

Natural History along the Natchez Trace Parkway



On-Site Lesson: Scavenger Hunt (code 1SC)

▶ **Grade Level:**

First Grade

▶ **Subject Areas:**

Science

▶ **Setting:**

Call 662-680-4027 or 1-800-305-7417 for recommended trail

▶ **Duration:**

20-30 minutes

▶ **Skills:**

Observation, following directions

▶ **Vocabulary:**

Habitat, instinct

Summary: The students will walk on a trail that is a portion of the Natchez Trace Parkway National Scenic Trail and try to find examples of habitat that are pictured on a scavenger hunt sheet.



Materials: Scavenger hunt card and pen or pencil for each student.

Call 1-800-305-7417 for an official Natchez Trace Parkway map and trail suggestions or visit www.nps.gov/natr

Instructional Information

Tennessee Grade Level Expectations:

Inquiry:

GLE 0107.Inq.1 Observe the world of familiar objects using the senses and tools.

GLE 0107.Inq.2 Ask questions, make logical predictions, plan investigations, and represent data.

GLE 0107.Inq.3 Explain the data from an investigation.

The Earth

GLE 0107.7.1 Realize that water, rocks, soil, living organisms, and man-made objects make up the earth's surface.

GLE 0107.7.2 Classify earth materials according to their physical properties.

Life Science:

GLE 0107.1.1 Recognize that living things have parts that work together.

GLE 0107.1.2 Use tools to examine major body parts and plant structures.

Learning Objectives: The students 1.) Identify the different elements of habitat (food, water, shelter, and space) 2.) Recognize the habitat of a plant or animal.

Teacher Set: The teacher will give each student a scavenger hunt card. The teacher will then lead the students on a trail along the Natchez Trace Parkway. As the students are walking down the trail, they should look for the items pictured on their scavenger hunt sheet. When they see the picture, they are to put an X over that picture. The elements are divided so that each student knows exactly what group the item falls under.

Teacher Overview: The students should be familiar with the concept of habitat or environment or minimally, that different animals live in different places. They should understand that all animals need food, water, shelter, and space to live. Also, plants need a place to grow and water. Most plants do not need shelter and they make their own food using sunlight and minerals from the soil. In addition plants are not able to choose where to live and grow. Animals learn to survive and are able to move about to find food, water, shelter, and space. Animals have instincts that help them to find these elements to survive.

Student Instruction: The students will walk on a trail at the Natchez Trace Parkway. They will have a scavenger hunt sheet with pictures of habitat elements which they will mark-off when they find the actual object on the trail.

Student Task: The students will walk a trail along the Natchez Trace. While they are hiking the trail, they should look for places that look like or match the concept of the pictures on their scavenger hunt sheet. When they see these places, they should put an X over the picture to show that they saw it. The students should refer to and read from the top of the scavenger hunt sheet to discover what category (food, water, shelter or space) the object is in when he or she finds it.

Teacher Closure: After the teacher determines that the students have recognized enough of the habitat elements, the teacher may conclude the hike by allowing the students to shout out “Food”, “Water”, “Shelter” or “Space,” when they see an element of habitat. When the class returns to their class room, the teacher should hold a class discussion.

Suggestions for questions:

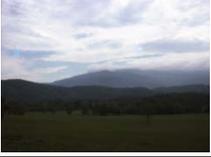
- 1) Did you see all of the habitat elements/parts on the trail?
- 2) Were there any blocks you did not check off?
 - a. Why?
 - b. Where might you be able to find that element?
- 3) Which habitat part was hardest to find?
- 4) Which habitat part was easiest to find?
- 5) Was there anything you saw that was not on your sheet?
- 6) What did you like most about being on the trail?

Student Assessment: The students are assessed by participating in the hike. The teacher may also observe which students actually shouted out at the end of the hike. Ranger provided scavenger hunt boards should be turned back into a ranger after the hike.

Suggestions for re-teaching: In the classroom, the students should draw a picture that includes all four elements of habitat. When the students have completed the assignment, the pictures should be hung on the wall for everyone to see.

ANIMAL FOODS	PLACES TO FIND WATER	ANIMAL SHELTERS	SPACES ANIMALS LIVE
BERRIES 	STREAMS 	FENCE 	OPEN PRAIRIES 
GRASS 	PUDDLES 	TREE HOLE 	CLOSE LIVING 
ACORNS 	ON A LEAF 	SHADE 	SKY 
LEAVES 	RIVER 	HOLE IN THE GROUND 	OPEN VALLEY 

NPS Photos

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