COMPANION LEARNING RESOURCE GUIDE

2nd-8th Grade Formal Education Curriculum:

Spangled Storytelling: Parks Report

Teacher Guide





Companion Learning Resource Guide for Teachers

America the Beautiful: Our Natual Wonders

Narrated by Kelsey Grammer

Teacher Guide

2nd-8th Grade Formal Education Curriculum:
Spangled Storytelling: Parks Report

Common Core English Language Arts Standards-Aligned

CCSS.ELA-Literacy.SL.5.4

"Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace."

National Art Standards

VA:Cr2.2.8a

"Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design."

Objective

Welcome to the National Park Service! Students become park rangers for the day, and help to interpret, or tell true stories about, one national park of their choosing. After finding the answers to park visitor FAQs about the park's founding, plant and animal species, and more, students present their stories and interpret their park to the rest of the class. Growing their skills in research, storytelling, and presenting, these junior rangers deserve a new badge!

Key Concepts

▶ Park ranger "interpretation" is storytelling about a national park to help visitors to understand and connect with the park's true stories. Interpretation is one way that park rangers help others to care for and protect the park for years to come.

▶ Effective storytelling includes clear communication, logical sequencing, and interesting details and images to help move the story along.

▶ Every national park is beautiful, unique, and worth protecting. Countless people, including park rangers, are doing important work to conserve the parks every day. One way that students can help is to learn about the parks, and share what they've learned with others!

▶ (6th-8th Grade) When using information, quotes, or images for a report, you must have permission to use that content and remember to cite your sources.

Materials

▶ "Park Ranger Storytelling Guide" packets (enough for 1 packet per group).

▶ "Park Visitor FAQs" sheets (enough for 1 sheet per group).

▶ Electronic devices for research on America's national parks.

▶ Electronic device access for slide-show presentation-building.

-OR-

▶ Poster making materials:

- > 11x17 or poster paper
- > Colored construction paper
- > Pencils
- > Markers
- > Colored pencils
- > Scissors
- > Glue sticks

Setup

▶ Pre-assign groups of 2-4 students.

▶ Print "Park Ranger Storytelling Guide" packets (enough for 1 packet per group).

▶ Print "Park Visitor FAQs" sheets (enough for 1 sheet per group). Ensure that you print the correct sheet, corresponding to your class grade-level!

▶ Gather electronic devices for research on America's national parks.

▶ Gather electronic devices for slideshow presentation building.

-OR-

▶ Gather poster making materials: 11x17 or poster paper, colored construction paper, pencils, markers, colored pencils, scissors, and glue sticks.

▶ If possible, allot 5-15 minutes during which students can spend time outside to notice and enjoy nature.

Vocabulary

Conservation: the careful management and protection of nature.

Interpretation: storytelling about a national park to help visitors to understand and connect with the park's true stories.

Research: collecting true information about the world to answer a question or learn something new.

(6th-8th Grade) ***Citing your sources:*** telling where you got your information, quotes, and images for the story you are sharing.

Procedure *Spangled Storytelling: Parks Report*

1 Read or share the following text with students:

America's national parks are special, protected places of wild beauty and deep importance. The actions that we take to support, protect, and learn about our national parks today will have a great effect on the plants, animals, and people to come.

Define

2 Tell students to imagine that they have just become park rangers for the National Park Service. As a park ranger, you must be dedicated to the conservation of the country's national parks. What is conservation? Conservation is the careful management and protection of nature.

3 Share that park rangers are very important, and have many different jobs in a national park. One of their jobs is interpretation. Sometimes, interpretation might mean translating words from one language into another. However, park ranger interpretation is different! For a park ranger, interpretation means "storytelling" with facts about the park.

4 Tell students that when a visitor arrives at a national park, they might not know very much about the place that they are visiting. It is a park ranger's job to interpret the park, helping visitors to understand and connect with the park's true stories. These stories might include information about the park's history, the plants and animals that live there, its hiking trails, and more!

5 Split the students into their pre-assigned small groups (2-4 students per group). Provide students with one "Park Ranger Storytelling Guide" packet per group.

6 Instruct students to discuss and complete Questions 1-3 in their storytelling guides:

- **Question 1:** "Conservation is the careful management and protection of nature. Give one example of a way to protect nature."
- **Question 2:** "Interpretation is storytelling about a national park. What is storytelling? What makes someone a good storyteller?"
- **Question 3:** "In three sentences, tell a true story about a place that you have visited."

Plan

7 Tell students that their job today as park rangers is to work together to learn about one national park. Then, they will interpret, or tell the story of, that national park to the rest of the class. Each group has the choice to tell their story using either a slideshow presentation or a creative poster.

8 Instruct students to follow the directions in their storytelling guides as they choose which national park to interpret. As each student group makes their choice, announce each park name to the rest of the class to ensure that there are no duplicate choices between groups.

Assist students as they work in groups to choose their national park:

- Visit **https://www.nps.gov/aboutus/national-park-system.htm**
- Scroll down until you see the "National Parks" label.
- Click the "+" button on the right of the "National Parks" label bar.
- Encourage students to spend about five minutes exploring the list of parks, working together as a group to make their choice.

9 Once every group has chosen a national park, instruct students to complete Questions 4-6 in their storytelling guides:

- **Question 4:** "Which national park will you interpret?"
- **Question 5:** "Why did you choose this national park?"
- **Question 6:** "Will you tell your story with a slideshow or a poster?"

Research

10 Tell students that researching is a scientific word that means collecting true information about the world to answer a question or learn something new. They will now research, or collect information about, their group's national park to create a true story for the rest of the class.

11 Share that many national park visitors have the same questions when they first arrive at the parks. Provide students with one "Park Visitor FAQs" sheet per group. Ensure that you have printed the correct sheets, corresponding to your class grade-level!

12 Instruct students to find answers to the park visitor list of questions, and complete the Park Visitor FAQs & Research Findings Table with their research findings:

Example:

Park Visitor FAQs & Research Findings Table

QUESTION	FINDINGS
#5 What are five animal species that can be found in Acadia National Park?	Black bear, red fox, harbor seal, peregrine falcon, and moose.

Park Visitor FAQs & Research Findings Table

QUESTIONS	RESEARCH FINDINGS
#1	
#2	
#3	
#4	
#5	
#6	

Park Visitor FAQs & Research Findings Table	
QUESTIONS	**RESEARCH FINDINGS**
▶ #7	
▶ #8	
▶ #9	
▶ #10	
▶ Write your own bonus question:	

13 Once students have completed their Park Visitor FAQs & Research Findings Tables, instruct them to complete Questions 7-9 in their storytelling guides:

- **Question 7:** "Which question was the most difficult to answer and why?"
- **Question 8:** "What was your favorite fact that you learned about your national park during your research? Explain."
- **Question 9:** "Which fact do you think your class will connect with most? Do you plan to use an interesting image to go along with this fact?"

14 (6-8th Grade): Instruct students to answer the following question in their storytelling guides:

• How many sources did you cite during your research? Count the links for information, quotes, and images.

Create

15 It's storytelling time! Ask students to think of their favorite stories, and share a few of your own. You may have heard these stories in a book, movie, or even a song! Tell students that the best stories are communicated clearly, are easy to follow, and use interesting details and images that help to move the story along.

16 Carefully review interpretation goals and rules with students:

• **Goal**
To interpret, or tell a true story, about one national park. This story must help visitors to learn about the park, using facts and details to help them understand and connect with the special place.

• **Rules**
> Stories must include a large main title. This should either be the first slide of your presentation, or printed largely at the top of your poster.

> Stories must include a title for each slide or section. For example:

Slide 1: "Wildlife of Acadia National Park"

Slide 2: "Trails of Acadia National Park."

> Stories must be communicated clearly.

> Stories must be in an order that makes sense, and is easy to follow.

> Stories must use interesting details and at least five images to help move the story along.

> You must equally share the work of speaking and presenting your story to the rest of the class.

> (6th-8th Grade): You must cite your sources for all information, quotes, and images, on either the final slide of your presentation or on a separate piece of paper.

17 Instruct students to begin work on their storytelling presentations. Remind them that their work should be creative and help others to feel inspired to protect and care about their national park!

18 Once students have finished creating their presentations, instruct them to complete Question 10 in their storytelling guides:

• **Question 10:** "You must equally share the work of interpreting your park to the rest of the class! Who will present each section of your slideshow or poster? Create your presentation schedule using the table below."

Present

19 Before each group presents their work, remind them that the best stories are communicated clearly, are easy to follow, and use interesting details and images that help to move the story along. Encourage them to speak slowly and clearly, and get excited to share their research and show-off their storytelling skills!

20 Instruct students to present their stories one group at a time. Ensure that every student in the group has a chance to interpret their national park for an approximately equal amount of time.

Note: *Each report should include at least 11 sections in all: 10 answers to the Park Visitor FAQs, and 1 bonus answer of their choice.*

Reflect

21 Once students have finished presenting, instruct them to complete Questions 11-14 in their storytelling guides:

• **Question 11:** "What was your favorite part about interpreting your national park?"

• **Question 12:** "What do you think you could improve for your next presentation?"

• **Question 13:** "Describe one presentation other than your own that inspired you to care for a national park. Why was this presentation inspiring?"

• **Question 14:** "Imagine that your national park will soon be getting a new interactive display in the visitor center. This display will showcase one of the facts about your national park. Describe what you think the new display should look like, and what you want visitors to learn from it."

22 Tell students they did a great job interpreting their national parks, which is an important part of conservation. Telling true stories about the national parks helps people to understand and connect with nature, and protect the parks for years to come.

23 Remind students that every national park is beautiful, unique, and worth protecting. Park rangers, scientists, politicians, activists, artists, and many others are doing important work to conserve the parks every day. One way that you can help is to learn more about the national parks like you did today, and to share what you've learned with others!

Learn more about interpretation on the National Park Service website:

https://www.nps.gov/articles/000/nps-careers-interpretation.htm

Analysis *"My Home, the Beautiful" Time*

24 Move students to an outdoor area for just 5-15 minutes, ideally within walking distance but away from as much human-induced noise as possible. Invite them to quietly sit, stand, or lay down in the grass, and notice beauty worth protecting around them—however small or familiar! Encourage them to touch the dirt, grass, twigs, and leaves; feel the warm/cool air on their skin; listen for birds, bugs, and the wind; smell the plants around them; and to search for insects.



- **Review & Discussion**
  - > What is interpretation and why is it important?
  - > What makes someone a good storyteller?
  - > What is one national park fact that you learned today that made you care about or want to visit a national park?
  - > Conservation is the careful management and protection of nature. What is one way that a student can help to protect nature?
  - > What is one thing you saw in the *America the Beautiful: Our Natural Wonders* film that surprised or amazed you?
  - > (6th-8th Grade) What does it mean to cite your sources? Why is this an important practice?







Frequently Asked Questions at Your National Park

2nd & 3rd Grade—FAQs

- What year was the national park founded?
- What state is the national park located in?
- What is the name of one trail in the national park?
- What are three animals that can be found in the national park?
- What are three plants that can be found in the national park?
- What is one bug that can be found in the national park?
- What is the best season to visit this national park?
- How many people visit the national park each year?
- How big is the national park?
- Please share five images of this national park.

4th & 5th Grade—FAQs

- What year was the national park founded?
- What state is the national park located in?
- How far is the national park from here? (Use school address).
- What are the names of three trails in the national park?
- What are five animal species that can be found in the national park?
- What are five plant species that can be found in the national park?
- What is one endangered species that lives in the national park?
- What are the high and low temperatures of the national park?
- Approximately how many people visit the national park each year?
- Please share at least five images that showcase the beauty and importance of this national park.

6th-8th Grade—FAQs

- What year was the national park founded?
- What state is the national park located in?
- How far is the national park from here? (Use school address).
- What are the names of one easy, one moderate, and one difficult trail in the national park?
- What are five animal species that can be found in the national park? What are five plant species?
- What is one endangered animal species that lives in the national park? What is one endangered plant species?
- Describe the weather and climate of the national park.
- Approximately how many people visit the national park each year?
- What is the biggest threat to this national park and its ecosystems?
- Please share at least five images that showcase the beauty and importance of this national park.

6th-8th Grade: Citing Your Sources

When researching and sharing your findings, it is always important to cite your sources. What does it mean to cite your sources?

Citing your sources is telling where you got your information, quotes, and images for the story you are sharing. When using information, quotes, or images for a report, you must remember to cite your sources, and have permission to use that content.

Some content is "copyrighted," or under special owner protections for how it is used. This means that copyrighted content either needs special owner permission to be used, or may not be available for use, at all. Using copyrighted content, which is another person's property, without permission is a form of stealing. In addition to being wrong, misusing copyrighted content is against the law.

If content has a "creative commons" license, it may be free and available for use without permission from its creator/owner. There are many different types of creative commons licenses, however, so it is important to understand which license content has.

As you begin your research today, you must cite your sources for all information, quotes, and images that you use.

For information and quotes, copy the website address onto a piece of paper or into a new document to cite your source.

For images, follow the directions below:

1 | Visit https://commons.wikimedia.org/wiki/Main_Page
2 | Type the name of your national park into the search bar at the top of the page.
3 | Under "Images," click "License."
4 | Click "Use with attribution."
5 | Select the photo you are interested in using for your presentation.
6 | Click "More details." A new tab will open for this photo.
7 | Copy the photo link onto a piece of paper or into a new document to cite your source.
8 | Right-click the photo.
9 | Click "Save image as…"
10 | Save the photo to use in your presentation!

Fun Fact:

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COMPANION LEARNING RESOURCE GUIDE

2nd-8th Grade Formal Education Curriculum:

Spangled Storytelling: Parks Report

Student Packet



Name: _____



Companion Learning Resource Guide for Students

America the Beautiful: Our Natual Wonders

Narrated by Kelsey Grammer

America's National Parks

America's national parks are special, protected places of wild beauty and deep importance. The actions that we take to support, protect, and learn about our national parks today will have a great effect on the plants, animals, and people to come..

The Story Begins

IImagine that you have just become a park ranger for the National Park Service. As a park ranger, you must be dedicated to the conservation of the country's national parks. What is conservation? Conservation is the careful management and protection of nature.

Park rangers are very important, and have many different jobs in a national park. One of their jobs is interpretation. Sometimes, interpretation might mean translating words from one language into another. However, park ranger interpretation is different! For a park ranger, interpretation means "storytelling" with facts about the park.

When a visitor arrives at a national park, they might not know very much about the place that they are visiting. It is a park ranger's job to interpret the park, helping visitors to understand and connect with the park's true stories. These stories might include information about the park's history, the plants and animals that live there, its hiking trails, and more!

Vocabulary

Conservation: the careful management and protection of nature.

Interpretation: story-telling about a national park to help visitors to understand and connect with the park's true stories.

Research: collecting true information about the world to answer a question or learn something new.

(6th-8th Grade)
Citing your sources: telling where you got your information, quotes, and images for the story you are sharing.



Define

Question 1: Conservation is the careful management and protection of nature. Give one example of a way to protect nature.

Question 2: Interpretation is storytelling with facts about a national park. What is storytelling? What makes someone a good storyteller?

Question 3: In three sentences, tell a true story about a place that you have visited.

Plan

Your job today as a park ranger is to learn about one national park. Then, you will interpret, or tell the story of, your national park to the rest of the class. You can choose to tell your story using either a slideshow presentation or a creative poster.

Follow the directions below to choose which national park to interpret:

1 | Visit **https://www.nps.gov/aboutus/national-park-system.htm**
2 | Scroll down until you see the "National Parks" label.
3 | Click the "+" button on the right of the "National Parks" label bar.
4 | Spend a few minutes exploring the list of parks to help you make your choice.

Question 4: Which national park will you interpret?

National Park: _____

Question 5: Why did you choose this national park?

_____

_____

_____

Question 6: Will you tell your story using a slideshow or a poster? Circle one: **SLIDESHOW** // **POSTER**

Research

Ready to research? Researching is a scientific word that means collecting true information about the world to answer a question or learn something new. You will now research, or collect information about, your national park to create a true story for the rest of your class.

Many national park visitors have the same questions when they first arrive at the parks. Review the "Park Visitor FAQs" sheet. Find answers to the park visitor list of questions, and fill out the table below with your research findings:

Example:

Park Visitor FAQs & Research Findings Table

QUESTION	RESEARCH FINDINGS
#5 What are five animal species that can be found in Acadia National Park?	Black bear, red fox, harbor seal, peregrine falcon, and moose.

Frequently Asked Questions at Your National Park

2nd & 3rd Grade—FAQs

- What year was the national park founded?
- What state is the national park located in?
- What is the name of one trail in the national park?
- What are three animals that can be found in the national park?
- What are three plants that can be found in the national park?
- What is one bug that can be found in the national park?
- What is the best season to visit this national park?
- How many people visit the national park each year?
- How big is the national park?
- Please share five images of this national park.

4th & 5th Grade—FAQs

- What year was the national park founded?
- What state is the national park located in?
- How far is the national park from here? (Use school address).
- What are the names of three trails in the national park?
- What are five animal species that can be found in the national park?
- What are five plant species that can be found in the national park?
- What is one endangered species that lives in the national park?
- What are the high and low temperatures of the national park?
- Approximately how many people visit the national park each year?
- Please share at least five images that showcase the beauty and importance of this national park.

6th-8th Grade—FAQs

- What year was the national park founded?
- What state is the national park located in?
- How far is the national park from here? (Use school address).
- What are the names of one easy, one moderate, and one difficult trail in the national park?
- What are five animal species that can be found in the national park? What are five plant species?
- What is one endangered animal species that lives in the national park? What is one endangered plant species?
- Describe the weather and climate of the national park.
- Approximately how many people visit the national park each year?
- What is the biggest threat to this national park and its ecosystems?
- Please share at least five images that showcase the beauty and importance of this national park.

6th-8th Grade: Citing Your Sources

When researching and sharing your findings, it is always important to cite your sources. What does it mean to cite your sources?

Citing your sources is telling where you got your information, quotes, and images for the story you are sharing. When using information, quotes, or images for a report, you must remember to cite your sources, and have permission to use that content.

Some content is "copyrighted," or under special owner protections for how it is used. This means that copyrighted content either needs special owner permission to be used, or may not be available for use, at all. Using copyrighted content, which is another person's property, without permission is a form of stealing. In addition to being wrong, misusing copyrighted content is against the law.

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As you begin your research today, you must cite your sources for all information, quotes, and images that you use.

For information and quotes, copy the website address onto a piece of paper or into a new document to cite your source.

For images, follow the directions below:

1 | Visit https://commons.wikimedia.org/wiki/Main_Page
2 | Type the name of your national park into the search bar at the top of the page.
3 | Under "Images," click "License."
4 | Click "Use with attribution."
5 | Select the photo you are interested in using for your presentation.
6 | Click "More details." A new tab will open for this photo.
7 | Copy the photo link onto a piece of paper or into a new document to cite your source.
8 | Right-click the photo.
9 | Click "Save image as…"
10 | Save the photo to use in your presentation!

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Park Visitor FAQs & Research Findings Table

QUESTION	RESEARCH FINDINGS
#1	
#2	
#3	
#4	
#5	
#6	

Park Visitor FAQs & Research Findings Table

QUESTIONS	RESEARCH FINDINGS
#7	
#8	
#9	
#10	
Write-your-own bonus question:	

Question 7: Which question was the most difficult to answer and why?

Question 8: What was your favorite fact that you learned about your national park during your research? Explain.

Question 9: Which fact do you think your class will connect with most? Do you plan to use an interesting image to go along with this fact?

(6th-8th Grade): How many sources did you cite during your research? Count the links for information, quotes, and images.

Number of Sources Cited: _____

Create

It's storytelling time! Think of your favorite story. You may have heard this story in a book, movie, or even a song! The best stories are communicated clearly, are easy to follow, and use interesting details and images that help to move the story along. Before your begin creating your story as a slideshow or poster, carefully review interpretation goals and rules:

• **Goal:** To interpret, or tell a true story, about one national park. This story must help visitors to learn about the park, using facts and details to help them understand and connect with the special place.

• **Rules:**

> Stories must include a large main title. This should either be the first slide of your presentation, or printed largely at the top of your poster.

> Stories must include a title for each slide or section. For example:

Slide 1: "Wildlife of Acadia National Park"

Slide 2: "Trails of Acadia National Park."

> Stories must be communicated clearly.

> Stories must be in an order that makes sense, and is easy to follow.

> Stories must use interesting details and at least five images to help move the story along.

> You must equally share the work of speaking and presenting your story to the rest of the class.

> (6th-8th Grade): You must cite your sources for all information, quotes, and images, on either the final slide of your presentation or on a separate piece of paper.

You are now ready to begin work on your storytelling presentation. Remember, your work should be creative and help others to feel inspired to protect and care about your national park!

Question 10: You must equally share the work of interpreting your park to the rest of the class! Who will present each section of your slideshow or poster? Create your presentation schedule using the table below:

SECTION TITLE	PRESENTER
Example: Animal Species of Acadia National Park	Nichole Ryan

Present

Ready to interpret? Remember, the best stories are communicated clearly, are easy to follow, and use interesting details and images that help to move the story along. Speak slowly and clearly, and get excited to share your research and show-off your storytelling skills!

Reflect

Ready to interpret? Remember, the best stories are communicated clearly, are easy to follow, and use interesting details and images that help to move the story along. Speak slowly and clearly, and get excited to share your research and show-off your storytelling skills!

Question 11: What was your favorite part about interpreting your national park?

Question 12: What do you think you could improve for your next presentation?

Question 13: Describe one presentation other than your own that inspired you to care for a national park. Why was this presentation inspiring?

Question 14: Imagine that your national park will soon be getting a new interactive display in the visitor center. This display will showcase one of the facts about your national park. Describe what you think the new display should look like, and what you want visitors to learn from it.

Well done, park ranger! You did a great job interpreting your national park, which is an important part of conservation. Telling true stories about the national parks helps people to understand and connect with nature, and protect the parks for years to come.

Don't forget! Every national park is beautiful, unique, and worth protecting. Park rangers, scientists, politicians, activists, artists, and many others are doing important work to conserve the parks every day. One way that you can help is to learn more about the national parks like you did today, and to share what you've learned with others!

Learn more about interpretation on the National Park Service website:

https://www.nps.gov/articles/000/nps-careers-interpretation.htm





Review & Discussion

What is interpretation and why is it important?

What makes someone a good storyteller?

What is one national park fact that you learned today that made you care about or want to visit a national park?

Conservation is the careful management and protection of nature. What is one way that a student can help to protect nature?

What is one thing you saw in the *America the Beautiful: Our Natural Wonders* film that surprised or amazed you?

(6th-8th Grade) What does it mean to cite your sources? Why is this an important practice?