

Influenced by History

Great Basin National Park Quarter

Grades Four through Six



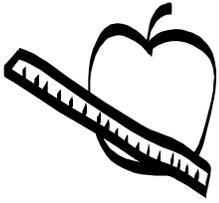
OBJECTIVES

Students will learn about the environment where the Bristlecone Pines grow. Students will research and report on courageous characters in American history.



MATERIALS

- One overhead projector (optional)
- One overhead transparency or equivalent classroom technology of different Bristlecone Pines
- Copies of the following:
 - “Great Basin National Park Quarter” page
 - “Courageous Character” worksheet
 - “Bristlecone Pine” worksheet
 - “Conditioned by History Rubric”
- An age-appropriate text that gives information about Bristlecone Pines, such as:
 - *Bristlecone Pines* by Kelli M. Brucken (excerpt pages 4–12)
 - *Poetrees* by Douglas Florian (excerpt pages 30–31)
 - *Trees (Eyewitness Explorers)* by Linda Gamlin (excerpt page 35)
- Age-appropriate Web sites that give information about Bristlecone Pine trees, such as:
 - www.nps.gov/grba/photosmultimedia/rangerminute.htm
 - www.usmint.gov/mint_programs/atb/?action=GreatBasin
 - www.loc.gov/search/?q=bristlecone+pine
 - www.nps.gov/grba/planyourvisit/identifying-bristlecone-pines.htm
- An age-appropriate text that gives information about courageous Americans, such as:
 - *50 American Heroes Every Kid Should Meet* by Dennis Denenberg and Lorraine Rosco
 - *Lives: Poems about Famous Americans* by Lee Bennett Hopkins and Leslie Staub
 - *Dare to Dream! 25 Extraordinary Lives* by Sandra McLeod Humphrey
- Age-appropriate Web sites that give information about courageous American heroes, such as:
 - America’s Story: www.americaslibrary.gov/aa/index.php
 - George Washington Birthplace: www.nps.gov/gewa/index.htm



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- Martin Luther King, Jr., Historic Site: www.nps.gov/malu/index.htm
- Women’s Rights National Historic Park: www.nps.gov/wori/index.htm
- Lewis and Clark National Historic Trail: www.nps.gov/lecl/historyculture/sacagawea.htm
- Thomas Edison National Historic Park: www.nps.gov/edis/index.htm
- Brown (two shades if possible) and green sheets of construction paper
- Lined paper for essays
- Tape, glue, push pins or staples



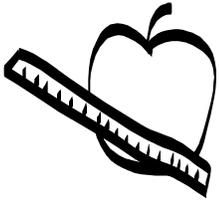
PREPARATIONS

- Make overhead transparencies of Bristlecone Pines (Great Basin National Park) from photos at www.nps.gov/grba/photosmultimedia/Trees-Gallery.htm
- Make copies of the following:
 - “Great Basin National Park Quarter” page (1 per student)
 - “Courageous Character” worksheet (1 per student)
 - “Courageous Character Coin” worksheet (1 per student or less—alternative to essay)
 - “Bristlecone Pine” worksheet (1/6 page per student)
 - “Conditioned by History Rubric” (1/2 page per student)
- Arrange to use the school computer lab for 45 minutes to conduct research.
- Locate texts about Bristlecone Pines (see examples under “Materials”).
- Bookmark Web sites about Bristlecone Pines (see examples under “Materials”).
- Locate texts about courageous Americans (see examples under “Materials”).
- Bookmark Web sites about courageous Americans (see examples under “Materials”).
- Create a “Character Tree” by arranging brown construction paper as the trunk in an area that will be a canvas for holding the finished essays and pine cone titles.
- Cut out slivers of green paper for a background of needles.
- Modify the “Conditioned by History Rubric” if desired.



GROUPINGS

- Whole group
- Small groups
- Pairs
- Individual work

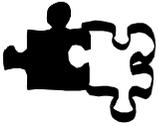


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CLASS TIME

Four 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Math



TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Bristlecone Pine
- Courageous characters



BACKGROUND KNOWLEDGE

The students should have a basic knowledge of:

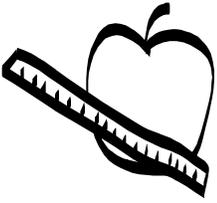
- Deserts
- Courageous Americans
- Subtraction
- Timelines
- Expository writing
- Researching on the Internet



STEPS

Session 1

1. Display and examine the “Great Basin National Park Quarter” page or use the zoom feature at www.usmint.gov/mint_programs/atb/?local=GreatBasin. Locate this national site on a class map. Note its position in relation to your school’s location. Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” As background information, explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 designs. Each design will focus on a different national site—one from each state, territory and the District of Columbia.



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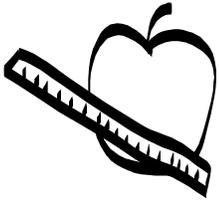
2. As a class, preview the selected text and illustrations to generate observations about the unique shape of the tree. Have students read aloud the text.
3. Divide the class into equal groups and have each group predict what causes the tree to have its unique shape. Watch and discuss the Bristlecone Pine Tree Ranger Minute video at www.nps.gov/grba/photosmultimedia/rangerminute.htm. Ask the class whether they were right or wrong about their predictions.
4. Lead the students to conclude that environmental factors such as cold winds, a short growing season and high winds cause the twisted shape that makes the tree so recognizable. Point out that other Bristlecone Pines which have grown in more favorable environments do not reach such an old age or have such twisted shapes.
5. Lead a class discussion about how people, too, are shaped by their environments. Discuss books the students have read where a main character was shaped by his or her environment.
6. Introduce the students to selected texts or Web sites showing courageous characters in history, particularly individuals whose character was affected by life events.
7. Have the students individually create a list of courageous characters from American history that they would like to research and write about.

Session 2

1. Review the information from Session 1 about the environment in which Bristlecone Pines grow and about courageous characters in American history.
2. Distribute one “Conditioned by History Rubric” to each student before they begin their research. Review the criteria for researching, writing and reporting to the class. Once the students have selected a courageous character from American history, allow time for them to research using selected texts and online resources.
3. Distribute the “Courageous Character” worksheet (a list of research questions) and have the students record their research on it. Tell the students that they will use this research to write an expository piece or design a coin about the character in the next session.

Session 3

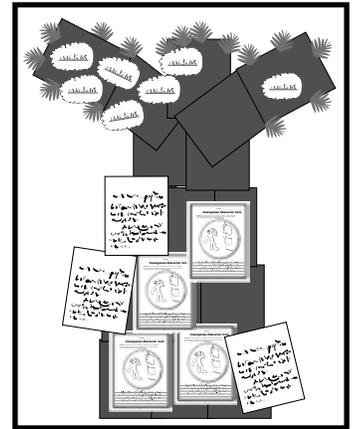
1. Have the students review the notes they took in Session 2.
2. Remind the students that they will be writing an expository essay or designing a coin about their chosen person’s life or environment. Review with them information about expository writing and share a model if desired.
3. Provide time for the students to individually create the essay or coin examining a courageous American and the environment that shaped their character.



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Session 4

1. Have students cut out a cone from the brown paper pine cone worksheet and then write the name of their chosen character on the pine cone.
2. Ask each student to briefly present information to the class about the character they researched. Encourage the students to be enthusiastic in how they present the information to the class.
3. At the end of each presentation, have the student affix the essay or coin onto the trunk and the cone/name onto the branches of the Character Tree display.



ASSESSMENT

Use the “Conditioned by History Rubric” and worksheets to evaluate whether students have met the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students create a coin depicting their courageous character from American history.
- Have students study different time periods in history during which the Bristlecone Pine has been living.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to write about characters in a book they have read.
- Allow students to choose from a pre-created list of courageous characters in American history.
- Allow students to use computers for writing or drawing.



Name _____

Courageous Character

Directions: Use this page to take notes about the character on whom you will be reporting through an essay or coin design.



Character's name: _____

Dates and time when they lived: _____

Struggles or challenges they faced: _____

How they overcame those challenges: _____

Their main accomplishment: _____

Other accomplishments: _____

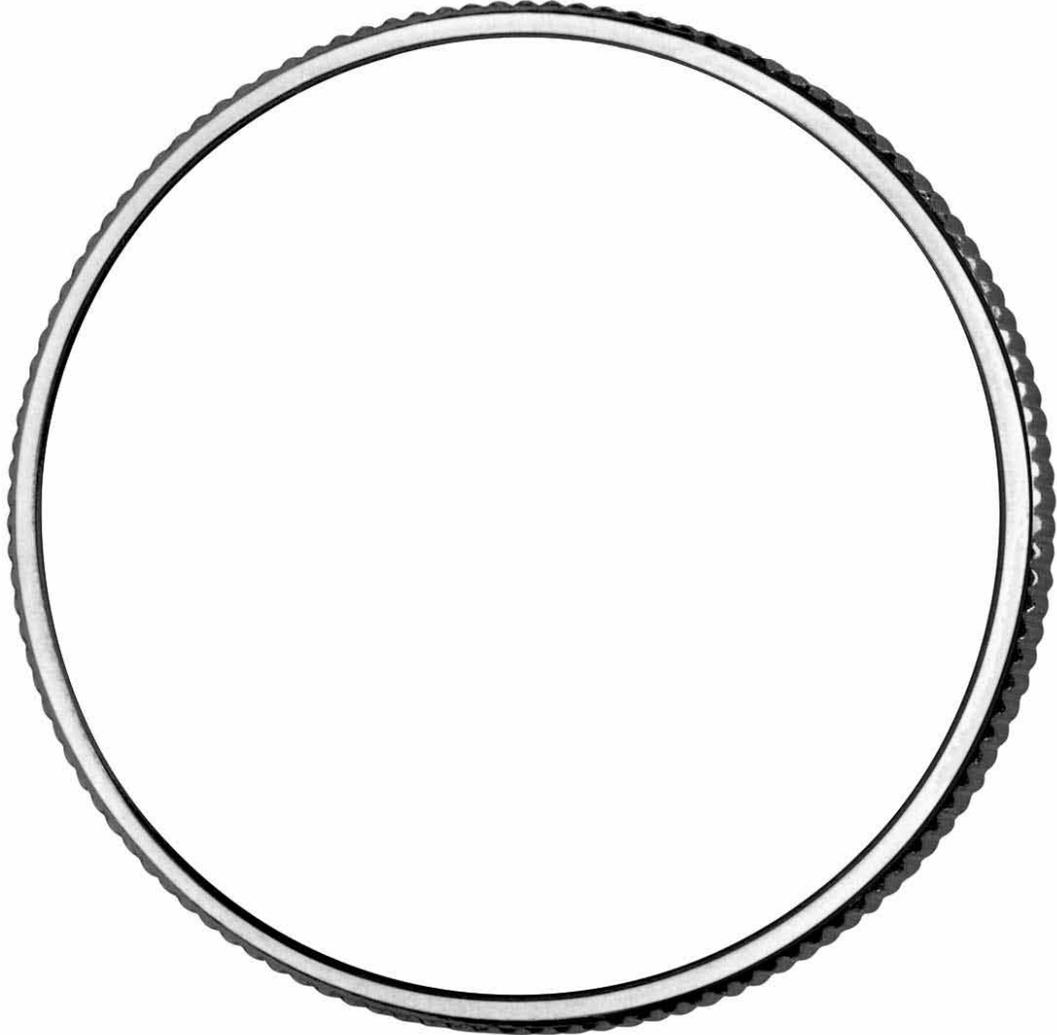
Other important information: _____

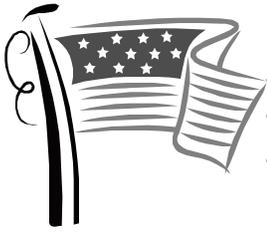


Name _____

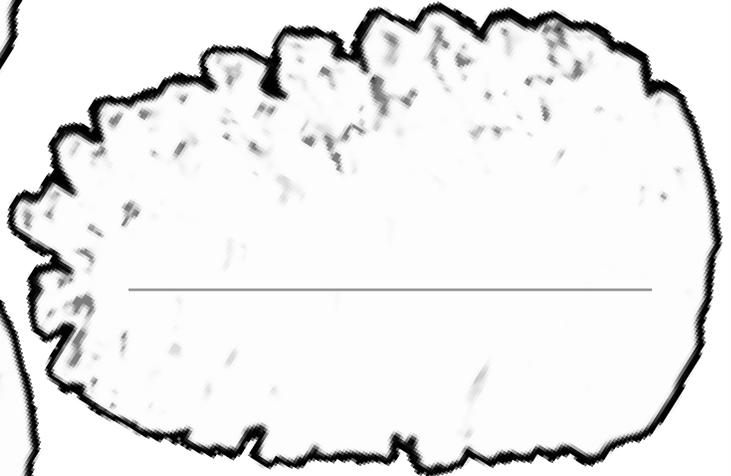
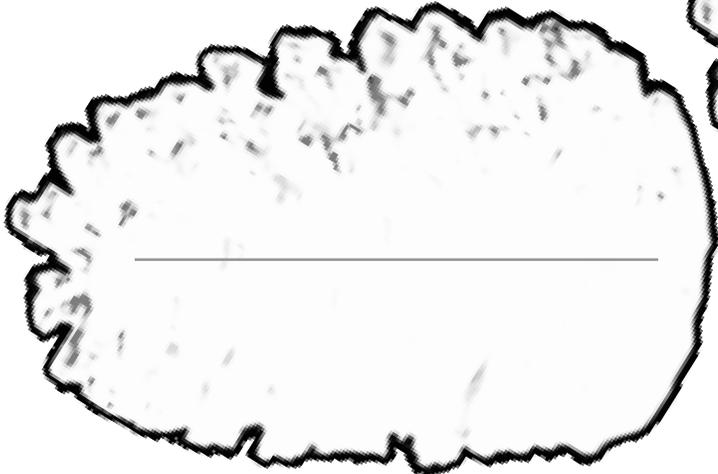
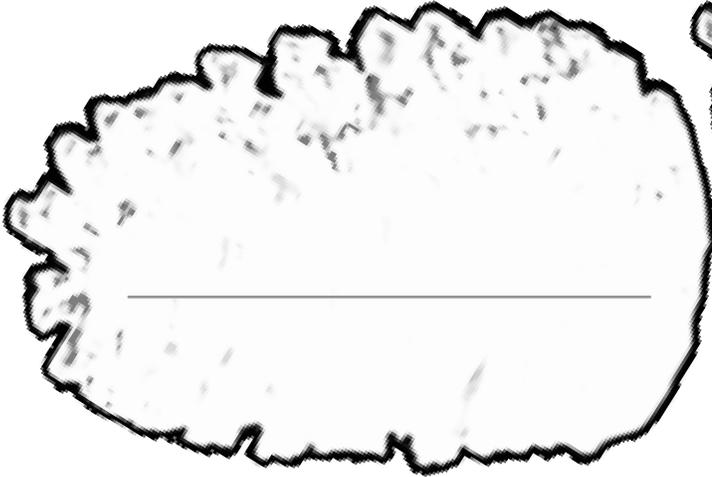
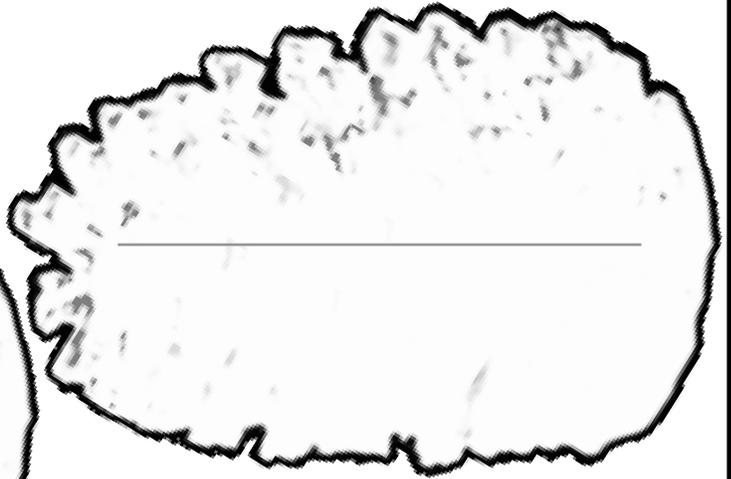
Courageous Character Coin

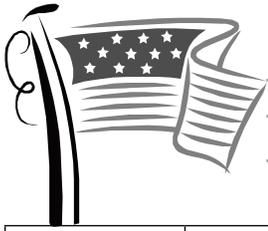
Directions: Create a coin for the "Courageous Character" that you researched. Write a short description below the coin, relating why you chose that character and what aspect of the person's life your design depicts.





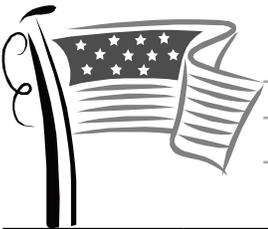
Bristlecone Pine





Conditioned by History Rubric

Category	4	3	2	1	Self	Teacher
Grasp of Information	Very strong; clearly answers questions about character.	Strong; answers questions about character.	Fairly strong; answers some questions about character.	Weak; answers few questions about character.		
Following Directions	All directions followed carefully.	Most directions followed carefully.	Some directions followed.	Few directions followed.		
Work Habits	Worked hard and stayed focused during class.	Mostly worked hard and stayed focused during class.	Worked somewhat during class but needed focus reminders.	Worked little during class and needed many reminders.		
Writing	Very clear and well-organized with well-developed ideas.	Mostly clear and well-organized with well- developed ideas.	Fairly clear and organized with some developed ideas.	Not very clear, organized or well-developed.		
Presentation	Very enthusiastic and conveyed positive feelings about the topic.	Enthusiastic and showed some positive feelings about the topic.	Somewhat enthusiastic and interested in the topic.	Not very enthusiastic or interested in the topic.		
Totals						



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Great Basin National Park Quarter



The United States of America

