

## Discover the Waters of our National Parks

*Adapted from Discover the Waters of Our National Parks Project WET Foundation 2011*

Grade Levels: 3-12

Duration: 60 - 90 minutes

Students will:

- Define what a national park is.
- Local national parks on a U.S. map.
- Identify unique water features of national parks.
- Analyze historic relationships of people with the waters of national parks.

Materials:

- Copies of the U.S. National Parks Map (provided)
- National Parks Clue Cards (provided)
- PowerPoint Presentation

Warm-Up: *estimated time 15 minutes*

1. Ask students to write their own definitions of a national park. Ask them to select a partner and compare their definitions. Then have the students create one improved definition.
2. Put the students in groups of six and compare their definitions. Then have the students create one improved definition from the input of the group. Have each group share their definition with the class and create a class definition of a national park.
3. Display the PowerPoint presentation and discuss the history and importance of the national parks.

Activity Part One: *estimated time 15 minutes*

1. Hand out U.S. National Parks Map (provided) and the National Parks Clue Cards (provided) to groups of five students. There are two parts to this game. The first is to analyze clues to determine the name of the park; the second is to find the state where the park is located. Have students write their answers on a piece of paper.
  - *For younger students, teachers may want to provide a list of the six national parks instead of the National Parks Map.*
  - *Answers: park #1 Yellowstone National Park, #2 Crater Lake National Park, #3 Rocky Mountain National Park, #4 Point Reyes National Seashore, #5 Everglades National Park, #6 Great Smoky Mountain National Park*
2. After the students have decided on the matching parks, go through each of the six cards and ask which park each card is and why water is important at that park. *Images of each card are also on the PowerPoint.*
3. Discuss with students the important work that Hallsdale-Powell Utility District does to keep the water clean.

Activity Part Two: *estimated time 30 minutes – one hour*

1. Tell students to select one national park, monument, battlefield, memorial, or seashore.
2. Have students determine water features in these parks that they would want to visit (geysers, rivers, waterfalls, springs, tide pools, lakes, etc.).
3. Have students determine the highlights of their park visit and design an itinerary for three days. This could include a slide show of park features they would like to visit.

Wrap Up Ideas:

1. Ask students to create a Clue Card for their chosen park and play the game with the newly created cards.
2. Discuss national parks in other countries.
3. Watch “The National Parks: America’s Best Idea.” (*run time 115 minutes*)