

Survival on Mt. Chocorua

White Mountain National Forest Quarter

Grades Four through Six



OBJECTIVES

Students will identify key features of an ecosystem. Students will demonstrate the use of problem-solving skills.



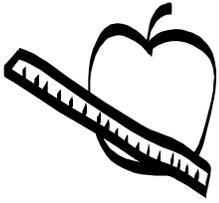
SUBJECT AREA CONNECTIONS

- Science
- Language Arts



SUMMARY

1. Display and examine the “White Mountain National Forest Quarter” page or the zoom feature at www.usmint.gov/mint_programs/atb/?local=WhiteMountain. 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.
2. Locate and display a variety of images of Mount Chocorua. Ask the students to share what they see in the image related to plants, animals, water sources, climate and terrain. Create a chart on the board or chart paper to record student observations related to each concept.
3. Tell the students they have been selected by the National Park Service to spend a week on Mount Chocorua. They may bring only 20 items with them for the week and the items must come from an approved list. They may not bring less than the minimum quantities listed, but they may bring multiples of each item. Distribute a “Packing List” worksheet to each student. Allow the students to review the list and ask any questions related to the items. Encourage the students to think creatively by using items in non-traditional ways. Direct the students to circle the items they choose on the list.
4. Divide the class into groups of four. Allow them to discuss their item choices. Then explain that each group must merge their individual lists into one group list with only 20 items. Each group member must contribute five items and be able to explain how it will be used. Distribute a “Group Packing Plan” worksheet to each group. Allow the students time to share their group plans.



Survival on Mt. Chocorua

5. Compare and contrast uses of same items from group to group. Record student responses on a chart. Ask the students why some items did or did not make the final group list.
6. Have the students research national park or forest sites for information and images on sites such as those listed under “Resources” below. Using the class chart as a model, have the students record information related to plants, animals, water sources, climate and terrain from the national site they have chosen to research. Repeating the weeklong-trip scenario, have them use the same packing list to create new group packing plans. After the new final group lists have been shared, compare and contrast these plans with the plans for the Mt. Chocorua trip.



ASSESSMENTS

- Take anecdotal notes about the students’ participation in class discussions and group activity.
- Evaluate the students’ worksheets through the “Group Dynamics Rubric.”



RESOURCES

- Worksheets:
 - “White Mountain National Forest Quarter”
 - “Packing List”
 - “Group Packing Plan” (2 pages per group of four)
 - “Group Dynamics Rubric” (1/2 page per student)
- Age-appropriate, relevant Web sites, such as:
 - White Mountain National Forest: www.fs.usda.gov/whitemountain
 - Glacier National Park: www.nps.gov/glac/index.htm
 - Denali National Park: www.nps.gov/dena/index.htm
 - Hawai'i Volcanoes National Park: www.nps.gov/havo/index.htm



Name _____

Packing List

Directions: Study this list of 50 items. You may bring only 20 of the items on your week-long trip. Think about creative ways to use each item even if your idea is not how the item is designed to be used. Think outside of the box! Circle the items of your choice.



Straws (100)

Can opener

Garbage bags (10)

Paper napkins (100)

Folding chairs (4)

Whistle

Canoe

Books (1)

Quilts (4)

Sleeping bags (4)

Spatula

Light bulb

Picture frame

Plastic bottle (4)

Heavy duty tape

Binder

Feather

Apples

Purse/bag/backpack

Lemons

Hand Soap

Candles (12)

Bandages (1 box)

Laundry basket

Tent (for 4 people)

Spoon

Pencils (12)

Red yarn

Chocolate bars (24)

Scarf

Wagon

Scissors

Paper plates (100)

Cooking pot

Canned soup (case of 12)

Shovel

Soda (12 pack)

Toaster

Sunscreen

Money

Compass

Paper clips

Screwdriver

Suitcase

Fishing line

Curtain rod

Pillow

Cell phone

Paper (100 sheets)

Batteries



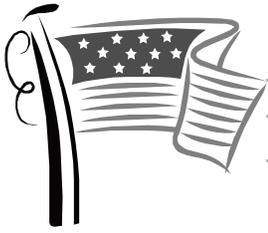
Name _____

Group Packing Plan

Directions: Using the "Packing List" worksheet, list your group's 20 items of choice in the space provided. Describe how it will be used on your trip.



ITEM	REASON FOR CHOOSING IT
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
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16	
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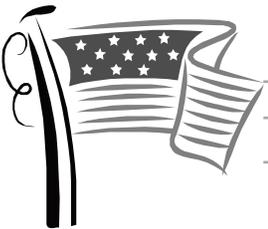


Name _____

Group Dynamics Rubric

Category	4	3	2	1	Self	Teacher
Focus on Group and Task	Always focused.	Usually focused.	Somewhat focused.	Seldom focused.		
Team Building	Always encouraged others' input.	Usually encouraged others' input.	Often encouraged others' input.	Seldom encouraged others' input.		
Evidence/Support	Thorough reasons for each choice.	Usually good reasons for each choice.	Sometimes good reasons for each choice.	Rarely adequate reasons for each choice.		
Negotiation	Always found ways to build bridges between ideas.	Usually found ways to build bridges between ideas.	Tried to find ways to build bridges between ideas.	Seldom sought or found ways to bridge between ideas.		
Body Language	Always shows eagerness to interact within group.	Often shows interest in group interaction.	Sometimes shows interest in group interaction.	Mostly shows reluctance to take part in group.		

Teacher Notes



Name _____

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Teacher Notes



White Mountain National Forest Quarter



The United States of America

