



U

CARS



N

BIRD



ANIMALS



ARROWHEAD



GREEN LEAVES



PINE CONES



MUSHROOM



FENCE

