TRT: Stephanie Massaro

Original LP on Ed Portal: <http://www.nps.gov/samo/forteachers/classrooms/national-park-legacy-adventurers-grades-4-5.htm>

**\*\*Park Name**

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| [Santa Monica Mountains National Recreation Area](http://www.nps.gov/samo/index.htm) |

**\*\*Lesson Plan Title (255 characters maximum)**

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| **National Park Legacy – Adventurers (Grades 4 - 5)** |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

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| This is a classroom based, free teacher led program. National Park Legacy Adventurers is designed for fourth and fifth graders so they can go on an exploration of National Park Sites and learn about National Parks. Lesson plans include reading, writing, drawing and presenting activities. Activities focus on geographic contrast and finding information by using maps. |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

 X Upper Elementary: 3rd Grade Through Sixth Grade

\_\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_\_ Social Studies

\_\_\_ Math

\_\_\_ Science

X\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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| http://www.nps.gov/common/uploads/teachers/assets/images/pwr/park/samo/9FBDF546-155D-4519-3ED1F51B9EE39412/9FBDF546-155D-4519-3ED1F51B9EE39412.jpg |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

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| Park brochures provide us a window into the resources and assets parks protect. |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to** [**http://www.corestandards.org/**](http://www.corestandards.org/)

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| **Grade Level: 4 Subject Area: English Language Arts****Common Core Standards:** [CCSS.ELA-Literacy.RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/)Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.[CCSS.ELA-Literacy.RI.4.5](http://www.corestandards.org/ELA-Literacy/RI/4/5/)Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.[CCSS.ELA-Literacy.RI.4.7](http://www.corestandards.org/ELA-Literacy/RI/4/7/)Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| **Grade Level: 5 Subject Area: English Language Arts****Common Core Standards:** [CCSS.ELA-Literacy.RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/)Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.[CCSS.ELA-Literacy.RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/)Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. |

**\*\*State Standards:**

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| **State Subject Grade Level** **State Standards** |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_X\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_\_\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

\_\_X\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

\_\_X\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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| http://www.nps.gov/samo/forteachers/classrooms/loader.cfm?csModule=security/getfile&pageID=622640 |

**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

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| 45 – 60 minutes |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| National Park Legacy introduces the concepts of National Parks, geography, preservation and history to fourth and fifth graders. Students can work together in groups or work alone and then share what they learned with others through written and/ or oral reports. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| 1. Culture: the sum total of ways of living built up by a group of human beings and transmitted from one generation to another
2. Inheritance: something, as a quality, characteristic, or other immaterial possession, received from progenitors or predecessors as if by succession
3. Legacy: anything handed down from the past, as from an ancestor or predecessor
4. Lifeway: any of the customs and practices of a culture.
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**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| 1. Load YouTube Video “America’s Best Idea” https://www.youtube.com/watch?v=LkZNgV-Mqoo&list=PL378A5AC6067623D6&index=23
2. Request ahead of time from various other parks, including Santa Monica Mountains, official park brochures at no cost.
3. Make copy of reading and student worksheet for each student
4. Have copies of 2 park brochures attached printed for groups or available on laptop, tablet, or projector for guided discovery
 |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| 1. Quick 2:33 video of images of National Parks over music from the PBS documentary America’s Best Idea <https://www.youtube.com/watch?v=LkZNgV-Mqoo&list=PL378A5AC6067623D6&index=23>
2. Have students share stories of any National Parks they have visited. What kind of landscape or environment did they see? Did they see a landscape or environment that was different from their home environment?
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**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc.**

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| 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 the worksheet questions in a national park service 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 the parts of the worksheet and then share what they have learned. Additional information is available on the internet at [www.nps.gov](http://www.nps.gov)
3. Oral Report- (Individual or Group) - Individuals or groups 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 historical 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. Have students refer specifically to evidence in text for their report.
4. Wrap up - Pass out copies of the Santa Monica Mountains National Recreation Area brochure and invite the students to visit this national park here in Los Angeles with their families.
 |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

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**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

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| --- |
| Lesson Plan |

**Summary (how does the material function in the lesson?):**

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| --- |
| Teacher Instructions/Procedure, student reading and student worksheet |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| http://www.nps.gov/samo/forteachers/classrooms/loader.cfm?csModule=security/getfile&pageID=622640 |

**Material #2**

**Title (255 characters maximum):**

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| Cape Lookout NPS Brochure |

**Summary (how does the material function in the lesson?):**

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| One of the brochures needed for guided discovery |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| http://www.nps.gov/calo/planyourvisit/upload/Cape-Lookout-color-park-brochure\_2007.pdf |

**Material #3**

**Title (255 characters maximum):**

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| Harpers Ferry Brochure |

**Summary (how does the material function in the lesson?):**

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| Brochure needed for student guided discovery |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| http://www.nps.gov/hafe/supportyourpark/upload/HAFE-Brochure-2011.pdf |

**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| Complete reading by chunking, or reading one paragraph at a time. Have students underline difficult words and brainstorm together synonyms or look at context clues for meaning.  |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| Have the students create their own national park. Draw pictures, create their own park map, make a post card, send an email etc. |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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| Contact national parks and request brochures for additional guided discovery materials. Or look at some online by searching “NPS brochures” or “National Park Service Brochures”  |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

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