

Cobblestone

Let's Go to the NATIONAL PARKS

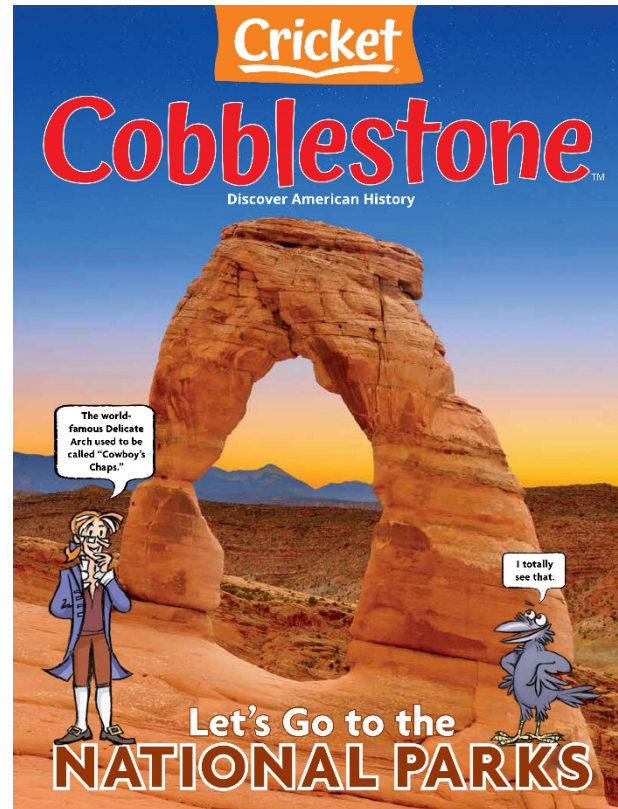
When people hear the term “national park,” they often think of the natural grandeur of Yellowstone or Yosemite. In fact, our national parks also include seashores, memorials, monuments, and historic sites. Use the articles, lessons, and activities in this teacher guide to help your students learn about the history, controversy, and importance of the national parks.

CONVERSATION QUESTION

What do national parks protect?

TEACHING OBJECTIVES

- Students will learn about the history of Yellowstone National Park.
- Students will learn about the creation of the Women’s Rights Historic National Park.
- Students will learn about the changing perspectives on the Battle of Little Bighorn.
- Students will explain how people modify their environments.
- Students will ask and answer questions about historical events.
- Students will classify historical developments as examples of change or continuity.
- Students will conduct short research projects.
- Students will write short, informative texts.
- Students will hold a debate.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

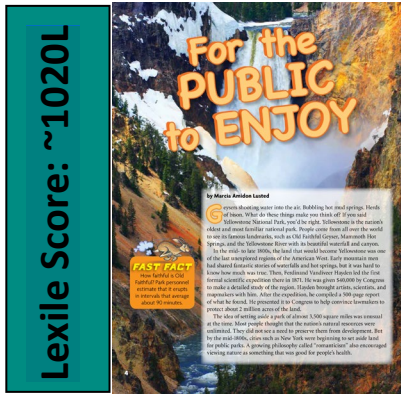
- **For the Public to Enjoy**
Expository Nonfiction, ~1020L
- **Devoted to Equality**
Expository Nonfiction, ~1000L
- **History Revealed at Little Bighorn**
Expository Nonfiction, ~1030L

Cobblestone® Teacher Guide: July/August 2021

For the Public to Enjoy

pp. 4–6, Expository Nonfiction

Use this short history of Yellowstone National Park to evaluate how human modifications cause natural ecological consequences.



OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will explain how people modify their environments.
- Students will conduct short research projects.

KEY VOCABULARY

- **development** (p. 4) the process of converting land to a new purpose by building a group of houses or other buildings on it
- **ecological** (p. 5) having to do with the environment and the relationship among groups of living things within it
- **controversial** (p. 5) causing much discussion, disagreement, or argument

ENGAGE

Conversation Question: What do national parks protect?

Name some national parks that students may have heard of (Yosemite, Yellowstone, Grand Canyon, Grand Teton, Bryce Canyon) and discuss what they know about the national parks. Explain that national parks were created to protect land, wildlife, historic homes, and artifacts so that people can enjoy and learn from them.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. Pollution harms the _____ health of our planet.
2. The decision to ban plastic shopping bags in our town was _____.
3. Our town will turn the empty lot into a park and save it from _____.

READ & DISCUSS

Have students answer these questions after reading the article.

1. What are some of the physical characteristics of Yellowstone?
2. Why was it unusual to protect large areas of land in the 1870s?
3. How did Romanticism affect the way people viewed nature?
4. Why did Yellowstone need protection even after it became a park?
5. Why are conservationists concerned about Yellowstone?
6. What might have happened to Yellowstone if it hadn't become a national park?
7. How might technology affect the popularity of the park?

SKILL FOCUS: Evaluate Modification

INSTRUCT: Explain to students that people modify or change the environment for a variety of reasons, such as to create housing, to build industry, and to harvest natural resources. Continue by explaining that as a result of these human modifications, environments may be damaged or destroyed. Discuss issues in your town or region related to human modification of the environment.

ASSESS: Have students work in pairs to review the article and list the negative and positive ways that humans have modified the land that is Yellowstone National Park. Then have students gather in groups to share and discuss responses.

EXTEND

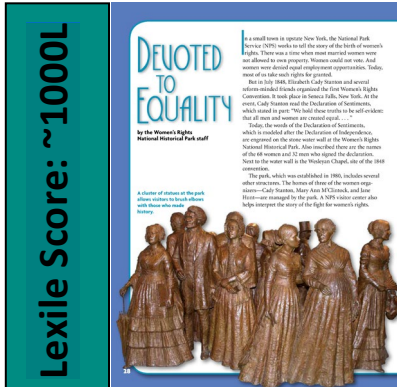
Science Explain to students that environmental scientists who want to protect places and track changes or modifications cannot study all the plants and animals in an area one by one. Instead, they use surrogate species. A surrogate species is an animal species that is used to make conservation decisions because protecting this particular species will also protect many others in the area. Have students learn how surrogate species are being used in Yellowstone and other national parks. They may prepare a short presentation to share with the class.

Cobblestone® Teacher Guide: July/August 2021

Devoted to Equality

pp. 28–29, Expository Nonfiction

Use this article about Elizabeth Cady Stanton and the Women’s Rights National Historic Park to give students an opportunity to ask questions and conduct research to find answers.



RESOURCES

- Question Cube

OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will ask and answer questions about historical events.
- Students will write short, informative texts.

KEY VOCABULARY

- **convention (p. 28)** a large meeting of people who come to a place for usually several days to talk about their shared work or other interests or to make decisions as a group
- **sentiments (p. 28)** attitudes or opinions
- **declaration (p. 28)** a document that contains an official statement

ENGAGE

Conversation Question: What do national parks protect?

Remind students that national parks protect historic homes and sites where important events occurred. Have students work in groups to brainstorm structures and places that they believe should be protected by the National Park Service. Have groups present their lists. Then tell students to note the protected places in the article.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. In social studies class, we wrote a _____ of the rights of students.
2. Last week I attended the annual student journalism _____.
3. I took a poll of student _____ related to distance learning.

READ & DISCUSS

Have students answer these questions after reading the article.

1. Why was the Women’s Rights National Historic Park created?
2. How were women’s rights restricted in the 1800s?
3. What is the Declaration of Sentiments?
4. How was Elizabeth Cady Stanton a leader in the fight for women’s rights?

SKILL FOCUS: Ask and Answer Questions

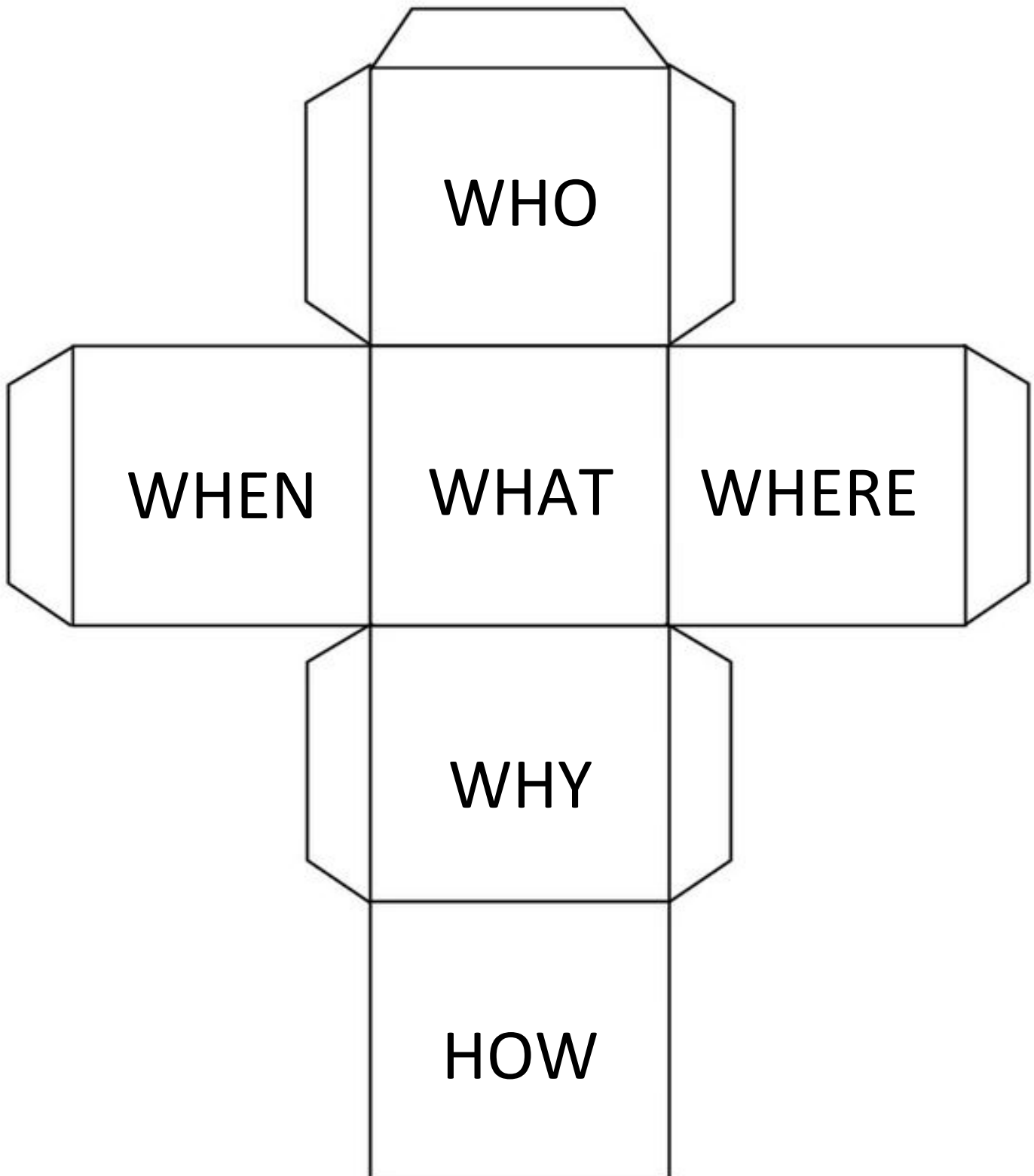
INSTRUCT: Point out that the article introduces some of the people, places, and artifacts that were part of the 1848 Women’s Rights Convention. Have students work in small groups to create a three-column chart to list the people, places/buildings, and artifacts mentioned in the article. Then distribute the *Question Cube* to groups and have them assemble it and use it to help generate questions about the items in their chart. Groups should generate five to ten questions.

ASSESS: Have each group member choose a different question to research and answer. After groups have answered their questions, have them explain to each other how their different questions/topics are connected. Finally, have groups create a slide to present to the class.

EXTEND

Social Studies Share with students some of the film clips and primary sources related to the Ken Burns documentary “Not for Ourselves Alone,” the story of Elizabeth Cady Stanton and Susan B. Anthony. Tell students to imagine they are journalists in 1848 using social media to report on the convention. Have them produce an example of what this might look like and share it with the class.

Question Cube

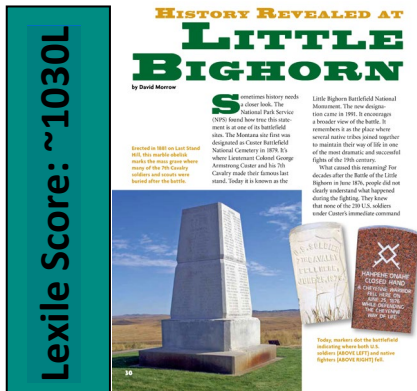


Cobblestone® Teacher Guide: July/August 2021

History Revealed at Little Bighorn

pp. 30–32, Expository Nonfiction

Help students to analyze historical change and continuity by using this article about changing perspectives on the Battle of Little Bighorn.



OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will classify historical developments as examples of change or continuity.
- Students will hold a debate.

KEY VOCABULARY

- **designated** (p. 31) called by a certain name or title
- **contradicted** (p. 31) disagreed with something in a way that shows or suggests that it is false or wrong
- **combatant** (p. 3) a person, group, or country that fights in a war or battle

ENGAGE

Conversation Question: What do national parks protect?

Explain to students that most of the lands that make up national parks were once home to Native Americans. Point out that some people believe that the parks should be returned to indigenous tribes to be managed on behalf of all Americans. Have students work in groups to think of reasons why this would be a good idea and why it might not be a good idea. Invite students to share their thoughts. Then tell them to keep their ideas in mind as they read about perspectives in the article.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. The United States was a major _____ in World War II.
2. The police chief said the parade would be held on Saturday, but the mayor _____ this by saying it would not be held at all.
3. Our town baseball field is _____ as Bluejacket Field after Jim Bluejacket, who pitched for the Brooklyn Tip-Tops.

READ & DISCUSS

Have students answer these questions after reading the article.

1. Why was Custer Battlefield National Cemetery renamed?
2. What led to confusion about the events during the Battle of Little Bighorn?
3. What techniques did the scientists use to uncover artifacts?
4. In what ways do you think the battlefield was like a crime scene?
5. What questions about the battle do you think remain unanswered?

SKILL FOCUS: Classifying Change and Continuity

INSTRUCT: Explain that change in history occurs when something happens that is different from what previously happened. Change often happens slowly over time. Continuity in history occurs when things stay the same and do not change. Have students turn and talk to generate examples of change and continuity in history related to human rights, women's equality, civil rights, or any other topic. Ask students to share their ideas.

ASSESS: Have student pairs reread the article and identify examples of historical change and continuity in the developing historical narrative around the Battle of Little Bighorn. Tell students to note the changes that occur and the causes of these changes. Also tell them to note anything that has remained the same and why this might be true.

EXTEND

Speaking and Listening Point out that American novelist Wallace Stegner once said, "The national parks are America's best idea." Have student groups debate this idea.