

Where in the World is Tuzigoot?- Program Planner

We are looking forward to visiting your classroom to present the 90-minute “Where in the World is Tuzigoot” program. This will provide your students with a special opportunity to investigate the history, mission, and diversity of “America’s Best Idea” – the National Park Service. If you have any questions about the program in advance, please call the education office at 288-8823, and/or 288-8825 on the day of the program.

Helpful Reminders:

- Please have students ready to work in groups of 3 – 5 pupils.
- Have a table or desk available for program props.
- Have space ready to hang a 3’ x 4’ map.
- Provide students with nametags. This helps us keep them involved.

Note: The ranger will bring a copy of the program’s Educator Guide. In it you will find background information and activities for your classroom use.

Teachers’ Responsibilities

- **Supervise students** and help them stay focused while on the program.
- Ensure that **safe practices** are followed throughout.
- **Nametags:** Students need name tags. A piece of masking tape with name in marker is sufficient.

Online resources:

Acadia’s Teacher Resources: www.nps.gov/acad/forteachers

WebRangers: www.nps.gov/webrangers

Map of Acadia: www.nps.gov/acad/planyourvisit/maps.htm

National Park Service Centennial Projects for Students:

<http://www.edutopia.org/article/celebrate-national-park-centennial-project-suzie-boss>

Program Goals:

- To increase students’ knowledge about the diverse natural and cultural resources preserved within the National Park Service.
- To recognize the shared mission of all National Park Service sites, including Acadia.
- To familiarize students with the birth and continuing growth of the National Park Service.

Program Objectives:

Students will be able to:

- Name six resources the National Park Service protects.
- Give three specific examples of the diversity preserved by the National Park Service.
- List two reasons why National Parks are important.
- Describe one threat to National Parks today.
- Identify two of the four NPS sites located in Maine.
- Specify two contributing factors leading to the establishment of the National Park Service.

Program Standards:

Maine Learning Results for Social Studies

Geography - Grade 5

Geography 1: Students understand the geography of the community, Maine, the United States, and various regions of the world by identifying the Earth’s major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools including digital mapping tools; and explaining examples of changes in the Earth’s physical features and their impact on communities and regions.

Geography 2: Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by identifying examples through inquiry of how geographic features unify communities and regions as well as support diversity using print and nonprint sources.

Geography Grades 6-8

Geography 1: Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

(F1) Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.

(F2) Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources.

Geography 2: Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

(F1) Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.

(D1) Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.

Common Core Standards

Reading Informational Text

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Writing

Text Type and Purposes

CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.