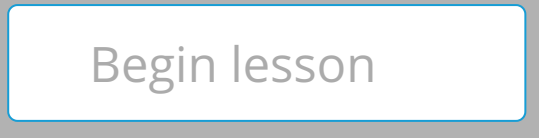


Day 1: "The History of Yellowstone National Park"

Begin lesson

Card 1 of 17

	Teaching notes
	Click the "Begin lesson" button to view this lesson. Teaching notes for each slide will appear in this box.


Before the Lesson

Card 2 of 17

Before the Lesson	Teaching notes

Anchor Text

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People have spent time in the Yellowstone region for more than 11,000 years. Rock structures like this are evidence of the early presence of people in the area.

History of the Park

The human history of the Yellowstone region goes back more than 11,000 years. The stories of people in Yellowstone are preserved in objects that convey information about past human activities in the region, and the people's connections to the land that provide a sense of place or identity.

Today, park managers use archeological and historical studies help explain how humans left their mark in their game. Ethnography helps us learn about how groups of people identify themselves and their connections to the park. Research is also conducted to learn how people continue to affect and be affected by places that have been relatively protected from human impacts. Some alterations, such as the construction of roads and other facilities, are generally accepted as necessary to accommodate visitors. Information on the possible consequences of human activities both inside and outside the parks is used to determine when restrictions are needed to preserve each park's natural and cultural resources as well as the quality of the visitors' experience.


History of Yellowstone National Park		
Present	First organized expedition organized Yellowstone in 1870	Park Management System
People have been in Yellowstone more than 11,000 years, as shown by archaeological sites, tools, and artifacts.	Protection of the Park Begins	"Yellowstone" created in 1872. Its boundaries changed from 1872 to the present day.

Teaching notes

Download and print copies of the anchor text for each student.

Student Notes Sheet: Day 1

Card 4 of 17



Student notes for: THE HISTORY OF YELLOWSTONE PARK
Day 1

- For what practical purposes do the Native Americans use alcohol?
- Which specific details from the text suggest the claim that alcohol plays a significant role in the culture of Native Americans?
- According to the text, how has Obedias Cuff played a significant role in the discoveries of archeologists?
- Based on the text, how did the fire in 1988 impact the Obedias Cuff?

Teaching notes

- This guided notes sheet provides students with the text-dependent questions associated with this lesson, and relevant graphic organizers. You may modify these sheets as needed.
- During class, students can use these sheets to record their responses, notes, or ideas. Use the back to record responses to the focus question.

- Following class, collect student notes to use as a formative assessment.


Getting Started

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<h1>Getting Started</h1>	Teaching notes

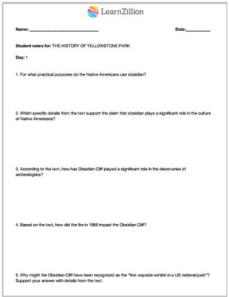
Introduction 1 of 2

Card 6 of 17

 <p style="text-align: center; color: green;">The History of Yellowstone National Park by The National Park Service</p>	Teaching notes
	<p>Pacing: 10 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> ■ Tell students that this week you will focus on reading one text closely. ■ Students can read the text as a group, with a partner, or independently, according to teacher and student preference. <ul style="list-style-type: none"> ■ Optional: Students may opt to highlight or annotate the text as they read in order to ensure active engagement. ■ Tell students that you will go back to the text and read it closely as you ask them a series of questions. Sometimes you will be talking about the questions; other times, you will be writing or taking quick notes about the answer.

Introduction 2 of 2

Card 7 of 17

 <p>As we explore the text we will be asking and answering questions.</p> <p>We will find and keep track of evidence from the text to support our ideas about each question.</p>	<h3>Teaching notes</h3> <p>Pacing: 10 minutes</p> <p>Notes:</p> <ul style="list-style-type: none">▪ Tell students that this week you will focus on reading one text closely.▪ Students can read the text as a group, with a partner, or independently, according to teacher and student preference. <ul style="list-style-type: none">▪ Optional: Students may opt to highlight or annotate the text as they read in order to ensure active engagement.▪ Tell students that you will go back to the text and read it closely as you ask them a series of questions. Sometimes you will be talking about the questions; other times, you will be writing or taking quick notes about the answer.
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Exploring the Text

Card 8 of 17

<h1>Exploring the Text</h1>	<h3>Teaching notes</h3>
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Supporting Question 1

Card 9 of 17

For what practical purposes do the Native Americans use obsidian?

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.1

Purpose: This question helps ensure that students understand how obsidian contributed to the daily survival of Native Americans.

Answer: Obsidian is a "black glass

that can be honed to an exceptionally fine edge," we can infer that it may have been used for a variety of task-oriented or decorative purposes. The text explicitly states that "obsidian was quarried from this cliff for toolmaking." It is a fact that obsidian was used largely by hunter-gatherers, so we can infer that it was used in the construction of a variety of tools that could be used for killing animals for food, as well as reaping various crops.

Look for students....

- Students should list 1-2 ways obsidian is used by Native Americans.

Guiding questions and prompts:

- Ask, "What are the characteristics of obsidian? What would these characteristics be most useful for?"
- Ask, "According to the text, what groups of people dispersed obsidian?"

Additional Notes:

- Students should be encouraged to make inferences based on the text, especially when little explicit information is provided.
- Supplementary images of Obsidian Cliff to enhance details may be useful to students.

Supporting Question 2

Card 10 of 17

Which specific details from the text support the claim that obsidian plays a significant role in the culture of the Native Americans?

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.1

Purpose: This question will help support students in understanding that the obsidian held not only practical, but also deep cultural meaning.

Answer:

- Quarrying from Obsidian Cliff for toolmaking gradually spread along trade routes from western Canada to Ohio (page 15)
- Many groups of Native Americans gathered in this area to quarry obsidian (page 15)
- Obsidian was used to "field dress buffalo" (page 16)

Look for students....

- Students should list 2-3 direct quotes from the passage that support the role of obsidian in Native American culture.

Guiding questions and prompts:

- Ask, "Aside from its importance as a tool for survival, how else was obsidian important to the Native Americans?"
- Remind students to look for direct quotes, or to copy sentences word-for-word in order to show textual support.

Additional Notes:

- In order to ensure students are using direct quotes rather than paraphrasing the text, encourage students to highlight or underline specific phrases or sentences.

Supporting Question 3

Card 11 of 17

How has Obsidian Cliff played a significant role in the discoveries of archeologists?

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.1

Purpose: This question will ensure that students understand that the Obsidian Cliff continues to provide archaeologists with a deeper understanding of a distant culture, making it continually significant to a

modern culture.

Answer: Following the fire of 1988, Obsidian Cliff became an accessible area for archeological study. Numerous studies have been conducted on the area, and "the surveys have added significantly to knowledge about how and where obsidian was mined...and collected." In other words, having access to the underlayers of Obsidian Cliff has made it easier for scientists to learn about the methods of collecting and quarrying obsidian that were used by early Native Americans.

Look for students....

- Students should make connections between the physical change caused by the fire of 1988 and the effect of making the cliff easier to examine for archeologists.

Guiding questions and prompts:

- Ask, "Where are archeologists mentioned in this passage?"
- Ask, "What have archeologists been able to discover from examining the cliff?"

Additional Notes:

- Define lodgepole: shrubby two-needled pine tree of coastal Northwest United States; red to yellow-brown bark fissured into small squares (dictionary.com)
- Define glacial till: geology, unsorted material deposited directly by glacial ice and showing no stratification (Encyclopedia Britannica)

Supporting Question 4

Card 12 of 17

How did the fire in 1988 impact the Obsidian Cliff?

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.1

Purpose: This question will ensure that students understand how modern archeologists are continuing to study the cliffs, with the fire of 1988 exposing the underlayer of the cliff and making it easier to examine

for academic purposes.

Answer: After the fire of 1988, a large portion of the Obsidian Cliff plateau was destroyed. This cleared the surface of the cliff, "creating optimal conditions for archeological surveys." In other words, sections of the cliff are now much easier to access and, therefore, easier to study.

Look for students....

- Recognizing the cause-effect relationship between the fire of 1988 and how it impacted subsequent studies of Obsidian Cliff.

Guiding questions and prompts:

- Ask, "What was the Obsidian Cliff like before the fire?"
- Ask, "How did the fire change that landscape of the cliff? How would this change the way the cliff was studied?"

Supporting Question 5

Card 13 of 17

Why might the Obsidian Cliff have been recognized as the "first wayside exhibit in a US national park"? Support your answer with specific details from the text.

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.1

Purpose: This question helps ensure that students are effectively evaluate information in order to argue the multiple ways in which the Obsidian Cliff has been important to both Native Americans and modern

archeologists.

Answer:

Obsidian Cliff has become a very important land feature in terms of learning about the past of the indigenous Native American tribes, making it a high-interest area of Yellowstone Park. Its designation as a wayside exhibit ensured that information was readily available to tourists, educating them about the role Obsidian Cliff has played in Native American culture.

Look for students....

- Making a logical inference based on textual support.
- Addressing the "why" behind Obsidian Cliff being named the first wayside exhibit in a US national park.

Guiding questions and prompts:

- Locate the portion of the text that references the direct quote.
- What characteristics might make a place worthy of being named a "wayside exhibit"?
- What details from the text stress the importance of the Obsidian Cliff?

Additional Notes:

- Define kiosk: a small structure having one or more sides open, used as a newsstand, refreshment stand, bandstand, etc. (Dictionary.com)
- The National Park Service has more information about wayside exhibits available on their website at: <http://www.nps.gov/hfc/products/waysides/>

Focus Question

Card 14 of 17

<h1>Focus Question</h1>	Teaching notes

Focus Question

Card 15 of 17

Reexamine the graphic and inset text on page 15. What is the cultural significance of the Obsidian Cliff? How do you know?

Teaching notes

Pacing: 45-50 minutes

Standard: RI.9-10.5

Purpose: This question requires students to synthesize and evaluate information regarding the area's significance to both Native Americans and modern archeologists. This understanding is imperative in terms

of developing a valid and thoughtful culminating writing task.

Answer:

The Obsidian Cliff has been an area of significance since its earliest inhabitants fashioned the obsidian into early weapons and instruments for hunters and gatherers. The fact that numerous Native Americans would have relied on this cliff as a source of such tools means that it played a large role in their ability to survive in their environment. Due to the utility of the obsidian and its large availability at the Obsidian Cliff, this area also became a heavily traveled area for groups of Native Americans; this made Obsidian Cliff an area of social significance as well. Today, the Obsidian Cliff serves a different, although highly significant purpose among a new group of people: archeologists. After a fire in 1988 left much of the cliff exposed, it became easier for archaeologists to study and to discover more information about the area's earlier inhabitants.

Look for students....

- Listing ways in which obsidian played an important role in the survival and culture of Native Americans.
- Listing ways in which the Obsidian Cliff played a significant role in the lives of Native Americans.

Guiding questions and prompts:

- Ask, "What are some of the reasons that obsidian was so valuable to Native Americans?"
- Ask, "Why was Obsidian Cliff such an integral part of the lives of Native Americans?"

Additional Notes:

- Have students paraphrase and synthesize the information from the supporting questions as they write their response to the focus question.


After the Lesson

Card 16 of 17

<h1>After the Lesson</h1>	Teaching notes

Comprehension Skill Video

Card 17 of 17

 <p>Visit https://haywood.lzill.co/r/38650</p>	Teaching notes
	Use this video as an intervention tool for students who struggle to answer the focus question. The video uses a metacognitive approach to model the targeted reading comprehension skills.