

More than Sand Dunes

Great Sand Dunes National Park Quarter

Grades Four through Six



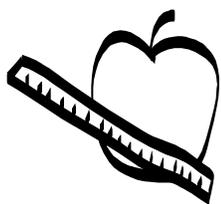
OBJECTIVES

Students will demonstrate descriptive and persuasive writing skills. Students will better understand park topography by constructing a three-dimensional model.



MATERIALS

- 1 overhead projector or equivalent technology (optional)
- 1 overhead transparency (or photocopy) of each of the following:
 - “Great Sand Dunes National Park Quarter” page
 - “Describe and Persuade” worksheet
 - “Three-Dimensional Model” worksheet
 - “Describe and Persuade Rubric”
 - “Three-Dimensional Model Rubric”
- 1 class map of the United States
- Copies of the following:
 - “Great Sand Dunes National Park Quarter” page
 - “Describe and Persuade” worksheet
 - “Three-Dimensional Model” worksheet
 - “Describe and Persuade Rubric”
 - “Three-Dimensional Model Rubric”
- Locate and bookmark online topographic maps of Great Sand Dunes National Park, such as:
 - www.nps.gov/grsa/parknews/upload/visitor_guide-2011-web_version_highres.pdf
 - www.nps.gov/grsa/planyourvisit/maps.htm
 - www.nps.gov/grsa/index.htm
- Printed images of Great Sand Dunes National Park from Web sites such as:
 - www.nps.gov/grsa/photosmultimedia/index.htm
 - www.nps.gov/grsa/parknews/upload/visitor_guide-2011-web_version_highres.pdf
 - www.nps.gov/grsa/index.htm
- Short videos of recreational opportunities at Great Sand Dunes National Park, such as these produced by the National Park Service:
 - www.nps.gov/grsa/photosmultimedia/index.htm



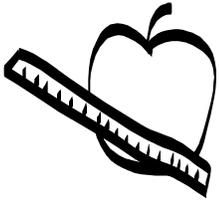
More than Sand Dunes

- www.nps.gov/pub_aff/video/
- www.youtube.com/user/greatsanddunesnpp?feature=watch
- Age-appropriate Web sites that give information about recreational and geographic features at Great Sand Dunes National Park, such as:
 - www.nps.gov/grsa/index.htm
 - www.nps.gov/grsa/naturescience/index.htm
 - www.nps.gov/grsa/parknews/upload/visitor_guide-2011-web_version_highres.pdf
- Computers or tablet devices with Internet access
- Pencils
- Notebook paper
- Materials to create three-dimensional models, such as shoe or cereal boxes, poster board, paper, modeling clay, sand, tissue paper, pipe cleaners, plastic wrap, felt, fabric scraps, etc.
- Markers
- Crayons
- Glue
- Scissors



PREPARATIONS

- Make an overhead transparency or equivalent of each of the following:
 - “Great Sand Dunes National Park Quarter” page
 - “Describe and Persuade” worksheet
 - “Three-Dimensional Model” worksheet
 - “Describe and Persuade Rubric”
 - “Three-Dimensional Model Rubric”
- Make copies of each of the following:
 - “Great Sand Dunes National Park Quarter” page (1 per student)
 - “Describe and Persuade” worksheet (1 per student)
 - “Three-Dimensional Model” worksheet (1 per student)
 - “Describe and Persuade Rubric” (1 per student)
 - “Three-Dimensional Model Rubric” (1 per student)
- Bookmark an online topographic map of Great Sand Dunes National Park (see examples under “Materials”).
- Print images of Great Sand Dunes National Park (see examples under “Materials”).



More than Sand Dunes

- Make a two-column chart on chart paper titled “Features” and label the columns “Geographic” “Recreational” for Session 1.
- Bookmark short videos of recreational opportunities at Great Sand Dunes National Park (see examples under “Materials”).
- Arrange to use the school computer lab for Session 1.
- Bookmark Web sites that give information about the geographic and recreational features of Great Sand Dunes National Park (see examples under “Materials”).
- Gather materials to create three-dimensional models (see examples under “Materials”).



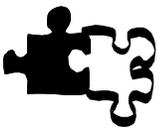
GROUPINGS

- Whole group
- Small groups
- Pairs
- Individual work



CLASS TIME

Four 45- to 60-minute sessions, total 3 to 4 hours



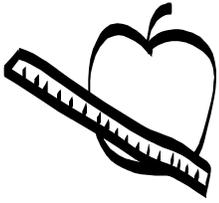
CONNECTIONS

- Social Studies
- English/Language Arts
- Art



NATIONAL STANDARDS/COMMON CORE

- National Social Studies Standards
 - 3. People, Culture and Environment
- Common Core State Standards English/Language Arts
 - CCSS.ELA-Literacy.W.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
 - CCSS.ELA-Literacy.W.4-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



More than Sand Dunes

- CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- CCSS.ELA-Literacy.W.4-6.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- National Council for Teachers of English/International Reading Association Standards for English/Language Arts
 - 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
 - 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.
- The National Visual Art Standards
 - 1. Content Standard: Understanding and applying media, techniques and processes
 - 3. Content Standard: Choosing and evaluating a range of subject matter, symbols and ideas
 - 5. Content Standard: Reflecting upon and assessing the characteristics and merits of their work and the work of others



TERMS AND CONCEPTS

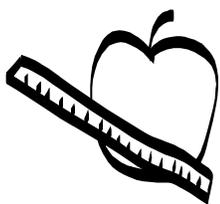
- | | | |
|---------------------------|-----------------------|-------------------------|
| • Quarter | • Obverse (front) | • Reverse (back) |
| • Topographic map | • Geographic features | • Recreational features |
| • Three-dimensional model | • Sand dunes | • Wetlands |
| • Grasslands | • Alpine lakes | • Tundra |



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Map skills
- Descriptive writing
- Persuasive writing



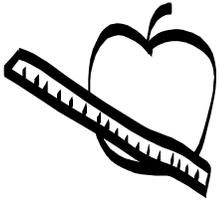
More than Sand Dunes



STEPS

Session 1

1. Take your students with their notebooks to the computer lab. Display and examine the “Great Sand Dunes National Park Quarter” page. Locate this site on a class map. Note its position in relation to your school’s location.
2. 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 quarter designs. Each design will focus on a different national site—one from each state, territory and the District of Columbia.
3. Tell the students that the back of a coin is called the “reverse” and the front is called the “obverse.” Ask the students to share their ideas about the image on the quarter’s reverse. If necessary, explain that the image shows a father and son playing in the sand next to a creek bed. The distinctive mountains and sand dunes of Great Sand Dunes National Park are featured in the background.
4. Display an online or print version of a topographic map of Great Sand Dunes National Park. As a class, examine the map, noting the diverse geographic features within the park, including sand dunes, mountains, wetlands, grasslands, alpine lakes, creeks, forests and tundra. Discuss and define these geographic features as necessary. Ask the students to share geographic features they noticed on the map and record the students’ ideas on the “Features” class chart.
5. Divide the class into small groups and distribute printed pictures of the diverse geographic features of Great Sand Dunes National Park, including sand dunes, mountains, wetlands, grasslands, alpine lakes, creeks, forests and tundra. Ask the groups to determine what geographic features are shown in their images.
6. After a few minutes, ask the groups to share their pictures and describe the geographic feature with the rest of the students. Add to the “Geographic” column as needed. Lead a class discussion about why geographic diversity is important, pointing out that geographic diversity allows a wide range of animal and plant species to live in an area and provides many opportunities for human recreation.
7. Ask the students to brainstorm ideas about what kinds of recreational activities might be available in a park with such diverse geographic features. Show students several short videos that describe the park’s most popular recreational activities, including sand surfing/sand sledding on the sand dunes, creek stomping at Medano Creek, and snow skiing and tubing. Ask the students to share what they found most interesting and surprising about the recreational opportunities at the park. Add to the “Recreational” column as needed.



More than Sand Dunes

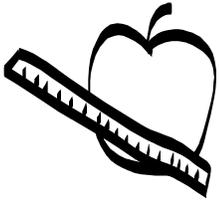
8. Divide the class into pairs. Using computers or tablet devices, provide time for the students to explore suggested Web sites that provide more information about Great Sand Dunes National Park. Have the students take notes about park features on notebook paper.
9. Ask the students to share new information they learned about the park in their online research and add to the “Features” chart.

Session 2

1. Review the geographic and recreational features of Great Sand Dunes National Park with the students, including the “Features” chart developed in Session 1.
2. As a class, review the difference between descriptive and persuasive writing. Use the information students gathered about geographic and recreational features to craft descriptive and persuasive sentences as a model.
3. Distribute one copy of the “Describe and Persuade” worksheet to each student. Review the directions together. Have the students complete the handout individually.
4. Ask several of the students to share their descriptive and persuasive writing pieces aloud with the class. Lead a class discussion about the characteristics, purposes, usage, audience and general differences between these two types of writing.

Sessions 3 and 4

1. Review the geographic and recreational features of Great Sand Dunes National Park with the students, including the “Features” chart developed in Session 1.
2. Tell the students that they will be working in small groups to create three-dimensional models of Great Sand Dunes National Park. Review the definition of three-dimensional as being an object that has height, width and depth.
3. Distribute the “Three-Dimensional Model” worksheet to each student. Review the directions together, including the checklist of required features. Show the students where they can locate materials that are available for this project.
4. Allow time for the groups to plan and create their model. This may take more than one class session.
5. Ask the groups to present their models to the class, noting how they created it and what features they selected to represent Great Sand Dunes National Park.
6. Lead a class discussion about the model-making process. Ask the students to reflect on how they represented the diversity of the park through their model, worked together as a team and made collaborative decisions about the design of their model.



More than Sand Dunes



ASSESSMENTS

- Take anecdotal notes about the students' participation in class discussions and group activities.
- Use the attached rubrics to evaluate the students' writing and three-dimensional models.



ENRICHMENTS/EXTENSIONS

- Have students display their models in a common space within the school and invite parents and other classes to learn about the park by examining the models.
- Have students create digital or paper travel brochures highlighting the diverse geographic and recreational features of the park. Incorporate descriptive and persuasive writing, maps and art into the travel brochures.
- Have students work collaboratively to create a mural or topographic map of the park, depicting its unique and diverse features.
- Have students develop a digital or paper board game about Great Sand Dunes National Park, detailing the many possibilities for exploration and adventure within the park.
- Have students research other parks, particularly those in your area, that also feature diverse geographic and recreational features. Identify reasons why these places are able to support such diversity and consider what can be done to ensure these unique places are preserved.
- Have students brainstorm ideas for new and unique recreational opportunities that could be made available at the park. Write a persuasive letter to the park rangers describing the new recreational activity and why you think it would be a good fit for Great Sand Dunes National Park.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work with a partner or scribe.
- Allow students extended time to complete work.
- Allow students to complete their work using a computer or tablet device.



Name: _____

Describe and Persuade

Directions: In the boxes below, practice using descriptive and persuasive writing to write about the diverse geographic and recreational features of Great Sand Dunes National Park.



DESCRIBE

Use descriptive language to describe at least two geographic or recreational features of the park. Remember to use descriptive adjectives and provide specific details about the park.

PERSUADE

Use persuasive language tools to write at least two convincing reasons why someone should visit the park. Remember to provide factual examples to support each reason.



Name _____

Three-Dimensional Model

Directions: Work with your team to create a three-dimensional model of Great Sand Dunes National Park. Use this worksheet to help you plan and monitor your progress.



PLANNING

Make notes or sketch ideas for the model here.

MATERIALS NEEDED

List the materials you need for your model here.

TASKS

Divide up tasks so that each team member has a part in creating the model.

CHECK YOUR WORK!

Make sure your model includes the following:

1. A title
2. At least three geographic features
3. At least three recreational features
4. Clearly written labels
5. Creative use of materials
6. Contribution from each member of your team to the model and oral presentation



Name _____

Describe and Persuade

Rubric



| Category | 4 | 3 | 2 | 1 | Self | Teacher |
|------------------------------------|--|---|--|--|------|---------|
| Descriptive Writing Content | Describes more than 2 geographic features | Describes 2 geographic features | Describes 1 geographic feature | Writing omits features or is not descriptive | | |
| Descriptive Language | Includes many descriptive adjectives and details | Includes descriptive adjectives and details | Includes some descriptive adjectives and details | Includes few or no descriptive adjectives or details | | |
| Persuasive Writing Content | Provides more than 2 persuasive reasons | Provides 2 persuasive reasons | Provides 1 persuasive reason | Writing is not persuasive | | |
| Persuasive Language | Provides much factual evidence to support each persuasive reason | Provides factual evidence to support each persuasive reason | Provides some factual evidence to support each persuasive reason | Provides little or no factual evidence to support each persuasive reason | | |
| Grammar | No errors | 1 or 2 errors | 3 or 4 errors | Many errors | | |

Totals

Student Reflection

Teacher Comments



Name _____

Three-Dimensional Model Rubric

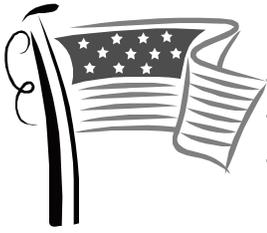


| Category | 4 | 3 | 2 | 1 | Self | Teacher |
|------------------------------|---|--|--|--|------|---------|
| Title and Labels | Model is titled and features are clearly and completely labeled | Model is titled and features are labeled | Some labels or title are missing | Most or all labels or title are missing | | |
| Geographic Features | Depicts more than 3 geographic features | Depicts 3 geographic features | Depicts 2 geographic features | Depicts 1 geographic feature | | |
| Recreational Features | Depicts more than 3 recreational features | Depicts 3 recreational features | Depicts 2 recreational features | Depicts 1 recreational feature | | |
| Creativity | Uses materials in an exceptionally creative way | Uses materials in a creative way | Uses materials in a somewhat creative way | Model demonstrates developing creativity | | |
| Cooperative Work | All members made quality contributions to this model | All members contributed to this model | Most of the team members contributed to this model | The group did not work well together | | |
| Oral Presentation | Clear, concise and practiced | Mostly clear and concise | Needed more practice | Was difficult to understand and follow | | |

Total Points

Student Reflection

Teacher Comments



Everglades National Park Quarter



The United States of America

