

Pair Us Down White Mountain

White Mountain National Forest Quarter

Grades Kindergarten and One



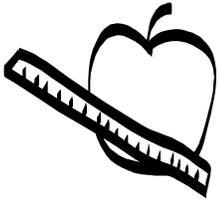
OBJECTIVES

Students will demonstrate an understanding of acrostic poetry. Students will understand the medium of watercolor.



MATERIALS

- 1 overhead projector or other classroom technology (optional)
- 1 overhead transparency (or equivalent) of each of the following:
 - “White Mountain National Forest Quarter” page
 - “Describing White Mountain” worksheet
 - “Pair Us Down White Mountain” worksheet
 - “Checking My Poem” worksheet
 - “Painting White Mountain” worksheet
- Copies of the following:
 - “White Mountain National Forest Quarter” page
 - “Describing White Mountain” worksheet
 - “Pair Us Down White Mountain” worksheet
 - “Checking My Poem” worksheet
 - “Painting White Mountain” worksheet
- 1 copy of an age-appropriate text on acrostic poetry, such as:
 - *Amazing Apples* by Consie Powell
 - *Autumn: An Alphabet Acrostic* by Steven Schnur
 - *Silver Seeds: A Book of Nature Poems* by Paul Paolilli and Dan Brewer
- 1 copy of an age-appropriate text that gives examples of watercolors, such as:
 - *Hummingbird Nest: A Journal of Poems* by Kristine O’Connell George and Barry Moser
 - *Poetrees* by Douglas Florian
 - *Weaving the Rainbow* by George Ella Lyon
- 1 class map of the United States
- Images of forests
- Images of White Mountain National Forest
- Images of watercolor pictures
- Chart paper



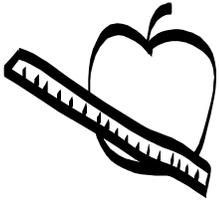
Pair Us Down White Mountain

- Markers
- Pencils
- Watercolors
- Cups
- Water
- Brushes

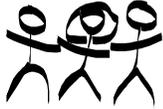


PREPARATIONS

- Make an overhead transparency (or equivalent) of each of the following:
 - “White Mountain National Forest Quarter” page
 - “Describing White Mountain” worksheet
 - “Pair Us Down White Mountain” worksheet
 - “Checking My Poem” worksheet
 - “Painting White Mountain” worksheet
- Make copies of each of the following:
 - “White Mountain National Forest Quarter” page (1 per student) (option: print on watercolor paper, cardstock or other specialty paper)
 - “Describing White Mountain” worksheet (1 per student)
 - “Pair Us Down White Mountain” worksheet (1 per student)
 - “Checking My Poem” worksheet (1/2 sheet per student, cut)
 - “Painting White Mountain” worksheet (1 per student)
- Locate a text that gives basic information on acrostic poetry (see examples under “Materials”).
- Locate a text that gives basic examples of watercolor pictures (see examples under “Materials”).
- Create a sample of an acrostic poem for the class.
- Gather images of national forests or other forests.
- Gather images of the White Mountain National Forest from Web sites such as:
 - www.fs.usda.gov/whitemountain
 - www.fs.fed.us/
 - www.fs.usda.gov/attmain/whitemountain/specialplaces
- Gather images of watercolor pictures from Web sites such as:
 - www.nga.gov
 - www.americanart.si.edu
 - www.artic.edu



Pair Us Down White Mountain



GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- White Mountain National Forest
- Acrostic poetry
- Descriptive words
- Watercolors



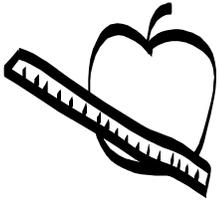
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of forests.

STEPS

Session 1

1. Display and examine the “White Mountain National Forest Quarter” page. Study the image more in depth at www.usmint.gov/mint_programs/atb/?local=WhiteMountain. Locate the national forest 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.” Explain 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 on



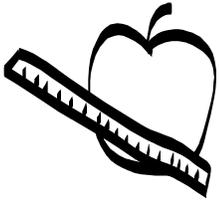
Pair Us Down White Mountain

the back of the quarter. Each design will focus on a different national site—one from each state, territory and the District of Columbia.

2. Discuss the image on the coin with the students. Tell the students that the image depicts Mount Chocorua with birch trees surrounding it. Explain that White Mountain National Forest is one of the most visited national forests in the country because of its beautiful landscapes and natural resources.
3. Discuss descriptive words with the students. Tell them that descriptive words give details about things, often in terms of look, smell, taste, sound, or feel. Brainstorm examples of descriptive words. Record student responses on a class chart. Include a visual clue next to each written word.
4. Tell the students that they will be walking around the room to the various pictures of forests that are up and record descriptive words that can be used for these images on the chart paper next to the image. Allow time for students to list some words for each image.
5. As a class, review student responses and then discuss forests.
6. Display the other images of White Mountain National Forest. Ask the students what can be found in this forest and the colors that would be seen. Record student responses on a class chart.
7. Distribute a “Describing White Mountain” worksheet to each student. Have them complete the worksheet using descriptive words, which they will also use in the next session to create an acrostic poem. Allow time for the activity, then collect the worksheets.

Session 2

1. Review the charts and the “Describing White Mountain” worksheets from the previous session.
2. Introduce the students to a text on acrostic poetry. Preview the text and illustrations and allow students to generate observations about acrostic poetry. Read the text. During the reading, attend to any unfamiliar vocabulary.
3. After the reading, discuss the elements of an acrostic poem. Tell the students that the subject of an acrostic poem is written vertically. The words or phrases of each line start with the corresponding letter at the beginning of that line. List the characteristics on a class chart. Demonstrate for the students your own acrostic poem.
4. Distribute both the “Describing White Mountain” worksheet from the previous session and the “Pair Us Down White Mountain” worksheet. Have the students create their own acrostic poem about the White Mountain National Forest. Encourage them to use the descriptive words from their worksheets in their poems.



Pair Us Down White Mountain

5. Allow time for the students to complete the assignment. Once they've finished, distribute and have them complete the "Checking My Poem" worksheet to evaluate their work.

Session 3

1. Review the previous sessions' worksheets and charts.
2. Display examples of watercolor pictures, including those found in the suggested texts. Discuss why artists use watercolors as compared to other media. Explain and model for the students how to paint with watercolors and use the materials.
3. Distribute both the "Painting White Mountain National Forest" worksheet and the watercolor materials. Explain to the students that they will be completing their own watercolor of the White Mountain National Forest to go along with their poem.
4. Allow appropriate time for the students to work on their watercolors.
5. Discuss their choice of color and whether watercolor was a good medium for White Mountain National Forest.
6. Share the paintings and poems with the class and display them.



ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Evaluate the students' worksheets for understanding of the lesson objectives.
- Use the "Checking My Poem" worksheet to evaluate students' use of descriptive words in their poem.



ENRICHMENTS/EXTENSIONS

- Have students research another national park or forest. Create an acrostic poem for their chosen site.
- Have students use other art media and create an original work based on the White Mountain National Forest or a site of their choice.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to use a scribe to complete their worksheets.
- Allow students to type their poem on a computer.
- Provide the students with the subject to get started on their acrostic poems.
- Provide the students with the "White Mountain National Forest Quarter" page to complete the watercolor part of the lesson.

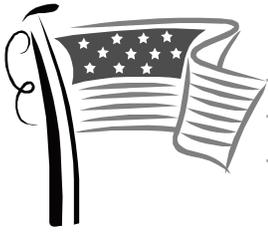


Name _____

Describing White Mountain

Directions: On each line, write your own descriptive word for the image shown of the White Mountain National Forest.

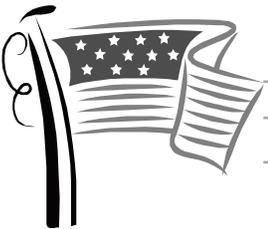




Checking My Poem

Directions: Use this checklist to check your acrostic poem. Mark each row under "Yes" or "No."

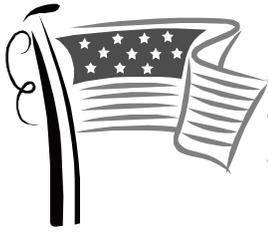
Item	Yes	No
I used descriptive words in my poem.		
I have written my subject going down.		
I started each line with the next letter of my subject.		



Checking My Poem

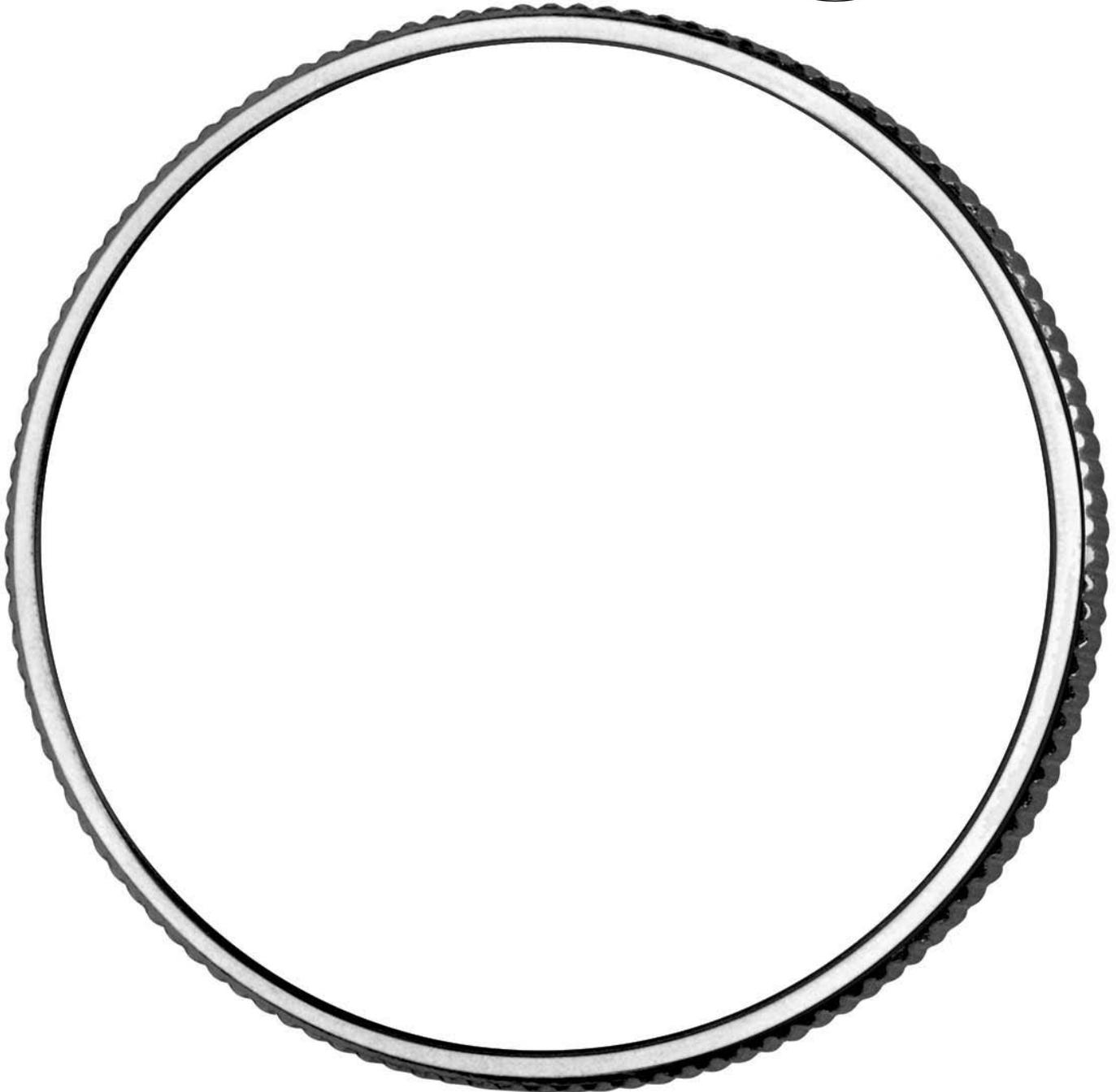
Directions: Use this checklist to check your acrostic poem. Mark each row under "Yes" or "No."

Feature	Yes	No
I used descriptive words in my poem.		
I have written my subject going down.		
I started each line with the next letter of my subject.		



Painting White Mountain

Directions: Using watercolors, create your own image of White Mountain National Forest to go along with your acrostic poem.





White Mountain National Forest Quarter



The United States of America

