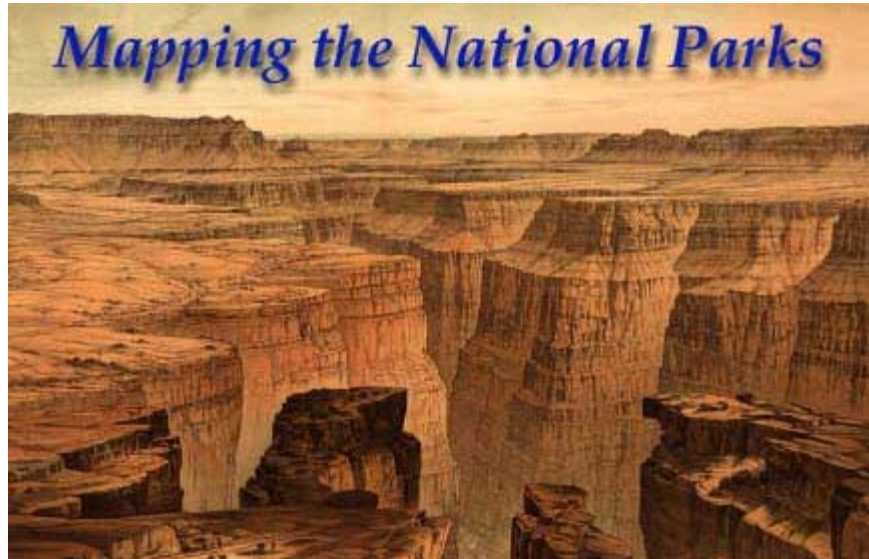# Mapping the National Parks

A WebQuest for Third Grade Social Studies

Amanda Wise - 2006

Last updated September 6, 2011

[Detail of Clarence E. Dutton's Tertiary History of the Grand Caynon District, 1882, Sheet 6.](#)

Would you be willing to give your land to the government for the development of a new national park?

[Introduction](#) | **[Task](#)** | **[Process](#)** | **[Evaluation](#)** | **[Conclusion](#)** | **[Credits](#)** | **[Teacher Page](#)** | **[Home](#)**

#1 Introduction

Over the years, visitation to the United States National Parks has risen due to increasing popularity. The United States is home to hundreds of National Parks, National Monuments, Preserves, Historic Sites and more. These spectacular marvels are just waiting for you to visit them!

#2 Task

Let's take a road trip! Each group will create their own trip around the four national parks that have been chosen. We will be engaging in several activities to lead up to your final presentation. Enjoy the ride and happy exploring!!!

#3 Process

1. Take [student questionnaire](#).
2. The class will be divided into 4 groups.

3. Each group will explore the site Mapping the National Parks to gain background knowledge.
4. Visit the link for each park; Acadia, Grand Canyon, Great Smoky Mountains, and Yellowstone. And the link for A Brief History of Mapping the National Parks.
5. Use the graphic organizer as you move through the sites. The information you will need can be found in the first few paragraphs of each page.
6. Choose a route that you will use for you trip. Make sure you start and end in Waynesburg.
7. Use MapQuest to find the distance between each of your destinations.
8. As you find the distance between places add the distances to your Trip Analysis Sheet.
9. Each group will give a final presentation about the parks. The group will create a poster to highlight important facts about the parks and the route they will be taking for their road trip.
10. Use the Things to Keep in Mind List.

Would you be willing to give your land to the government for the development of a new national park?

#4 Evaluation

Evaluations are based on a group effort with each student equally contributing to the work being done. Necessary deductions will be made for those individuals not contributing.

Checklist for Trip Analysis

Rubric for Final Project:

CATEGORY	4	3	2	1
Title	Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map.	Title tells the purpose/content of the map and is printed at the top of the map.	Title tells the purpose/content of the map, but is not located at the top of the map.	Purpose/content of the map is not clear from the title.
Labels - Accuracy	90-100% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	Less than 70% of the items are labeled and located correctly.
Labels & Features - Neatness	90-100% of the labels can be read easily.	89-80% of the labels can be read easily.	79-70% of the labels can be read easily.	Less than 70% of the labels can be read easily.
Park Information	Each park has at least 5 facts or points of interest.	Each park has 4 facts or points of interest.	Each park has 3 facts or points of interest.	Each park has 2 or less facts or points of interest.
Route	Trip was planned in a logical round trip order.	Trip was planned in round trip order.	Trip was planned in unlogical order.	Trip was not planned in an orderly fashion.
Home	Started and ended in	Started in Waynesburg,	Ended in Waynesburg,	Did not start and end in

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#5 Conclusion

1. Each group will present their final project.

2. Student Scenario: Pretend that you own over 100 acres of land that has been in your family for over a century and you have been approached by government officials about selling your land that they have designated to become part of a new national park. In a letter to State Representative H. William DeWeese express your thoughts and opinion about selling your land. Would you object? Would you demand certain compensation? Think about eminent domain.

Use the letter template to write your letter. Items in italics are places where you need to put your information in.

3. Exchange your letter with a partner for a peer review and reflection. Partners can make changes and suggestions for the final copy.

4. Make changes and turn in your final copy.

#6 Credits and References

Designed by Amanda Wise, 2006, with Central Greene School District in partnership with Teaching with Primary Sources at Waynesburg University. Last updated September 6, 2011.

Template created April 2006 by Amy Martin, Teaching with Primary Sources at Waynesburg based on a template designed by Lisa Bradshaw, Teaching with Primary Sources - Colorado.
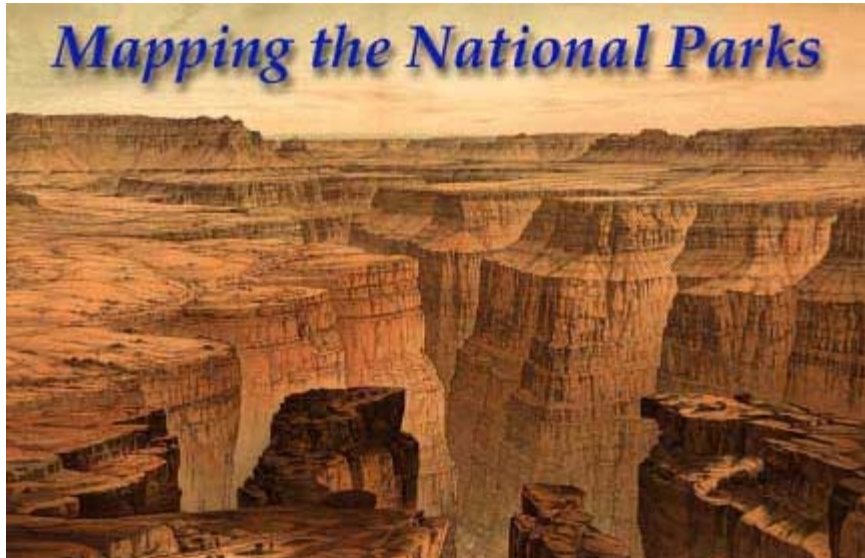
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Mapping the National Parks

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Introduction | **Learners** | **Standards** | **Process** | **Resources** | **Evaluation** | **Conclusion** | **Credits** | **Student Page**

#7 Introduction for Teachers

Designed by Amanda Wise.
Last updated September 6, 2011.

This lesson was developed as part of Teaching with Primary Sources at Waynesburg University , a federally funded professional development program to assist educators in using Library of Congress primary resources to support student learning.

Purpose of this WebQuest:

This WebQuest is projected to be used as a review for Geography and mapping skills and an introduction to four astounding National Parks. Students will explore The Library of Congress to gain knowledge about how these four National Parks came to be. The major goal is for students to understand the importance of mapping, how it has affected the national parks and our own lives. This goal will be met through the Trip Analysis activity, their final group project and through student reflection.

This WebQuest was written to align with curriculum objectives from the following text book:

Neighborhoods and Communities, by Mona Kahney, Scott Foresman Social Studies, 1991

School District and State: Central Greene School District, Waynesburg, Pennsylvania

Would you be willing to give your land to the government for

#8 About the Learners

This WebQuest is designed for a Third Grade Social Studies class and also addresses multiple language arts objectives. This lesson could also be adapted for higher grade levels as well.

Prior to the lesson students should be familiar with basic map reading skills and working in a small group. It is also important for students to have an understanding of what a National Park is. The student questionnaire will provide students prior knowledge for the instructor.

#9 Pennsylvania Academic Standards

The student will understand chronological thinking and distinguish between past, present and future time. (History 8.1.3A)

The student will develop an understanding of historical sources. (History 8.1.3B)

The student will identify geographic tools and their uses. (Geography 7.1.3A)

The student will write informational pieces (e.g., descriptions, letters, reports , instructions) using illustrations when relevant. (Language Arts 1.4.3B)

The student will participate in small and large group discussions and presentations. (Language Arts 1.6.3E)

ISTE NETS for Students:

Students will use technology tools to enhance learning, increase productivity, and promote creativity. (3)

Students will use a variety of media and formats to communicate information and ideas effectively to multiple audiences. (4)

Students will use technology resources for solving problems and making informed decisions. (6)

#10 Process for Teachers

This WebQuest will take two weeks of 30 minute sessions; with the first week focusing on gaining knowledge and research and the second week focusing on creating their final project presentation. There should be extra time allotted for the day of presentations.

This section includes the same instructions the students receive with instructor notations in italics with an asterisks:
Process

1. Take student questionnaire.
The instructor can decide if they want to pass out an already printed copy or have the students print it out from the link.
2. The class will be divided into 4 groups.
Careful consideration should always be taken when incorporating groups; do you let them pick or do you pick for them? The instructors best judgment should be used.
3. Each group will explore the site Mapping the National Parks to gain background knowledge.
4. Visit the link for each park; Acadia, Grand Canyon, Great Smoky Mountains, and Yellowstone. And the link for A Brief History of Mapping the National Parks.
The instructor may have to point out the link for A Brief History of Mapping the National Parks because it is not located in the same place as the others, it is underneath the Understanding the Collection title.
5. Use the graphic organizer as you move through the sites. The information you will need can be found in the first few paragraphs.
The instructor can decide if they want to pass out an already printed copy or have the students print it out from the link.
6. Choose a route that you will use for you trip. Make sure you start and end in Waynesburg.
Have classroom map of United States displayed.
7. Use MapQuest to find the distance between each of your destinations.
8. As you find the distance between places add the distances to your Trip Analysis Sheet.
As students are working circulate and make sure they understand the created template and how to add the additional components. Also make sure students have a copy of the checklist.
9. Each group will give a final presentation about the parks. The group will create a poster to highlight important facts about the parks and the route they will be taking for their road trip.
Art supplies, poster board, and computers will be needed to complete the projects. The United States classroom map will also need to be displayed so the students can sketch an outline of the United States.
10. Use the Things to Keep in Mind List.
The instructor can decide if they want to pass out an already printed copy or have the students print it out from the link.

Would you be willing to give your land to the government for the development of a new national park?

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#11 Resources for Teachers

Things the instructor will need:

- Library of Congress
- Mapping the National Parks
- Computers with Internet access
- Computers with Microsoft Word
- Computers with Microsoft Excel
- Classroom map of the United States
- Art supplies (markers, glue, paper)
- Poster board

#12 Evaluation for Teachers

Evaluations are based on a group effort with each student equally contributing to the work being done. Necessary deductions will be made for those individuals not contributing. Student work should be assessed through instructor observation and student work.

[Checklist for Trip Analysis](#)

[Rubric for Final Project](#)

Would you be willing to give your land to the government for the development of a new national park?

#13 Conclusion for Teachers

The WebQuest will be wrapped up with group presentations and with each student reflecting on the question "Would you be willing to give your land to the government for the development of a new national park?" in a letter they would write to our State Representative H. William DeWeese. See [Teacher's Resource.](#)

Collect for your own reading to assess the knowledge students gained through the WebQuest.

Would you be willing to give your land to the government for the development of a new national park?

#14 Credits and References

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