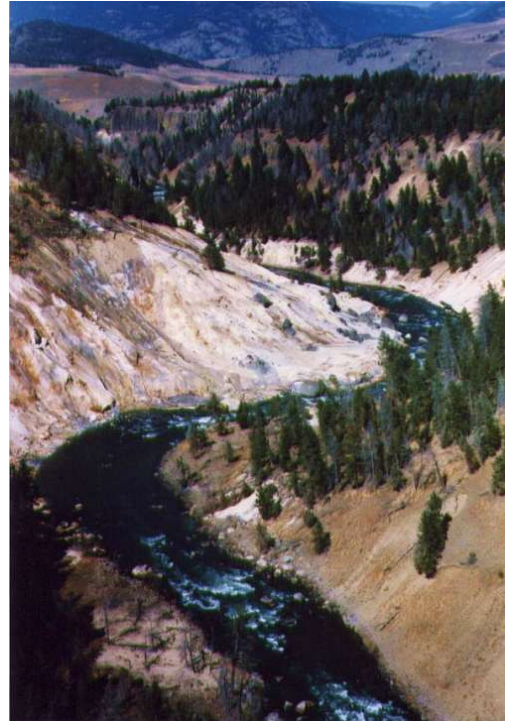


#10400

THE BIG PARK

BIG KIDS PRODUCTIONS, INC., 1998
GRADE LEVEL: 4-10
50 MINUTES
3 INSTRUCTIONAL GRAPHICS INCLUDED



DESCRIPTION

Overviews Yellowstone National Park. Discusses its geography, shows rescue teams and smokejumpers training, and emphasizes that it is a natural wilderness area, not a zoo. Explains the park's unique thermal features and touches upon one of its geysers, Old Faithful. Presents facts about its wildlife and targets the Grand Canyon of Yellowstone and its magnificent waterfalls. Has a long introductory commercial.

ACADEMIC STANDARDS

Subject Area: Geography

- Standard: Knows the physical processes that shape patterns on Earth's surface.
 - ◆ Benchmark: Knows the physical components of Earth's atmosphere. (See INSTRUCTIONAL GOALS 1 and 3.)

Subject Area: Science-Life Science

- Standard: Understands relationships among organisms and their physical environment.
 - ◆ Benchmark: Knows the organization of simple food chains and food webs. (See INSTRUCTIONAL GOALS 2.)

INSTRUCTIONAL GOALS

1. To emphasize the importance of Yellowstone National Park's ecology.
2. To introduce the different animals that live in Yellowstone and why the park is important to them.
3. To examine the different natural aspects of the nation's first national park.
4. To introduce vocations in Yellowstone and their importance to the safety and operation of the park.

BACKGROUND ON NATIONAL PARKS



The words "national park" have special meaning to most people, conjuring up images of Old Faithful, Yosemite Falls, and the Grand Canyon. Historically, the first parklands trace their origins to the 17 public reservations that the federal government acquired in 1791 for the nation's capital. They included the National Mall, the White House grounds, and other units in the District of Columbia. In 1832, Congress set aside an area around the hot springs of Arkansas. This reservation was designated for public use as a park in 1880.

The earliest action by Congress to create a large natural park took the form of a land grant of Yosemite Valley and Mariposa Big Tree Grove to the state of California in 1864.

In 1890 California established these areas as a park. They were returned to the federal government in 1906 to become Yosemite National Park.

Yellowstone National Park, established in 1872, was the first federally managed national park. It was the first unqualified embodiment of the national park idea—the world's premier example of large-scale natural preservation for all the people. Since then, the idea has been adopted around the world. After Yellowstone's establishment, the national park idea was attacked by special interests, stoutly defended by friends in Congress, and successively refined and confirmed. Fourteen more national parks were established in the West between 1872 and 1916, most of them closely following the Yellowstone prototype.

While the early national parks were being established, a separate movement got underway to protect the magnificent cliff dwellings, pueblo ruins, and early missions discovered by cowboys, army officers, ethnologists, and other explorers on the vast public lands of the Southwest. They were especially threatened by plunder and destruction at the hands of artifact hunters and vandals. The effort to secure protective legislation began among historically minded scientists and civic leaders in Massachusetts and spread to similar circles in Washington, New York, Colorado, New Mexico, and other places during the 1880s and 1890s. With important help from Representative John F. Lacey and Senator Henry Cabot Lodge, an antiquities act was passed in 1906 to help protect such areas and structures



The act authorized the president "to declare by public proclamation, historic landmarks, historic and prehistoric structures, and other objects of historic or

C a p t i o n e d M e d i a P r o g r a m

scientific interest" situated on lands owned or controlled by the U.S. government to be national monuments. It also prohibited excavation or appropriation of antiquities on federal lands without a permit.

The first national monument, proclaimed by President Theodore Roosevelt some three months after he signed the Antiquities Act, was Devil's Tower. It was established to protect a prominent Wyoming landmark, an 867-foot massive stone shaft visible for a great distance and a guidepost over the centuries for Native Americans, explorers, and settlers. Today there are more than 70 monuments in the National Park System.



A new era for national parks and monuments opened on August 25, 1916--44 years after the establishment of Yellowstone, when President Woodrow Wilson signed legislation creating a new federal bureau, the National Park Service, in the Department of the Interior. This action culminated years of efforts to establish a separate bureau to administer and coordinate policies and plans for parks and monuments. The act created the National Park Service to:

". . . conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations."

This mission statement, known as the Park Service Organic Act, continues to guide the management of the parks today. National park, lakeshore, military park, historic site, memorial, preserve, and trail are just a few of the titles that have been used to designate our national parklands since Yellowstone National Park was established in 1872. Over the years, new titles have been created whenever new parklands were authorized that differed somewhat from those already in the National Park System.



Today there are more than 370 areas in the National Park System covering more than 83 million acres in every state, the District of Columbia, American Samoa, Guam, Puerto Rico, and the Virgin Islands. These areas include national parks, monuments,

battlefields, military parks, historical parks, historic sites, seashores, recreation areas, scenic rivers and trails, and the White House.

VOCABULARY

- | | |
|----------------------|---------------------|
| 1. caldera | 10. mountain |
| 2. ecosystem | 11. national park |
| 3. forest | 12. predator |
| 4. frost | 13. prey |
| 5. geyser | 14. river |
| 6. helicopter rescue | 15. smokejumper |
| 7. hot spot | 16. snout |
| 8. limestone | 17. thermal feature |
| 9. magma | 18. travertine |



BEFORE SHOWING

1. Provide background on national parks (see BACKGROUND ON NATIONAL PARKS) to the students, emphasizing that Yellowstone was the first federally managed federal park.
2. Use a map of the United States to help students understand where Yellowstone is located.

Discussion Items and Questions

1. What is the importance or purpose of national parks? *To protect natural areas from development.*
2. What is Yellowstone most known for? *Its thermal features, 250 active geysers, Old Faithful.*
3. What animals call Yellowstone home? *Elk, bull snake, bison, pronghorn antelope, bighorn sheep, coyote, moose, grizzly bear, black bear, etc.*
4. How do bison take baths? Why? *They roll in the dirt to keep insects off them.*
5. Who is the king of Yellowstone? *The grizzly bear.*
6. What destroyed 36 percent of the park? *A forest fire started by lightning in 1988.*
7. What animal was released in the park that didn't used to be there? *The gray wolf.*
8. Where did wolves live before they were placed in the park? *Only in wilderness areas.*
9. Who works in Yellowstone? What do they do? *Smokejumpers put out fires. Helicopter rescuers save people in trouble. Park rangers give information about the park and its features. Volunteers help preserve the park.*
10. Why are helicopters needed in Yellowstone? *There are many areas of the park that a helicopter is the only way to get there. They are used in rescue operations.*



Applications and Activities

1. Have students match the animals shown in the media to their tracks. Discuss the differences in the pictured animals, such as their size, diet, homes, etc. (See INSTRUCTIONAL GRAPHICS.)
2. Use the graphic "THE LIFE OF A GEYSER" to illustrate the chronologic events of an active geyser. Have students number the pictures in order. (See INSTRUCTIONAL GRAPHICS.)
3. Use the instructions located at www.volcanolive.com/model.html to construct a model of a volcano.
4. For older students, discuss the quote by Rachel Carson. What does she mean? (See INSTRUCTIONAL GRAPHICS.)
5. Play a game of tag to observe predator/prey relationships. Have some of the children be wolves. The others will be rabbits. The wolves chase the rabbits and try to tag them.
6. Visit a nearby national park for a field trip. Contact the park and find out about park ranger guided hikes.



INSTRUCTIONAL GRAPHICS

- ANIMAL TRACKS MIX-UP
- THE LIFE OF A GEYSER
- QUOTE BY RACHEL CARSON

RELATED RESOURCES

Captioned Media Program

- [Coyotes and How They Live #3024](#)
- [The Everglades #7719](#)
- [National Parks of Utah #7762](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **NATIONAL PARK SERVICE**

<http://www.nps.gov>

Contains additional information on Yellowstone National Park and the agency that manages it.

- **YELLOWSTONE NEWS AND INFORMATION**

<http://www.yellowstone.net>

Contains information about the park, and includes maps of the park as a whole and detailed maps of popular portions of the park.



- **FISH AND WILDLIFE SERVICE**

<http://www.fws.gov>

Contains research on the gray wolf and other animals that were seen in the media.

- **NATIONAL SMOKEJUMPER ASSOCIATION**

<http://www.smokejumpers.com>

Contains photos of smokejumpers in action and the history of smoke jumping.



- **GEYSERS IN YELLOWSTONE**

<http://www.geyserstudy.org>

The Geyser Observation and Study Association (GOSA) is a nonprofit scientific and educational corporation. Founded in 1983 and incorporated in 1988, GOSA's

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purpose is the collection and dissemination of information about geysers and other geothermal phenomena in Yellowstone National Park and elsewhere.

- **NATIONAL WILDLIFE FEDERATION**

<http://www.nwf.org>

Contains fact sheets and information on the gray wolf, grizzly bear, and other endangered species.



- **MAKING A MODEL VOLCANO**

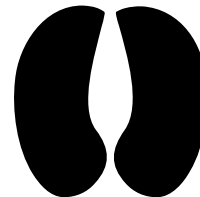
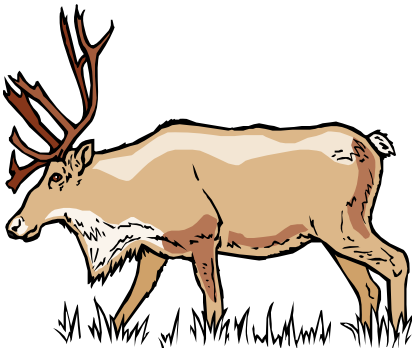
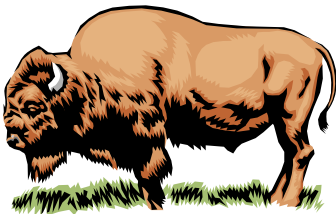
<http://www.volcanolive.com/model.html>

Contains instructions on building your own model volcano from household ingredients.

ANIMAL TRACKS MIX-UP

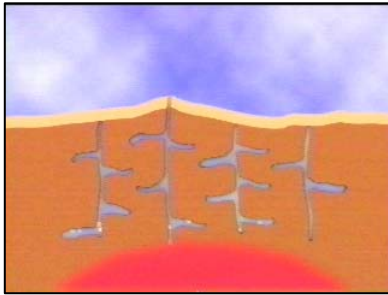
Help the animals find their tracks.

Directions: Draw a line from the animals to their tracks.

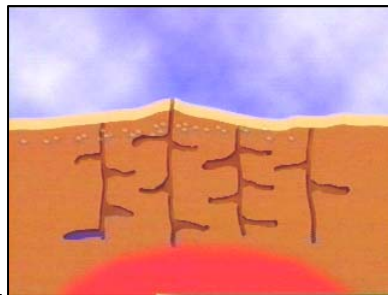


THE LIFE OF A GEYSER

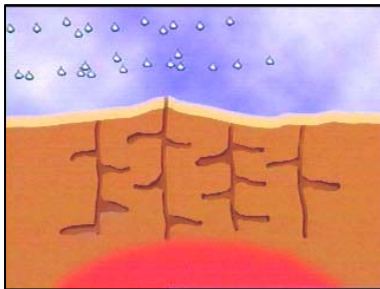
Directions: Number the pictures in order from 1 to 6.



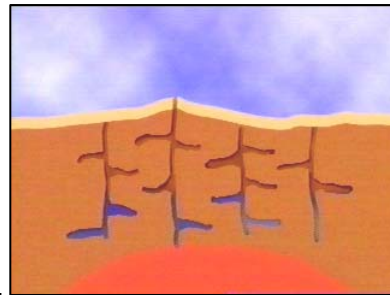
Water is pushed upward.



Water enters the geyser.



It rains.



Water fills the pockets.



The water heats up.



The geyser erupts.

QUOTE BY RACHEL CARSON

“For most of us, knowledge of our world comes through sight. Yet we look about with such unseeing eyes that we are partially blind. One way to open your eyes is to ask yourself, ‘What if I had never seen this before? What if I knew I would never see it again?’ ”

