

Program Title: Come to Your Senses

Suggested Grade Level: Kindergarten

Maximum Group Size Per Day: 100 students (plus chaperones)

Overview

A child investigates the world and learns about his/her surroundings through the five senses. Shenandoah National Park, with its abundance of flora and fauna, diversity of habitats, and variety of animals is a great place to expand a child's sense of wonder and develop observation skills through hands-on discovery and nature experiences. Students will learn stewardship behaviors and find ways they can help protect and preserve the environment.

Objectives

Following the park experience and classroom activities, the students will be able to

1. name their five senses and point to the organ used;
2. use sensory descriptors such as rough, color, loud, bright, to identify and describe natural objects found both at school and in the park;
3. understand what a national park is and that its mission is to preserve and protect the resources within;
4. explain how stewardship practices help protect Shenandoah National Park and home communities.

Virginia Science Standards of Learning Addressed

Strand: Scientific Investigation, Reasoning, and Logic

- K.2 Students will investigate and understand that humans have senses that allow one to seek, find, take in, and react or respond to information in order to learn about one's surroundings. Key concepts include
- a) five senses and corresponding sensing organ (taste – tongue, touch – skin, smell - nose, hearing – ears, and sight – eyes): and
 - b) sensory descriptors (sweet, sour, bitter, salty, rough/smooth, hard/soft, cold, warm, hot, loud/soft, high/low, bright/dull).

Strand: Resources

- K.10 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include
- a) materials and objects can be used over and over again;
 - b) everyday materials can be recycled; and
 - c) water and energy conservation at home and in school helps preserve resources for future use.

Teacher Information for Come to Your Senses Programs

The *Come to Your Senses* program is teacher-led with the assistance of an education ranger at the park. Teachers are required to attend a free instructional workshop prior to bringing students on the field trip. This workshop provides on-site training, an overview of logistics and outdoor teaching techniques, and the curriculum materials. This workshop helps to prepare teachers to provide students with a meaningful learning and discovery experience that supports and enhances the Virginia Standards of Learning. Completion of the 6-hour workshop may qualify for recertification credits.

Reservations for both teacher workshops and field trips begin on the first workday of August. **Call 540-999-3500, ext. 3489.** No email requests are taken. Curriculum materials can be downloaded at: <http://www.nps.gov/shen/forteachers/index.htm>

A program confirmation form will be sent prior to your scheduled field trip to allow free admission into the park for your group. Backpacks will be provided with materials for up to 100 students. Each backpack contains materials for 10 students. This includes:

- instructions for the on-site activities
- clipboards, pencils, and consumable activity pages needed for the on-site activities
- laminated color squares
- scent containers with ID card
- first-aid kit

Teachers are welcome to print extra copies of on-site consumable worksheets for student numbers exceeding 100.

Pre-visit, on-site, and post-visit activities are available on the website so that teachers and chaperones can familiarize themselves with the activities prior to their trip.

A **“Mystery Box” with touch items is available upon request** for use on-site at the discretion of the teacher.

Background Information

City and state parks are areas of land set aside for public recreation. In addition to other facilities, they may provide playground equipment, sports fields, picnic areas, and paths to walk or bicycle. National parks are places where natural, cultural, and historic resources are protected and preserved for present and future visitors to enjoy.

Stewardship behaviors such as recycling, reusing, and resource conservation can help in the preservation of all the world's environments.

Children gain information about their world through their five senses. Through investigation and discovery, they can identify, compare, and classify items and discover similarities and differences in the world around them.

Shenandoah National Park is an exceptional environment to develop sensory awareness with a variety of habitats and diversity of plants and animals. Children can

Shenandoah National Park Education Program

study patterns, textures, sights, sounds, and smells to further their knowledge and enthusiasm about their world.

Visiting a National Park

The mission of the National Park Service is to preserve and protect the natural and cultural resources of the nation for all people to enjoy. It is important for today's park visitors to practice good stewardship ethics and behaviors in order to pass these unique natural and historical treasures on to future generations in an unimpaired condition.

We recommend following Leave No Trace (LNT) principles when going on a field trip. There are seven LNT principles:

- Plan Ahead and Prepare
- Travel (and camp) on durable surfaces
- Dispose of Waste Properly
- Leave What You Find
- Minimize Campfire Impacts
- Respect Wildlife
- Be Considerate of Other Visitors

Following these principles and park rules will help make your park visit a safe, successful learning experience while also caring for park resources.

Vocabulary

- **bright** – brilliant in color, shiny
- **cold** – a condition of low temperature
- **conserve** – to keep from being damaged or lost
- **dull** – not shiny or glossy, dim
- **fuzzy** – covered with loose, light strands
- **hard** – solid, firm, and unyielding to the touch
- **hear** – the sense by which sounds are perceived
- **national park** – an area of scenic beauty, historical or scientific interest that is maintained by the Federal government for the public to visit
- **nature** – natural scenery, including the plants and animals that are a part of it
- **recycle** – to use again and again, to alter or adapt for a new use
- **reduce** – to lessen in any way, diminish
- **reuse** – to use again
- **rough** - having bumps, not smooth
- **sight** – the faculty or power of seeing; vision; eyesight
- **smell** – to detect the odor of by means of the nose and the olfactory nerves
- **smooth** – having an even or level surface, not rough
- **soft** – smooth or fine to the touch
- **sound** – the auditory sensation produced by vibrations
- **state and city parks** - areas of land set aside for public recreation. In addition to other facilities, they may provide playground equipment, sports fields, picnic areas, and paths to walk or bicycle

Shenandoah National Park Education Program

- **taste** – to test the flavor by putting it in one’s mouth
- **touch** – to feel using the hand or finger, tactile sense

Materials

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr. and Eric Carle, colored construction paper, cotton balls, a variety of foods and fragrances, flower pattern to trace, paste, crayons, diorama boxes, tactile items (such as furry fabric, pinecones, feathers, sticky tape, sandpaper, cotton balls, a thorn branch, silk flowers), colorful materials, mural paper and paints, metal Band-Aid boxes, popcorn kernels, cereal, wooden and metal spoons, rubber bands stretched over box, toss pillows, metal pans, copies of worksheets (attached)

Pre-Visit Activities

Prior to beginning the Senses unit study, have the students take the Senses **Pre-Visit Assessment**. Record the class scores on the **Pre-Visit/Post-Visit Score Sheet**. Begin the unit study. Incorporate as many of the following pre-visit activities as possible into your lesson plan to prepare the students for their park field trip.

1. Motivational Activity - Schoolyard Scavenger Hunt

Read and discuss *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. and Eric Carle (ISBN 978-0-9-5-8336-1). Have students close their eyes and try to visualize what is surrounding them in the classroom. Discuss the important role our eyes have in every day life.

Distribute copies of the “Schoolyard Scavenger Hunt” worksheet (attached) and lead students on a guided discovery walk to the playground or in a local park. Look for leaves, trees, shrubs, wildflowers, birds, nests, insects, cocoons, seeds, etc. Have them observe and share colors they see, things alive and moving, items with textures such as rough and smooth, smells, and various sounds heard.

Invite students to lie on their stomachs and close their eyes. Talk about what they can hear, smell, and feel. Have them listen to a sound and then try to mimic it. Have each child find a tree and determine if the bark is rough or smooth. Have them make a bark rubbing using typing paper and the flat side of a peeled crayon. Try sniffing the bark of several trees. Ask “Can you get to know a tree by its smell?”

Return to the classroom and have the students close their eyes and try to recall things they saw: i.e. all the red things, things that moved. Play a guessing game of “Guess what I saw (or heard) on our walk that was rough?”

Have students draw pictures to illustrate the following:

- a flower or natural object that has your favorite color
- something you touched that was rough
- a thing or animal that made a funny sound
- something in nature that smelled good

Shenandoah National Park Education Program

Ask students to share their pictures and post them on the bulletin board. Discuss how a school playground or local park might be different than what they might see at a national park.

2. Vocabulary Activity Suggestions

- a. Play Simon Says – “Touch your...” (nose, eye, etc.) and/or - make a face to show that you have just tasted something (salty, sour, etc.)
- b. Have the students make a mobile of various textured animal or flower cutouts (fuzzy fabrics, sandpaper, foam objects). Add a different fragrance to each mobile. See if the students can identify the animals and scents using descriptors.
- c. Have students play charades using their descriptive vocabulary words (act out feeling something rough, tasting something sour).

3. Create Touchable Exhibits

Have students bring in various textured materials, nature “finds,” single-colored objects, and use them to create touch boxes, dioramas, or table displays to explore the sense of touch. Have them use the various descriptors to explain their creations.

4. What and Where Is This Sound?

Assemble various objects which make different kinds of sounds:

- wooden and metal spoons to strike together
- something that jingles (a necklace or belt)
- toss pillows to thump
- two pieces of wood to strike together
- a washboard with wooden spoon
- two metal pans to clang
- rubber bands stretched over a box
- band-aid boxes with seeds, kernels of pop corn, or cereal enclosed

Let students take turns using these objects to make sounds. Later, have the group close their eyes (or use blindfolds) as you or a volunteer make the sounds. Students try to identify what they hear and objects used. Move around the room making the sounds and have students point to the direction in which they hear the sound.

5. Make a Tasty “Mix”

Have students determine various taste senses while differentiating what grows in nature from what is prepared and then sold in stores. Possible natural items: grapes, raisins, dried or fresh apples, cherries, cranberries, walnuts, peanuts (make sure there are no nut allergies!), popcorn, sunflower seeds. Possible store items: M&M's, sour ball candies, cheerios, crackers, chocolate kisses. Gather these items and have the students prepare a snack for the up-coming field trip. Remember to take along on the field trip!

Shenandoah National Park Education Program

6. Only Your Nose Knows!

Collect an assortment of food items with distinctive odors and place them in small plastic containers. These might include: peppermints, cinnamon, mustard, bologna, chocolate, catsup, peanut butter (be aware of allergies), oranges. Blindfold the children and pass one item at a time, asking them to guess its name.

Gather all the students in a circle and give them each one fragrance to hold. Blindfold one volunteer. Give him/her a duplicate of one of the above food items - such as an orange. Within a closed, safe circle, have the blindfolded student try to match his/her smell by comparing the fragrance with the others.

Explain that many animals in Shenandoah National Park utilize their sense of smell to survive. Fawns identify their mothers by her smell, bees and butterflies are attracted to the fragrance of certain flowers, and many predators hunt using their sense of smell.

7. What Do You See At A National Park?

Copy the attached picture sheets "*What Do You See in Shenandoah National Park?*" Identify and discuss the pictures, then have students cut out the twenty square boxes (and color if printed in black and white).

In pairs, small groups, or individually, have students differentiate between things that are and are not found in Shenandoah National Park. Have the students determine which pictures might be seen both in the national park and also in other areas. For example, some students may find deer in their own backyard!

What You Might See In Shenandoah National Park	What You Will Probably <u>Not</u> See In Shenandoah National Park
2 – bear	1 – classroom
3 – ranger	4 – zoo
5 – birds	8 – playground
6 – owls	12 – apartments
7 – trees and streams	13 – trains
9 – restrooms	15 – clowns
10 – deer	20 - farms
11 – campgrounds	
14 – butterflies	
16 – turtles	
17 – wildflowers	
18 – American flag	
19 - families	

The national park pictures can be used to create a collage, bulletin board display, or to stimulate oral stories about what the students expect to see on their upcoming trip to the park. The pictures might also be used after their field trip to trigger memories about experiences and discoveries.

Shenandoah National Park Education Program

8. Leave No Trace Principle: “Plan Ahead and Prepare” Suggested Activities

To prepare for your field trip to Shenandoah National Park, share with your students the mission of the National Park Service. Explain that the mission is to protect and preserve the natural and cultural treasures of the nation for present and future visitors to enjoy. Lead them to understand that they can help protect the beauty and natural resources of Shenandoah National Park by using good environmental stewardship practices.

- a. Discuss ways they can help protect habitats of Shenandoah (the forests, meadows, and streams) by planning ahead. Have each child draw and color a picture of what they think Shenandoah National Park will look like. Suggest that they include animals and plants they might see. How can they take care of the plants and animal residents of the park?
- b. Attach the picture to a letter home that includes the field trip date, departure time, and the following suggestions about appropriate dress, personal needs, and behaviors expected for the field trip:

appropriate dress

- long pants – protection from poison ivy, insect bites, scratches
- closed sturdy shoes – avoid stubbed toes, scratches, lack of stability
- layered clothing – prepare for cold, wet, changeable weather (often 10 degrees cooler with unpredictable rain)

personal needs

- lunch
- caps, sunscreen or lotion
- insect protection and/or medicine if needed and approved

appropriate behavior

- eating snacks, utilizing restrooms, and consuming water before leaving for the hike
- properly disposing of trash and recycling as many items as possible, use recyclable storage containers in lunches
- being respectful to the animals, plants, and other visitors
- quietly enjoying the outdoor classroom of the park
- leaving things as they are found so that future visitors may enjoy them
- caring for animals and plants by not feeding, picking, littering, or digging

Shenandoah National Park Field Trip

The in-park program will generally take a minimum of 2 hours. Plan for adequate travel time from your school to meet the ranger at the scheduled time and location in the park. For an effective learning experience, please remember the following:

- Bring enough competent chaperones to assist on the field trip. The park requires 1 adult for every 10 students.
- Review appropriate dress and behavior for the field trip and remind students they will still be in school while at the park.
- Divide into groups of 10 or less and assign chaperones to groups before arriving at the park. Provide nametags for all participants, including adults.
- Plan for lunch. School groups are welcome to picnic in the park after the program. Picnic areas offer picnic tables and restrooms, but there are no shelters for inclement weather.

The *Come To Your Senses* program is usually done in the Big Meadows area. Travel to Byrd Visitor Center, Milepost 51 on Skyline Drive. Meet the ranger and pick up the backpacks for your group. Have the students take a restroom break. Use the nearby trail and visitor center grounds to complete as many of the following activities as your time permits.

Tasting exercise: Trail mix feast

Time: 10 minutes

Materials: The trail mix prepared back in the classroom (pre-visit Activity 5)

Basics: Students revisit the tasting sense here in the park, in a controlled way.

Procedure: Dig in! Have them point out which items are natural and which are prepared. Compare descriptors: salty, sour, sweet, etc.

Safety message: *Beware of nut allergies in your group. Remind students to NOT pick and eat things they find in the park because some wild plants, leaves, nuts, and berries are poisonous to people. Animals can eat almost any kind of wild plant and not get sick, but people cannot!*

Visual Exercise: Color search

Time: 15 minutes

Materials: Story: *How Color Came To the Earth* (attached) and laminated pieces of colored construction paper

Basics: Students hear a story and search for the colors of the rainbow.

Procedure: Read the story of a native boy and an eagle then give each student a piece of colored construction paper. Have them search for natural objects (plants, animals, rocks) that have that color in it!

Shenandoah National Park Education Program

Smell Exercise: Take time to smell the flowers

Time: 15 minutes

Materials: Film canisters filled with natural fragrances and Key Card for ID

Basics: Smell and describe natural fragrances

Procedure: Use film canisters containing fragrances found in the park: licorice-anise, strawberry, mint, Sassafras roots (root beer), maple. Have students sit in a circle and pass the film canisters around. Call on students to describe the smells and guess what the smells are from.

Touch Exercise: Reach out and touch something

Time: 15 minutes

Materials: Clipboards, pencils, the Touch Form (attached)

Basics: Students go on a scavenger hunt using their sense of touch.

Procedure: Have students pick partners and have them sit together. Ask them to touch the ground and tell you how it feels. Is it hot? Cold? Dry? Wet?

Set boundaries for where the students can search and have them find examples of things on the Touch Form. Have them come back and share what was found and felt with the whole group. Were the things sharp or dull, heavy or light, rough or smooth?

Safety message: Please remind students not to pick live plants and to be very careful of the objects around them. Watch for poison ivy - leaves of 3, let it be!

Hearing Exercise: Sound map

Time: 15 minutes

Materials: Back (blank side) of *Touch Form*, pencils, and clipboards

Basics: Students will draw a "map" of the sounds they hear around them.

Procedure: Ask the students, "Why is listening important? Think of those animals that hunt at night. How important is the animal's hearing?" Have students sit on the ground and close their eyes. Ask, "What animals can you hear? What other sounds can you identify?" After they have had a chance to listen, have them draw their "sound map." They should draw themselves in the middle of the page and draw the sources of the sounds they hear around them (car, plane, bird, wind in the leaves, etc.).

Optional by request: The Mystery Box

The Mystery Box contains natural items such as feathers, acorns, antlers, and shells, for the students to examine with the sense of touch. Items can be divided up between groups. Select a student to wear a blindfold (or keep eyes closed) and sit in front of each group. Give the blindfolded student a bag with a natural object from the Mystery Box inside it. Instruct the student to keep the object in the bag. Direct the other students to ask questions about the object. Example: "Is it from a plant or animal? What shape is it? Does it feel rough or smooth?" Ask the blindfolded student to use the sense of touch to answer the other students' questions. Have students guess the object. Repeat the activity as time allows, by rotating the objects between groups.

Post-Visit Activities

Following your field trip to Shenandoah National Park, incorporate as many of the following post-visit activities as possible into your lesson plan to conclude the unit of study. Give the students the Senses **Post-Visit Assessment**. Record the class scores on the **Pre-Visit/Post-Visit Score Sheet**. Complete the **Program Evaluation Form**. Return the program evaluation, pre/post-visit score sheet, and if possible, copies of student worksheets, artwork, and writing to:

**Shenandoah National Park
3655 US Hwy 211 East
Luray, VA 22835
Attention: Education Office**

1. What did you discover at Shenandoah National Park?

Have students dictate an Experience Chart story. The teacher writes student sentences describing what they did, saw, heard, and smelled in Shenandoah National Park. Ask them to conclude with a sentence about how they felt in the park.

Mount individual pictures and/or photographs around the story, or have the class create a large painted mural with 3-D flowers and Shenandoah animals attached.

Have students draw and color something they heard, saw, touched, and smelled while at Shenandoah National Park (at least one thing in each category). Ask them to put in as much detail as possible. You might first discuss how one would illustrate something that is bumpy or smells like a flower. Encourage creativity.

2. NPS Arrowhead Emblem

Display the National Park Service arrowhead emblem (attached) and discuss it. Each image on the arrowhead represents things that the National Park Service protects: plants, animals, scenery, the earth, water, and history (represented by the arrowhead shape). Ask the students to draw the shape or trace around a prepared pattern. Inside their arrowheads, have them draw some of the things they saw, heard, touched, and smelled while at Shenandoah National Park and what they would most like to have protected and preserved. Ask them what are some things that students can do at home to help protect the environment? Lead a discussion on the “three R’s”: reducing, reusing, and recycling.

3. Sing-A-Long

Review the fact that our national parks preserve and protect nature. Ask “To whom do these parks belong?” Share the exciting information that National Parks belong to all citizens so we are all “owners” of the national parks. Lead a sing-a-long of *Shenandoah Is Our Land* (attached) sung to the tune of *This Land is Your Land* by Woody Guthrie. This tune was chosen because it echoes the sentiments that when you’re in a national park, “this land is your land.”

Shenandoah National Park Education Program

4. Are You My Mother?

Organize groups of 4 or fewer students. Have them choose a Shenandoah animal name for their group. Allow each student to pick colored construction paper and then trace and cut out a flower shape. Glue a small wad of cotton in each center. Add a drop of fragrance – perfume, aromatic oil, or sweet smelling extract – so that each student within a group has a different fragrance. Stems can be supported with floral wire. Students within the groups can share their flowers, using descriptive words to describe the colors and fragrances.

Next, have two groups combine together, asking students to try to find their matching “pair scent.” Once they do, they can pretend they have found and identified their mother (or father, brother/sister). Remind students (see pre-visit activity 6) that many animals, such as the baby deer, identify their moms by scent. Ask them how that would help animals survive in Shenandoah National Park. Are bees, bugs, and butterflies attracted to colors and fragrances? Discuss how that would help flowers survive in nature.

Option: Make bouquets of the fragrance flowers to present to the school principal, secretary, cooks, or chaperones to show students’ appreciation for all they do and for their support of the Shenandoah National Park field trip.

5. Play the Owl and Crow Game. From *Sharing Nature With Children*, by Joseph Cornell (ISBN 1-883220-73-4). Note: This is an active, outdoor game. Safety rules should be established before play.

Divide the group into two teams. Have the teams stand on opposite sides of a rope laid out straight on the ground. One team is the Owls and the other is the Crows. The teacher will say a statement aloud. If it is true, the Owls chase the Crows, if it is false, the Crows chase the Owls. Anyone who is tagged before getting to the home base (a colorful bandanna or adult placed about 10-15 feet behind each team) has to go over to the other side.

True/False statements might include:

- Shenandoah National Park has lions in cages (F)
- Some flowers are red (T)
- Fawns might find their moms with their feet (F)
- Fawns might find their moms by her smell (T)
- Thorns are pokey (T)
- It is OK to waste water (F)
- Rocks are soft (F)
- Shenandoah National Park protects plants and animals (T)
- We should recycle what we can (T)
- It is OK to litter in Shenandoah National Park (F)

Shenandoah National Park Education Program

6. Portfolio Activity

Make copies of the attached worksheets for an end-of-the-unit portfolio activity. You may use this as a unit final evaluation, confirmation of student learning, or portfolio page. Below is a suggested rubric. Provide each student with a copy of the worksheet and encourage creative writing and thoughtful artwork.

		Points possible	Student totals
Page #1	Experience shared	40	
Page #2	Facts learned	40	
Page #3	Expression of future behaviors - Environmental thoughts	20	
	Total points	100	

Unit Assessment

1. Observe and document student interaction, discussion, behavior changes, pictures, written work.
2. Evaluate pictures and sentences based on effort and correct number or pre-determined and posted criteria.
3. Administer the *Come To Your Senses* unit pre-visit/post-visit assessments and document student scores.
4. Utilize the portfolio activity rubric to evaluate learning.

Going Further

1. Make “Feely Books” to share with the school library

Prepare a box of fabric samples, nature items, etc. for students to use. For each child: staple 4 pages of durable paper in the form of a book with a sturdy cardboard covering (i.e.: cereal box insides). Have students copy from the blackboard a title on each page: FUZZY, ROUGH, SMOOTH, and SOFT. From the box or items brought from home, have students paste items to illustrate the words. They can color a picture on the cover to illustrate their trip to Shenandoah National Park. The library might be delighted to display a rotating exhibit of these books. Additional books could be made for: Things of Color, Animal Sounds I Heard, Things That Move.

2. Let’s Recycle, Reuse, and Conserve!

Have the students make a “Let’s Recycle, Reuse, and Conserve” collage poster for your school and display it in the hall. Recycle what? Reuse what? Conserve what? Have a container placed under the poster to gather recycled cans and bottles – at least for a month.

Place a container or box in the classroom marked “recycled paper.” Instruct students to place used/unwanted paper in the container rather than the waste basket. Weigh the paper at the end of a month. Discuss the impact on trees and the value of recycling.

Shenandoah National Park Education Program

Provide students with rubber gloves and take the class to the playground daily for a week to clean up litter, recycle cans and bottles, etc. Make a daily graph to show results.

References

Brown Bear, Brown Bear, What Do You See?, Martin, Bill Jr. and Carle, Eric.

Enhanced Scope and Sequence - Kindergarten, Virginia Department of Education, 2005
<http://www.doe.virginia.gov/VDOE/EnhancedSandS/science.shtml>

Paso Partners: Five Senses
<http://edtech.kennesaw.edu/web/5senses.html>

The Early Childhood Almanac, Newman, Dana and Laughlin, Sarah, Center for Applied Research in Education, NY, 1998, p. 165.

Sharing Nature With Children, Joseph Cornell, cc 1998, p. 78
<http://www.sharingnature.com/nature-activities/awaken-enthusiasm.php>

This Land is Your Land, by Woody Guthrie, lyrics and music
<http://kids.niehs.nih.gov/lyrics/thisland.htm>
http://www.woodyguthrie.org/Lyrics/This_Land.htm

**Pre-Visit Motivational Activity #1
Schoolyard Scavenger Hunt**

Name _____

<p>1) a flower or natural object that has your favorite color</p>	<p>2) something you touched that was rough</p>
<p>3) a thing or animal that made a funny or loud sound</p>	<p>4) something in nature that smelled either good or bad</p>

Pre-Visit Activity #7
What Do You See In A National Park?

Cut out squares and have students sort by 1) national park or 2) other places

1) classroom



2) bear



3) ranger



4) zoo



5) birds



6) owls



Shenandoah National Park Education Program

7) trees and streams



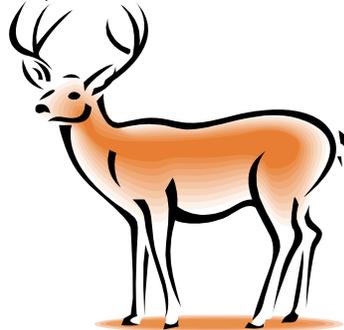
8) playground



9) restrooms



10) deer



11) campgrounds



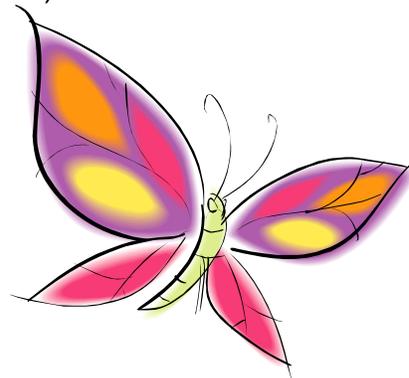
12) apartments



13) trains



14) butterflies

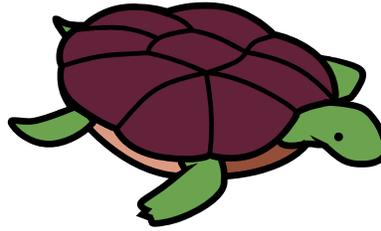


Shenandoah National Park Education Program

15) clowns



16) turtles



17) wildflowers



18) American flag



19) families



20) farms



On-Site Activity: Visual Exercise
Story: *How Color Came To the Earth*

Once there was a young American Indian boy who lived with his mother and father with a small band of people, far away from any other bands or tribes. Where he lived, there was no color – everything was in black and white. In his band, there were no other children his age. All of his friends were animals. Animals of the ground, the birds of the sky, and the fish in the stream were all his most trusted friends. He ran with the deer and swam with the fish, but his deepest wish was to fly with the great birds of the sky.

When the boy spoke with the great Bald Eagle, the Bald Eagle told him that flying was impossible for a boy. When the boy asked if he could ride on the eagle's back, the eagle said that he was too large. But the boy begged, and after many months, the eagle decided to try to give the boy a ride on its tack.

Feeling proud and excited, the young boy climbed up onto the eagle's back. Then the great bird flapped its might wings and slowly rose into the sky with her first passenger. They were doing it, they were flying! Up, up, and beyond the wide mountains, over the rivers and around the lakes they soared. When the eagle brought the boy back to the earth, the boy begged for even more rides. So in the days that followed, the eagle took the boy on many rides to faraway places, returning always to the boy's homeland.

After many days of glorious rides, the boy began to feel that he was actually flying along with the eagle. The eagle was glad to have the company, and the boy was not as heavy as the eagle had feared. They discovered many new places and things together. As they flew along, the eagle and the boy talked of things each knew of. The eagle told the boy of swooping down from high in the sky to catch a fish just beneath the surface of a lake. The boy told the eagle of building a fire to cook with, using spears to catch wild game, and how they gathered plants so that his family could eat. The boy and the eagle become close, inseparable friends.

One day the eagle and the boy were flying across the land when a sudden storm came up, soaking the two friends. Both thought it was a wonderful thing. They talked about how great it was to ride through the sky during a rainstorm. Then suddenly, straight ahead, the boy saw a brightly colored rainbow. Both the boy and the eagle were speechless because of the beauty of the rainbow. The rainbow had something the land didn't have – it had glorious colors! Dazzled by the beauty, the eagle turned its wings to avoid the rainbow. But it was too late. Both the eagle and the boy crashed into that beautiful rainbow, shattering it to hundreds of thousands of pieces. All those pieces fell to the earth, and scattered all over the land and sea.

When the boy and the eagle landed, they were very worried about what they had done. They saw members of the boy's band running to gather as many pieces of the rainbow as they could, and they were celebrating! Celebrating the first day of color. But the band could not gather all the pieces of the rainbow, for the plants and animals, the rocks and the waters began to soak up the colors, and today those colors are here for all of us to see.

Do you know where the boy and the eagle were when they crashed into that rainbow? The answer is, in the sky above where we are now. Remember when I said that not all pieces of that rainbow were soaked up when they hit the ground? That people had picked up some of the pieces? Well, a few of the rainbow pieces still exist, and in this bag I have some of those pieces. Let us each choose a color and look around us to see if we can find that color in the plants and animals around us.

Teacher contribution – source unknown

Shenandoah National Park Education Program

On-Site Activity: Touch Exercise

Touch Form

HARD	SOFT	COLD
SMOOTH	ROUGH	WARM
WET	DRY	HOT

Touch Form

HARD	SOFT	COLD
SMOOTH	ROUGH	WARM
WET	DRY	HOT

Post-Visit Activity #2
NPS Arrowhead Emblem



**Post-Visit Activity #3
Sing-A-Long**

Shenandoah Is Our Park
(sung to the tune of *This Land is Your Land*)

Chorus:

**Shenandoah is your park, Shenandoah is my park
From Front Royal entrance to the Rockfish station;
There's beauty and nature in the Blue Ridge Mountains
This park is yours and mine to love.**

Verse:

**So let's protect it, it'll be here tomorrow
A place for all to come enjoy;
A place for caring, a place for sharing
This park is yours and mine to love.**

Chorus:

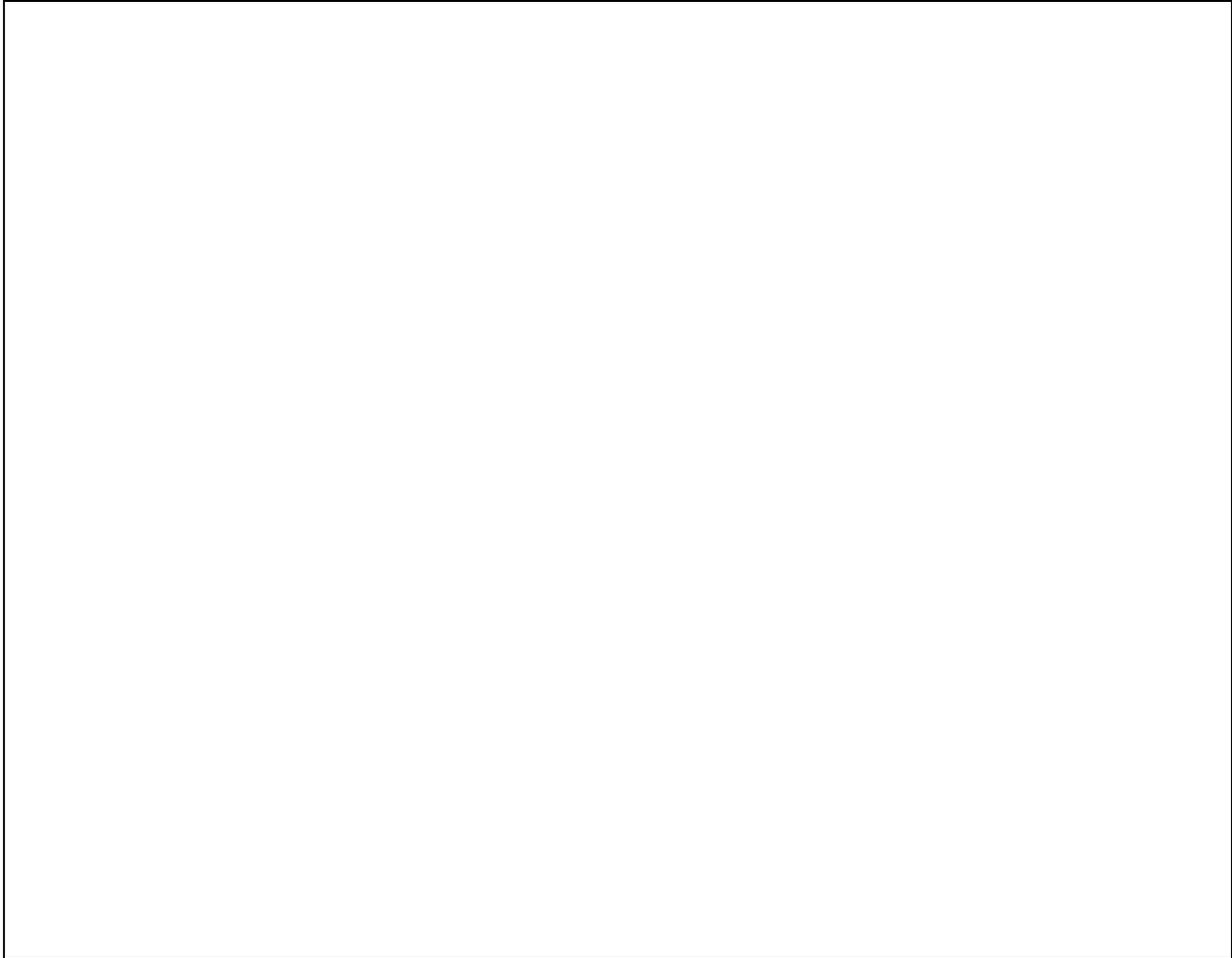
**Shenandoah is your park, Shenandoah is my park
From Front Royal entrance to the Rockfish station;
There's beauty and nature in the Blue Ridge Mountains
This park is yours and mine to love.**

**Post-Visit Activity #6
Come to Your Senses Portfolio Page**

Name: _____ Date: _____

School: _____ Teacher: _____

1. Draw a picture of Shenandoah National Park. Did you see mountains, deer, or birds? Write a sentence to tell why you like SNP.



**Post-Visit Activity #6
Come to Your Senses Portfolio Page**

Name _____

2. Draw a picture of something you learned or an activity you did on your trip to Shenandoah National Park. Write a sentence to describe it. Did you have fun?



**Post-Visit Activity #6
Come to Your Senses Portfolio Page**

Name _____

3. Is it important for us to be good stewards of our world? Did you learn about some things you can do to help? Draw a picture of you practicing good stewardship. (either now or when you grow up) Write a sentence about it.

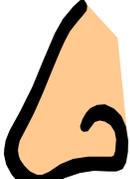
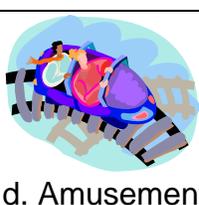


**Come to Your Senses
Pre-Visit/Post-Visit Assessment**

Note: This pre/post-test can be administered by reading the question aloud and having students mark a colorful "X" on the correct answer in each line.

Name _____

Date _____

<p>1. What does a person use to smell the flowers?</p>	 a. Tongue	 b. Nose	 c. Eyes	 d. ears
<p>2. When you touch someone, you use your _____.</p>	 a. Eyes	 b. Hand	 c. Ears	 d. Nose
<p>3. What part of the human body do we use to taste?</p>	 a. Tongue	 b. Ears	 c. Arm	 d. Hand
<p>4. What would you use to see the green trees and pretty flowers in Shenandoah?</p>	 a. Ears	 b. Arm	 c. Tongue	 d. Eyes
<p>5. Which place would you most likely see a park ranger?</p>	 a. A national park	 b. Zoo	 c. School	 d. Amusement park

Shenandoah National Park Education Program

<p>6. What would feel fuzzy in Shenandoah National Park?</p>	 <p>a. Rainbow</p>	 <p>b. Rocks</p>	 <p>c. Thorn</p>	 <p>d. Caterpillar</p>
<p>7. What can you see that has a lot of colors?</p>	 <p>a. Footprints</p>	 <p>b. Rainbow</p>	 <p>c. Bear</p>	 <p>d. Deer</p>
<p>8. Which of these might you see when you come to Shenandoah National Park?</p>	 <p>a. Mountains and hikers</p>	 <p>b. Roller coasters</p>	 <p>c. Pig</p>	 <p>d. Lion</p>
<p>9. What might you hear in Shenandoah National Park?</p>	 <p>a. Rocks</p>	 <p>b. Flowers</p>	 <p>c. Birds</p>	 <p>d. Thorns</p>
<p>10. Where should you put your litter in Shenandoah National Park?</p>	 <p>a. Along the mountain trail</p>	 <p>b. In a stream</p>	 <p>c. In a garbage can</p>	 <p>d. Under rocks</p>

Shenandoah National Park Education Program

**Come To Your Senses
Pre-Visit/Post-Visit Assessment
Answer Key**

1. What does a person use to smell the flowers?
b. Nose
2. When you touch someone, you use your
b. Hand
3. What part of the human body do we use to taste?
a. Tongue
4. What would you use to see the green trees and pretty flowers in Shenandoah?
d. Eyes
5. Which place would you most likely see a park ranger?
a. A national park
6. What would feel fuzzy in Shenandoah National Park?
d. Caterpillar
7. What can you see that has a lot of colors?
b. Rainbow
8. Which of these might you see when you come to Shenandoah National Park?
a. Mountains and hikers
9. What might you hear in Shenandoah National Park?
c. Birds
10. Where should you put your litter in Shenandoah National Park?
c. Garbage can