

Teacher's Supplement



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Teacher's Guide for *Faces: Jewels of the World's National Parks*

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OVERVIEW

*In this magazine, readers will learn details about national parks located around the world. **Faces: Jewels of the World's National Parks** includes*

information about the diversity of physical geography throughout the parks and explores how and why people interact with the parks.

ESSENTIAL QUESTION:

Why are national parks important to preserve?

READ MULTIPLE ARTICLES PAGES 4 – 13

[illegible]

Key Vocabulary
CCSS.Reading.4

Common Core Connections to teach
reading and writing standards
CCSS.Writing.1, 2, 3 & 6

A diagram illustrating the interconnectedness of three components: Social Studies Content, Core Literacy, and Articles. The components are represented as interlocking gears. Social Studies Content is a red gear at the top, Core Literacy is a blue gear at the bottom left, and Articles is a purple gear at the bottom right. Arrows indicate a clockwise flow: from Social Studies Content to Core Literacy (orange arrow), from Core Literacy to Articles (blue arrow), and from Articles back to Social Studies Content (purple arrow).

READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.InfoText.1)

Describe Relationships (CCSS.InfoText.3)

Analyze Text Structure (CCSS.InfoText.5)

Interpret Visual Information (CCSS.InfoText.7)

Summarize (CCSS.InfoText.2)

Determine Word Meaning (CCSS.InfoText.4)

Understand Author's Point of View (CCSS.InfoText.6)

Explain Reasons and Evidence (CCSS.InfoText.8)

FOCUS STANDARD: CCSS.InfoText.9: Integrate Ideas and Information

Have students read multiple articles on the same topic from this magazine to build knowledge and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (CCSS.SpeakListen.1, 2, 4).

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

Whole Class: Launch with the essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content. See the **Mini-Unit** section of this guide (pgs. 15 – 18) as well as the **Article Pages** (pgs. 4 – 13) for ways to incorporate writing into your instruction.



The idea of protecting land for the sake of its natural beauty has been around since the 16th century's Ming Dynasty. Throughout the years, countries and governments worldwide have continued this effort. Although some parks are new or vary in size, each one offers something unique to visitors.

ESSENTIAL QUESTION

Why are national parks important to preserve?

SOCIAL STUDIES CONCEPT

Regions around the world display great diversity in physical geography.

CROSS-CURRICULAR EXTENSION

Science

Research the animals that live in the 4 habitats (i.e., parks) mentioned.

KEY VOCABULARY

contiguous (p. 9) used to describe things that touch each other or are immediately next to each other

indigenous (p. 9) produced, living, or existing naturally in a particular region or environment

dormant (p. 9) not active but able to become active

topography (p. 10) the features (such as mountains and rivers) in an area of land

PREPARE TO READ

The title of this article refers to four national parks. Predict where the biggest/smallest parks are located. Predict where the oldest/newest parks are located.

CLOSE READING QUESTIONS

- Underline details from the text that explain why logging and hunting are prohibited at Bogd Khan Mountain.
- Highlight details from the text that explain why one of the parks is described as “the lungs.”
- How is Penang National Park aiding animal species? Cite evidence from the text to support your answer.

COMMON CORE CONNECTIONS

Summarize Key Details *CCSS Reading 2*

Using details from the article, construct a table listing important information about each park such as location, habitat, average temperature, etc. Use the information to compare and contrast the parks.

Analyze Text Structure *CCSS Reading 5*

What text structure did the author choose to use (cause/effect, comparison, problem/solution, or chronology)? How is this evidenced in the title and throughout the article?

Writing Narratives *CCSS Writing 3*

Assume you are one of these people: a monk from the Manzushir Monastery, a Sirius patrol member, or an indigenous person from Penang National Park. Write about your experience working and living in these places. Examine your attitude toward the park system.

A scenic view of a turquoise lake in a mountain valley, with a small teddy bear sitting on a rock in the foreground. The text "A HOT DISCOVERY" is overlaid at the bottom.

But when Tim and McCauley first met, says McCauley, both the partners and the company were in a "dark place." The company was struggling to stay afloat, and the partners were "stagnant and shut out from every avenue of contributing value to the company." The company was "stagnant and shut out from every avenue of contributing value to the company." The company was "stagnant and shut out from every avenue of contributing value to the company."

Three railroad workers in search of gold stumbled upon something more precious: a hot spring that led to the founding of Banff National Park. With over 1,000 miles of trails, Banff National Park provides ample opportunity to explore Canada's outdoors.

ESSENTIAL QUESTION

Why are national parks important to preserve?

SOCIAL STUDIES CONCEPT

Individuals may shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science/Social Studies

Research to find out where hot springs can be found across North America. What do these places have in common?

KEY VOCABULARY

sulfur (p. 13) a yellow chemical element that has a strong, unpleasant odor when it is burned and is used in making paper, gunpowder, medicine, etc.

cavern (p. 13) a large cave

boreal (p. 14) a subarctic area of northern Eurasia and North America located just south of the tundra and covered largely with coniferous forests dominated by firs and spruces

PREPARE TO READ

Summarize what you know about mining in the 1800s. What were prospectors searching for? Where? Why? What were the effects of the prospectors on the physical geography of the land?

CLOSE READING QUESTIONS

- Using details from the article, create a sketch of how hot springs form.
- Highlight details from the text that explain what the problem was with the railroad workers' plan.
- Who solved the dispute? How? Cite details from the text to support your answer.

COMMON CORE CONNECTIONS

Analyze Relationships *CCSS Reading 3*

Trace the development of Canada's National Park system by constructing a flow chart starting with the three railroad workers.

Evaluate Evidence *CCSS Reading 8*

Locate evidence in the text supporting the idea that the three men were correct in thinking that people would pay to visit the hot springs. Is it sufficient evidence? What additional evidence could be added?

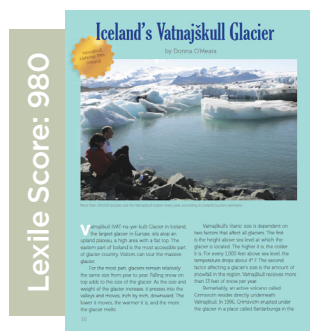
Collaborate/Analyze Point of View *CCSS Speaking & Listening 1/Reading 6*

In your opinion, who should have been given the rights to the hot springs? How does the government's point of view compare to the workers'? Get into small groups. Have several students represent the government and others represent the workers. Then, argue the issue of ownership using details from the text to support your claims.



ARTICLE: Iceland's Vatnajökull Glacier

Magazine pages 16 - 17, Expository Nonfiction



Iceland's Vatnajökull Glacier is unique not only because it is a glacier but also because it rests on top of an active volcano. When a volcano erupts beneath a glacier, there can be devastating consequences.

ESSENTIAL QUESTION

Why are national parks important to preserve?

SOCIAL STUDIES CONCEPT

Environmental characteristics make places similar and different.

CROSS-CURRICULAR EXTENSION

Math/Science

Find the elevation where you live and compare it to Iceland's elevation. Calculate the average temperature difference based on elevation.

KEY VOCABULARY

glacier (p. 16) a very large area of ice that moves slowly down a slope or valley or over a wide area of land

torrential (p. 17) coming in a large, fast stream

surge (p. 17) to suddenly increase to an unusually high level

PREPARE TO READ

Locate Iceland on a world map. Discuss its relative and absolute location. What can you predict about weather and geography from the map?

CLOSE READING QUESTIONS

- Use details from the article to sketch how a glacier forms and moves.
- Underline two factors affecting all glaciers.
- Highlight details from the text that explain what the results of the volcanic eruptions were.

COMMON CORE CONNECTIONS

Make Inferences *CCSS Reading 1*

What can you infer from the following statements?

- The volcano beneath the glacier is active.
- There was catastrophic flooding after the last eruption.

Evaluate Evidence *CCSS Reading 8*

Locate evidence in the text supporting the idea that a volcanic eruption is extremely powerful. What additional evidence could be added? Is the evidence powerful enough to deter someone from visiting the glacier?

Research & Write Arguments *CCSS Writing 1 & 7*

Iceland's glacier seems to be surviving even though a volcano threatens to blow it apart. In the U.S., the glaciers seem to be rapidly disappearing. How can there be this disparity? Conduct short research to find out the status of glaciers. Argue whether or not glaciers will disappear in the near future.

ARTICLE: A Hiker's Paradise

Magazine pages 18 - 21, Expository Nonfiction

Lexile Score: 1090



A HIKER'S PARADISE

Considered one of the most beautiful of 11 National Parks in England and Wales, Snowdonia is a working landscape. It is a hiker's paradise, with some of the most spectacular views in the country. The park is a hiker's paradise, with some of the most spectacular views in the country. The park is a hiker's paradise, with some of the most spectacular views in the country.

Snowdonia is one of 11 national parks in England and Wales. Unlike most national parks, Snowdonia is a working landscape. Because of the wide variety of breathtaking views, it draws millions of visitors each year. Agriculture remains the main occupation in the area and a history of slate mining can also be seen.

ESSENTIAL QUESTION

Why are national parks important to preserve?

SOCIAL STUDIES CONCEPT

A single place or region can display great diversity in physical geography.

CROSS-CURRICULAR EXTENSION

Health/Life Skills

From fire safety to wildlife interaction, park visits require knowledge. Create a list of safety and travel tips for those visiting a park this summer.

KEY VOCABULARY

moorlands (p. 18) a broad area of open land that is not good for farming

coniferous (p. 19) a bush or tree (such as a pine) that produces cones and usually has leaves that are green all year

quarry (p. 19) a place where large amounts of stone are dug out of the ground

PREPARE TO READ

Look at the title and picture on page 18. Hypothesize why a seemingly contradictory photo would accompany this title.

CLOSE READING QUESTIONS

- Based on details from the article, define a working landscape park. How does it differ from most national parks?
- Underline other characteristics of the park that make it unique.
- Highlight details from the text that explain how visitors get around the park.

COMMON CORE CONNECTIONS

Analyze Relationships *CCSS Reading 3*

Complete this cause/effect chart:

Cause	Effect
Millions of visitors per year	
Mining & agricultural activity	
Railroads link quarries to ports	

Summarize Details *CCSS Reading 2*

Create a 2-paragraph summary of the article. Address physical characteristics in one paragraph and human characteristics in the second.

Research and Expository Writing *CCSS Writing 2 & 7*

Research Sir Edmund Hillary. Why is he famous and what is his connection to Snowdonia? OR: Research the wildlife of Snowdonia and find out what happened to the eagles.

ARTICLE: The World's Highest Falls

Magazine pages 22 - 23, Expository Nonfiction



American Jimmie Angel discovered the world's highest falls while working on a geological exploration for the Venezuelan government. His discovery was confirmed by the National Geographic Society 12 years later.

ESSENTIAL QUESTION

Why are national parks important to preserve?

SOCIAL STUDIES CONCEPT

Individuals may shape significant historical change.

CROSS-CURRICULAR EXTENSION

Math

How many feet are in one mile?
Calculate the difference between what Jimmie Angel claimed and the actual height of Angel Falls.

KEY VOCABULARY

tributary (p. 22) a stream that flows into a larger stream or river or into a lake

altimeter (p. 22) an instrument used for measuring the altitude of something

tepui (p. 23) a tabletop mountain or mesa found in South America

PREPARE TO READ

Brainstorm a list of popular waterfalls. Where are they located? Discuss the characteristics that make them tourist destinations.

CLOSE READING QUESTIONS

- Highlight details from the text that explain what Jimmie Angel was searching for.
- Underline details from the text that explain how Angel became stranded.
- When was his discovery verified? By whom? Cite evidence from the text to support your answer.

COMMON CORE CONNECTIONS

Making Inferences *CCSS Reading 1*

Use details from the text to make inferences about the following questions:

- Did Jimmie and his companions survive?
- Why was the National Geographic expedition a dozen years after Angel's? (Look at the historical context.)
- What was the significance of having a journalist lead the verifying expedition?

Determine Word Meaning/Interpret Visual Information *CCSS Info Text 4 & 7*

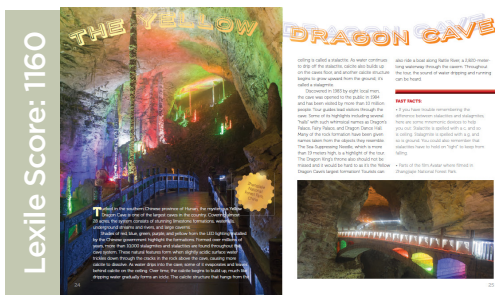
Locate descriptive words used throughout the article. Combine them with the photos to describe the geography of this region.

Research & Expository Writing *CCSS Writing 2 & 7*

Conduct short research into expeditions conducted by the National Geographic Society. Write an expository essay describing the purpose and goal of the society and some of the efforts (i.e. expeditions) they undertook.

ARTICLE: The Yellow Dragon Cave

Magazine pages 24 - 25, Expository Nonfiction



The wonders of the Yellow Dragon Cave in China have only been known for about 30 years. Since its discovery by locals, millions of tourists have come to see the amazing sights of this underground world.

ESSENTIAL QUESTION

Why are national parks important to preserve?

SOCIAL STUDIES CONCEPT

Regions around the world display great diversity in physical geography.

CROSS-CURRICULAR EXTENSION

Math

Calculate how many square feet 28 acres represents.

KEY VOCABULARY

province (p. 24) any one of the large parts into which some countries are divided

calcite (p. 25) one of the commonest minerals, found in a great variety of crystalline forms; a major constituent of limestone, marble, and chalk

whimsical (p. 25) unusual in a playful or amusing way

PREPARE TO READ

Locate Hunan Province on a map of China. Discuss the topography of the province and why a cave system would be there.

CLOSE READING QUESTIONS

- Highlight details from the text that describe who installed the LED lighting and why.
- Using details from the article, describe or sketch the development of stalactites and stalagmites.
- Who discovered the cave? What can you infer from this?

COMMON CORE CONNECTIONS

Determine Meaning *CCSS Info Text 4*

All of the “halls” and rock formations have been given names. Analyze the names chosen and determine the mood/theme these word choices have created.

Analyze Relationships *CCSS Reading 3*

Use details from the text to develop a flowchart that represents the process that resulted in different formations throughout the cave system.

Research & Writing Narratives *CCSS Writing 3 & 7*

Using online resources and the photos accompanying the article, assume you are tasked with naming the newly discovered rock formations. What names would you give them and why?

Lexile Score: 1110



The Roof of the World

by [Author Name]

Mount Everest lies in the eastern Himalayas, the world's greatest mountain chain. The average height above 29,000 feet used to stand during the height of the ice age. The last glacial period, the Himalayas would cover a 100-mile-wide swath of land from New York City to Houston, Texas.

Mount Everest is the world's tallest mountain. Those who attempt to reach the summit face numerous challenges and dangers. Many have lost their lives. But the lure of Mount Everest tempts humans to undertake this quest every year.

Mount Everest is the world's tallest mountain. Those who attempt to reach the summit face numerous challenges and dangers. Many have lost their lives. But the lure of Mount Everest tempts humans to undertake this quest every year.

ESSENTIAL QUESTION

Why are national parks important to preserve?

SOCIAL STUDIES CONCEPT

Geographic features inhibit/facilitate the movement of people.

CROSS-CURRICULAR EXTENSION

Physical Education

Make a plan showing how you train to be in top physical condition for this trip.

KEY VOCABULARY

swath (p. 26) a long, wide strip of land

pinnacle (p. 27) a high mountaintop

arsenal (p. 27) a group of things or people that are available to be used

crampons (p. 27) a sharp-pointed piece of metal worn on the bottom of mountain climbers' boots to make it easier to walk on ice and snow

PREPARE TO READ

Summarize what you know about mountain climbing and the people who do it. Hypothesize why someone would want to risk their life in order to reach the summit of a mountain.

CLOSE READING QUESTIONS

- Use details from the text to create a list of dangers faced by hikers.
- Underline the supplies needed to make the trip.
- Highlight the ratio of attempts to successful climbs.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

The author uses a comparison text structure. List the comparisons found throughout the article. How does this structure help you understand the information?

Understand Point of View *CCSS Reading 6*

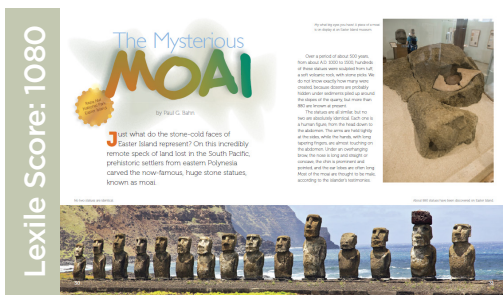
Analyze the word choices used by the author. How does word choice convey tone and mood and reveal the author's point of view on this subject?

Research & Write Arguments *CCSS Writing 1 & 7*

The author states: "In time, humans will learn that Mount Everest is not a playground." Do you agree? Support your stance with facts and details from the article and from additional print and online resources.

ARTICLE: The Mysterious Moai

Magazine pages 30 - 32, Expository Nonfiction



The settlers of Easter Island carved giant statues out of soft volcanic rock. Thought to be both a way to honor ancestors and a protective border between the two worlds, no two statues on this remote island are identical.

ESSENTIAL QUESTION

Why are national parks important to preserve?

SOCIAL STUDIES CONCEPT

Humans adapt to the regions they choose to inhabit.

CROSS-CURRICULAR EXTENSION

Art

Carve a Moai statue out of a bar of soap or other soft material.

KEY VOCABULARY

sediments (p. 30) material (such as stones and sand) that is carried into water by water, wind, etc.

concave (p. 30) having a shape like the inside of a bowl

funerary (p. 31) relating to a funeral or the commemoration of the dead

PREPARE TO READ

Locate Easter Island on a world map. Hypothesize how people came to inhabit the island. Discuss how isolation from others may have contributed to the development of its unique culture.

CLOSE READING QUESTIONS

- Underline details from the text that explain why we don't know how many statues are on the island.
- Use details from the text to create a list of common characteristics of Moai statues.
- Highlight details from the text that explain how we know some statues had nicknames.

COMMON CORE CONNECTIONS

Collaborate *CCSS Speaking & Listening 1*

With a partner, exchange thoughts on what ideas are represented by the following:

- Red stone headdresses
- Statues standing with their backs to the sea
- Nicknames of some statues

Make Inferences *CCSS Reading 1*

What can we infer about Easter Island society from the following:

- The statues were all carved during a 500 year period.
- They have uniform features.
- They were given nicknames.

Research & Expository Writing *CCSS Writing 2 & 7*

Using both print and online resources, conduct short research to find out what happened to the settlers of Easter Island. Then write a short expository essay that explains their fate and/or controversies related to this issue.

ARTICLE: A Dangerous Job

Magazine pages 34 - 36, Expository Nonfiction



The job of park ranger is usually not a dangerous one. But in some parts of the world, it is. In the Democratic Republic of Congo, park rangers have been working under the gun since the 1990s. The park rangers have been working under the gun since the 1990s. The park rangers have been working under the gun since the 1990s.

Virunga National Park in the Democratic Republic of Congo is quite possibly the most dangerous national park. Warring militias, poachers, and charcoal harvesters threaten the existence of the natural resources within the park.

ESSENTIAL QUESTION

Why are national parks important to preserve?

SOCIAL STUDIES CONCEPT

There can be multiple causes and effects of events and developments.

CROSS-CURRICULAR EXTENSION

Language Arts

Using details from the article, write a poem about life in Virunga National Park.

KEY VOCABULARY

militia (p. 34) a group of people who are not part of the armed forces of a country but are trained like soldiers

genocide (p. 34) the deliberate killing of people who belong to a particular racial, political, or cultural group

refugee (p. 34) someone who has been forced to leave a country because of war or for religious or political reasons

lucrative (p. 35) producing money or wealth

PREPARE TO READ

Brainstorm a list of occupations that would be considered dangerous. Look at the title of the article. Hypothesize how being a park ranger in a national park could be dangerous.

CLOSE READING QUESTIONS

- When did the park rangers' work begin to become dangerous? Cite details from the text to support your answer.
- Underline statistics pointing to the decline in animal populations.
- Highlight details concerning three main issues facing park rangers.
- Identify the quotes used in the article. What main or supporting ideas are they associated with?

COMMON CORE CONNECTIONS

Analyze Relationships *CCSS Reading 3*

Locate a cause/effect relationship within the article and explain its meaning.

Evaluate Evidence *CCSS Reading 8*

Find evidence in the article supporting the following claim: People's interactions with the environment are having a negative impact, yet conservation efforts counter some of this impact. Do you feel there is a sufficient amount of evidence in the text to support this claim? If not, what is missing?

Collaborate *CCSS Speaking & Listening 1*

With a partner, discuss what measures can/should be taken to ensure the safety of the park rangers and natural resources.



Three different myths, each told by different indigenous groups, communicate the origin of the Grand Canyon.

ESSENTIAL QUESTION

Why are national parks important to preserve?

SOCIAL STUDIES CONCEPT

Cultural practices, such as oral traditions, are affected by the physical characteristics of a place.

CROSS-CURRICULAR EXTENSION

Art

Depict one of the three myths using a medium of your choice.

KEY VOCABULARY

gorge (p. 42) a deep, narrow area between hills or mountains

deluge (p. 43) a large amount of rain that suddenly falls in an area

rival (p. 44) a person or thing that tries to defeat or be more successful than another

mortal (p. 45) certain to die

PREPARE TO READ

Summarize what you know about myths. Use the title of this article to predict the types of myths you will be reading.

CLOSE READING QUESTIONS

- Highlight details from the text that describe who originally recorded these myths.
- What do you notice about the word discoverer? Why is it written in quotes? Cite details from the text to support your answer.
- Underline the names of the three indigenous groups mentioned in the article.
- Use details from the text to create a list of the main people and/or objects in each myth.

COMMON CORE CONNECTIONS

Analyze Relationships *CCSS Reading 3*

In the Paiute myth, what developments were responsible for the river that flows through the Grand Canyon?

Analyze Text Structure *CCSS Reading 5*

The text includes three distinct myths revolving around the same theme: the creation of the Grand Canyon. Which structure did the author use (i.e. compare/contrast, chronological, etc.)? How did the use of this structure affect your understanding of each myth?

Write Narratives *CCSS Writing 3*

These myths were all written in the third person. Choose one myth and rewrite it as a play, memoir, or monologue.

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

Choose one or more of the topics below. Read the corresponding articles and compare and contrast the information contained in each article. What did each article add to what you know about the topic?

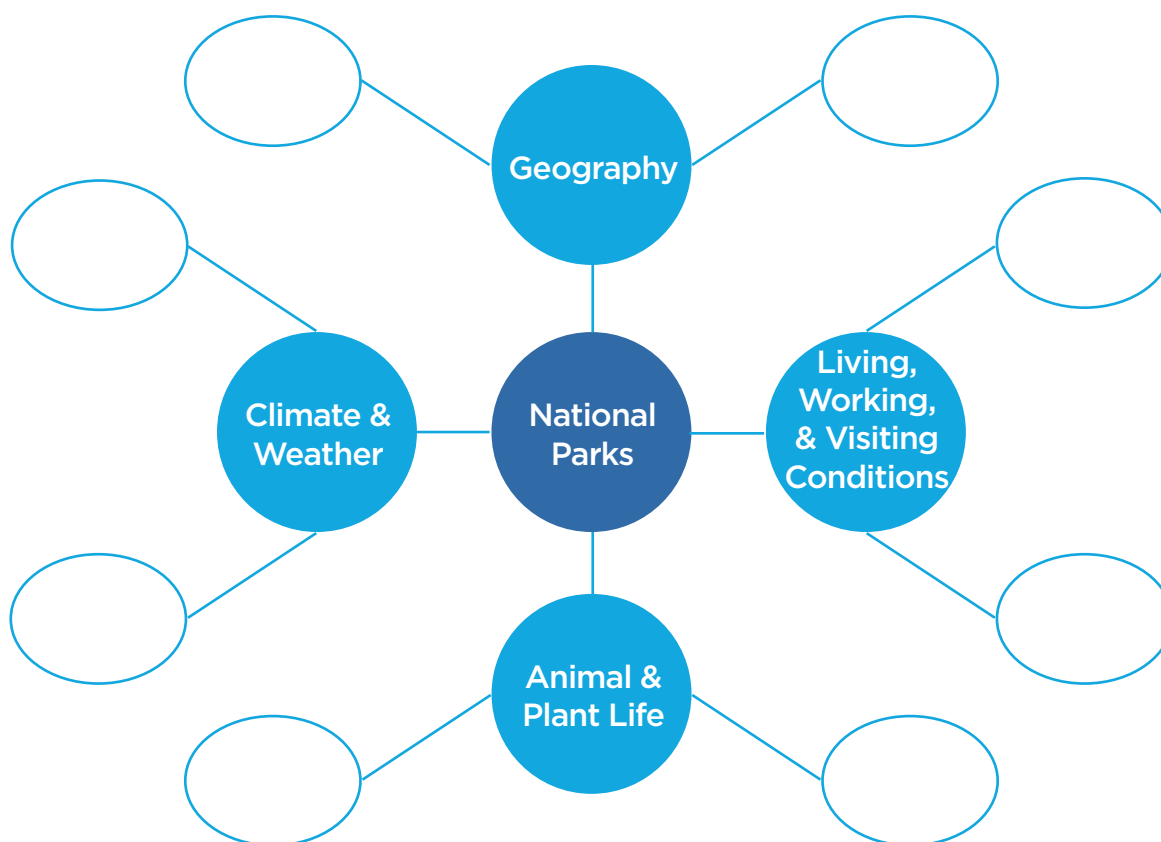
- Compare multiple articles to find out what it is like to live and/or work in a national park.
- Every year, we hear news reports of tragedy in the national parks. Whether it is an accident, animal attack, or natural disaster, danger is a part of visiting a national park. Compare multiple articles to form a list of dangers mentioned in the texts.
- Many of man's greatest inventions and discoveries came about by accident. Reread "A Hot Discovery" and "The World's Highest Falls" to find out how these unique places were discovered. What were people actually searching for?
- Oral tradition and artifacts are two ways people learn about history. Examine multiple articles to find out how these ways and others help us learn about our national parks.
- Most often, when we think of the term "park" we think of a warm place. But many national parks are just the opposite. Compare multiple articles to find out how national parks in colder environments are both similar and different.
- National parks are often created because they offer something unique to visitors. Compare multiple articles to form a list of parks and the unique features of each place.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

In this mini-unit, students will work individually to learn more about the physical and human characteristics of a national park of their choice. Through reading multiple articles and conducting additional research, students will determine which park they would like to visit. Using this knowledge, they will create a travelogue communicating their “experience” of traveling to and through the national park. The theme for this mini-unit is “Wish You Were Here...I’m On Vacation!”

ENGAGE
**READ AND
COMPARE**
APPLY

ENGAGE: Use the following graphic organizer to engage students and find out about their background knowledge of national parks. Instruct students to explain the relationships represented on the graphic organizer. As a group, answer these two questions before proceeding to Read and Compare: Who establishes a national park? What is the purpose of a national park?



Share the essential question:

Why are national parks important to preserve?

READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “Big, Small, New, and Old” (pgs. 8-11) as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they find interesting. Refer to the Article Pages for summaries of each article within *Faces: Jewels of the World's National Parks*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 14 to compare articles using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

ANALYZE RELATIONSHIPS *CCSS Reading 3* National parks are located all over the world. Because of this, there are vast differences in the physical and human characteristics of each place. As you read, compare and contrast these parks to one another.

DETERMINING THEME THROUGH DETAILS *CCSS Reading 1* Each park mentioned in this issue has what you might call “perks” and “problems.” Discuss the distinguishing features of the parks and then infer where the problems lie and what can be done to rectify them.

CITE TEXT EVIDENCE *CCSS Reading 8* Locate evidence in the articles supporting the idea that national parks protect unique environments with a variety of geographic features. Determine whether or not the evidence presented is sufficient for supporting the following claim: people around the world need to continue to work to protect these environments.

APPLY: WISH YOU WERE HERE...I'M ON VACATION!

In this activity, students will construct a travelogue communicating their experience of visiting one of the national parks discussed in this issue. After determining the audience and format, students will research to find details about their park's geography, climate, animal and plant life, or other features that make it unique. The travelogue must present these unique aspects.

STEP 1: Introduction: What is a travelogue?

Explain to students that a travelogue is a personal account of a trip or journey. It includes factual information, but it is a more intimate look at a place than you would find in a travel brochure or travel book because it includes personal impressions of people and places. A travelogue also often includes things like drawings, photos, ticket stubs, or other items from the visit. Lastly, explain that travelogues may take many forms: scrapbook, comic strips, blog, diary, or accordion-style booklet.

STEP 2: Determine Purpose, Audience, and Format

Ask the students to think about what the purpose of their travelogue is and who they expect their audience to be (i.e. visitors, people searching for a good spot to vacation, etc.). Then instruct them to choose a format that is suitable for their purpose and audience.

STEP 3: Research & Plan

Instruct students to choose which of the parks in this issue they would like to visit. Then, have them locate the article in *Faces: Jewels of the World's National Parks* that discusses their park and insert the article title on the Wish You Were Here graphic organizer. Inform students that their travelogue must include at least 6 events from their trip. These events can include preparation for the trip, travel, sightseeing, problems encountered, funny anecdotes, food, accommodations, etc. Ask them to think about what items they could collect to represent these events (e.g. maps, pictures, tickets, etc.). (If a student is making a comic strip, these items need to be included in the illustrations.) Lastly, ask students to complete the graphic organizer using their focus article and additional research from both print and online resources.

STEP 4: Sketch & Create

Instruct students to sketch a rough draft of their travelogue, focusing on layout. Where will your text, images, or illustrations go? Where will your collected items and/or drawings be placed?

STEP 5: Share

Ask students to present their travelogues to the class.

NAME: _____

Mini-Unit Graphic Organizer

“WISH YOU WERE HERE” PLANNER

1. Fill in the name of your focus article.
2. Find four sentences from the article that interest you. Write them in the quote boxes.
3. On the lines below each box, write down ideas about how you could represent those aspects of the park in your travelogue (i.e. drawing, recipe, photo, map, price tag, etc.).

FOCUS ARTICLE: _____

Additional Details from Research

Detail	Ideas for Representation in Travelogue

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:

ARTICLE 2:

ARTICLE 3:

altimeter an instrument used for measuring the altitude of something

*Measuring the falls with his planes **altimeter**, Angel insisted that the falls were a mile high. (p. 22)*

arsenal a group of things or people that are available to be used

*Today's climbers use an **arsenal** of equipment. (p. 27)*

boreal a subarctic area of northern Eurasia and North America located just south of the tundra and covered largely with coniferous forests dominated by firs and spruces

*The Nahanni Reserve in the Northwest Territories has a unique limestone cave system and protects many **boreal** wildlife species. (p. 14)*

calcite one of the commonest minerals, found in a great variety of crystalline forms; a major constituent of limestone, marble, and chalk

*As water continues to drip off the stalactite, **calcite** also builds up on the cave's floor, and another calcite structure begins to grow upward from the ground; it's called a stalagmite. (p. 25)*

cavern a large cave

*Below the surface were a **cavern** and a pool of water. (p. 13)*

concave having a shape like the inside of a bowl

*Under an overhanging brow, the nose is long and straight or **concave**, the chin is prominent and pointed, and the ear lobes are often long. (p. 30)*

coniferous a bush or tree (such as a pine) that produces cones and usually has leaves that are green all year

*The varied landscape has meadows, rough mountain grazing, woodlands, and **coniferous** forests. (p. 19)*

contiguous used to describe things that touch each other or are immediately next to each other

*Established in November 2015, it is the final link in the 6.7 million acre Andes-Amazon Conservation Corridor, the largest **contiguous** protected area in the Amazon. (p. 9)*

crampons a sharp-pointed piece of metal worn on the bottom of mountain climber's boots to make it easier to walk on ice and snow

*Today's climbers use an arsenal of equipment: ...plastic boots with warm inner linings; **crampons**; ice axes; and strong, lightweight ropes. (p. 27)*

deluge a large amount of rain that suddenly falls in an area

*The Hualapai, however, who dwelt within the canyon, said that the river was the runoff from an Earth-covering **deluge** like the one Noah knew. (p. 43)*

dormant not active but able to become active

*The park's lowland volcanic mountains are not found anywhere else in the Amazon and include El Cono, a 1,600 foot (488 m) **dormant** volcano. (p. 9)*

funerary relating to a funeral or the commemoration of the dead

*It is known that the statues represented high-ranking ancestors and often acted both as their **funerary** monuments and as a way to keep their memory alive. (p. 31)*

genocide the deliberate killing of people who belong to a particular racial, political, or cultural group

*Roving militias have been warring inside the park since the 1994 **genocide** in neighboring Rwanda. (p. 34)*

glacier a very large area of ice that moves slowly down a slope or valley or over a wide area of land

*Vatnajökull (VAT-na-yer-kull) Glacier in Iceland, the largest **glacier** in Europe, sits atop an upland plateau, a high area with a flat top. (p. 16)*

gorge a deep, narrow area between hills or mountains

*This trail was the canyon **gorge** of the Colorado. (p. 42)*

indigenous produced, living, or existing naturally in a particular region or environment

*Among the 20 **indigenous** communities that live within the park are several that have never had contact with the outside world. (p. 9)*

lucrative producing money or wealth

The **lucrative** but illegal trade of hippopotamus meat has had an even more devastating effect on the park's hippo population. (p. 35)

militia a group of people who are not part of the armed forces of a country but are trained like soldiers

Roving **militias** have been warring inside the park since the 1994 genocide in neighboring Rwanda. (p. 34)

moorlands a broad area of open land that is not good for farming

Covering 840 square miles and measuring 50 miles from north to south, Snowdonia has beautiful beaches, mountains, and **moorlands**, rushing streams and rivers, lakes and waterfalls, and forests and woodlands. (p. 18)

mortal certain to die

Pukeheh's children, who were the first **mortals**, became the parents of all the people on the Earth. (p. 45)

pinnacle a high mountaintop

Standing a dizzying 28,570 feet tall, the height at which many commercial airliners fly, Mount Everest is the **pinnacle** of the earth's surface. (p. 27)

province any one of the large parts into which some countries are divided

Tucked in the southern Chinese **province** of Hunan, the mysterious Yellow Dragon Cave is a one of the largest caves in the country. (p. 24)

quarry a place where large amounts of stone are dug out of the ground

There were a number of **quarries**. (p. 19)

refugee someone who has been forced to leave a country because of war or for religious or political reasons

The genocide claimed the lives of 800,000 people in a three-month period and caused millions of Rwandan **refugees** to flee to the Congo. (p. 34)

rival a person or thing that tries to defeat or be more successful than another

Hokomata, ever his brother's **rival**, was determined to prevent this. (p. 44)

sediments material (such as stones and sand) that is carried into water by water, wind, etc.

We do not know exactly how many were created, because dozens are probably hidden under **sediments** piled up around the slopes of the quarry, but more than 880 are known at present. (p. 30)

sulfur a yellow chemical element that has a strong, unpleasant odor when it is burned and that is used in making paper, gunpowder, medicine, etc.

The rotten egg smell of **sulfur** almost drove them away. (p. 13)

surge to suddenly increase to an unusually high level

But when it did, it **surged** into the valleys in catastrophic proportions. (p. 17)

swath a long, wide strip of land

Laid down on the continental United States, the Himalaya would cover a 100-mile-wide **swath** of land from New York City to Houston, Texas. (p. 26)

tepui a tabletop mountain or mesa found in South America

For 11 days, Angel and his three companions trekked across the **tepui's** surface and down the almost-vertical mountainside. (p. 23)

topography the features (such as mountains and rivers) in an area of land

The park's **topography** is surprisingly diverse and includes a jungle, a rainforest, beaches, and mangrove swamps. (p. 10)

torrential coming in a large, fast stream

Scientists did not expect the **torrential** floods that resulted from the eruption. (p. 17)

tributary a stream that flows into a larger stream or river or into a lake

In 1935, while flying over a **tributary** of the River Caroni in the Guyana Highlands, he spotted a waterfall that appeared to be higher than any ever seen before. (p. 22)

whimsical unusual in a playful or amusing way

*Some of its highlights include several “halls” with such **whimsical** names as Dragon’s Palace, Fairy Palace, and Dragon Dance Hall. (p. 25)*

“A Hot Discovery”

- <http://www.pc.gc.ca/eng/pn-np/ab/banff/index.aspx>

Learn all about Canada’s official national parks from their ecosystems and weather patterns to avalanche and bear reports.

“A Hiker’s Paradise”

- <http://www.eryri-npa.gov.uk/home>

Look at a panoramic view from Snowdon summit and watch live webcam footage from Snowdonia.

“The World’s Highest Falls”

- http://jimmieangel.org/Website%20Documents/UP-AND-AWAY-TO-ANGEL-FALLS_REVISED-OCT-2013.pdf

Written by Angel’s niece, this paper compares Angel Falls to its inspired animation: Paradise Falls from the Pixar movie *UP*.

“The Roof of the World”

- <http://www.history.com/news/7-things-you-should-know-about-mount-everest>

Find seven interesting and sometimes gruesome facts about Mount Everest and the people who climb it.

“The Mysterious Moai”

- <http://www.pbs.org/wgbh/nova/easter/move/plan.html>

Scientists test four phases of a plan to try to answer the question: How did the settlers manage to move the statues into place?