

# WebRangers Teachers' Resource Guide

National Park Service  
U.S. Department of Interior



## A Guide to WebRangers Activities for Educators





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## Introduction

The WebRangers Teachers' Resource Guide provides educators with an assessment of each WebRangers activity, addressing how each meets the various National Standards of Learning. The mission of this guide is to provide a tool that allows educators greater usability and application of WebRangers in the classroom.

## Organization of guide

The WebRangers Teacher's Resource Guide provides an at-a-glance analysis of each WebRanger's activity and references the National Standards of Learning. Each activity is first described and then broken down into subjects covered within the activity. Many activities cover several subjects, and each subject is broken down into the specific learning standard that the activity meets. Subjects are abbreviated.

### Subject Abbreviations:

**GEO** Geography

**HIS** History

**LA** Language Arts

**MAT** Mathematics

**SCI** Science

**SOC** Social Studies





Each Activity has been assessed and presented in the format seen to the right. Each page includes the activity name, a description, a subject code indicating which subject area the standard draws upon, the specific standard the activity meets, and a description of how the activity meets that particular standard.

Numbers associated with each standard are those of the creating organization. The organization's numbering system have not been changed, and vary from subject to subject.

## Activity

## Subject

### WebRangers Teachers' Resource Guide

National Park Service  
U.S. Department Of Interior



#### Who Are We?

Students are encouraged to expand their idea of 'who is an American' by exploring what types of people make up the 'stew' of American culture. Students learn that even if two American's do not look alike, we all have many things in common. Students can choose to enter their favorite food, subject in school, favorite activity and what they like to do for fun. The learner can compare their answers with answers submitted by other WebRangers.

Grades K-4

**GEO** The characteristics, distribution, and complexity of Earth's cultural mosaic

- Learn how an individual's many lives and dislikes add to our country's national culture.

**LA** Reading for perspective

- Deepen knowledge of the world and therefore the self.

**LA** Understanding the human experience

- Read to gain a different point of view toward who we are as a nation.

**SOC** Culture

- Understand that as Americans, most of us have a different cultural heritage, but we all share a common heritage

**SOC** Individual development and identity

- Develop a stronger sense of self by getting to know the likes and dislikes of fellow Americans

**SOC** Civic ideals and practices

- Respect that our shared culture is built on ideals of freedom, human equality, tolerance, and respect differences

**GEO** The characteristics, distribution, and complexity of Earth's cultural mosaic

- Learn how an individual's many lives and dislikes add to our country's national culture.

**LA** Reading for perspective

- Deepen knowledge of the world and therefore the self.

**LA** Understanding the human experience

- Read to gain a different point of view toward who we are as a nation.

**SOC** Culture

- Understand that as Americans, most of us have a different cultural heritage, but we all share a common heritage

**SOC** Individual development and identity

- Develop a stronger sense of self by getting to know the likes and dislikes of fellow Americans

**SOC** Civic ideals and practices

- Respect that our shared culture is built on ideals of freedom, human equality, tolerance, and respect differences

## Activity Description

## Standard

## How activity meets standard



## National Standards of Learning

### Geography Standards K-8

#### Standard 1

How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

#### Standard 2

How to use mental maps to organize information about people, places, and environments in a spatial context

#### Standard 3

How to analyze the spatial organization of people, places, and environments on Earth's surface

#### Standard 4

The physical and human characteristics of place

#### Standard 5

That people create regions to interpret Earth's complexity

#### Standard 6

How culture and experience influence people's perceptions of places and regions

#### Standard 7

The physical processes that shape the patterns of Earth's surface

#### Standard 8

the characteristics and spatial distribution of ecosystems on Earth's surface

#### Standard 9

The characteristics, distribution, and migration of human populations on Earth's surface

#### Standard 10

The characteristics, distribution, and complexity of Earth's cultural mosaics

#### Standard 11

The patterns and networks of economic interdependence on Earth's surface

#### Standard 12

The processes, patterns, and functions of human settlement

#### Standard 13

How the forces of cooperation and conflict among people influence the division and control of Earth's surface

#### Standard 14

How human actions modify the physical environment

#### Standard 15

How physical systems affect human systems

#### Standard 16

The changes that occur in the meaning, use, distribution, and importance of resources

#### Standard 17

How to apply geography to interpret the past

#### Standard 18

How to apply geography to interpret the present and plan for the future



## National Standards of Learning

### Geography Activities

#### Standard 1

How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

Map Match

Name That Park

Reading a Map

#### Standard 3

How to analyze the spatial organization of people, places, and environments on Earth's surface

A Whaling Adventure

Map Match

Sled Dog Patrol

#### Standard 4

The physical and human characteristics of place

A Whaling Adventure

Investigating Global Connections

The Puma Challenge

Stories From the Past

Swimming for Home

#### Standard 5

That people create regions to interpret Earth's complexity

Civil War Soldier

#### Standard 6

How cultures and experience influence people's perceptions of places and regions

Civil War Soldier

#### Standard 7

The physical processes that shape the patterns of Earth's surface

Rock Around the Park



## National Standards of Learning Geography Activities

### Standard 8

The characteristics and spatial distribution of ecosystems on Earth's

- Investigating Global Connections
- Ocean Life Matching
- The Secret Garden
- Swimming Home
- Turtle Hurdle
- Water Quality
- Wildlife in Yellowstone's Winter

### Standard 9

The characteristics, distribution, and migration of human populations on Earth's surface

- A Whaling Adventure
- The Disappearing Night Sky
- Railroad Connections
- Sent Away: Acadians in Exile
- Stories From the Past

### Standard 10

The characteristics, distribution, and complexity of Earth's cultural mosaics

- Arctic Artifacts
- Civil War Soldier
- Photo Explore
- Sent Away: Acadians in Exile
- Who Are We?

### Standard 11

The patterns and networks of economic interdependence on Earth's surface

- Railroad Connections

### Standard 12

The processes, patterns, and functions of human settlement

- Help Lincoln Get to the White House
- Sent Away: Acadians in Exile



## National Standards of Learning

### Geography Activities

#### Standard 13

How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Civil War Soldier

Protect the Harbor

Railroad Connections

Sent Away: Acadians in Exile

#### Standard 14

How human actions modify the physical environment

The Ancestral Pueblo People

Investigating Global Connections

#### Standard 15

How physical systems affect human systems

The Ancestral Pueblo People

Arctic Artifacts

Investigating Global Connections

#### Standard 16

The changes that occur in the meaning, use, distribution and importance of resources

A Whaling Adventure

The Bald Eagle

The Puma Challenge

#### Standard 17

How to apply geography to interpret the past

A Whaling Adventure

Name That Park



## National Standards of Learning

### History Standards K-4

#### Standard 1

Family life now and in the recent past; family life in various places long ago

#### Standard 2

History of students's local community and how communities in North America varied long ago

#### Standard 3

The people, events, problems, and ideas that created the history of their state

#### Standard 4

How democratic values came to be, and how they have been exemplified by people, events, and symbols

#### Standard 5

The causes and nature of various movements of large groups people into and within the United States, now and long ago

#### Standard 6

Regional folklore and cultural contributions that helped to form our national heritage

#### Standard 7

Selected attributes and historical developments of various societies in Africa, the Americas, Asia and Europe

#### Standard 8

Major discoveries in science and technology, their social and economic effects and the scientists and inventors responsible for them



## National Standards of Learning

### History Activities K-4

#### Standard 1

Family life now and in the recent past; family life in various places long ago

Ancstral Pueblo People

A Whaling Adventure

Arctic Artifacts

Photo Explore

The Puma Challenge

Sent Away: Acadians in Exile

#### Standard 2

History of student's local community and how communities in North America varied long ago

The Ancestral Pueblo People

A Whaling Adventure

Independence Oddities

Patriot Spy

Photo Explore

Sled Dog Patrol

Yesterday and Today

#### Standard 3

The people, events, problems, and ideas that created the history of their state

National Park Service Arrowhead

National Park Service Uniform

#### Standard 4

How democratic values came to be and how they have been exemplified by people, events and symbols

Civil War Soldier

George Washington's Secret Code

Help Lincoln Get to the White House

The Patriot Spy

Powder Monkey

Presidents

Who Said That?

Young Abraham Lincoln

#### Standard 5

The causes and nature of various movements of large groups of people into and within the United States, now and long ago

Railroad Connections

Sent Away: Acadians in Exile



## National Standards of Learning History K-4 Activities

### Standard 7

Selected attributes and historical developments of various societies in Africa, the Americas, Asia and Europe

Dendrochronology

Protect Our Harbor

Stories From the Past

### Standard 8

Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them

Finding Edison



## National Standards of Learning

### History Standards 5-8

#### Era 1: Three Worlds Meet (Beginnings to 1620)

##### Standard 1

Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450

##### Standard 2

How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples

#### Era 2: Colonization and Settlement ( 1585-1763)

##### Standard 1

Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America

##### Standard 2

How political, religious, and social institutions emerged in the English colonies

##### Standard 3

How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas

#### Era 3: Revolution and the New Nation ( 1754-1820's)

##### Standard 1

The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory

##### Standard 2

The impact of the American Revolution on politics, economy, and society

##### Standard 3

The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights



## National Standards of Learning

### History Standards 5-8

#### Era 4: Expansion and reform ( 1801-1861)

##### Standard 1

United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

##### Standard 2

How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions

##### Standard 3

The extension, restriction, and reorganization of political democracy after 1800

##### Standard 4

The sources and character of culture, religious, and social reform

#### Era 5: Civil War and Reconstruction (1850-1877)

##### Standard 1

The causes of the Civil War

##### Standard 2

The course and character of the Civil War and its effects on the American people

##### Standard 3

How various reconstruction plans succeeded or failed

#### Era 6: The Development of the Industrial United States (1870-1900)

##### Standard 1

How the rise of corporations, heavy industry, and mechanized farming transformed the American people

##### Standard 2

Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

##### Standard 3

The rise of the American labor movement and how political issues reflected social and economic changes

##### Standard 4

Federal Indian policy and United States foreign policy after the Civil War

#### Era 7: The Emergence of Modern America (1890-1930)

##### Standard 1

How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption

##### Standard 2

The changing role of the United States in world affairs through WWI

##### Standard 3

How the United States changed from the end of WWI to the eve of the Great Depression



## National Standards of Learning

### History Standards 5-8

#### Era 8 The Great Depression and World War II (1929-1945)

##### Standard 1

The causes of the Great Depression and how it affected American society

##### Standard 2

How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state

##### Standard 3

The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

#### Era 9 Postwar United States (1945- early 1970s)

##### Standard 1

The economic boom and social transformation of postwar United States

##### Standard 2

How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics

##### Standard 3

Domestic policies after WWII

##### Standard 3

The struggle for racial and gender equality and the extension of civil liberties

#### Era 10 Contemporary United States (1968 to the present)

##### Standard 1

Recent developments in foreign policy and domestic politics

##### Standard 2

Economic, social, and cultural developments in contemporary United States



## National Standards of Learning

### History Activities 5-8

Era 1: Three Worlds Meet (Beginnings to 1620)

Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450

Arctic Artifacts

Yesterday and Today

Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples

The Puma Challenge

Era 2: Colonization and Settlement (1585-1763)

Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples

Sent Away: Acadians in Exile

Era 3: Revolution and the New Nation (1754-1820's)

Standard 2: The impact of the American Revolution on politics, economy, and society

George Washington's Secret Code

The Patriot Spy

Era 4: Expansion and reform (1801-1861)

Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions

A Whaling Adventure

Era 5: Civil War and Reconstruction (1850-1877)

Standard 1: The causes of the Civil War

Civil War Soldier

Standard 2: The course and character of the Civil War and its effects on the American people

Civil War Soldier

Help Lincoln Get to the White House

Era 7: The Emergence of Modern America (1890-1930)

Standard 3: How the United States changed from the end of WWI to the eve of the Great Depression

Finding Edison

Photo Explore

Railroad Connections

Era 10 Contemporary United States (1968 to the present)

Standard 2: Economic, social, and cultural developments in contemporary United States

Sled Dog Patrol

Investigating Global Connections



## National Standards of Learning

### Language Arts Standards K-8

Standard 1

Reading for perspective

Standard 2

Understanding the human experience

Standard 3

Evaluation strategies

Standard 4

Communication skills

Standard 5

Communication strategies

Standard 6

Applying knowledge

Standard 7

Evaluating data

Standard 8

Developing research skills

Standard 9

Multicultural understanding

Standard 10

Apply non-English perspectives

Standard 11

Participating in society

Standard 12

Applying language skills



## National Standards of Learning Language Arts Activities

### Standard 1

#### Reading for perspective

A Whaling Adventure  
Arctic Artifacts  
The Bald Eagle  
Civil War Soldier  
Dendrochronology  
The Disappearing Night Sky  
Finding Edison  
Fire Story  
Help A Ranger  
The Patriot Spy  
Railroad Connections  
The Secret Garden  
Sent Away: Acadians in Exile  
Stories from the Past  
The Ten Essentials  
Tracking at White Sands  
Water Safety  
Who Am I?  
Who Are We?  
Wildlife in Yellowstone's Winter

### Standard 2

#### Understanding the human experience

A Whaling Adventure  
Arctic Artifacts  
The Bald Eagle  
Civil War Soldier  
The Disappearing Night Sky  
Finding Edison  
Fire Story  
Help A Ranger  
Help Lincoln Get to the White House  
Know Your Park  
National Park Service Arrowhead  
National Park Service Uniform  
Pack a Dog Sled  
The Patriot Spy  
Photo Explore  
Powder Monkey  
Presidents  
Sent Away: Acadians in Exile  
Signal Flag  
Sled Dog Patrol  
Stories from the Past  
What to Pack  
Who Are We?  
Who Said That?  
You're in Charge  
Young Abraham Lincoln



## National Standards of Learning Language Arts Activities

### Standard 3

#### Evaluation strategies

- A Whaling Adventure
- The Bald Eagle
- Dendrochronology
- Fire Tools
- George Washington's Secret Code
- The Great Smoky Mountains Rebus
- Independence Oddities
- Know Your Park
- Name That Park
- Reading a Map
- Semaphore
- Signal Flag
- The Ten Essentials
- Tracking at White Sands
- Wildlife in Yellowstone's Winter
- Yesterday and Today

### Standard 5

#### Communication strategies

- Know Your Park

### Standard 6

#### Applying knowledge

- Washington's Secret Code
- The Great Smoky Mountains Rebus
- Signal Flag

### Standard 8

#### Developing research skills

- Dino Diets
- Reading a Map
- Who Said That?
- Young Abraham Lincoln

### Standard 9

#### Multicultural understanding

- Arctic Artifacts
- Sent Away: Acadians in Exile



## National Standards of Learning

### Mathematics Standards K-8

Number operation

Algebra

Geometry

Measurement

Data analysis and probability

Problem solving

Reasoning and proof

Communication

Connections

Representations



## National Standards of Learning Mathamatics Activities

### Number operation

Exploring Tidepools  
Water Quality

### Measurement

Arctic Artifacts

### Data analysis and probablility

Arctic Artifacts  
Water Quality

### Problem solving

Arctic Artifacts  
Water Quality

### Reasoning and proof

Arctic Artifacts  
Water Quality

### Connections

Arctic Artifacts  
Exploring Tidepools  
Water Quality

### Representations

Exploring Tidepools  
Water Quality



## National Standards of Learning

### Science Standards K-8

Standard A

Science as inquiry

Standard B

Physical science

Standard C

Life science

Standard D

Earth and space science

Standard E

Science and technology

Standard F

Science in personal and social perspectives

Standard G

History and nature of science



## National Standards of Learning Science Activities

### Standard A

#### Science as inquiry

- Arctic Artifacts
- Dendrochronology
- Dino Diets
- Exploring Tidepools
- Fire Story
- Ocean Life Matching

### Standard B

#### Physical science

- Fire Story

### Standard C

#### Life science

- The Bald Eagle
- Dendrochronology
- Dino Diets
- Exploring Tidepools
- Ocean Life Matching
- The Secret Garden
- Swimming for Home
- Tracking at White Sands
- Water Quality
- Who Am I?
- Wildlife in Yellowstone's Winter

### Standard D

#### Earth and Space Science

- Rock Around the Park

### Standard E

#### Science and technology

- Arctic Artifacts
- Finding Edison
- Name That Park

### Standard F

#### Science in personal and social perspectives

- The Bald Eagle
- Fire Tools
- Help a Ranger
- Investigating Global Connections
- Pack a Dog Sled
- The Puma Challenge
- The Secret Garden
- Swimming for Home
- What to Park

### Standard G

#### History and nature of science

- Arctic Artifacts
- Finding Edison



## National Standards of Learning

### Social Studies Standards K-8

Culture

Time, continuity, and change

People, places, and environments

Individual development and identity

Individuals, groups, and institutions

Power, authority, and governance

Production, distribution, and consumption

Science, technology, and society

Global connections

Civic ideals and practices



## National Standards of Learning Social Studies Activities

### Culture

- The Ancestral Pueblo People
- Finding Edison
- Photo Explore
- Powder Monkey
- Sent Away: Acadians in Exile
- Who Are We?

### Time, continuity, and change

- The Ancestral Pueblo People
- A Whaling Adventure
- Railroad Connections
- Sent Away: Acadians in Exile

### People, places, and environments

- A Whaling Adventure
- The Disappearing Night Sky
- Fire Story
- Investigating Global Connections
- Photo Explore
- The Puma Challenge
- Railroad Connections
- Sent Away: Acadians in Exile
- Sled Dog Patrol
- The Ten Essentials
- Turtle Hurdle
- Water Quality

### Individual, development, and identity

- Photo Explore
- Powder Monkey
- Sent Away: Acadians in Exile
- Stories from the Past
- Who Are We?

### Individuals, groups, and institutions

- The Ancestral Pueblo People
- Civil War Soldier
- The Patriot Spy

### Power, authority, and governance

- Civil War Soldier
- The Patriot Spy
- Presidents
- You're in Charge
- Young Abraham Lincoln



## National Standards of Learning Social Studies Activities

### Science, technology, and society

- A Whaling Adventure
- Finding Edison
- Fire Story
- Powder Monkey
- Protect Our Harbor
- Railroad Connection

### Global Connections

- Investigating Global Connections
- Powder Monkey
- A Whaling Adventure

### Civic ideals and practices

- Civil War Soldier
- The Disappearing Night Sky
- Fire Story
- Investigating Global Connections
- Pack a Dog Sled
- The Patriot Spy
- Presidents
- Trash Talk
- What to Pack
- Who Are We?
- Who Said That?
- You're in Charge
- Young Abraham Lincoln



## The Ancestral Pueblo People

Students are introduced to the lifestyle of Native Americans who had lived in and around what is now Bandelier National Monument in New Mexico. Human history of the Frijoles Canyon is briefly traced from an early hunter-gatherer lifestyle, to settlement from the 1100's to the 1500's. An activity encourages students to explore the Ancestral Pueblo lifestyle by discovering plants and materials used to build homes and maintain gardens.

### Grades K-4

#### **GEO** Standard 14: How human actions modify the physical environment

- Discover how ancestral Pueblo people made use of the resources available in their environment, and how these actions changed the immediately surrounding physical environment.

#### **GEO** Standard 15: How physical systems affect human systems

- Understand that the availability of resources likely influenced the size of the population that lived at Bandelier National Monument at one time.

#### **HIS** Standard 1: Family life now and in the recent past; family life in various places long ago

- Discover daily life of Ancestral Pueblo People by exploring home dwellings and construction techniques, gardening techniques, and plants cultivated in gardens.
- Understand how daily life in the Frijoles canyon differs from daily life of student's today.

### Grades 5-8

#### **GEO** Standard 14: How human actions modify the physical environment

- Discover how ancestral Pueblo people made use of the resources available in their environment, and how these actions changed the immediately surrounding physical environment.

#### **GEO** Standard 15: How physical systems affect human systems

- Understand that the availability of resources likely influenced the size of the population that lived at Bandelier National Monument at one time.

#### **HIS** Era 1, Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450

- Understand common elements as well as diversity amongst Native American cultures of the United States.



## The Ancestral Pueblo People (continued)

Students are introduced to the lifestyle of Native Americans who had lived in and around what is now Bandelier National Monument in New Mexico. Human history of the Frijoles Canyon is briefly traced from an early hunter-gatherer lifestyle, to settlement from the 1100's to the 1500's. An activity encourages students to explore the Ancestral Pueblo lifestyle by discovering plants and materials used to build homes and maintain gardens.

### Grades K-4

**HIS** Standard 2: History of student's local community and how communities in North America varied long ago

- Understand how the individual contributed to the goals of the community and cultural lifestyle.

**SOC** Culture

- Understand that different groups of people had different experiences throughout history.

**SOC** Time, continuity, and change

- Develop the inquiry habits that historians and scholars in humanities and social sciences use to study the past and its relationship with the present.

**SOC** Individuals, groups, and identity

- Develop a stronger sense of self by exploring how others lived in different places in the past.

### Grades 5-8

**SOC** Culture

- Begin to question the layered fabric of culture and consider how meeting daily needs culminates into a culture, both now and long ago.

**SOC** Time, continuity, and change

- Develop the inquiry habits that historians and scholars in humanities and social sciences use to study the past and its relationship with the present.

**SOC** Individuals, groups, and identity

- Develop a stronger sense of self by exploring how others lived in different places in the past.



## A Whaling Adventure

Students learn about the whaling industry in the 1850's by exploring New Bedford, Massachusetts during the Victorian Age and by accompanying the crew on a whaling voyage around the world.

### Grades K-4

**GEO** Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface

- Explore the commerce hub of New Bedford by navigating through a spatial map.
- Visualize the nautical path of a whaling voyage by using a map of the world.

**GEO** Standard 4: The physical and human characteristics of places

- Understand what physical characteristics made New Bedford an ideal location for the whaling industry.

**GEO** Standard 9: The characteristics, distribution, and migration of human population on Earth's surface

- Learn how whaling voyages provided an opportunity for groups of people from various locations to migrate from their island home.

**GEO** Standard 16: Changes that occur in the meaning, use, distribution, and importance of resources

- Consider the role whaling resources play in society today, compared with its importance during the Victorian Age

### Grades 5-8

**GEO** Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface

- Explore the commerce hub of New Bedford by navigating through a spatial map.
- Visualize the nautical path of a whaling voyage by using a map of the world.

**GEO** Standard 4: The physical and human characteristics of places

- Understand what physical characteristics made New Bedford an ideal location for the whaling industry.

**GEO** Standard 9: The characteristics, distribution, and migration of human population on Earth's surface

- Learn how whaling voyages provided an opportunity for groups of people from various locations to migrate from their island home.

**GEO** Standard 16: Changes that occur in the meaning, use, distribution, and importance of resources

- Consider the role whaling resources play in society today, compared with its importance during the Victorian Age



## A Whaling Adventure *(continued)*

Students learn about the whaling industry in the 1850's by exploring New Bedford, Massachusetts during the Victorian Age and by accompanying the crew on a whaling voyage around the world.

### Grades K-4

- GEO** Standard 17: How to apply geography to interpret the past
- Apply geographical inquiry skills to interpret the past.

- HIS** Standard 1: Family life now and in the recent past; family life in various places long ago
- Consider what life would have been like during in another place and time.

- HIS** Standard 2: History of student's local community and how communities in North America varied long ago
- Understand how individual jobs and professions contributed to the local community and cultural lifestyle.

- LA** Standard 1: Reading for perspective
- Consider what life would have been like in another place and time.
  - Deepen knowledge the world and therefore the self.

### Grades 5-8

- GEO** Standard 17: How to apply geography to interpret the past
- Apply geographical inquiry skills to interpret the past.

- HIS** Era 4, Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions
- Learn how increased demand for the limited natural resource found in whales resulted in world exploration, contributed to population movement, and contributed to decreased whale populations.

- LA** Standard 1: Reading for perspective
- Consider what life would have in another place and time.
  - Deepen knowledge the world and therefore the self.



## A Whaling Adventure (continued)

Students learn about the whaling industry in the 1850's by exploring New Bedford, Massachusetts during the Victorian Age and by accompanying the crew on a whaling voyage around the world.

### Grades K-4

- LA** Standard 2: Understanding the human experience
- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.
  - Read to engage in ethical and philosophical reflection of values and beliefs of cultures, times, and place.

- LA** Standard 3: Evaluation strategies
- Use critical thinking to identify particular text elements and expand vocabulary.

- SOC** Time, continuity, and change
- Understand what organized society was like in the past and how American society has changed and developed.

- SOC** Product, distribution, and consumption
- Study how people organized for the production, distribution, and consumption of goods and services in the past.
  - Compare wants and needs of the past with wants and needs of the present.

- SOC** Science, technology, and society
- Consider how technology of the times differs from technology available today.

### Grades 5-8

- LA** Standard 2: Understanding the human experience
- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.
  - Read to engage in ethical and philosophical reflection of values and beliefs of cultures, times, and place.

- LA** Standard 3: Evaluation strategies
- Use critical thinking to identify particular text elements and expand vocabulary.

- SOC** Time, continuity, and change
- Understand what organized society was like in the past and how American society has changed and developed.

- SOC** Product, distribution, and consumption
- Explore the economic fabric of a New England coastal port during the Victorian age.

- SOC** People, places, and environments
- Apply skills in analyzing human behavior in relation to its physical and cultural environment.

- SOC** Science, technology, and society
- Consider how the technology of the times influenced daily life, economics, and the environment.



## Arctic Artifacts

Students are given an opportunity to investigate arctic artifacts from an Archaeologist's perspective. Learners are encouraged to ask investigative questions, and make use of archaeological tools, such as metric weights and measures, to discover the historical past of arctic people.

### Grades K-4

**GEO** Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics

- Consider the cultural mosaic of people who lived in a remote place and how cultures have changed.

**GEO** Standard 15: How physical systems affect human systems

- Consider how available resources affected human adaptation to the arctic environment.

**HIS** Standard 1: Family life now & family life in the recent past; family life in various places long ago

- Consider how various materials from an arctic environment could be utilized to construct tools needed to carry out essential daily tasks such as hunting and water collection.

**LA** Standard 1: Reading for perspective

- Read to gain a range of perspective, within a variety of contexts, to practice proficiency, and gain knowledge.

### Grades 5-8

**GEO** Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics

- Consider the cultural mosaic of people who lived in a remote place and how cultures have changed.

**GEO** Standard 15: How physical systems affect human systems

- Consider how available resources affected human adaptation to the arctic environment.

**HIS** Standard 1, Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450

- Draw upon archaeological data to explain how arctic people survived and thrived.

**LA** Standard 1: Reading for perspective

- Read to gain a range of perspective, within a variety of contexts, to practice proficiency and gain knowledge.

**LA** Standard 2: Understanding the human experience

- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.



## Arctic Artifacts (continued)

Students are given an opportunity to investigate arctic artifacts from an Archaeologist's perspective. Learners are encouraged to ask investigative questions and make use of archaeological tools, such as metric weights and measures, to discover the historical past of arctic people.

### Grades K-4

**LA** Standard 2: Understanding the human experience

- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.

**LA** Standard 8: Multicultural understanding

- Develop an understanding of and respect for cultural diversity.

**SCI** Standard A: Science as inquiry

- Think critically and logically about relationships between evidence and explanations.
- Perform investigations using scientific measures.

**SCI** Standard E: Science and technology

- Study artifacts to determine function and identify the problem solved with the tool.

**SCI** Standard G: History and nature of science

- Consider that mankind has made a variety of contributions to science and technology over thousands of years.

**SOC** Science, technology, and society

- Consider how the technology helped those living in an arctic environment meet daily needs.

### Grades 5-8

**LA** Standard 8: Multicultural understanding

- Develop an understanding of and respect for cultural diversity.

**SCI** Standard A: Science as inquiry

- Think critically and logically about relationships between evidence and explanations.
- Perform investigations using scientific measures.

**SCI** Standard E: Science and technology

- Appreciate how different cultures applied technology to meet their needs within their environment.
- Recognize that many different people, in many different cultures have made significant contributions to the advancement of technology.

**SCI** Standard G: History and nature of science

- Consider that mankind has made a variety of contributions to science and technology over thousands of years.

**SOC** Science, technology, and society

- Consider how the technology of the times differs from technology available today.



## Arctic Artifacts (continued)

Students are given an opportunity to investigate arctic artifacts from an Archaeologist's perspective. Learners are encouraged to ask investigative questions and make use of archaeological tools, such as metric weights and measures, to discover the historical past of arctic people.

### Grades K-2

- MAT** Measurement
- Recognize attributes of metric length and weight.
  - Use tools to practice measurement.

- MAT** Reasoning and proof
- Recognize reasoning and proof as a fundamental aspect of mathematics.

- MAT** Connections
- Recognize and apply mathematics in contexts outside of mathematics.

- MAT** Problem solving
- Apply and adapt a variety of appropriate strategies to solve problems.

### Grades 3-5

- MAT** Measurement
- Understand the need for measuring with standard units and become familiar with the metric system of measurement.

- MAT** Data analysis and probability
- Collect data using observations, surveys, and experimentation with measurement.

- MAT** Reasoning and proof
- Select and use various types of reasoning and methods of proof.

- MAT** Connections
- Recognize and apply mathematics in contexts outside of mathematics.

- MAT** Problem solving
- Apply and adapt a variety of appropriate strategies to solve problems.

### Grades 6-8

- MAT** Measurement
- Understand the metric system and its potential uses.

- MAT** Connections
- Recognize and apply mathematics in contexts outside of mathematics.

- MAT** Problem solving
- Apply and adapt a variety of appropriate strategies to solve problems.



## The Bald Eagle

Students learn how to protect America's national symbol by first learning about how humans have affected the population decline of Bald Eagles. Learners are introduced to concepts such as habitat, endangered species, predator and prey. Students have the choice of completing a multiple choice quiz (easy) or a fill in the blank test (medium).

### Grades K-4

- GEO** Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface
- Understand that humans have intentionally and inadvertently modified habitats and ecosystems.

- GEO** Standard 16: Changes that occur in the meaning, use, distribution, and importance resources
- Understand how human demand for resources endangered Bald Eagle habitats, and how protection of Bald Eagle habitats has lead to conservation of certain resources.

- LA** Standard 1: Reading for perspective
- Harness reading skills to acquire new information about environment and society.

- LA** Standard 2: Understanding the human experience
- Read to engage in ethical and philosophical reflection on environmental issues.

### Grades 5-8

- GEO** Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface
- Understand that humans have intentionally and inadvertently modified habitats and ecosystems.

- GEO** Standard 16: Changes that occur in the meaning, use, distribution, and importance resources
- Understand how human demand for resources endangered Bald Eagle habitats, and how protection of Bald Eagle habitats has lead to conservation of certain resources.

- LA** Standard 1: Reading for perspective
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- LA** Standard 2: Understanding the human experience
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## The Bald Eagle (continued)

Students learn how to protect America's national symbol by first learning about how humans have affected the population decline of Bald Eagles. Learners are introduced to concepts such as habitat, endangered species, predator and prey. Students have the choice of completing a multiple choice quiz (easy) or a fill in the blank test (medium).

### Grades K-4

**LA**

#### Standard 3: Evaluation strategies

- Make word predictions based on contextual clues and reevaluate predictions based on clues.
- Use critical thinking to identify particular text elements and expand vocabulary.

**SCI**

#### Standard C: Life Science

- Develop an understanding of species diversity and adaptation to environments.
- Make sense of why species live in particular environments.
- Develop an understanding of how all living organisms are dependent on both living and non-living environments to survive.

**SCI**

#### Standard F: Personal and social perspectives

- Begin to understand that changes in the environment can be natural or influenced by humans

### Grades 5-8

**LA**

#### Standard 3: Evaluation strategies

- Make word predictions based on contextual clues and reevaluate predictions based on clues.
- Use critical thinking to identify particular text elements and expand vocabulary.

**SCI**

#### Standard C: Life Science

- Develop an understanding of an ecological community.
- Broaden understanding of how species interact with other species and with the environment.

**SCI**

#### Standard F: Personal and social perspectives

- Understand that changes in the environment can be natural or influenced by humans.
- Begin to recognize that individual actions can accumulate into societal actions.



## Civil War Soldier

Time and place of the Civil War are set with background information about the social and political status of the United States in the early 1860's. Perspectives of the war are presented for students to understand opposing viewpoints of the war and the various reasons Americans enlisted in the war. Students are encouraged to gain further perspective of the war by choosing to enlist as either a Confederate Soldier or a Union Soldier.

### Grades K-4

**GEO** Standard 5: People create regions to interpret Earth's complexity

- Use a map of the United States to discover boundaries between the Confederacy and Union, and the location of influential battles.

**GEO** Standard 6: How culture and experience influence people's perceptions of places and regions

- Visualize how view of the Civil War was split into Union, Confederacy, and Free Territory.

**GEO** Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics

- Use a map to visualize and understand how beliefs and cultural differences divided our nation, resulting in the Civil War.

**GEO** Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's Surface

- Understand how the regional divide between the North and South was a result of conflict over the proper use of human resources.

### Grades 5-8

**GEO** Standard 5: People create regions to interpret Earth's complexity

- Use a map of the United States to discover boundaries between the Confederacy and Union, and the location of influential battles.

**GEO** Standard 6: How culture and experience influence people's perceptions of places and regions

- Visualize how views of the Civil War was split into Union, Confederacy, and Free Territory.

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**GEO** Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's Surface

- Understand how the regional divide between the North and South was a result of conflict over the proper use of human resources.



## Civil War Soldier (continued)

Time and place of the Civil War are set with background information about the social and political status of the United States in the early 1860's. Perspectives of the war are presented for students to understand opposing viewpoints of the war and the various reasons Americans enlisted in the war. Students are encouraged to gain further perspective of the war by choosing to enlist as either a Confederate Soldier or a Union Soldier.

Grades K-4

**HIS**

Standard 4: How domestic values come to be, and how they have been exemplified by people, events and symbols

- Consider how ordinary people believed in the fundamentals of democracy enough to enlist in the war.
- Discover how over the last 230+ years individuals and groups in American society have struggled to achieve the liberties and equality promised in the principles of American democracy.

**LA**

Standard 1: Reading for perspective

- Harness reading skills to acquire new information about environment and society.

**LA**

Standard 2: Understanding the human experience

- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.
- Read to gain a different point of view toward events, circumstances, and issues.
- Read to understand multicultural perspectives through text and story.

Grades 5-8

**HIS**

Era 5, Standard 1: The causes of the Civil War

- Explain the causes of the Civil War and evaluate the importance of slavery as a principal causes of the conflict.
- Explore the economic, social, and cultural differences between the North and South.

**HIS**

Era 5: Standard 2: The course and character of the Civil War and its effects on the American people

- Discover the human and material costs of the war in the North and South.
- Compare the different motives for choosing a side of the war.

**LA**

Standard 1: Reading for perspective

- Harness reading skills to acquire new information about environment and society.



## Civil War Soldier (continued)

Time and place of the Civil War are set with background information about the social and political status of the United States in the early 1860's. Perspectives of the war are presented for students to understand opposing viewpoints of the war and the various reasons Americans enlisted in the war. Students are encouraged to gain further perspective of the war by choosing to enlist as either a Confederate Soldier or a Union Soldier.

### Grades K-4

- SOC** Power, authority, and governance
- Begin to develop an awareness of rights and responsibility in the context of our nation's history.
- SOC** Individuals, groups, and institutions
- Begin to understand how governmental institutions influence individuals, groups, and cultures.
- SOC** Civic ideals and practices
- Explore views of citizenship in another time and place through story.

### Grades 5-8

- LA** Standard 2: Understanding the human experience
- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.
  - Read to gain a different point of view toward events, circumstances, and issues.
  - Read to understand multicultural perspectives through text and story.
- SOC** Power, authority, and governance
- Further develop an awareness of rights and responsibility in the context of our nation's history.
- SOC** Individuals, groups, and institutions
- Appreciate how our government institution has changed over time, promotes social conformity, and influences culture.
- SOC** Civic ideals and practices
- Analyze and evaluate the relationship between ideals and practices in the context of Civil War times.



## Dendrochronology

Students discover how archeologists use growth rings of trees to measure time into the past. Activity explains how trees grow rings and what factors affect the growth of rings. The activity also explains how archaeologists uncover the stories of past events using dendrochronology.

### Grades K-4

**HIS** Standard 7: Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe

- Discover how historians learn about the past if there is not written a record.

**LA** Standard 1: Reading for perspective

- Harness reading skills to acquire new information about the natural environment and the ways humans interact with the environment.

**LA** Standard 3: Evaluation strategies

- Use critical thinking to identify particular text elements and expand vocabulary.

**SCI** Standard A: Science as inquiry

- Think critically and logically about relationships between evidence and explanations.

**SCI** Standard C: Life science

- Develop an understanding that all living organisms are dependent on both living and non-living environments to survive.

### Grades 5-8

**LA** Standard 1: Reading for perspective

- Harness reading skills to acquire new information about the natural environment and the ways humans interact with the environment.

**LA** Standard 3: Evaluation strategies

- Use critical thinking to identify particular text elements and expand vocabulary.

**SCI** Standard A: Science as inquiry

- Think critically and logically about relationships between evidence and explanations.
- Quantify observations and investigations.

**SCI** Standard C: Life science

- Develop an understanding of an ecological community.
- Discover an organism's ability to obtain and sustain life in a constantly changing external environment.



## Dino Diets

Encourages learners to use inquiry and observation skills to determine eating habits of extinct dinosaurs. Reading skills are required to learn how scientists discovered the diets of different species of dinosaurs.

### Grades K-4

**LA**

**Standard 8: Developing research skills**

- Investigate NPS park website to synthesize information needed to successfully complete exercise.

**SCI**

**Standard A: Science as inquiry**

- Think critically and logically about relationships between evidence and explanations.

**SCI**

**Standard C: Life science**

- Understand the linkage between food, survival and the environment.

### Grades 5-8

**LA**

**Standard 8: Developing research skills**

- Investigate NPS park website to synthesize information needed to successfully complete exercise.

**SCI**

**Standard A: Science as inquiry**

- Think critically and logically about relationships between evidence and explanations.

**SCI**

**Standard C: Life science**

- Learn about the Earth's history by investigating the habits of extinct animals and characteristics of environments that existed eons ago.
- Develop an understanding of diversity and adaptations of organisms.



## The Disappearing Night Sky

‘The case of the disappearing sky’ is explored by learning how the human development leads to fewer visible stars. The effects of light glare on animal migration patterns is explained. Students are given an opportunity choose which lighting feature produces the least amount of light pollution.

### Grades K-4

**GEO** Standard 9: The characteristics, distribution, and migration of human populations on Earth’s surface

- Use a world map of the earth at night to visualize where human populations are concentrated through the world

**LA** Standard 1: Reading for perspective

- Harness reading skills to acquire new information about environment and society.

**LA** Standard 2: Understanding the human experience

- Read to gain a different point of view toward events, circumstances, and issues.

**SOC** People, places, and environments

- Consider scenarios that illustrate how human decisions affect the relationship between human beings and the environment.

**SOC** Civic ideals and practices

- Begin to consider how environmental stewardship is an extension of civic responsibility.

### Grades 5-8

**GEO** Standard 9: The characteristics, distribution, and migration of human populations on Earth’s surface

- Use a world map of the earth at night to visualize where human populations are concentrated through the world

**LA** Standard 1: Reading for perspective

- Harness reading skills to acquire new information about environment and society.

**LA** Standard 2: Understanding the human experience

- Read to gain a different point of view toward events, circumstances, and issues.

**SOC** People, places, and environments

- Expand the ability to apply skills in analyzing human behavior in relation to physical and cultural environments.

**SOC** Civic ideals and practices

- Expand the ability to analyze and evaluate the relationship between stewardship, civic responsibility, and best practices.



## Exploring Tidepools

Students are introduced to the diversity of coastal tide pools. Activity explains how changing of ocean tide leads to the formation of tidepools. Organisms living in tidepools are explored through the use of realistic photos. The activity requires students to use memory recognitions to count various species present in the real-life snapshot of a tide pool.

### Grades K-2

**MAT** Numbers and operations

- Count with understanding and recognize “how many” in a set of tidepool organisms.

**MAT** Connections

- Recognize and apply mathematics in contexts outside of mathematics.

### Grades 3-5

**MAT** Numbers and operations

- Use visual models to practice addition.

**MAT** Connections

- Recognize and apply mathematics in contexts outside of mathematics.

**MAT** Representation

- Use and interact with representations to model and interpret physical phenomena.

### Grades 6-8

**MAT** Representation

- Apply mathematical representations to solve problems in assessing the physical environment.
- Use representations to model and interpret physical phenomena.



## Exploring Tidepools (continued)

Students are introduced to the diversity of coastal tide pools. Activity explains how the changing of ocean tide leads to the formation of tidepools. Organisms living in tidepools are explored through the use of realistic photos. The activity also requires students to use memory recognitions to count various species present in the real-life snapshot of a tide pool.

### Grades K-4

- SCI** Standard A: Science as inquiry
- Think critically and logically about relationships between evidence and explanations.
- SCI** Standard C: Life science
- Make sense of why organisms live in particular environments.
  - Develop some understanding of the diversity of life.
  - Develop an understanding of how all living organisms are dependent on both living and non-living environments to survive.

### Grades 5-8

- SCI** Standard A: Science as inquiry
- Think critically and logically about relationships between evidence and explanations.
  - Quantify observations and investigations.
- SCI** Standard C: Life science
- Examine tidepools to develop an understanding of an ecological community.
  - Discover an organisms ability to sustain life in a constantly changing external environment.



## Finding Edison

Students learn about inventor Thomas Edison's contributions to modern technologies including the florescent light, electrical appliances, television, the telephone, Portland cement, and the portable CD player.

### Grades K-4

## HIS

Standard 8: Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them

- Discover Thomas Edison's significant contributions to several technologies and how these advances in technology changed modern life.

## LA

Standard 1: Reading for perspective

- Read to gain a range of perspective, within a variety of contexts, to practice proficiency and gain knowledge.

## LA

Standard 2: Understanding the human experience

- Explore a historical narrative to gain perspective of the human experience and reflect on alternative ways of knowing and being during a different time.

## SCI

Standard E: Science and technology

- Understand the relationship of science and technology and the ways Edison was involved with both.

### Grades 5-8

## HIS

Era 7, Standard 3: How the United States changed from the end of World War I to the eve of the Great Depression

- Understand how Edison's technological innovations continued to transform production, work and daily life.

## LA

Standard 1: Reading for perspective

- Read to gain a range of perspective, within a variety of contexts, to practice proficiency and gain knowledge.

## LA

Standard 2: Understanding the human experience

- Explore a historical narrative to gain perspective of the human experience and reflect on alternative ways of knowing and being during a different time.

## SCI

Standard E: Science and technology

- Gain understanding of technology by studying technological products and inventions.
- Explore familiar technologies in order to understand Edison's contributions to technology, daily life and society.



## Finding Edison (continued)

Students learn about inventor Thomas Edison's contributions to modern technologies including the florescent light, electrical appliances, television, the telephone, Portland cement, and the portable CD player.

### Grades K-4

- SCI** Standard G: History and the nature of science
- Consider that mankind has made a variety of contributions to science and technology in the recent past.
- SOC** Culture
- Consider the impact Edison's inventions have had on culture within America and around the world.
- SOC** Science, technology, and society
- Learn how technologies form systems and how daily lives are intertwined with a host of technologies and inventions.

### Grades 5-8

- SCI** Standard G: History and the nature of science
- Consider that mankind has made a variety of contributions to science and technology in the recent past.
- SOC** Culture
- Consider the impact Edison's inventions have had on culture within America and around the world.
- SOC** Science, technology, and society
- Explore the relationship between technological inventions and human values.
- SOC** Product, distribution, and consumption
- Consider the impact of Edison's technological inventions contributed to the shift toward mass production industry.



## Fire Story

Learners begin to understand how fires behave. Discover what ingredients are needed for a fire to start including fuel, oxygen, and heat. Students make choices to explore how several environmental conditions, including fuel, weather, and slope, effect the behavior of fire.

### Grades K-4

- LA** Standard 1: Reading for perspective
- Harness reading skills to acquire new information about environment and society.

- LA** Standard 2: Understanding the human experience
- Read to gain a different point of view toward events, circumstances, and issues.

- SCI** Standard A: Science as inquiry
- Think critically and logically about relationships between evidence and explanations.

- SCI** Standard B: Physical Science
- Understand the basics of fire chemistry.

### Grades 5-8

- LA** Standard 1: Reading for perspective
- Harness reading skills to acquire new information about environment and society.

- LA** Standard 2: Understanding the human experience
- Read to gain a different point of view toward events, circumstances, and issues.

- SCI** Standard A: Science as inquiry
- Think critically and logically about relationships between evidence and explanations.
  - Understand that the affects of fire can be quantified.

- SCI** Standard B: Physical Science
- Discover how atmospheric conditions affect biosphere conditions.



## Fire Story (continued)

Learners begin to understand how fires behave. Discover what ingredients are needed for a fire to start including fuel, oxygen, and heat. Students make choices to explore how several environmental conditions, including fuel, weather, and slope, effect the behavior of fire.

### Grades K-4

#### **SOC** People, places, and environment

- Consider scenarios that illustrate how human decisions affect the relationship between human beings and the environment.

#### **SOC** Civic ideals and practices

- Begin to consider how environmental stewardship is an extension of civic responsibility.

### Grades 5-8

#### **SOC** People, places, and environment

- Consider that the Earth's history has been influenced by occasional catastrophes, such as fire.
- Expand the ability to apply skills in analyzing human behavior in relation to physical and cultural environments.

#### **SOC** Civic ideals and practices

- Expand the ability to analyze and evaluate the relationship between stewardship, civic responsibility, and best practices.



## Fire Tools

An explanation of various fire fighting tools are introduced. Inventions of fire fighting tools are attributed to the inventor and includes the year of patent. Safety precautions relating to fire management are shared. A memory matching game allows students to test their knowledge and memory skills.

### Grades K-4

- LA** Standard 3: Evaluation strategies
- Use critical thinking to identify particular text elements and expand vocabulary

- SCI** Standard F: Science in personal and social perspective
- Begin to understand that people are continuously inventing new ways of solving problems and doing things.
  - Study the function of fire fighting tools.

- SOC** Science, technology, and society
- Learn how technologies form systems and how daily lives are intertwined with a host of technologies and inventions.

### Grades 5-8

- LA** Standard 2: Evaluation strategies
- Use critical thinking to identify particular text elements and expand vocabulary

- SCI** Standard F: Science in personal and social perspective
- Understand that people are continuously inventing new ways of solving problems and doing things.
  - Study the function of fire fighting tools.

- SOC** Science, technology, and society
- Explore the relationship between technological inventions and human values.



## George Washington's Secret Code

Students learn about the character of President George Washington by deciphering the 'Rules of Civility and Decent Behavior in Company and Conversation.'

### Grades K-4

# HIS

**Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols**

- Explore George Washington's fundamental domestic values of justice, truth, equality, and rights of the individual, and responsibility for the common good.
- Understand the historical significance of content in relation to present day democracy.
- Further understand George Washington's contributions as the "father of our nation."

# LA

**Standard 3: Evaluation strategies**

- Make word predictions based on Washington's Secret Code and reevaluate predictions based on clues.

# LA

**Standard 6: Applying knowledge**

- Practice skills in language structure and punctuation while using a key to decipher Washington's Secret Code.

### Grades 5-8

# HIS

**Era 3, Standard 2: Impact of the American Revolution on politics, economy, and society**

- Consider how George Washington's fundamental domestic values of justice, truth, equality and rights of the individual, and responsibility for the common good contributed to the American Revolution.

# LA

**Standard 3: Evaluation strategies**

- Make word predictions based on contextual clues and reevaluate predictions based on clues.

# LA

**Standard 6: Applying knowledge**

- Practice skills in language structure and punctuation while using a key to decipher Washington's Secret Code.



## The Great Smoky Mountains Rebus

Students learn about the Great Smokey Mountains by deciphering clues to create a sentence. After successfully deciphering the sentence, students unlock a fact about the Great Smokey Mountains, including that the Great Smokey Mountains are the salamander capital of the world, the number of tree species growing in the Great Smoky Mountains, and the number of black bears living in the park.

### Grades K-4

**LA**

#### Standard 3: Evaluation strategies

- Make word predictions based on contextual clues and reevaluate predictions based on clues.
- Use critical thinking to identify particular text elements and expand vocabulary.

**LA**

#### Standard 6: Applying knowledge

- Practice skills in language structure and punctuation.

### Grades 5-8

**LA**

#### Standard 3: Evaluation strategies

- Make word predictions based on contextual clues and reevaluate predictions based on clues.
- Use critical thinking to identify particular text elements and expand vocabulary.

**LA**

#### Standard 6: Applying knowledge

- Practice skills in language structure and punctuation.



## Help a Ranger

Students are presented with several environmental scenarios that simulate situations that could occur while visiting a national park. Students must choose the correct response from the multiple choices provided. Seven scenarios/ questions in total.

### Grades K-4

**LA**

#### Standard 1: Reading for perspective

- Read to gain a range of perspective, within a variety of contexts, to practice proficiency and gain knowledge.
- Deepen knowledge of the world and therefore the self.

**LA**

#### Standard 2: Understanding the human experience

- Read to gain a different point of view toward events, circumstances, and issues.

**SCI**

#### Standard F: Science in social and personal perspectives

- Understand that changes in the environment can be natural or influenced by humans.
- Begin to understand that some changes are good, some are bad, and some are neither.

### Grades 5-8

**LA**

#### Standard 1: Reading for perspective

- Read to gain a range of perspective, within a variety of contexts, to practice proficiency and gain knowledge.
- Deepen knowledge of the world and therefore the self.

**LA**

#### Standard 2: Understanding the human experience

- Read to gain a different point of view toward events, circumstances, and issues.

**SCI**

#### Standard F: Science in social and personal perspectives

- Understand that changes in the environment can be natural or influenced by humans.
- Begin to understand that some changes are good, some are bad, and some are neither.
- Begin to recognize that individual actions can accumulate into societal actions.



## Help Lincoln Get to the White House

Students answer questions to learn about the life of Abraham Lincoln. A timeline of Lincoln's life follows him from place to place, starting with his birth home in Kentucky in 1810 and ending at the place of his assassination, Ford's Theater in the Washington, DC area. Lincoln's early influences and accomplishments are discussed, as are his contributions as President of the United States.

### Grades K-4

**GEO** Standard 12: The processes, patterns, and functions of human settlement

- Spatially follow President Lincoln's movements across the country as his life progresses from childhood to early employment as a postmaster, to the Illinois capital as a member of the House of Representatives, to a lawyer, to Washington, DC, as President and finally back to Springfield Illinois to be laid to rest.

**HIS** Standard 4: How democratic values came to be and how they have been exemplified by people, events and symbols

- Discover the historical narrative of one of America's most influential presidents.

**LA** Standard 2: Understanding the human experience

- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.

### Grades 5-8

**GEO** Standard 12: The processes, patterns, and functions of human settlement

- Spatially follow President Lincoln's movements across the country as his life progresses from childhood to early employment as a postmaster, to the Illinois capital as a member of the House of Representatives, to a lawyer, to Washington, DC, as President and finally back to Springfield Illinois to be laid to rest.

**HIS** Era 5, Standard 2: The course and character of the Civil War and its effects on the American People

- Understand how Lincoln's early life molded his moral and values and how his perspective influenced the course of the Civil War.

**LA** Standard 2: Understanding the human experience

- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.



## Independence Oddities

Students are shown representations of ordinary objects that would have been used regularly by colonial Americans. Students are introduced to the idea that one of the purposes of national parks is to maintain collections of objects that are both ordinary and unique. Students explore objects by choosing which object does not belong in a set. Three sets of objects are presented.

### Grades K-4

**HIS**

**Standard 2: History of students local community and how communities in North America varied long ago**

- Consider the types of objects used in daily life during colonial times and compare and contrast these objects with items used today.

**LA**

**Standard 3: Evaluation strategies**

- Use critical thinking and reading skills to identify which object does not belong in the set.

### Grades 5-8

**LA**

**Standard 3: Evaluation strategies**

- Use critical thinking and reading skills to identify which object does not belong in the set.



## Investigating Global Connections

Students investigate changes in the environment at various locations across the United States. Investigation of an Alaskan coastal community, the Pika, coral reef habitat, the American goldfinch, glacier ice melt, and the pine beetle lead students to discover that our climate is changing.

### Grades K-4

**GEO** Standard 4: The physical and human characteristics of places

- Understand how characteristics of place and changes in place can affect how, and if, people can live in a particular place.

**GEO** Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface

- Understand that changes in the environment also effect where non-human populations can survive.

**GEO** Standard 14: How human actions modify the physical environment

- Begin to understand how societal choices have long term effects on the environment.

**GEO** Standard 15: How physical systems affect human systems

- Understand how spatial location of human populations is affected by environmental factors.

### Grades 5-8

**GEO** Standard 4: The physical and human characteristics of places

- Understand how characteristics of place and changes in place can affect how, and if, people can live in a particular place.

**GEO** Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface

- Understand that changes in the environment also effect where non-human populations can survive.

**GEO** Standard 14: How human actions modify the physical environment

- Begin to understand how societal choices have long term effects on the environment.

**GEO** Standard 15: How physical systems affect human systems

- Understand how spatial location of human populations is affected by environmental factors.

**HIS** Era 10, Standard 2: Economic, social, and cultural developments in contemporary United States

- Understand how human activity has influenced global climate change.



## Investigating Global Connections (continued)

Students investigate changes in the environment at various locations across the United States. Investigation of an Alaskan coastal community, the Pika, coral reef habitat, the American goldfinch, glacier ice melt, and the pine beetle lead students to discover that our climate is changing.

### Grades K-4

- SCI** Standard F: Science in personal and social perspectives
- Understand that environments are the space, conditions, and factors that affect an individual or a population's ability to survive in that particular place and have a certain quality of life.
  - Understand that changes in the environment can be natural or influenced by humans.
  - Understand that some of these changes are good, are bad and some are neither.

- SOC** People, places, and environment
- Consider scenarios that illustrate how human decisions affect the relationship between human beings and the environment.

- SOC** Global Connections
- Understand that human actions have a global impact on environments and people.

- SOC** Civic ideals and practices
- Begin to consider how environmental stewardship is an extension of civic responsibility.

### Grades 5-8

- SCI** Standard F: Science in personal and social perspectives
- Begin to recognize that individual actions can accumulate into societal actions.
  - Understand that causes of environmental degradation and resource depletions vary from region to region and from country to country.
  - Understand that external and internal earth processes cause natural hazards and these events change and destroy human and wildlife habitats.
  - Understand that human activities can cause natural hazards.

- SOC** People, places, and environment
- Expand the ability to apply skills in analyzing human behavior in relation to physical and cultural environments.

- SOC** Global Connections
- Understand that human actions have a global impact on environments and people.

- SOC** Civic ideals and practices
- Expand the ability to analyze and evaluate the relationship between stewardship, civic responsibility, and best practices.



## Know Your Parks

Students test their park smarts by answering questions from two levels which cover several areas including parks and monuments, events, moments in time, and plant and animal life. Along the way, incorrect answers are met with hints of the right answer, while correct answers are rewarded with more in-depth facts.

### Grades K-4

- LA** Standard 2: Understanding the human experience
  - Read to gain an expanded point of view toward events, circumstances, and issues relating to national parks.
- LA** Standard 3: Evaluation strategies
  - Use reading skills, context clues, and critical thinking to correctly answer quiz type question.
- LA** Standard 5: Communication Strategies
  - Engage in meaningful reading to learn about United States national parks.

### Grades 5-8

- LA** Standard 2: Understanding the human experience
  - Read to gain an expanded point of view toward events, circumstances, and issues relating to national parks.
- LA** Standard 3: Evaluation strategies
  - Use reading skills, context clues, and critical thinking to correctly answer quiz type question.
- LA** Standard 5: Communication Strategies
  - Engage in meaningful reading to learn about United States national parks.



## Map Match

Students learn about the various types and uses of maps. Examples highlighted include a nautical map, a hand-drawn maps with direction 'home,' a relief map, a road map, a walking map that guides a visitor to sites of interest, a subway map, a moon map and a map of the stars. Students then choose which map would be most useful within a given scenario.

### Grades K-4

**GEO** Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

- Identify which type of map would be most useful for a particular scenario.

**GEO** Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface

- Understand a human approach to spatial organization.

### Grades 5-8

**GEO** Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

- Identify which type of map would be most useful for a particular scenario.

**GEO** Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface

- Understand a human approach to spatial organization.



## Name that Park

Students are introduced to the basic function of Geographic Information System (GIS) maps in relation to national parks. Recognizable park boundaries are presented and students are given the option to add layers such as lakes, rivers and visitor centers, until the student is able to identify the park map from a list of choices.

### Grades K-4

**GEO** Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

- Use GIS layering basics to spatially identify park boundaries.

**GEO** Standard 17: How to apply geography to interpret the present and plan for the future

- Use spatial analysis to identify national park boundaries.

**LA** Standard 3: Evaluation strategies

- Use reading skills, context clues, and critical thinking to correctly name that park.

**SCI** Standard E: Science and technology

- Use prior knowledge of recognizable park boundaries and GIS technology to develop observation, analysis, and identification skills.
- Begin to understand applications of technology in the real world.

### Grades 5-8

**GEO** Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

- Use GIS layering basics to spatially identify parks boundaries.

**GEO** Standard 17: How to apply geography to interpret the present and plan for the future

- Use spatial analysis to identify national park boundaries.

**LA** Standard 3: Evaluation strategies

- Use reading skills, context clues, and critical thinking to correctly name that park.

**SCI** Standard E: Science and technology

- Use prior knowledge of recognizable park boundaries and GIS technology to develop observation, analysis, and identification skills.
- Begin to understand applications of technology in the real world.



## National Park Service Arrowhead

Learn how the National Park Service emblem symbolized the things that we care for and care about. The significance of each part of the arrowhead, including the arrowhead itself, the trees, the mountain, the buffalo, the lake, and the National Park Service are explained.

### Grades K-4

# HIS

Standard 3: The people, events, problems and ideas that created the history of their state

- Understand how the National Park Service arrowhead represents the places and things that the National Park Service protects and preserves.

# LA

Standard 2: Understanding the human experience

- Read to gain a different point of view toward why National Park Service employees wear a uniform and the history behind the uniforms evolution.

### Grades 5-8

# HIS

Standard 3: The people, events, problems and ideas that created the history of their state

- Understand how the National Park Service arrowhead represents the places and things that the National Park Service protects and preserves.

# LA

Standard 2: Understanding the human experience

- Read to gain a different point of view toward why National Park Service employees wear a uniform and the history behind the uniforms evolution.



## National Park Service Uniform

The purpose of the National Park Service uniform is explained, along with the evolution of the uniform. Students learn how period park service uniform reflects the history of the times in which they were worn.

### Grades K-4

**HIS** Standard 3: The people, events, problems and ideas that created the history of their state

- Develop a timeline of National Park Service uniform history to help understand the history of the National Park Service history.

**LA** Standard 2: Understanding the human experience

- Read to gain a different point of view toward why National Park Service employees wear a uniform and the history behind the uniforms evolution.

### Grades 5-8

**HIS** Standard 3: The people, events, problems and ideas that created the history of their state

- Develop a timeline of National Park Service uniform history to help understand the history of the National Park Service history.

**LA** Standard 2: Understanding the human experience

- Read to gain a different point of view toward why National Park Service employees wear a uniform and the history behind the uniforms evolution.



## Ocean Life Matching

Students exercise memory and identification skills by matching photos of aquatic life. Students are challenged at three skill levels, with increased reading involved with each level progression. Text shares background information about behaviors and preferred habitat of various aquatic species. Location of populations within national parks are identified on a world map. The Ultimate Challenge is optional.

### Grades K-4

**GEO** Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface

- Begin to appreciate scale by understanding that several species make up a community and that an ecosystem is formed when the community interacts with its physical environment.
- Reference the map of national parks to understand that these ocean ecosystems are spatially distributed across the earth.

**SCI** standard A: Science as inquiry

- Perform a 'fair test' by experimenting with matching exercises.

**SCI** Standard C: Life science

- Begin to make sense of why organisms live in particular environments.
- Develop an understanding of the diversity of life.
- Develop an understanding of how all living organisms are dependent on both living and non-living environments to survive.

### Grades 5-8

**GEO** Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface

- Begin to appreciate scale by understanding that several species make up a community and that an ecosystem is formed when the community interacts with its physical environment.
- Reference the map of national parks to understand that these ocean ecosystems are spatially distributed across the earth.

**SCI** Standard C: Life science

- Broaden understanding of how species interact with each other and with their environments.
- Understand that all life is ordered.
- Discover how various organisms obtain and use resources and maintain internal conditions in a constantly changing environment.
- Understand that aquatic populations exist in various locations throughout the world and are independent of each other.



## Pack a Dog Sled

Students are given an opportunity to decide what needs to be packed in order to prepare for a dog sled patrol through the arctic. Correct answers are followed with information about why the item was a good choice, and an incorrect answer is prompted with information to guide the student toward a better choice.

### Grades K-4

**LA** Standard 2: Understanding the human experience

- Read to gain a better perspective and point of view toward human health and safety

**SCI** Standard F: Science in personal and social perspectives

- Begin to understand that personal health begins with proper preparation.

**SOC** Civic ideals and practices

- Begin to consider how environmental stewardship is an extension of civic responsibility.

### Grades 5-8

**LA** Standard 2: Understanding the human experience

- Read to gain a better perspective and point of view toward human health and safety

**SCI** Standard F: Science in personal and social perspectives

- Begin to understand that personal health begins with proper preparation.

**SOC** Civic ideals and practices

- Expand ability to analyze and evaluate the relationships between stewardship and civic responsibility ideals and best practices.



## The Patriot Spy

Students are introduced to colonial Boston in 1775. The activity simulates challenges one would need to overcome in order to communicate with fellow Patriot, Paul Revere. Students also learn about revolutionary acts by Patriots, such as the Boston Tea Party, that contributed to the tension that led to the American Revolutionary War.

### Grades K-4

**HIS** Standard 2: History of student's local community and how communities in North America varied long ago

- Understand how individual jobs and professions contributed to the local community and cultural lifestyle.

**HIS** Standard 4: How democratic values come to be and how they have been exemplified by people, events, and symbols

- Discover how ordinary people believed in fundamental democratic concepts and resisted the British, leading to the American Revolutionary War.
- Analyze how over the last 200 years individuals and groups in American society have struggled and sacrificed to achieve what is now known as United States democracy.

**LA** Standard 1: Reading for perspective

- Read to gain a range of perspective, within a variety of contexts, to practice proficiency and gain knowledge.

### Grades 5-8

**HIS** Era 3, Standard 2: The impact of the American Revolution on politics, economy, and society

- Begin to understand how early colonies were established and governed.
- Discover how social, economic, and political tensions led to violent conflicts between colonists and the British government.

**LA** Standard 1: Reading for perspective

- Read to gain a range of perspective, within a variety of contexts, to practice proficiency and gain knowledge.

**LA** Standard 2: Understanding the human experience

- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.



## The Patriot Spy (continued)

Students are introduced to colonial Boston in 1775. The activity simulates challenges one would need to overcome in order to communicate with fellow Patriot, Paul Revere. Students also learn about revolutionary acts by Patriots, such as the Boston Tea Party, that contributed to the tension that led to the American Revolutionary War.

### Grades K-4

- LA** Standard 2: Understanding the human experience
- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.
- SOC** Individuals, groups, and institutions
- Begin to understand how governmental institutions influence groups and cultures
- SOC** Power, authority, and governance
- Begin to develop an awareness of right and responsibility in the context of our nation's history.
- SOC** Civic ideals and practices
- Explore the views of citizenship in another time and place through story.

### Grades 5-8

- SOC** Individuals, groups, and institutions
- Appreciate how our government institution has changed over time, promotes social authority, and influences cultures.
- SOC** Power, authority, and governance
- Further develop an awareness of rights and responsibility in the context of our nations
- SOC** Civic ideals and practices
- Analyze and evaluate the relationship between ideals and practices in the context of Revolutionary War times.



## Photo Explore

Students take a close-up look, with the help of a magnifying glass, at old pictures of everyday American life. Students are prompted to explore photos to glean information about how people went about daily life differently at the turn of the century in Alaska compared with how we carry out our daily lives in current times.

### Grades K-4

- GEO** Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics
- Consider the cultural mosaic of people the Acadian people and how cultures have changed.

- HIS** Standard 1: Family now and in the recent past; family life in various places long ago
- Compare and contrast daily life now with how daily life may have been if students lived in Alaska between 1899 and 1913.

- HIS** Standard 2: History of student's local community and how communities in North America varied long ago
- Understand how individual jobs and professions contributed to the local community and cultural lifestyle.

- LA** Standard 2: Understanding the human experience
- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.

### Grades 5-8

- GEO** Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics
- Consider the cultural mosaic of people the Acadian people and how cultures have changed.

- HIS** Era 7, Standard 3: How the United States changed from the end of World War I to the eve of the great depression
- Understand how developments in American culture had effects on daily life, even in distant locations such as Alaska.

- LA** Standard 2: Understanding the human experience
- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being



## Photo Explore

Students take a close-up look, with the help of a magnifying glass, at old pictures of everyday American life. Students are prompted to explore photos to glean information about how people went about daily life differently at the turn of the century in Alaska compared with how we carry out our daily lives in current times.

### Grades K-4

#### **SOC** Culture

- Understand cultural differences by exploring Alaskan life around the turn of the 20th century.

#### **SOC** Individual development and identity

- Develop a stronger sense of self by exploring how others have lived in different places in the past.

#### **SOC** People, places, and environments

- Consider how the human-environment relationship in current times differs from the relationships in the past.

### Grades 5-8

#### **SOC** Culture

- Begin to question the layered fabric of culture and consider how meeting daily needs contributes to culmination of a culture, now and long ago.

#### **SOC** Time, continuity, and change

- Develop the inquiry habits that historians and scholars in humanities and social sciences use to study the past and its relationship with the present.

#### **SOC** People, places, and environments

- Consider how the human-environment relationship in current times differs from the relationships in the past.



## Powder Monkey

The activity provides a sense of what it may have been like to live and work as a young Ship Boy for the USS Constitution during the War of 1812 between the United States and Great Britain. Students learn about the USS Constitution, and about the tasks required of a “Powder Monkey.”

### Grades K-4

**HIS** Standard 4: How democratic values come to be and how they have been exemplified by people, events, and symbols

- Consider the sacrifice everyday people made in order to defend our national values of justice, truth, rights of individuals, and responsibility of the common good.

**LA** Standard 2: Understanding the human experience

- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.

**SOC** Culture

- Understand cultural differences by exploring the daily life of a Ship Boy aboard the USS Constitution during the War of 1812.

**SOC** Individual identity and development

- Develop a better sense of self by considering the duties of a Powder Monkey aboard the USS Constitution in 1812.

**SOC** Science, technology and society

- Expand understanding of the evolution of technology from 1812 until present times by exploring the various decks that make up the USS Constitution battleship.

### Grades 5-8

**HIS** Era 4, Standard 3: The extension, restriction, and reorganization of political democracy after 1800

- Explore how ordinary people contributed to the reorganization of the United States by joining the navy to defend the country against the British.

**LA** Standard 2: Understanding the human experience

- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.

**SOC** Time, continuity, and change

- Develop the inquiry habits that historians and scholars in humanities and social science use to study the past and its relationship to the present.

**SOC** Global connections

- Begin to understand historic political and military conflicts between the United States and Britain.

**SOC** Science, technology, and society

- Understand how technology has aided in defending our nation's borders.



## Presidents

Childhood and early adulthood photos are presented for students to match with recognized presidential photos. Upon successful matching of photos, students learn of a significant speech made by the president of the 20<sup>th</sup> or 21<sup>th</sup> century.

### Grades K-4

**HIS** Standard 4: How democratic values came to be and how they have been exemplified by people, events, and symbols

- Become familiar with several past Presidents and discover how their perspectives and influence shaped the nation.

**LA** Standard 2: Understanding the human experience

- Explore pieces of several presidential narratives to gain perspective and reflect on alternate ways of knowing and being.

**SOC** Power, authority, and governance

- Begin to understand concepts in government, legitimate power, and how government remains responsive to its citizens' needs and interest by reviewing quotes of past presidents.

**SOC** Civic ideals and practices

- Begin to understand the concept of citizenship and civic engagement by gaining a president's perspective through quotes made during inaugural speeches.

### Grades 5-8

**HIS** Standard 4: How democratic values came to be and how they have been exemplified by people, events, and symbols

- Become familiar with several Presidents and discover how their perspectives and influence shaped the nation.

**LA** Standard 2: Understanding the human experience

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- Begin to understand the concept of citizenship and civic engagement by gaining a president's perspective through quotes made during inaugural speeches.



## The Puma Challenge

An activity that allows students to explore how the expansion of human civilization over time has affected the habitat of native animal species, such as the puma. The pressure that human expansion places on the puma is explored through a three-level board game.

### Grades K-4

**GEO** Standard 4: The physical and human characteristics of places

- Appreciate why the natural habitat of the puma is also an attractive place to live for Native American civilization and modern civilization

**GEO** Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources

- Appreciate how the puma's natural habitat has shrunk over time and how this population shrinkage is directly related to an increased human population.

**HIS** Standard 1: Family life now and in the past; family life in various places long ago

- Discover how the Chumash people lived alongside the Puma in the Santa Monica mountain area 500 years ago.
- Discover how additional pressures on the puma habitat developed as the Spanish settlers arrived 200 years ago.

### Grades 5-8

**GEO** Standard 4: The physical and human characteristics of places

- Appreciate why the natural habitat of the puma is also an attractive place to live for Native American civilization and modern civilization

**GEO** Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources

- Appreciate how the puma's natural habitat has shrunk over time and how this population shrinkage is directly related to an increased human population.

**HIS** Era 1, Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples

- Discover how additional pressures on the puma habitat developed as the Spanish settlers arrived 200 years ago.



## The Puma Challenge (continued)

An activity that allows students to explore how the expansion of human civilization over time has affected the habitat of native animal species such as the puma. The pressure that human expansion places on the puma is explored through a three-level board game.

### Grades K-4

#### **SCI** Standard F: Science in personal and social perspectives

- Understand that environments are the space, conditions, and factors that affect an individual or a population's ability to survive in that particular place and have a certain quality of life.
- Understand that changes in the environment can be natural or influenced by humans.
- Understand that some of these changes are good, some are bad and some are neither.

#### **SOC** People, places, and environment

- Consider scenarios that illustrate how human decisions affect the relationship between human beings and the environment.

### Grades 5-8

#### **SCI** Standard F: Science in personal and social perspectives

- Begin to recognize that individual actions can accumulate into societal actions.
- Understand that causes of environmental degradation and resource depletions vary from region to region and from country to country.
- Understand that external and internal earth processes cause natural hazards and that these events change and destroy human and wildlife habitats.
- Understand that human activities can cause natural hazards.

#### **SOC** People, places, and environment

- Expand the ability to apply skills in analyzing human behavior in relation to physical and cultural environments.



## Protect the Harbor

Students learn about the importance of structures meant to provide defense to American soil. Students are encouraged to think about why certain locations within the United States were worth defending with forts. Students are also given an opportunity to decide where they would build a fort in a bay area setting.

### Grades K-4

**GEO** Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface

- Understand how the forces of conflict and control have influenced the spatial manifestation of physical defense units, such as forts.

**HIS** Standard 7: Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe

- Consider river ports and sea ports that are geographically significant to the United States.
- Consider how and why forts are used to defend the United States.

**SOC** Science, technology, and society

- Learn how fort technology has provided and continues to provide national security.

### Grades 5-8

**GEO** Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface

- Understand how the forces of conflict and control have influenced the spatial manifestation of physical defense units, such as forts.

**HIS** Standard 7: Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe

- Consider river ports and sea ports that are geographically significant to the United States.
- Consider how and why forts are used to defend the United States.

**SOC** Science, technology, and society

- Begin to understand the relationship between fort technology and how humans have placed value on strategic locations.



## Railroad Connections

Students learn about steam engine technology, whistle communication, and all of the jobs that are necessary to keep the trains on the rails. The railroad industry's influence on the abandonment of Nicodmus, Kansas is reviewed. Students also learn how railroad development allowed many Americans to seek a new livelihood by moving west, shaping opportunity for some Americans and closing doors to others. The railroad industry's influence on visitors gaining access to national parks is explained. The importance of telegraph communication is addressed and students are given an opportunity to decipher real telegraph codes.

### Grades K-4

**GEO** Standard 9: The characteristics, distribution and migration of human populations

- Use maps as a spatial representation to visualize how people migrated to different parts of the country.

**GEO** Standard 11: The patterns and networks of economic interdependence on Earth's surface

- Use maps as a spatial representation to visualize how people migrated to different parts of the country.

**GEO** Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface

- Understand how the cooperation amongst people allowed for the construction of a cross-country rail road system.

### Grades 5-8

**GEO** Standard 9: The characteristics, distribution and migration of human populations

- Use maps as a spatial representation to visualize how people migrated to different parts of the country.

**GEO** Standard 11: The patterns and networks of economic interdependence on Earth's surface

- Use maps as a spatial representation to visualize how people migrated to different parts of the country.

**GEO** Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface

- Understand how the cooperation amongst people allowed for the construction of a cross-country rail road system.



## Railroad Connections (continued)

Students learn about steam engine technology, whistle communication, and all of the jobs that are necessary to keep the trains on the rails. The railroad industry's influence on the abandonment of Nicodmus, Kansas is reviewed. Students also learn how railroad development allowed many Americans to seek a new livelihood by moving west, shaping opportunity for some Americans and closing doors to others. The railroad industry's influence on visitors gaining access to national parks is explained. The importance of telegraph communication is addressed and students are given an opportunity to decipher real telegraph codes.

### Grades K-4

**HIS**

Standard 5: The causes and nature of various movements of large groups of people into and within the United States, now and long ago

- Understand how the expansion on the railroad created greater access to various parts of the country for many Americans.

**LA**

Standard 1: Reading for perspective

- Read to gain a range of perspective, within a variety of contexts, to practice proficiency, and gain knowledge.
- Deepen knowledge of the world and therefore the self.
- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.

### Grades 5-8

**HIS**

Era 7, Standard 3: How the United States changed from the end of World War I to the eve of the Great Depression

- Explore the various ways the construction of the rail road changed daily life within the United States.

**LA**

Standard 1: Reading for perspective

- Read to gain a range of perspective, within a variety of contexts, to practice proficiency and gain knowledge.
- Deepen knowledge of the world and therefore the self.
- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.



## Railroad Connections (continued)

Students learn about steam engine technology, whistle communication, and all of the jobs that are necessary to keep the trains on the rails. The railroad industry's influence on the abandonment of Nicodmus, Kansas is reviewed. Students also learn how railroad development allowed many Americans to seek a new livelihood by moving west, shaping opportunity for some Americans and closing doors to others. The railroad industry's influence on visitors gaining access to national parks is explained. The importance of telegraph communication is addressed and students are given an opportunity to decipher real telegraph codes.

### Grades K-4

- SOC** Science, technology and society
  - Consider how railroads shifted and changed transportation patterns and therefore the daily lives of many Americans.
- SOC** Time, continuity, and change
  - Understand that daily life in the past was different and the linkage between human decisions to build railroads and the consequences of the undertaking.
- SOC** People, places, and environments
  - Understand how railroad technology allowed many Americans greater access to the vast and various environments within the United States.

### Grades 5-8

- SOC** Science, technology and society
  - Further explore relationships between technology, human values, and behavior.
- SOC** Time, continuity, and change
  - Appreciate different historical perspectives, understanding that interpretations are influenced by individual experiences, social values, and cultural traditions.
- SOC** People, places, and environments
  - Build skills in United States geography and national park locations by learning about the advancement of the rail system.
  - Expand ability to apply skills in analyzing human behavior in relation to physical and cultural environments.



## Reading a Map

Students learn how Earth's three dimensional, physical environment is represented on a two dimensional topographic map. Students learn about the essential parts of a map including legend, scale, and slope indicators. Map reading skills are then tested by students choosing 'which trail to take?'

### Grades K-4

**GEO** Standard 1: How to use a map and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

- Develop map reading skills in order to successfully answer navigation type questions.

**LA** Standard 3: Evaluating data

- Use map reading skills to evaluate data and investigate a question.

**LA** Standard 8: Developing research skills

- Gain technological experience while exploring in a safe learning environment.

### Grades 5-8

**GEO** Standard 1: How to use a map and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

- Develop map reading skills in order to successfully answer navigation type questions.

**LA** Standard 3: Evaluating data

- Use map reading skills to evaluate data and investigate a question.

**LA** Standard 8: Developing research skills

- Gain technological experience while exploring in a safe learning environment.



## Rock Around the Park

Students are given an opportunity to create a 'timeline' to depict erosion over time. Learners are introduced to the process of erosion. Different types of rock formations are introduced including mesas, buttes, and spires, as well as the erosive progression of natural arches and canyons.

### Grades K-4

- GEO** Standard 7: The physical processes that shape the patterns of Earth's surface
- Understand the physical processes that shaped the various physical environments throughout the United States.

- SCI** Standard D: Earth and space science
- Observe the gradual change of soil erosion.
  - Use observation skills to determine the sequence of a series of 'stills' representing moments of time in the soil erosion process.

### Grades 5-8

- GEO** Standard 7: The physical processes that shape the patterns of Earth's surface
- Understand the physical processes that shaped the various physical environments throughout the United States.

- SCI** Standard D: Earth and space science
- Use observation skills to determine the sequence of a series of 'stills' representing moments of time in the soil erosion process.
  - Begin to understand the relationship between the physical earth and atmospheric systems.



## The Secret Garden

After being introduced to background information about seagrass meadows, students are encouraged to explore sea grass meadows from the perspectives of a marine scientist. Once discovering the diversity and importance of seagrasses, students are introduced to some of the human behaviors threatening seagrass meadows and ways to help preserve the ecosystem.

### Grades K-4

- GEO** Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface
- Reference a world map to visualize where seagrass meadows grow across the world.
  - Understand how species interact to form a seagrass ecosystem.

- LA** Standard 1: Reading for perspective
- Harness reading skills to acquire new information about environment and society.

- SCI** Standard C: Life Science
- Begin to understand the evolution of plant species from sea to land and then back out to the sea.
  - Begin to understand the importance that environment has for species living in sea grass meadows.

- SCI** Standard F: Science in personal and social perspectives
- Understand that changes in seagrass environments can be affected by human decisions.

### Grades 5-8

- GEO** Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface
- Reference a world map to visualize where seagrass meadows grow across the world.
  - Understand how species interact to form a seagrass ecosystem.

- LA** Standard 1: Reading for perspective
- Harness reading skills to acquire new information about environment and society.

- SCI** Standard C: Life Science
- Further understand the evolution of plant species from sea to land and then back out to the sea.
  - Further understand the importance that environment has for species living in sea grass meadows.

- SCI** Standard F: Science in personal and social perspectives
- Understand that changes in seagrass environments can be affected by human decisions.



## Semaphore

Students learn how the semaphore flag system allows people to communicate visually over long distances, most commonly between ships. Students decode three messages sent in semaphore. After deciphering each of the two flag codes, students learn about United States ships that are cared for by National Park Service staff and volunteers.

### Grades K-4

**LA**

#### Standard 3: Evaluation strategies

- Make word predictions based on the key to a coded message.

### Grades 5-8

**LA**

#### Standard 3: Evaluation strategies

- Make word predictions based on the key to a coded message.



## Sent Away: Acadians in Exile

Students follow the timeline of the exile of an Acadian family and friends from Nova Scotia, Canada beginning in 1755. Students learn about the British soldier movement into Nova Scotia and the forced exile to Maryland and then to Louisiana in 1763. Students learn about the daily life of Acadians and how customs changed with their forced exile.

### Grades K-4

**GEO** Standard 9: The characteristics, distribution, and migration of human populations on the Earth's surface

- Use a map to visualize the movement of exiled Acadian people.

**GEO** Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics

- Consider the cultural mosaic of people the Acadian people and how cultures have changed.

**GEO** Standard 12: The processes, patterns, and functions of human settlement

- Understand how Acadians came to call Maryland, and later Louisiana, home.

**GEO** Standard 13: How forces of cooperation and conflict influence the division and control of Earth's surface

- Understand how the power struggle between Colonists and the British resulted in the domination of other people and ultimately in their relocation.

### Grades 5-8

**GEO** Standard 9: The characteristics, distribution, and migration of human populations on the Earth's surface

- Use a map to visualize the movement of exiled Acadian people.

**GEO** Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics

- Consider the cultural mosaic of people the Acadian people and how cultures have changed.

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**GEO** Standard 13: How forces of cooperation and conflict influence the division and control of Earth's surface

- Understand how the power struggle between Colonists and the British resulted in the domination of other people and ultimately in their relocation.



## Sent Away: Acadians in Exile (continued)

Students follow the timeline of the exile of an Acadian family and friends from Nova Scotia, Canada beginning in 1755. Students learn about the British soldier movement into Nova Scotia and the forced exile to Maryland and then to Louisiana in 1763. Students learn about the daily life of Acadians and how customs changed with their forced exile.

### Grades K-4

## HIS

Standard 1: Family now and in the recent past; family life in various places long ago

- Learn about the daily life and challenges of people living during the colonization and settlement period of the United States.

## HIS

Standard 5: The causes and nature of various movements of large groups of people into and within the United States, and long ago

- Consider the contributions that the Acadians made to the United States victory in the Revolutionary War.
- Draw upon the narrative of Felicite Landry to learn about the migration of the Acadian people.

## LA

Standard 1: Reading for perspective

- Read to better understand that the United States is diverse in gender, age, social class, religion and ethnicity.
- Deepen knowledge of the world and therefore the self.

### Grades 5-8

## HIS

Era 2, Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples

- Learn how life in Nova Scotia changed for acadians with the arrival of British soldiers.
- Discover how political tensions led to the violent conflicts between colonists and their governments.

## LA

Standard 1: Reading for perspective

- Read to better understand that the United States is diverse in gender, age, social class, religion and ethnicity.
- Deepen knowledge of the world and therefore the self.



## Sent Away: Acadians in Exile (continued)

Students follow the timeline of the exile of an Acadian family and friends from Nova Scotia, Canada beginning in 1755. Students learn about the British soldier movement into Nova Scotia and the forced exile to Maryland and then to Louisiana in 1763. Students learn about the daily life of Acadians and how customs changed with their forced exile.

### Grades K-4

- LA** Standard 2: Understanding the human perspective
- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.
- LA** Standard 9: Multicultural understanding
- Read to understand multicultural perspectives through text and story.
- SOC** Culture
- Understand that different groups of people have had different experience throughout history.
  - Consider the contributions that the Acadians made to the United State's victory in the Revolutionary War.
- SOC** Individual development and identity
- Develop a stronger sense of self by exploring how others have lived in different places in the past.
- SOC** Time, continuity, and change
- Understand the link between human decisions and consequences, and that sometimes decisions made by others have affects on other groups.

### Grades 5-8

- LA** Standard 2: Understanding the human perspective
- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.
- LA** Standard 9: Multicultural understanding
- Read to understand multicultural perspectives through text and story.
- SOC** Culture
- Begin to question the layered fabric of culture and consider how meeting daily needs culminated into a culture.
- SOC** Time, continuity and change
- Develop the inquiry habits that historians and scholars in humanities and social sciences use to study the past and its relationship with the present.
- SOC** People, places, and environments
- Consider how the human-environment relationship in current times differs from the relationships in the past.
- SOC** Global connections
- Begin to understand historic political and military conflicts between the United States and Britain.



## Signal Flag

Decipher the messages signed using International Marine Signal Flags used by ships at sea for communication. Flags are used to spell out a short message, with each flag representing a letter of the alphabet. After attempting to decipher each phrase, students use reading skills to learn about navel history. Four activities in total.

### Grades K-4

- HIS** Standard 3: The people, events, problems, and ideas that created the history of their state
- Discover how signal flag coding and communication allowed the United States Navy to prevail when facing the enemy at sea during several United States wars.
- LA** Standard 2: Understanding the human experience
- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.
- LA** Standard 3: Evaluation strategies
- Make word predictions based on contextual clues and reevaluate predictions based on hints.
- LA** Standard 6: Applying knowledge
- Practice skills in language structure and punctuation.

### Grades 5-8

- HIS** Era 5, Standard 2: The course and character of the Civil War and its effects on the American people
- Learn how the United States Navy maneuvered through heavily mined Mobile Bay, Alabama.
- HIS** Era 3, Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement and the reasons for the American victory
- Learn how United States Navy communication contributed to a victory in the battle of Lake Erie.
- LA** Standard 2: Understanding the human experience
- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.
- LA** Standard 3: Evaluation strategies
- Make word predictions based on contextual clues and reevaluate predictions based on hints.
- LA** Standard 6: Applying knowledge
- Practice skills in language structure and punctuation.



## Sled Dog Patrol

Learners discover how sled dog patrol teams have contributed to the National Park Service mission in Denali National Park and Preserve. Students learn how rangers communicate with the team and how the dog team communicates within the pack.

### Grades K-4

**GEO** Standard 3: How to analyze the spatial organization of people, places, and environments in a spatial context

- Assess a United States map to determine where sled dog teams are used for patrol.

**HIS** Standard 2: History of the student's local community and how communities in North America varied long ago

- Learn how sled dog teams have been contributing to the National Park Service mission since 1921.

**LA** Standard 2: Understanding the human experience

- Read to gain a different point of view toward events, circumstances, and issues.

**SOC** People, places, and environments

- Learn how park rangers have worked with sled dog teams and how their team has contribute to the National Park Service mission since 1921.

### Grades 5-8

**GEO** Standard 3: How to analyze the spatial organization of people, places, and environments in a spatial context

- Assess a United States map to determine where sled dog teams are used for patrol.

**HIS** Era 10, Standard 2: Economic, social, and cultural developments in contemporary United States

- Learn how sled dog teams have been contributing to the National Park Service mission since 1921.

**LA** Standard 2: Understanding the human experience

- Read to gain a different point of view toward events, circumstances, and issues.

**SOC** People, places, and environments

- Learn how park rangers have worked with sled dog teams and how their team has contributed to the National Park Service mission since 1921.



## Stories From the Past

Students learn about Native American migration to Big Bend National Park. The activity provides an opportunity for students to consider what daily life may have been like for Native Americans. Students are also provided with an opportunity to explore an alternative means of communication through pictures and are prompted to appreciate that ancient forms of communication are not easily translated.

### Grades K-4

**GEO** Standard 4: The physical and human characteristics of places

- Appreciate how place characteristics, both physical and human, change over time.
- Understand what physical characteristics of Big Bend National Park grounded Native American people to that particular place.

**GEO** Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface

- Begin to understand when our nation's ancestors first migrated to what is now the United States.

### Grades 5-8

**GEO** Standard 4: The physical and human characteristics of places

- Appreciate how place characteristics, both physical and human, change over time.
- Understand what physical characteristics of Big Ben National Park grounded Native American people to that particular place.

**GEO** Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface

- Begin to understand when our nation's ancestors first migrated to what is now the United States.



## Stories From the Past (continued)

Students learn about Native American migration to Big Bend National Park. The activity provides an opportunity for students to consider what daily life may have been like for Native Americans. Students are also provided with an opportunity to explore an alternative means of communication through pictures and are prompted to appreciate that ancient forms of communication are not easily translated.

### Grades K-4

**HIS** Standard 6: Regional folklore and cultural contributions that helped to form our national heritage

- Draw upon stories and legends in order to describe the environment and lifestyles of Native Americans.

**HIS** Standard 7: Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe

- Use paintings to hypothesize about the daily life and culture of early Native Americans.

**LA** Standard 1: Reading for perspective

- Harness reading skills to acquire new information about environment and the Native American lifestyle.

**LA** Standard 2: Understanding the human experience

- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.

### Grades 5-8

**HIS** Era 1, Standard 1: Comparative characteristics of society in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450

- Explore common elements of Native American culture.
- Develop an understanding of the extent of human migration.

**LA** Standard 1: Reading for perspective

- Harness reading skills to acquire new information about environment and the Native American lifestyle.

**LA** Standard 2: Understanding the human experience

- Explore a historical narrative to gain perspective and reflect on alternative ways of knowing and being.



## Stories From the Past (continued)

Students learn about Native American migration to Big Bend National Park. The activity provides an opportunity for students to consider what daily life may have been like for Native Americans. Students are also provided with an opportunity to explore an alternative means of communication through pictures and are prompted to appreciate that ancient forms of communication are not easily translated.

### Grades K-4

#### **SOC** Culture

- Understand that different groups of people had different experiences throughout history.

#### **SOC** Individual development and identity

- Develop a stronger sense of self by exploring how others have lived in different places in the past.

### Grades 5-8

#### **SOC** Culture

- Begin to question the layered fabric of culture and consider how meeting daily needs culminated into a culture, now and long ago.

#### **SOC** Time, continuity, and change

- Develop the inquiry habits that historians and scholars in humanities and social sciences use to study the past and its relationship with the present

#### **SOC** People, places, and environments

- Consider how the human-environment relationship in current times differs from the relationships in the past.



## Swimming for Home

Learners help Sammy the Salmon make the journey from the ocean, upstream to lay eggs. Students use the keyboard arrow keys to help Sammy navigate past predators, fishing boats and sport fisherman, through chemical pollution, up waterfalls, and natural obstructions.

### Grades K-4

- GEO** Standard 4: The physical and human characteristics of place
- Understand that a salmon's reproductive instincts are rooted in 'place,' and that 'place' and paths to 'place' are always changing. Change is both natural and created by man and as a result the salmon's reproductive opportunities are affected.

- GEO** Standard 8: Characteristics and spatial distribution of ecosystems on Earth's surface
- Appreciate how scale (ocean vs. river) affects the obstacles Sammy the Salmon must face.
  - Understand that humans have intentionally and inadvertently modified habitats and ecosystems.

- SCI** Standard C: Life science
- Understand the salmon's need to access oceans as well as river environments throughout the life cycle.

- SCI** Standard F: Science in personal and social perspectives
- Understand human influence on changing environments.

### Grades 5-8

- GEO** Standard 4: The physical and human characteristics of place
- Understand that a salmon's reproductive instincts are rooted in 'place,' and that 'place' and paths to 'place' are always changing. Change is both natural and created by man and as a result the salmon's reproductive opportunities are affected.

- GEO** Standard 8: Characteristics and spatial distribution of ecosystems on Earth's surface
- Appreciate how scale (ocean vs. river) affects the obstacles Sammy the Salmon must face.
  - Understand that humans have intentionally and inadvertently modified habitats and ecosystems.

- SCI** Standard C: Life science
- Understand that salmon reproduction is dependent on river access.
  - Broaden understanding of how species interact with each other and with their environments.

- SCI** Standard F: Science in personal and social perspectives
- Understand human influence on changing environments.



## The Ten Essentials

Students learn about how to stay safe while hiking by planning ahead and using common sense while interacting with the natural environment. Learners unscramble sentences in order to unlock several safety tips.

### Grades K-4

- LA** Standard 1: Reading for perspective
- Harness reading skills to acquire new information about environment, safety, and the self.

- LA** Standard3: Evaluating strategies
- Make word predictions based on contextual clues and reevaluate predictions based on clues.

- SOC** People, places, and environments
- Consider how an individual can plan ahead and remain aware in order to stay safe while experiencing nature.

### Grades 5-8

- LA** Standard 1: Reading for perspective
- Harness reading skills to acquire new information about environment, safety, and the self.

- LA** Standard3: Evaluating strategies
- Make word predictions based on contextual clues and reevaluate predictions based on clues.

- SOC** People, places, and environments
- Consider how an individual can plan ahead and remain aware in order to stay safe while experiencing nature.



## Tracking at White Sands

Students are encouraged to “walk” carefully and look closely at White Sands National Monument, and pay close attention to the distinct animal tracks left in the sand. Students use tracking clues to answer questions about which animals have visited White Sands National Monument and the order of their visitation.

### Grades K-4

**LA**

#### Standard 1: Reading for perspective

- Harness reading skills to acquire new information about environment.

**LA**

#### Standard 3: Evaluation Strategies

- Use critical thinking to identify particular text elements and expand knowledge about the environment.

**SCI**

#### Standard C: Life science

- Use observation skills and prior knowledge to determine the ownership of particular animal tracks.

### Grades 5-8

**LA**

#### Standard 1: Reading for perspective

- Harness reading skills to acquire new information about environment.

**LA**

#### Standard 3: Evaluation Strategies

- Use critical thinking to identify particular text elements and expand knowledge about the environment.

**SCI**

#### Standard C: Life science

- Use observation skills and prior knowledge to determine the ownership of particular animal tracks.



## Trash Talk

Students choose how to best dispose of, and recycle, common household items such as food scraps glass jars, newspaper, and soda cans.

Grades K-4

**SOC** Civic ideals and practices

- Begin to consider how environmental stewardship is an extension of civic responsibility.

Grades 5-8

**SOC** Civic ideals and practices

- Expand ability to analyze and evaluate the relationships between stewardship and civic responsibility ideals and best practices.



## Turtle Hurtle

Students learn about a sea turtle's early life by helping the turtle to navigate through a maze from the beach to the ocean. Along the way the student must help the turtle avoid hazards such as predators, beach trash, and street lights that can be mistaken for the sun.

### Grades K-4

**GEO** Standard 8: The characteristics and spatial distribution of ecosystems on the Earth's surface

- Learn about challenges faced by newly hatched turtles, including the human-influenced obstacles.

**SOC** People, places, and environments

- Learn about challenges faced by newly hatched turtles, including the human-influenced obstacles.

### Grades 5-8

**GEO** Standard 8: The characteristics and spatial distribution of ecosystems on the Earth's surface

- Learn about challenges faced by newly hatched turtles, including the human-influenced obstacles.

**SOC** People, places, and environments

- Learn about challenges faced by newly hatched turtles, including the human-influenced obstacles.



## Water Quality

Students learn about various types of life that lives in fresh water systems and how their presence is an indication of the overall health of the water. Students learn to perform a water quality test that simulates tests performed in the field. Students use data collected in investigation to determine the pollution level of three different streams.

### Grades K-4

**GEO** Standard 8: The characteristics and spatial distribution of ecosystems on the Earth's surface

- Understand that not all life forms live in every river.
- Understand the intentional and unintentional human impact on river ecosystems.

**SCI** Standard C: Life science

- Establish a primary association between organisms and their environments.
- Discover that not every river or stream contains the same life forms.
- Discover that organisms present in a stream are dependent on the streams quality of water.

### Grades 5-8

**GEO** Standard 8: The characteristics and spatial distribution of ecosystems on the Earth's surface

- Understand that not all life forms live in every river.
- Understand the intentional and unintentional human impact on river ecosystems.

**SCI** Standard C: Life science

- Understand that all life is ordered.
- Conduct a simulation of a field water quality test.
- Broaden understanding regarding why one community is able to sustain itself in one environment while another group of organisms cannot survive in the same conditions.



## Water Quality (continued)

Students learn about various types of life that live in fresh water systems and how their presence is an indication of the overall health of the water. Students learn to perform a water quality test that simulates tests performed in the field. Students use data collected in investigation to determine the pollution level of three different streams.

### Grades K-2

- MAT** Numbers and operations
- Count with understanding and recognize “how many” in a set of macro-invertebrates.
  - Understand situations that entail multiplication and division.
  - Develop fluency with basic number combinations for addition and subtraction.
  - Use a variety of methods and tools to compute.

- MAT** Data analysis and Probability
- Sort and classify organisms according to their attributes and organize data about the organism.
  - Describe parts of the data and the set of data as a whole to determine what the data shows.

### Grades 3-5

- MAT** Numbers and operations
- Understand the affects of multiplying and dividing whole numbers.
  - Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.

- MAT** Data analysis and probability
- Collect data using observation.

- MAT** Problem solving
- Solve problems that arise in mathematics and in other real-life contexts.
  - Build new mathematical knowledge through problem solving.

### Grades 6-8

- MAT** Number and operations
- Understand and use ratios and proportions to represent quantitative relationships.

- MAT** Data analysis and probability
- Ask questions and collect data about a characteristic shared by two populations or different characteristics within one population.
  - Use observation about difference between two or more samples to form hypothesis about the populations from which the samples were taken.



## Water Quality (continued)

Students learn about various types of life that lives in fresh water systems and how their presence is an indication of the overall health of the water. Students learn to perform a water quality test that simulates tests performed in the field. Students use data collected in investigation to determine the pollution level of three different streams.

### Grades K-2

- MAT** Problem solving
- Apply and adapt a variety of appropriate strategies to solve problems.

- MAT** Reasoning and proof
- Recognize reasoning and proof as fundamental aspects of mathematics.

- MAT** Connections
- Recognize and apply mathematics in contexts outside of mathematics.
  - Recognize and use connections among mathematical ideas.

### Grades 3-5

- MAT** Reasoning and proof
- Recognize reasoning and proof as fundamental aspects of mathematics.
  - Make and investigate mathematical conjectures.

- MAT** Connections
- Recognize and apply mathematics in contexts outside of mathematics.
  - Recognize and use connections among mathematical ideas.

- MAT** Representations
- Use and interact with representations to model and interpret physical phenomena.

### Grades 6-8

- MAT** Problem solving
- Solve problems that arise in mathematics in other contexts.
  - Build new mathematical knowledge through problem solving.

- MAT** Reasoning and proof
- Recognize reasoning and proof as a fundamental aspect of mathematics.
  - Make and investigate mathematical conjectures.

- MAT** Connections
- Recognize and apply mathematics in contexts outside of mathematics.

- MAT** Representations
- Apply mathematical representations to solve problems in assessing the physical environment.



## Water Safety

Learners are given an opportunity to explore common sense practices that will promote safety while enjoying the many water environments found in national parks. Students learn the importance of swimming near a lifeguard and/ or other adults, as well as when and how to wear a life jacket. The importance of 'look, listen, and feel' is reinforced so students know how to determine if a body of water is safe for swimming.

### Grades K-4

- LA** Standard 1: Reading for Perspective
- Read to gain a range of perspective, practice proficiency and gain knowledge.
  - Deepen knowledge of the world, and therefore the self.
- SOC** People, places, and environments
- Consider how an individual can plan ahead and remain aware in order to stay safe while experiencing nature.

### Grades 5-8

- LA** Standard 1: Reading for Perspective
- Read to gain a range of perspective, practice proficiency and gain knowledge.
  - Deepen knowledge of the world, and therefore the self.
- SOC** People, places, and environments
- Consider how an individual can plan ahead and remain aware in order to stay safe while experiencing nature.



## What to Pack

Learners are given an opportunity to make decisions about what to pack in order to ensure a safe hike. Students choose what is essential for their hike by choosing from a group of items including an apple, a camera, an energy bar, flip-flops, gum, a radio, soda, sunscreen, a sweater, and water. Correct answers are followed with information about why the item was a good choice, and an incorrect answer is followed with information to guide the student toward a better choice.

### Grades K-4

**LA** Standard 2: Understanding the human experience

- Read to gain a better perspective and point of view toward human health and safety.

**SCI** Standard F: Science in personal and social perspectives

- Begin to understand that personal health begins with proper preparation.

**SOC** Civic ideals and practices

- Begin to consider how environmental stewardship is an extension of civic responsibility.

### Grades 5-8

**LA** Standard 2: Understanding the human experience

- Read to gain a better perspective and point of view toward human health and safety

**SCI** Standard F: Science in personal and social perspectives

- Begin to understand that personal health begins with proper preparation.

**SOC** Civic ideals and practices

- Expand ability to analyze and evaluate the relationships between stewardship and civic responsibility ideals and best practices.



## Who Am I?

Students make an educated guess to learn about various animals based on clues provided in the text. Through guided discovery students learn about characteristics of various animals including rabbits, turtles, squirrels, ducks, crabs, bats and beavers, among others. Textual clues provided introduce learners to organism characteristics such as invertebrate, decomposer, reptile, decapod, and mammal.

### Grades K-4

**LA**

#### Standard 1: Reading for perspective

- Harness reading skills to acquire new information about environment and animals living in the environment.

**SCI**

#### Standard C: Life science

- Understand basic characteristics of various organisms that learn may encounter in the natural world.

### Grades 5-8

**LA**

#### Standard 1: Reading for perspective

- Harness reading skills to acquire new information about environment and animals living in the environment.

**SCI**

#### Standard C: Life science

- Understand the diversity organisms and their adaptations to the environment.



## Who Are We?

Students are encouraged to expand their idea of ‘who is an American’ by exploring what types of people make up the ‘stew’ of American culture. Students learn that even if two American’s do not look alike, we all have many things in common. Students can choose to enter their favorite food, subject in school, favorite activity and what they like to do for fun. The learner can then compare their answer with answers submitted by other WebRangers.

### Grades K-4

**GEO** Standard 10: The characteristics, distribution, and complexity of Earth’s cultural mosaics

- Learn how an individual’s many likes and dislikes add to our country’s national culture.

**LA** Standard 1: Reading for perspective

- Deepen knowledge of the world and therefore the self.

**LA** Standard 2: Understanding the human experience

- Read to gain a different point of view toward who we are as a nation.

### Grades 5-8

**GEO** Standard 10: The characteristics, distribution, and complexity of Earth’s cultural mosaics

- Learn how an individual’s many likes and dislikes add to our country’s national culture.

**LA** Standard 1: Reading for perspective

- Deepen knowledge of the world and therefore the self.

**LA** Standard 2: Understanding the human experience

- Read to gain a different point of view toward who we are as a nation.



## Who Are We? (continued)

Students are encouraged to expand their idea of ‘who is an American’ by exploring what types of people make up the ‘stew’ of American culture. Students learn that even if two Americans do not look alike, we all have many things in common. Students can choose to enter their favorite food, subject in school, favorite activity and what they like to do for fun. The learner can then compare their answer with answers submitted by other WebRangers.

### Grades K-4

#### **SOC** Culture

- Understand that as Americans, most of us have a different cultural heritage, but we all share a common culture.

#### **SOC** Individual development and identity

- Develop a stronger sense of self by getting to know the likes and dislikes of fellow Americans.

#### **SOC** Civic ideals and practices

- Respect that our shared culture is built on ideals of freedom, human equality, tolerance, and respect for differences.

### Grades 5-8

#### **SOC** Culture

- Understand that as Americans, most of us have a different cultural heritage, but we all share a common culture.

#### **SOC** Individual development and identity

- Develop a stronger sense of self by getting to know the likes and dislikes of fellow Americans.

#### **SOC** Civic ideals and practices

- Respect that our shared culture is built on ideals of freedom, human equality, tolerance and respect for differences.



## Who Said That?

Students learn about ten famous Americans who helped to shape our nation. Great American quotes address tyranny, slavery, fear, and discrimination. Students are encouraged to explore the NPS website related to each icon, and then are given an opportunity to match each quote to the person it was spoken by. Nine quotes and nine famous Americans are included.

### Grades K-4

## HIS

Standard 4: How democratic values come to be and how they have been exemplified by people, events, and symbols

- Identify historical figures who have believed in fundamental democratic values such as justice, truth, the rights of individuals, responsibility for the common good, and explain their significance today.

## LA

Standard 2: Understanding the human experience

- Read to engage in ethical and philosophical reflection of values and beliefs of cultures, times, and place.

## LA

Standard 8: Developing research skills

- Investigate NPS park website to synthesize information needed to successfully complete exercise.

## SOC

Civic ideals and practices

- Discover the contributions these individuals made in shaping our nations civic character and values.

### Grades 5-8

## HIS

Standard 4: How democratic values come to be and how they have been exemplified by people, events, and symbols

- Identify historical figures who have believed in fundamental democratic values such as justice, truth, the rights of individuals, responsibility for the common good, and explain their significance today.

## LA

Standard 2: Understanding the human experience

- Read to engage in ethical and philosophical reflection of values and beliefs of cultures, times, and place.

## LA

Standard 8: Developing research skills

- Investigate NPS park website to synthesize information needed to successfully complete exercise.

## SOC

Civic ideals and practices

- Discover the contributions these individuals made in shaping our nations civic character and values.



## Wildlife in Yellowstone's Winter

Students learn about winter in Yellowstone and how animals adapt to the snowy environment by using contextual clues to fill in the blank of a sentence. Students also learn about predator/ pray relationships and pack animals. Eight questions in total.

### Grades K-4

**GEO** Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface

- Consider how the Yellowstone animal community interacts with each other and the environment in order to stay alive through the winter.

**LA** Standard 1: Reading for perspective

- Read to gain a range of perspective, within the context of Yellowstone during the winter, to practice proficiency and gain knowledge.

**LA** Standard 3: Evaluation strategies

- Make word predictions based on contextual clues and reevaluate predictions based on hints.

**SCI** standard C: Life science

- Understand the characteristics of several animals during the winter season.

### Grades 5-8

**GEO** Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface

- Consider how the Yellowstone animal community interacts with each other and the environment in order to stay alive through the winter.

**LA** Standard 1: Reading for perspective

- Read to gain a range of perspective, within the context of Yellowstone during the winter, to practice proficiency and gain knowledge.

**LA** Standard 3: Evaluation strategies

- Make word predictions based on contextual clues and reevaluate predictions based on hints.

**SCI** standard C: Life science

- Understand the characteristics of several animals during the winter season.



## Yesterday and Today

Students learn about the Southwest Wupatki tribe by matching tools used by the tribe to meet basic needs with some of the technologies used today to meet food, water, and shelter needs.

### Grades K-4

**HIS**

**Standard 2: History of student's local community and how communities in North American varied long ago**

- Consider how Native American cultures have long ago adapted to their environments and created homes and communities.
- compare and contrast various aspects of daily life in different cultures.

**LA**

**Standard 3: Evaluation strategies**

- Use context clues to properly match primitive tools with modern appliances.

### Grades 5-8

**HIS**

**Era, Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450**

- Appreciate the spread of human societies and the rise of diverse cultures.

**LA**

**Standard 3: Evaluation strategies**

- Use context clues to properly match primitive tools with modern appliances.



## You're In Charge

Students are given an opportunity to make decisions as if they were a park's superintendent for the day. Students are presented with a real-life scenario that park superintendents have had to deal with. The student is also given a variety of ways to deal with the scenario, and are prompted to choose the option that best balances promoting recreation and preserving the parks for future generations.

### Grades K-4

- LA** Standard 2: Understanding the human experience
- Harness reading skills to gain a different point of view toward events, circumstances, and issues that have actually been dealt with by national park superintendents.

- SOC** Civic ideals and practices
- Begin to consider how environmental stewardship is an extension of civic responsibility.

- SOC** Power, authority, and governance
- Begin to understand concepts in government, legitimate power, and how government remains responsive to its citizen's needs and interest by assuming the role of a national park superintendent.

### Grades 5-8

- LA** Standard 2: Understanding the human experience
- Harness reading skills to gain a different point of view toward events, circumstances, and issues that have actually been dealt with by national park superintendents.

- SOC** Civic ideals and practices
- Expand ability to analyze and evaluate the relationship between stewardship and civic responsibility ideals and best practices.

- SOC** Power, authority, and governance
- Further understand concepts in government, legitimate power, and how government remains responsive to its citizen's needs and interests by assuming the role of a national park superintendent.



## Young Abraham Lincoln

Students learn how the challenges of frontier life in Kentucky shaped the character of young Abraham Lincoln. This activity provides a safe learning environment, linked to various NPS information sites, and allows for learners to explore, discover, and bring back knowledge to complete a quiz about young Abraham Lincoln

### Grades K-4

**HIS** Standard 4: How democratic values came to be and how they have been exemplified by people, events and symbols

- Discover the historical narrative of one of America's most influential presidents.

**LA** Standard 2: Understanding the human experience

- Explore Abraham Lincoln's historical narrative to gain perspective and reflect on alternative ways of knowing and being.

**LA** Standard 8: Developing research skills

- Investigate NPS park website to synthesize information needed to successfully complete exercise.

**SOC** Civic ideals and practices

- Analyze and evaluate the relationship between stewardship and civic responsibility ideals and best practices.

**SOC** Power, authority, and governance

- Begin to understand concepts in government, legitimate power, and how government remains responsive to its citizen's needs and interest by assuming the role of a national park superintendent.

### Grades 5-8

**HIS** Era 5, Standard 2: The course and character of the Civil War and its effects on the American People

- Understand how Lincoln's early life molded his moral and values and how his perspective influenced the course of the Civil War.

**LA** Standard 2: Understanding the human experience

- Explore Abraham Lincoln's historical narrative to gain perspective and reflect on alternative ways of knowing and being.

**LA** Standard 8: Developing research skills

- Investigate NPS park website to synthesize information needed to successfully complete exercise.

**SOC** Civic ideals and practices

- Expand ability to analyze and evaluate the relationship between stewardship and civic responsibility ideals and best practices.

**SOC** Power, authority, and governance

- Further understand concepts in government, legitimate power, and how government remains responsive to its citizen's needs and interests by assuming the role of a national park superintendent.



## Sources for National Standards of Learning

### National Standards of Learning

#### GEO

##### Geography Standards

National Geographic Society- U.S. National Geography Standards  
[www.nationalgeographic.com/xpeditions/standards/matrix.html](http://www.nationalgeographic.com/xpeditions/standards/matrix.html)

#### HIS

##### History Standards K-4

National Center for History in Schools  
[www.sscnet.ucla.edu/nchs/standards/standardsk-4.html](http://www.sscnet.ucla.edu/nchs/standards/standardsk-4.html)

#### HIS

##### History Standards 5-8

National Center for History in Schools  
<http://nchs.ucla.edu/standards/us-standards5-12.html>

#### SCI

##### Science Standards

National Academy of Sciences  
[http://www.nap.edu/openbook.php?record\\_id=4962](http://www.nap.edu/openbook.php?record_id=4962)  
[http://www.nap.edu/openbook.php?record\\_id=4962&page=R1](http://www.nap.edu/openbook.php?record_id=4962&page=R1)

#### SOC

##### Social Studies Standards

National Council for the Social Studies  
<http://www.downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>