

Lesson Plan – Adventurers (Grades 4 – 5)

Activities for these grades require some teacher support, as the national park brochures are written at middle school level. Pictures and graphics will help the students to understand the concepts. Students may work individually or in groups to gather information.

1. Set the stage

Read the *National Parks Background Information* to your students. Show copies of the *Worksheet* and demonstrate how to find answers to worksheet questions in a national park brochure. Use the Santa Monica Mountains National Recreation Area brochure as a sample. Unfold and display the *National Park System Map and Guide* so students may refer to it. Provide stickers for identifying their park location.

2. Gather Information

Divide students into three or four groups. Each group will work on one national park. Distribute copies of different national park brochures and worksheets to groups (all members of a group have the same national park brochures). Working together as a team, students can divide up parts of the worksheet and then share what they have learned. Additional information is available on the Internet at www.nps.gov

3. Oral reports (Individual or Group)

Individuals or groups can give oral reports on information gathered about their national park. Reports can focus on the parks, the states they are in, planning a visit to a national park or the historic importance of the national park. On the *National Park System Map and Guide*, students can mark the location of their national park. Visual aids such as posters, drawings, dioramas can support the report.

4. Wrap up

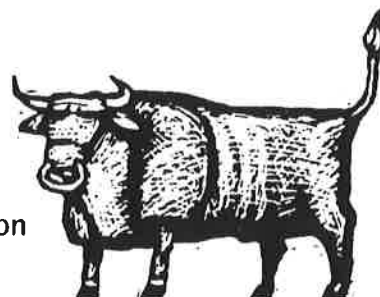
Pass out copies of the Santa Monica Mountains National Recreation Area brochure and invite students to visit the national park here in Los Angeles with their families.

5. Evaluate

Consider length, content and information gathered for the report. You can also evaluate the number and detail of visual aids in addition to the extent of participation/cooperation among group members.

The student worksheet is divided into 3 parts:

1. The first part defines the national park as to type, location and distance from your school.
2. The second part details important natural, cultural or historical features of this national park.
3. The third part deals with the national park in relation to society.





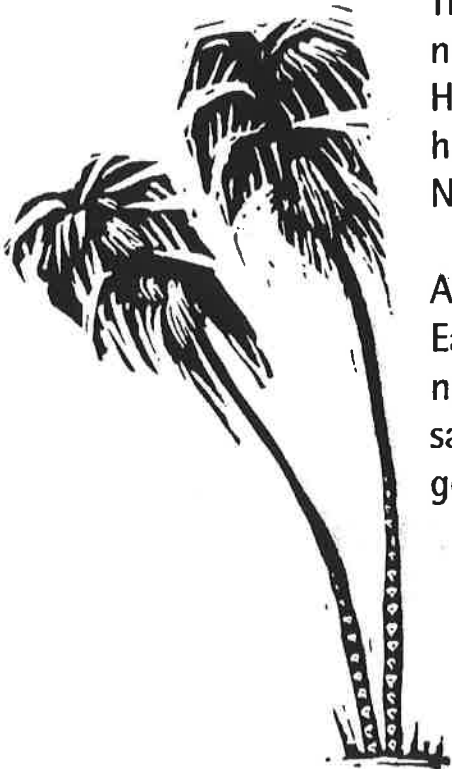
National Parks Background Information

National parks belong to you — and to me. They belong to all of us. Each national park protects something special. These places have been set aside because they are important for people to know about. Some parks have special natural features, like the deep lake at Crater Lake National Park. Some parks have special plants, like the tall trees at Redwood National Park. Some parks have hot springs and geysers like Yellowstone National Park. In 1872, Yellowstone was the first area to be set aside for the enjoyment of the people of the United States and to protect the plants and animals living there.



The National Park Service was created in 1916 to take care of the parks for all of us. There are now more than 378 different units that are cared for by the National Park Service. These include many areas that you might not think of as national parks, such as the Statue of Liberty, Independence Hall, Gettysburg Battlefield and the White House. These are historic sites, not natural areas like Yellowstone, but the National Park Service protects all of them.

All of these very different places have one thing in common. Each represents an important example of our country's natural and cultural history. They are a *legacy*, an inheritance, saved for you and for your children, and for all the future generations of Americans. Come and visit your national parks.



Worksheet

Part 1

1. Look in the black band of the *Map and Guide* to find the name of your national park. The name of your national park is:

2. Circle what kind of park it is (look in the black band again):
National Battlefield National Historic Site National Park
National Memorial National Monument National Seashore
National Recreation Area If the answer is not here, please write it in:

3. Write what state(s) this national park is in (also look in the black band):
_____ Circle what we call this part of the U.S.:
West Coast East Coast North South Midwest

4. Mark the location of this national park on the map of the United States.
Circle the direction it is from your school: North South East West

5. Circle the season that you think would be a good time of the year to go to this national park: Spring Summer Winter Fall
Why? _____

6. Circle the kinds of things (activities) you could do at your national park:
Hike Camp Learn about history Go boating
Swim Ski See exhibits



Part 2

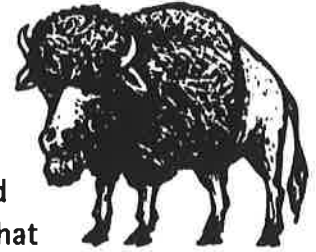
7. Name one natural community (a place where plants and animals live together) that your national park protects. If your park is an historic site, go to Question 11. _____

8. Does your park brochure describe a plant or an animal that lives in any one of those communities. Yes or No? _____

9. Can you state one fact the brochure says about that plant or animal?



- 10.** What is historic about your park? Circle your answer.
If your park is not an historic site, go to Question 13.
A famous person was born there.
A famous person lived there.
A famous battle happened there.
An important event took place there.



- 11.** If your park is an historic site, imagine you lived at your national park in that historic time. Imagine what your life would have been like. Think about the type of house you would have lived in, the kind of food you would eat, how you might have dressed, what work you did or what kind of school you went to. On another sheet of paper either write a paragraph describing a day in your life or draw a picture of your life at that time.

Part 3

- 12.** This national park belongs to all of us.
Circle the correct answer (the clue is the word *national*): Yes No

- 13.** Park rangers protect the plants and animals at the national park.
Can you name another job that needs to be done at a national park:

- 14.** What job would you like to do at this national park?

- 15.** Do you think that changes in the weather, pollution, or littering are threats to this national park? Circle your answer: Yes No

