



Fire & Ice Post-Visit Activity Protecting the Geology of Acadia

Objectives:

Students will:

- Explore some behaviors that threaten the geology of Acadia
- Discuss what people can do to protect the park's geologic features

State Learning Results Addressed (Grades 5–8):

Science and Technology: F.4, K.3, K.6, K.8, L.6, M.4

Materials:

Optional: Art supplies for making posters

Activity:

Divide the class into groups and have them discuss the scenarios below. This could be done in several different ways; here are two options.

Option one: Divide the class into three groups and give each group a different scenario. After the group has discussed the situation, have them create a short skit to share the scenario and their resolution with the rest of the class.

Option two: After discussing the scenarios, either one or all of them, have students create posters that will educate park visitors about the need to protect Acadia's geology and what they can do about it.

Scenarios:

One: You are walking along a rocky beach and see another visitor taking large rounded rocks. You overhear her say that this is the only place that she can find such nicely polished boulders and there are so many of them here that it won't be a problem if she takes a few. Is her reasoning correct? Defend your answer.

Two: You are eating lunch on top of a mountain when a large group arrives at the summit. They are standing around enjoying the views, but you notice that they are standing on vegetation. Why is this a problem and what could they do differently?

Three: You are on a hike with a friend and you come to a big stone slab. On the slab you can see that previous visitors have etched their names into the rock. You start trying to write your name, but your friend tells you to stop because it is not right. You respond by saying that other people have done it so it doesn't matter. Who's right? Defend your answer.

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