**Maggie DeVore**

**SS 397 9:00**

**Unit Plan**

**Course Title:** Indiana State Parks

**Grade Level:** 4

**Unit:** Indiana State Parks in Late 20th century

**Abstract**

In this unit, students discover how events of the late 20th century affected Indiana State Parks. First, they will learn about the state parks and when they originated. A focus of nature preserves will then be taught. Students then research events from the late 20th century and connect them to changes in the state parks.

**Focus Question**

* How have events from the late 20th century affected Indiana’s state parks?

|  |  |  |
| --- | --- | --- |
| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Students will:* Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana (4.1.15)
* Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present. (4.1.13)
* Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation and global connections. (4.1.14)
* Use a variety of information resources\* to take a position or recommend a course of action on a public issue relating to Indiana’s past or present. (4.2.7)
 | Students will:1. Produce a timeline that highlights when state parks were opened and important dates in state history (4.1.15)
2. Create a map of Indiana’s nature reserves. (4.1.13, 4.1.14)
3. Choose a side of the environmental movement based on different types of resources (4.2.7)
 | * Environment
* Park
* Resource
 |

**Instructional Resources**

"Comments and Reviews." Comments and Reviews. N.p., n.d. Web. 03 Dec. 2012. <http://www.stateparks.com/in.html>.

Conn, Earl L. My Indiana: 101 Places to See. Indianapolis: Indiana Historical Society, 2006. Print.

"Department of Geography." Department of Geography. N.p., n.d. Web. 03 Dec. 2012. <http://www.indiana.edu/~geog/>.

"DNR." IN.gov. N.p., n.d. Web. 03 Dec. 2012. <http://www.state.in.us/dnr/.>.

"DNR: Parks & Reservoirs." DNR: Parks & Reservoirs. N.p., n.d. Web. 03 Dec. 2012. <http://www.in.gov/dnr/parklake/2392.htm>.

Goll, John. Indiana State Parks: A Guide to Hoosier Parks, Reservoirs, and Recreation Areas for Campers, Hikers, Anglers, Boaters, Hunters, Nature Lovers, Skiers and Family Vacationers. Saginaw, MI: Glovebox Guide of America, 1995. Print.

Homoya, Michael A. Wildflowers and Ferns of Indiana Forests: A Field Guide. Bloomington, IN: Indiana UP, 2012. Print.

Indiana Memory:

* (Mounds State Park) <https://digital.library.in.gov/Record/ACPL_coll6-6403>
* (Shakamak State Park) <https://digital.library.in.gov/Search/Results?lookfor=Shakamak+State+Park+&submit>=
* (Pokagon State Park) <https://digital.library.in.gov/Search/Results?lookfor=Pokagon+State+Park&submit>=
* (Brown County State Park) <https://digital.library.in.gov/Search/Results?lookfor=Brown+County+State+Park&submit>=

"Indiana Natural Resources Foundation." Indiana Natural Resources Foundation. N.p., n.d. Web. 03 Dec. 2012. <http://www.in.gov/inrf/>.

Jackson, Marion T. The Natural Heritage of Indiana. Bloomington: Indiana UP, Published in Association with the Indiana Department of Natural Resources and the Indiana Academy of Science, 1997. Print.

Ling, Bettina. Indiana. New York: Children's, 2003. Print.

"List of Natural Resources in Indiana." Travel Tips. N.p., n.d. Web. 03 Dec. 2012. <http://traveltips.usatoday.com/list-natural-resources-indiana-63394.html>.

"NRC: Home." NRC: Home. N.p., n.d. Web. 03 Dec. 2012. <http://www.in.gov/nrc/,>.

Simons, Richard S. The Rivers of Indiana. Bloomington: Indiana UP, 1985. Print.

Smith, Rich. Indiana. Edina, MN: ABDO Pub., 2010. Print.

"The US50 - A Guide to the State of Indiana - Geography." The US50 - A Guide to the State of Indiana - Geography. N.p., n.d. Web. 03 Dec. 2012. <http://www.theus50.com/indiana/geography.php>.

**Teacher Made Materials**

Environmental Movement script

**Catalog of Lessons**

Lesson 1: Population Growth/Baby Boom Journals

Students will discuss how many people live in their house. In their journals, they will write about how they would feel if the amount of people living with them doubled. As a class, discuss the effects of doubling the amount of students in the class. After this, the teacher will bring up the baby boom. The teacher will ask the students how the baby boom would have effected space in Indiana and how this relates to state parks. The teacher would explain to the students that because of limited space some people believed we should do away with state parks to build more homes and businesses. We will discuss how this is related to the world today and the overpopulation of certain areas of the world.

Lesson 2: Indiana Heritage Trust Graphic Organizer

The teacher shows a PowerPoint created about the Indiana Heritage Trust and what it does for Indiana’s State Parks. After, students will fill out a cause and effect graphic organizer about the Indiana Heritage Trust.

Lesson 3: Nature Preserves Newspaper Making

Using the books and websites provided, students will research nature preserves. Each student will choose one nature preserve to research further. The class will then create a newspaper focused around nature preserves. Each student will be responsible for writing an article about the preserve they chose.

Lesson 4: Environmental Movement Reader’s Theatre

The teacher reads the introduction section of The Environmental Movement by Laurence Pringle to the class. The class will discuss the book and why the environmental movement began. The teacher will then pass out a script and the students will act out a scene about the environmental movement. Some of the students will believe in the movement and others will not. After, the class will discuss what happened in the script and the points each side gave.

Lesson 5: State Parks Pen Pals

After researching Indiana state parks, students will focus one of their pen pal letters towards this topic. They will explain to their pen pal if they have been to one of the parks, where the nearest one is located, and some interesting facts they have learned about state parks. They will ask their pen pal what they know about their own state parks. After the students receive a reply, the class will discuss how their parks differ from their pen pals.

Assessment Task 1:

**Abstract**

 This task is designed to assess students’ understanding of Indiana state parks. Each student will create a timeline highlighting major dates in Indiana state park history.

**Prompt**

The class will read a newspaper article about a state park opening in Colorado in 2004. (This is the most recent state park opening) The class will discuss what it must have taken to open this park. The class will hypnotize how long they think the whole process took.

**Directions**

 “We have learned so much about Indiana’s history in the late 20th century. Through books, videos and newspaper articles we have learned about how Indiana was affected by World War II, the Korean War and environmental issues. Now we are going to be moving our focus into one specific area of Indiana, our state parks. How do you think the events we have learned about affected the parks?

 Many of you have probably visited one of our state parks before. People visit and work at them everyday. What do you think some pros and cons are of state parks? Do you think they benefit all of Indiana’s people?

 From reading this article, what kinds of things do you think the planners of the new state park had to go through? How long do you think it took to get the park going?

 We are going to be finding out all about state parks over the next few days. But, first we need to find some basic information. You are all going to become researchers and find out when our state parks opened and any important dates associated with them. Then you will each create a timeline to show this information. You will also write a paragraph about one of the dates you chose to include.

 Your timeline should include:

* At least 15 dates

Your paragraph should include:

* At least four facts about the date you chose”

**Procedure:**

#  The teacher will help students research the topic. The students will use websites and books to find the dates and put into the timeline. After, they will write their paragraph.

The teacher will hang the timelines up in the hallway for other classes to view. The teacher will also place a stack at the local library.

|  |  |
| --- | --- |
| **BENCHMARK** |  **SCORE** |
| 4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.  | 1 | 2 | 3 | 4 |
| Timeline identifies 1-4 dates pertaining to Indiana state parks. Paragraph includes one fact about chosen date.  | Timeline identifies 5-9 dates pertaining to Indiana state parks. Paragraph includes two facts about chosen date.  | Timeline identifies 10-14 dates pertaining to Indiana state parks. Paragraph includes three facts about chosen date.  | Timeline identifies 15 or more dates pertaining to Indiana state parks. Paragraph includes four or more facts about chosen date.  |

Assessment Task 2:

Course Title: Indiana State Parks

Grade Level: 4

Unit: Indiana State Parks in Late 20th century

**Abstract**

 This task is designed to assess students understanding of Indiana’s nature preserves. Each student will create a map, which shows where Indiana’s nature preserves are located.

**Prompt**

# The will ask the students if they know what nature preserves are. If they don’t, the teacher will give a very brief summary. The teacher will explain that nature preserves are very important to our state, but some people think they are not. When they were first being built, many people thought they were a waste of space. But even today, people fight against them. Then the teacher will read the book *Land Preservation* by Christine Peterson.

**Directions**

 “From reading this book, why do you think it is so important to preserve some of our land? What kinds of nature preserves do you think Indiana has? Do you know of any around our town? What are some pros and cons of having nature preserves?

 Today, you are all going to take the role of a cartographer. A cartographer is someone who creates maps. You will be finding what nature preserves our state has and putting that on a map.

 You map should include:

* At least 5 nature preserves found in Indiana”

**Procedure:**

#  The teacher will help students research the topic and complete their maps. After finishing the maps, students will take turns sharing to the class. While presenting, they will explain why nature preserves are so important to our state. The teacher will hang the maps up in the hallway for other classes to view. The teacher will also place a few on the community board at the local library.

|  |  |
| --- | --- |
| **BENCHMARK** |  **SCORE** |
| * Identify major natural resources of Indiana (4.3.4)
 | 1 | 2 | 3 | 4 |
| Map identifies 1 nature preserve.  | Map identifies 2 nature preserves.  | Map identifies 3-4 nature preserves.  | Map identifies 5 or more nature preserves.  |

Assessment Task 3:

Course Title: Indiana State Parks

Grade Level: 4

Unit: Indiana State Parks in Late 20th century

**Abstract**

Using resources provided in a learning center, students would choose their side of the environmental movement. Students will then write a short paragraph of why they chose their side and present to the class.

**Prompt**

One of the centers for this week would be a table filled with resources about the environmental movement. This would include books, websites, newspaper articles, and short video clips. Students will get the chance to look through all these resources to decide their own opinion.

**Directions:** “We are about to start working at centers. We have one special center this week. It is located at the back table. You will find books, videos, a list of websites, and newspaper articles all about the environmental movement. Since we have discussed the environmental movement as a class yesterday, I expect that you will be able to understand the terminology used fairly well. Although the book we read was focused on the environmental movement when it began, I want you to remember that it is still going on today. You will each have two times at the center this week. By the end of the first day, you need to decide what side you are on about the environmental movement. Are you for it or against it? I want you to think about each side carefully and choose the one you think makes the most sense to you. The second day you need to find quotes and information about your side. You will write a paragraph that you will share with the class. You will need to include

* 4 reasons why you chose your side”

**Procedure:**

Students will work independently during center time to complete this assignment. At the end of the week, students will all have a chance to share their ideas. After everyone has shared, we will come together to discuss the points of each side. Students will type up their paragraphs and we will put them together into a small book. One will stay in the classroom while one will be placed at the local park office.

#

|  |  |
| --- | --- |
| **BENCHMARK** |  **SCORE** |
| Use a variety of information resources\* to take a position or recommend a course of action on a public issue relating to Indiana’s past or present. (4.2.7) | 1 | 2 | 3 | 4 |
| Student includes one reason why they chose a specific side of the environmental movement.  | Student includes two reasons why they chose a specific side of the environmental movement.  | Student includes three reasons why they chose a specific side of the environmental movement.  | Student includes four or more reasons why they chose a specific side of the environmental movement.  |