

Teacher's Guide for COBBLESTONE *OUR NATIONAL PARKS*

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Goal: to gain a deeper respect for our national parks and their stages of development, preservation, and expansion.

*Always have a parent or adult you trust help you research websites.

"For the Public to Enjoy" by Marcia Amidon Lusted (Pages 2-4)

Pre-reading: Read the title of this article. Look at the photographs. What do you predict the article is about?

Vocabulary Check: poaching, eliminating, erupts, expedition, extinguished, geysers, "romanticism," ecological decisions, and controversial

Comprehension Check:

1. Why was it difficult to protect Yellowstone when it first became a park?
2. Who provided original protection to Yellowstone?
3. Describe the Lacey Act.
4. Name some of the National Park Service's duties.
5. What were some of the early plans for Yellowstone that raised concerns? Some feared that the park would be ruined.
6. Name two factors that made Yellowstone vulnerable.
7. What was the controversy of 1988 fires?

Research:

- www.nps.gov/yell/forkids/index.htm
- geysers
- Ferdinand Vandiveer Hayden

Writing Activity:

- Pretend to be Hayden. Write a thank you note to the Congress for funding the scientific expedition of Yellowstone. Try to convince Congress to protect about two million acres of land.
- Pretend to be walking a trail in Yellowstone with a friend when you come to this sign: "Make way for buffalo! You must stay back at least 25 feet away from most wildlife." Write your reaction.

Social Studies:

Debate the pros and cons of snowmobiles and snowcoaches in Yellowstone.

Math Skills/Research:

1. Draw a graph of annual visitors over several years or other information gathered from research.
2. Draw a graph showing the number of specific animal species present in Yellowstone.
3. Compare pollution from snowmobiles in Yellowstone with Los Angeles.
4. Yellowstone has 2,219,789 acres. What other area of the country does this be compare with?

"Nature's Champion" by Diana Childress (Page 5)

Pre-reading: If you combine the two titles on page 5, for what do you think Theodore Roosevelt is remembered?

Vocabulary Check: forest preserve, destruction, lobbied, shocked, refuges, monuments, administration, and heirs

Comprehension Check:

1. How did Theodore Roosevelt's love of nature as a boy influence his adult years?
2. Theodore Roosevelt encouraged protecting the environment for future generations. Name something you do to help the environment.

Social Studies:

1. Create a table that shows Theodore Roosevelt's efforts with Yellowstone from 1888-1909.
2. Create a poster of accomplishments for the environment during Theodore Roosevelt's presidency.

Research:

- Inland Waterway Commission
- National Conservation Commission
- U.S. Forest Service?

Art/Illustrate:

- Roosevelt's Museum of Natural History.
- Roosevelt's ride into Yellowstone in 1903.
- Theodore Roosevelt's quote featured here.

Writing Activity:

- In your opinion what would have happened to the USA's environment if Theodore Roosevelt had not been president? Write your thoughts.

"Remember TR" by Diana Childress (Page 5)

Pre-reading: Can you name the faces carved at Mount Rushmore? Who is TR?

Vocabulary Check: contribution, commitment, recreation, dedicated, assassinated, resources, and carved

Comprehension Check:

1. How many sites in the National Park Service are dedicated to Theodore Roosevelt?
2. Why do you think all these sites are preserved in his memory?
3. What state has the carving of the four presidents?

"A Famous Secret Valley" by Jerry Miller (Pages 6-8)

Pre-reading: How do you think this article got its name? Is the location named "Secret Valley?" Is it hidden away from civilization? Is it a place people are told to keep secret? What is your best guess?

Vocabulary Check: squat, glaciers, granite, publication, preserved, sequoias, protection, succeeded, campaign, profitable, resources, heritage, binoculars, scrambling, endangered, and landscapes.

Comprehension Check:

1. Do you agree or disagree with President Abraham Lincoln's involvement with Yosemite? Why?
2. What is a natural fortress?

3. Tell about John Muir and Robert Underwood Johnson. Did their experiences help or hurt Yosemite? Why?
4. Tell about San Francisco's request. Do you agree or disagree with what happened?
5. What does the author mean by his final statement in this article: "With all these attractions, it's no wonder that Yosemite's once-secret valley draws millions of visitors each year?"
6. What helped the Ahwahneechee Indians keep this valley a secret?
7. Predict Yosemite's future based on the article. In your opinion, what can be done to make it better?

Research:

- www.nps.gov/yose/forkids/index.htm

Writing Activity:

1. Read the discussion about the use of Yosemite Valley (Page 7). Defend the side you agree with. List at least two reasons why.
2. If you could visit Yosemite Valley, what would you like to do or see? Write about it.
3. Write about how Yosemite is different from when it was first discovered.

Social Studies:

1. Using an atlas or map, locate a point 800 miles away. This is the distance in hiking trails in Yosemite.
2. Using a map or globe, find Mexico and Alaska. Name some of the landscapes that would be between the two different points.

Math Skills:

1. Write a number sentence comparing the size of Yosemite Valley to Rhode Island.
2. Use a tape measure to mark a circle 50 feet around (the size of sequoias)
3. Draw a graph of Yosemite's Altitude. Plot highest and lowest mountain ranges, Half Dome, and El Capitan. (round to the nearest thousands)
4. Research heights of trees in Yosemite. Make a graph of several types of trees. Include Sequoias in the graph.

"Mountain Man" by Ginger Wadsworth (Page 9)

Pre-reading: What do the two pictures make you think the story will be about?

Vocabulary Check: rare, crowded, ringed, awestruck, crisscrossed, sway, sturdy, convince, concerned, retained, features, extend, and boundaries.

Comprehension Check:

1. John Muir is described as being "as sturdy as a mountain goat." What does this mean?
2. Find three action verbs in paragraph three that describe John Muir's behavior. Write three action verbs to describe an activity you enjoy.
3. Name how John Muir used his senses (hearing, smell, taste, touch, sight) when exploring.
4. What has John Muir been nicknamed because of his efforts to save natural beauty?
5. "Three trails, a glacier, a mountain peak, a forest, a lake, and a wilderness area all are named for John Muir." Why? What does that say about him?

Math Skills:

1. If the average man is six feet tall, how many men would have to be stacked on top of each other to equal the height of a sequoia?
2. How many years did John Muir work to preserve Yosemite?

Writing Activity:

1. Write a journal entry about a day in John Muir's travels in Yosemite.
2. Write a journal entry about a present day travel in Yosemite.
3. Pretend to be John Muir and write a letter to President Theodore Roosevelt to convince him to come see Yosemite.

Research:

- John Muir
- glaciers.

"A Historic Rediscovery" by Robin Chalmers (Pages 10-11)

Pre-reading: Of what do the photographs remind you?

Vocabulary Check: stray, alcove, accessible, plastered, cliff, archeologist, excavated, dwellings, harvested, mesa, reservoirs, refuse, ancestral, decade, and stabilized.

Comprehension Check:

1. Compare and contrast treasure hunting and selling artifacts when Mesa Verde was rediscovered and now.
2. Tell of evidence of religion, agriculture, and art.
3. Describe a cliff dwelling.
4. Describe the effort required to get to the hunting and farming area.
5. What natural disaster led to the discovery of more dwelling sites?
6. If you took a guided tour of Mesa Verde what would you ask the guide?
7. How many known archeologist sites exist? How extensive is the excavation?
8. Tell about the significance of the 1906 law that passed.

Research:

- www.nps.gov/meve
- Gustaf Nordenskiöld
- Research Richard Wetherill and Charles Mason

Math Skills:

- Park rangers lead visitors up a 32-foot ladder to Balcony House or up five 8-10-foot ladders to Cliff Palace. Which climb has more steps?

"Rising to the Challenge" by Judy Sizemore (Pages 12-13)

Pre-reading: What does it mean to rise to the challenge?

Vocabulary Check: vandalism, overgrazing, poaching, enforce, persuasion, conservation, funding, convince, strategy, bureau, ensure, accessible, remote, plaque, foundation, extending, and corps.

Comprehension Check:

1. Why was it difficult to enforce protection for the national parks?
2. What is meant by "red tape?"
3. Explain how being a promoter was an advantage for Stephen Mather.
4. What conflict of park use happened during WWI?
5. Name some of the changes Mather and Albright established for parks.
6. Define a "right-hand man." What traits would he possess?

Writing Activity:

1. Pretend to be Stephen T. Mather and write a letter to Secretary of the Interior Franklin Lane expressing concerns about overgrazing.
2. Pretend to be Stephen Mather. After twelve years in service, write a letter to Franklin Lane. Comment on how long you had expected to hold the job and about some of your experiences.

Art:

- Plaques like the one featured in memory of Mather have raised details in their design. Have you ever done a rubbing? If not, research for directions and try one at a monument near you. Be sure to get permission from the park ranger first.

Research:

- Stephen T. Mather.
- Horace M. Albright
- Research one of the national park monuments named for Stephen T. Mather

Social Studies/Mapping: Find the states with memorials to Mather. Which is closest to your home?

“Step by Step” by Mark Clemens (Pages 14-15)

Pre-reading: Do you predict this is a slow or a fast process, judging by the title?

Vocabulary Check: fundamental, conserve, unimpaired, generations, treasure, inspiration, founding, harmony, acknowledged, authority, jurisdiction, and naturalist.

Comprehension Check:

1. Compare and contrast the old and new way of looking at nature.
2. What had prevented the protection of the ruins?

Research:

- Antiquities Act
- President Woodrow Wilson—National Park Service legislation in 1916
- Volunteers-in-Parks Act
- General Authority Act

Art:

- Select a poster. Focus on a detail and illustrate the emotion it stirs.
- Create a poster that discourages vandalism and robbing historic artifacts.
- Choose one of the preservation steps discussed and illustrate it in a poster.

Math Skills:

What is the average amount of time that a volunteer donates to the national parks each year?

“And So It Grows” by Anthony Kugler and Andrew Matthews (Pages 14-15)

Pre-reading: Do you predict that the number of national parks will continue to grow? Why or why not?

Vocabulary Check: designation, scenic, varied, designations, recommendation, and territories.

Comprehension Check:

1. Which state does not have a national park?
2. Which state has the most national parks?
3. Tell how the National Park Service’s responsibilities have changed over time.

4. If a site is being considered as part of the national park system, who would be contacted first?
Second?

Math Skills: Use the table of site designations to name the top three.

"East Coast Gem" by Peg Lopata (Pages 16-18)

Pre-reading: It has been said that "those who go to Acadia National Park in Maine never forget it." Read to see why.

Vocabulary Check: combination, contrast, mansions, elaborate, invigorating, spectacular, quarried, harmony, surroundings, incorporated, unique, accessible, chasm, peninsula, and identify.

Comprehension Check:

1. Why do you think the first summer tourists were called *rusticators*?
2. What effect did tourists have on the area's industry?
3. "The invigorating salt air, slower-paced life, and spectacular beauty drew visitors year after year." What draws you to the ocean?
4. Tell about the land grant of 1916.
5. Tell about the gift from John D. Rockefeller, Jr.
6. What are broken stone roads?
7. What are stone-faced bridges?
8. Name a summer activity you would like to try at Acadia. Would you like to try a winter one? Name it.
9. What wildlife would you like to see?
10. What makes Acadia unique to the east coast? Describe this landmark.
11. Tell about the formation of Jordan Pond.

Bulletin Board/Art:

Distribute nature magazines. Cut out photographs of animals and scenery that are similar to Acadia. Glue pictures to the bulletin board background to create a collage.

Research:

- Discover other fjord locations.
- Pinpoint any other existing carriage roads and bridges.
- What else is John D. Rockefeller, Jr. known for?
- Learn about Giovanni Verrazano's exploration in 1524.

Drama: Create Thunder Hole's charm and sound of thunder.

Writing Activity: Pretend to invite a cousin to come visit Acadia with you and your family. Decide what facts from this article you would include to convince him/her to come.

Math Skills:

- About 1,100 series of plants are found in Arcadia. If 30 of these are considered rare, what percentage is that?
- Arcadia has over 47,000 acres. There are 45 miles of carriage roads. What is the average number of miles per acre?

"Ocean Waves and Wild Horses" by Marcia Amidon Lusted (Page 19)

Pre-reading: Have you ever seen a wild horse? Where? What legends do you know about wild horses?

Vocabulary Check: urged, straddles, barrier, estuary, legend, descendants, auction, foals, stranded, overgrazing, roam, and bloated.

Comprehension Check:

1. Why did colonist turn horses loose on Assateague Island?
2. Why does the Chincoteague Volunteer Fire Department auction young foals each year?
3. What did a study done in 1955 urge the government to do concerning beaches? What was the result?
4. Would you want to walk on the shoreline pictured once the horses leave? Why or why not?
5. If Assateague had not prevented further development of the land, how do you think it would be different today?
6. What is important about the estuary habitat found at Chincoteague Bay?

Art: Reread the last paragraph of this article. Create a poster that encourages others to respect wild horses.

Research/Writing Activity:

- List the ten national seashores. Which one is nearest to you? Compare and contrast a public beach to a national seashore. Which one would you rather visit? Why?
- Read legends about wild horses. Do you believe any of them? Tell why or why not.
- Research life-saving stations for stranded sailors. Do any still exist?
- Cord grass and saltmeadow hay.
- Check out www.nps.gov/asis to learn more about Chincoteague Bay and Assateague.

Social Studies/Map Skills: Locate the general area of Assateague Island National Seashore on a U.S. map. Find other national seashores. Research, if not done earlier.

“Salamander Capital of the World” by Peg Lopata (Pages 20-22) Logo Lowdown by Andrew Matthews (Page 22)

Pre-reading: Do you know the difference in a lizard and a salamander? Why are the Great Smoky Mountains called the “salamander capital of the world?”

Vocabulary Check: resident, juvenile, straddles, biodiversity, sustainable, indigenous, impact, pristine, ventured, forcibly, vistas, endured, testament, novel, extensive, destination, cascades, plunges, preserved, glimpse, logo, and estimated.

Comprehension Check:

1. Tell about the penny drive to raise money.
2. Who would you have expected to lead the way in an effort to make the area a national park? Who did lead the way?
3. What does it mean to reintroduce animals into an area? Has this been successful?
4. What mountain range is the Great Smokey Mountains a part of? What is significant about this mountain range?
5. What is a logo? What is the lowdown on something? So what is the logo lowdown? What does each picture symbolize?
6. Who were forced to leave life in the area of the present-day park? What happened to some of the homes?

Art: Create a poster that combines ways to travel to the park and reasons for coming. (Refer to the article’s last sentence.)

Math: The original plan was to buy 150,000 acres of land. Today the park has 521,490 acres. How many more acres is that than originally planned?

Research:

- The Great Smoky Mountains: www.nps.gov/grsm/forkids/index.htm .
- Research Civilian Conservation Corps to learn projects done in other areas of the country in the 1930s. Is there an area near you that benefited?
- Research Laura Spellman Rockefeller Memorial Fund. Were other projects funded too?

“Name It!” by Andrew Matthews (Page 23)

Vocabulary Check: incandescent, patents, laboratory, restored, immigrants, fascinated, commemorated, transcontinental, casualties, prehistoric, archeological, and monolith.

“Did You Know?” Illustrated by Chris Ware (pages 24-25)

Bulletin Board: Create a board of trivia about National Parks featured in this article. Download photographs. Generate questions that the photos can answer. On a folded index card, write a question on the outside and its answer on the inside. Post the card by the photograph. Use this magazine for all factual information, so everyone has equal access to answering correctly.

Math:

1. Using a state highway map, locate a place approximately 350 miles from your home. This can help you visualize how long Mammoth Cave’s underground system is.
2. General Sherman Tree is 275 feet tall and nearly 83 feet around. Write an equation to compare the two. Use the less than or greater than symbol.
3. If Biscayne National Park is made up of 95 percent water, what percent must still be accounted for?
4. There are 5, 280 feet in a mile. Oregon’s Crater Lake National Park’s deepest lake is 1,932 feet deep. How does that compare?
5. Mount McKinley is 20, 320 feet high. There are 5, 280 feet in a mile. How does that compare?
6. Write an equation to compare Wrangell—St. Elias National Park and Preserve and Thaddeus Kosciuszko National Memorial. Use the less than or greater than symbol.

Research:

- Limestone
- Kelp
- wood frogs
- Thaddeus Kosciuszko National Memorial in Pennsylvania.

“A Park Devoted to Equality” by the Women’s Rights National Historical Park staff (Pages 26-27)

Pre-reading: When you hear the word “equality” what comes to mind? Have you ever heard of a park dedicated to equality?

Vocabulary Check: statues, plaques, existence, granted, engraved, abolitionist, reformer, version, depict, inspired, cope, plight, and inspirational

Comprehension Check:

1. What is the Declaration of Sentiments?
2. What is meant by birth of women’s rights?
3. What emotion(s) do you think you would feel if you were a woman at this time? Why?
4. Describe the feeling a visitor gets when walking among these statues.
5. What lesson is learned from visiting this park?

6. What is meant by an organized stand?

Research:

- The Declaration of Sentiments:
www.nps.gov/wori/historyculture/declaration-of-sentiments.htm.
- Find out more about this National Park at www.nps.gov/wori.
- The M'Clintock House
- the first Women's Rights Convention

Drama: Assign several key roles of women present at the women's Rights Convention. Have each character stand like a statue. The remainder of the class walks in and out of the women "walking at the convention." Once everyone has completed the walk, discuss how this felt. Try it again but strike up a conversation with the women at the convention this time. They are not frozen statues any longer. When the walk is complete, ask if this felt different. How?

"A Visit to Cedar Hill" by Marcia Amidon Lusted (Page 28)

Pre-reading: What is Cedar Hill? Do you know who lived there?

Vocabulary Check: original, tracts, regardless, gender, daringly, significant, reveals, dramatic, shackles and restored.

Comprehension Check:

1. Name two or more of Frederick Douglass' accomplishments.
2. Explain how Frederick Douglass used the barter (trade) system as a child.
3. What is Frederick Douglass' sometimes called?
4. Compare Frederick Douglass' life to the expression "from rags to riches?" How is it different?

Art:

- Divide a sheet of art paper in half. On one half illustrate how Frederick Douglass began his life. On the other half illustrate his later accomplishments.
- Frederick Douglass has been called the father of the civil rights movement. Draw something to illustrate that expression.

Writing Activity: Write about the contrast between the beginning of Frederick Douglass' life and his adulthood.

Research:

- Frederick Douglass and his friends, President Abraham Lincoln and Harriet Beecher Stowe.
- Go to www.nps.gov/frdo/index.htm to learn more.

"Digging for History at Little Bighorn" by David Morrow (Pages 29-31)

Pre-reading: Why do you think it was necessary to dig for the history of Little Bighorn? Do you know what famous army officer died here?

Vocabulary Check: obelisk, designation, decades, contradicted, craggy, tactics, skirmish, periodically, combatants, testimony, interpret, eyewitness, perspective, and confront.

Comprehension Check:

1. What do you know of the battle that took place at Little Bighorn? How does it compare with this article?

2. What is your opinion of renaming the battlefield? Tell whether you think the new name is more fitting or not. Why?
3. What is the significance of the small markers? The marble obelisk?
4. How did a wildfire assist in uncovering more facts about the battlefield?
5. Tell how volunteers helped locate artifacts.
6. What significant information did the archaeologist discover about the natives?
7. Based on evidence, whose testimony seems more believable?
8. Contrast the army's firepower with the natives.

Research:

- Check out www.nps.gov/libi
- Colleen Cutschall (artist)
- Lieutenant Colonel George Armstrong Custer

Math Skills: In 1984, 2000 artifacts were discovered. How many more artifacts have been found since then?

Art: Look at the photographs that are included with this article. What emotion stirs? Illustrate it.

Writing Activity: Study the iron sculpture photograph. Express in words how the sculpture honors the natives who fought at Little Bighorn.

"Standing Tall" by Jeff Corydon (Pages 32-33)

Pre-reading: What do you think of when you hear the expression "standing tall?" How does that relate to this article?

Vocabulary Check: aerial, interpreters, buccaneer, masonry, ferried, ceded, besieged, sieges and wryly.

Comprehension Check:

1. Which was settled first, Jamestown or St. Augustine? Did you know that?
2. Tell about the first attack on the completed fort.
3. How were parts of the fort used during the Civil War and during fighting with native people?
4. Why do you think the fort's Spanish name was reinstated?
5. If the fort had been constructed differently, what do you predict would have happened?

Math Skills: The ground breaking for Castillo de San Marcos was in 1672. What year was it completed?

Art: Illustrate the fort or build a model of it.

Writing Activity:

- Pretend to be a Spanish officer at Castillo de San Marcos. You have just discovered that there is a British colony at Jamestown. What might be your reaction? Are the colonists any real threat? Why or why not?
- Pretend to be a costumed interpreter manning a rampart as tourists visit the site. Write three things you would say to those who visit.
- Pretend you are a guard at this fort and the words of King Charles II of Spain are true: "Its doors must be made of gold and its wall of silver pesos." Write a letter to your mother in Spain telling how difficult it is to keep people away.

Research:

- www.nps.gov/casa.
- Discover other forts in the United States. Which one is closest to where you live?

- Discover other aerial views of forts. What do they have in common? How are they different?

“The Seven Wonders of Nature” by Kathiann M. Kowalski (Page 33)

Vocabulary Check: Byzantium, compile, tallying, and finalists

Comprehension Check:

1. How does the original naming of the Seven Wonders of the Ancient World differ from the modern naming done in 2001?
2. Whose vote counted in the original choices? Whose vote counted with the modern list?
3. Explain the three rounds of voting for the New7 Wonders of Nature.
4. How can you learn more about casting your vote?
5. What are some nature events or observations that impressed you?

Research:

- www.new7wonders.com/nature/en
- Search individually for the 7 wonders listed.

“Loving the Ranger Life” by Meg Chorlian (Pages 34-36)

Pre-reading: What would you ask a Park Ranger about his/her life? Where have you been led on a tour by a ranger?

Vocabulary Check: interfering, spectacular, entail, aspects, remote, habitats, tundra, spits, predator/prey relationship, encounter, rare, and topographical map,

Comprehension Check:

1. What is a park ranger’s mission?
2. What do you think most park rangers have in common?
3. What photograph shows a park event you would like to do? What photographs shows events you have done?
4. Can you name a way a national park relates to a school subject? Give an example.
5. Have you ever participated in a Junior Ranger program? What might that include?
6. Do you think Damon Panek finds his job boring? Why or why not? (top of page 35)
7. What is a park’s All Risk Team? (See DP on page 35—top right)
8. Explain how Tom Medema was supposed to protect the bighorn sheep. (page 36)
9. Explain what Linda Jeschke means by “extreme, self-sufficient adventures.” Does that describe you?
10. What does Tom Madema say can be challenging about being a park ranger?

Writing Activity: Choose a national park and write what you think it should be like. What personal connection do you have to the site?

Math Skills: About how many people serve the national park system? Include employees and volunteers?

Research:

- www.nps.gov/yose
- www.nps.gov/kova
- www.nps.gov/apis
- Discover what topographical maps look like.

“Animal Expert” by Andrew Matthews and Illustrated by Katrina Damkoehler (Pages 38-39)

Vocabulary Check: threatened, endangered, impacted, expert, and vulnerable.

Comprehension Check:

1. Name some ways wildlife can be put at risks.
2. Which hidden animal was the most difficult to detect?
3. Which pictured animal(s) have you seen?
4. Name twelve animals that live in the wild near you.

Research:

- www.npca.org/wildlife_protection/willife_facts.

“Take a Hike!” by Kathiann M. Kowalski (Page 39)

Vocabulary Check: expect, brochure, realistic, dehydrated, forecast, hazards, steep inclines, capture, and litter

Comprehension Check:

1. “Take a hike” has more than one meaning. If someone tells you to “take a hike” what do you do? What does it mean here?
2. Why does Tip # 2 warn to be realistic about your abilities?
3. What does Tip # 4 mean by be prepared for the worst?
4. Read Tip # 6. Why shouldn’t you hike on your own?
5. Have you ever experienced a wide range of temperatures? Tell about it.
6. Read Tip # 7. Why does the park benefit if you stay on the trail?
7. Which animals should be seen at the greatest distances?

Art:

- Draw a sign post and write a simple park rule such as “Don’t Feed the Bears.” Draw arrows pointing all directions, if appropriate.
- Choose one of the tips from “Take a Hike” and illustrate the message in a poster.

“On a Tour of International Parks” by Marcia Amidon Lusted (Pages 40-41)

Pre-reading: What picture clues help you understand that these are international parks?

Vocabulary Check: generations, migration, wildebeest, safaris, relocated, narwhals, fjords, and trophies.

Comprehension Check:

1. If your mom hates driving home from work, which title would she find humorous? Which is your favorite?
2. What native people were moved when their land was made into a national park?
3. What country claims to have the second oldest national park in the world?
4. Which national park is the largest in the world? Does it have the most visitors per year? Why or why not?

“The Pull of Parks” by Ethan LaFrance (Pages 42-43)

Pre-reading: What do you think is the meaning of the title? Read the article and see if you still agree.

Vocabulary Check: startling, foster, lush, intrigue, granted, and venturing.

Comprehension Check:

1. What was the roar that sounded like dynamite?
2. Why can making noise be good on a national park trail?
3. Explain how national parks can offer "a change."
4. Miles Tepper tells of using his senses when exploring in a park. What sense does he say TV can't duplicate?
5. Logan and Maeghan Connors said the thrill of riding on a fan boat matched any _____. Have you ever ridden one?
6. Alex Camerino knew a trip to Alaska would be amazing, but when he got there it was _____ times more amazing than he expected.

"Get Outdoors!" by Andrew Matthews (Page 45)

Pre-reading: Do you think kids today get out and play as much as earlier generations? Why or why not?

Vocabulary Check: scavenger, sworn, connection, surroundings, curious, identify, and track.

Comprehension Check:

1. How is visiting a national park like a scavenger hunt?
2. Tell about the Junior Ranger Program.
3. Have you ever been sworn in as a Junior Ranger? Tell about it.
4. Have you and your family ever gotten information at a visitor center in a national park? Have you ever camped in the park? Tell about it.

Research:

- www.nps.gov/learn/juniorranger.htm
- www.nps.gov/webrangers/become_webranger.html
- Discover April events for Junior Rangers
- Discover Junior Ranger days.

"Rocky Mountain Man" by Dennis Denenberg (Page 47)

Pre-reading: Look at the photograph. Read the title and the mystery hero quote. What can you tell about the mystery hero?

Vocabulary Check: civilization, smothered, perishing, prevent, resolve, recognition, frequently, conservation, instantly, experience, kelp, co-promoters, preserving, and crusader.

Comprehension Check:

1. Read and discuss the Mystery Hero quote. Do you agree or disagree? Why?
2. What is the mystery hero's nickname?
3. As a child, what kind of nickname do you suppose he expected to have as an adult, assuming he lived that long?
4. Tell why it is unexpected that our mystery hero would become a nature guide for Longs Peak.
5. Tell how the mystery hero's childhood was like Theodore Roosevelt's?
6. Name two things the mystery hero loved to do.

Research:

- Enos A. Mills
- Colorado's state quarter in 2006

"Creature Feature" (Back Cover)

Pre-reading: Brainstorm what you think of when you hear the word "wolves." Predict the reaction of people to wolves. Comment on the photograph and the article title.

Vocabulary Check: predators, prey, threatened, domesticated, endangered, habitat, reintroduced, exterminating, banned, and boundaries.

Comprehension Check:

1. Evaluate the National Park Service's goal of balancing the environment. What grade would you give (A-F)? Why?
2. Predict the future of gray wolves in Yellowstone.

Research:

- The National Park Service (NPS) www.nps.gov
- Endangered Species Act
- U.S. Fish and Wildlife Service
- International Union for conservation of Nature Status list
- Choose a creature mentioned in the article and research for unknown facts.

Writing Activity:

- Write a brief bio sketch or description of wolves. Include a photo or illustration. Consider creating a scrapbook of Creature Features. Add to it each month.
- Write a letter that tells your opinion concerning one of the decisions featured. Address the letter to the person of your choice, even former President Nixon, if desired.
- Write a response to someone concerned about the danger of wolves today.

Math Skills: Create a chart: Animals in Yellowstone since 1995. Designate two columns: On the Increase, On the Decrease. Use the article to complete the chart. Discuss answers and reactions to them.

Social Studies:

- Brainstorm pros and cons of predator control. Set up a debate between students posing as livestock owners and environmentalists.
- Create a time line of Yellowstone's wildlife policies.

Art:

- Illustrate the National Park Services' balancing act. Is this what you believe personally? If not, which way do the scales tip to reflect your beliefs?
- Illustrate the gray wolves' balancing act.