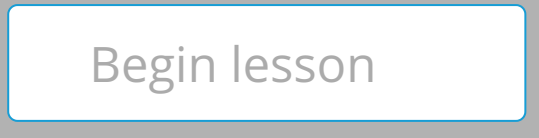


Day 4: "The History of Yellowstone National Park"

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

Card 3 of 17



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 archaeological 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	Park Management System
• People have been in Yellowstone since 11,000 years or more	• Yellowstone in 1870	• "Yellowstone" trademark in 1962
• Archaeological sites, such as	• Protection of the Park Begins	• Recommendations changed how Yellowstone is managed by the park

Teaching notes

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

Student Notes Sheet

Card 4 of 17



Student notes for: HISTORY OF YELLOWSTONE PARK

Day: 4

- Based on the context clues provided, what can you infer the word "ethnography" means in the second paragraph on page 127?
- According to the text, "Yellowstone Park contains "natural and cultural resources." What specific details from the text suggest what "cultural resources" the park contains?
- According to the text, "people continue to affect and be affected by places that have been relatively protected from human impacts." What details from the text suggest how this statement applies to Yellowstone Park?
- According to page 28 of the text, why did the "national park idea" become so important by the end of the 1800s? Be sure to use specific details from the text.

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

Card 5 of 17

<h2>Getting Started</h2>	<h3>Teaching notes</h3>
	Empty space for teaching notes

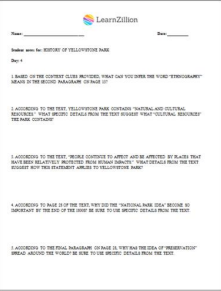
Introduction 1 of 2

Card 6 of 17

 <p style="color: teal; text-align: center;"> The History of Yellowstone National Park by The National Park Service </p>	<h3>Teaching notes</h3>
	<p>Pacing: 10 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> Tell students that, over the past few days, they have been examining the ways in which Yellowstone Park has played a historically important role in the lives of Native Americans. Today, they will be examining the ways in which Yellowstone Park is still valuable today, especially among modern Native Americans wishing to get in touch with their ancestors.

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>which Yellowstone Park is still valuable today, especially among modern Native Americans wishing to get in touch with their ancestors.</p>		<p>Pacing: 10 minutes</p> <p>Notes:</p> <ul style="list-style-type: none">■ Tell students that, over the past few days, they have been examining the ways in which Yellowstone Park has played a historically important role in the lives of Native Americans. Today, they will be examining the ways in

Exploring the Text

Card 8 of 17

<h2>Exploring the Text</h2>	<h3>Teaching notes</h3>
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Supporting Question 1

Card 9 of 17

Based on the context clues provided, what can you infer the word "ethnography" means in the second paragraph of page 13?

Teaching notes

Pacing: 5 minutes

Standard: L.9-10.4a

Purpose: This question will ensure that students are aware of the limited written accounts of early Native American life, and how modern ethnographers are trying to preserve that information.

Answer: a branch of anthropology dealing with the scientific description of individual cultures (Dictionary.com)

Look for students....

- Describing ethnography as a study of cultures

Guiding questions and prompts:

- Ask, "What other words do you know that end with the suffix -ography? What does that suffix mean?"
- Ask, "What other words do you know that begin with the prefix ethno-? What does this prefix mean?"
- Ask, "What words could replace the word ethnography without changing the meaning of the sentence?"

Additional Notes:

- Initially, teacher may want to have students work independently to access their own prior knowledge and infer the meaning of the word ethnography. A group discussion, or think-pair-share might also benefit students, especially if the teacher wants to conduct a minilesson on the use of prefixes, suffixes, or root words.

Supporting Question 2

Card 10 of 17

According to the text, Yellowstone Park contains "natural and cultural resources." What specific details from the text suggest what "cultural resources" the park contains?

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.1

Purpose: This question provides students with the opportunity to think of the park as not just a physical location, but also as a sacred space of cultural significance.

Answer:

- Multiple Native American tribes have used the Yellowstone Park area for mining, hunting, gathering, trading, and living; the land can be further explored for signs of Native American culture.
- The park contains artifacts from the past, which could help scientists understand the culture of its earliest inhabitants.

Look for students....

- Listing 2-3 ways in which the park contains remnants of Native American culture

Guiding questions and prompts:

- Ask, "How could the park be explored to find aspects of Native American culture?"
- Ask, "What are some components of Native American culture?"

Additional Notes:

- The teacher may need to keep students' ideas of what constitutes "culture" more open-ended by conducting a brief discussion about what culture means to any group of people.

Supporting Question 3

Card 11 of 17

According to the text, "people continue to affect and be affected by places that have been relatively protected from human impacts." What details from the text suggest how this statement applies to Yellowstone Park?

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.1

Purpose: This question ensures that students think critically about not only how people affect the land, but also how the land can affect people.

Answer:

- Native Americans have been affected by the land in that they rely heavily on it to provide them with their basic needs (food, shelter, etc.)
- Native Americans have affected the land by creating myths and stories to explain their ties to it.

Look for students...

- Discussing the dual influences of the land and its inhabitants; each is influenced by the other.

Guiding questions and prompts:

- Ask, "How are the Native Americans affected by the land?"
- Ask, "How is the land affected by Native Americans?"

Supporting Question 4

Card 12 of 17

According to page 28 of the text, why did the "national park idea" become so important by the end of the 1800s? Be sure to use specific details from the text.

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.1

Purpose: This question ensures that students understand the American sentiment that areas of natural, historical, and cultural significance should be above personal ownership, and deemed worthy of "public

domain" status.

Answer:

- "People no longer believed that wilderness should be fair game for the first person who could claim and plunder it."
- "Its fruits were the rightful possession of all the people, including those yet unborn."
- Americans decided that "the United States' natural wealth... [should] not be consumed at once by the greed of a few, but would perpetually benefit all."
- Essentially, people began to recognize that the wilderness was valuable, and if nothing was done to preserve its natural state, it could be destroyed in the name of economic profit.

Look for students...

- Describing the value of preserved wilderness, and the need to protect this wilderness from destruction.

Guiding questions and prompts:

- Ask, "What could happen to the land if it were not protected as a national park?"
- Ask, "According to the beliefs expressed in the text, to whom should the wilderness belong?"

Additional notes:

- Define "perpetually": continuing forever or for a very long time without stopping (Merriam-Webster)

Supporting Question 5

Card 13 of 17

According to the final paragraph on page 28, why has the idea of "preservation" spread around the world? Be sure to use specific details from the text.

Teaching notes

Pacing: 10 minutes

Standard: RI.9-10.1

Purpose: This question will ensure that students understand preservation as an issue of global significance, and is not limited to the United States.

Answer:

- Other countries have recognized the importance of preserving areas "of natural beauty and historic worth so that humankind will have the opportunity to reflect on their natural and cultural heritage
- Other countries believe that their citizens deserve the opportunity to "return to nature and be spiritually reborn"

Look for students...

- Explaining that other countries have recognized the importance of preserving areas of land that are deemed important due to "natural and cultural heritage"

Guiding questions and prompts:

- Ask, "Why have other countries decided to create national parks?"
- Ask, "What views do other countries have about preserving their land?"
- Ask, "Who could potentially benefit from the preservation of natural parks?"

Focus Question

Card 14 of 17

<h1>Focus Question</h1>	Teaching notes

Focus Question

Card 15 of 17

Reexamine the introduction and conclusion of the text. In what ways are today's Native Americans able to learn about and connect with their past? Be sure to use specific details from the text to support your response.

Teaching notes

Pacing: 30-40 minutes

Standard: RI.9-10.2

Purpose: This question asks students to make inferences based on textual support, and to think more reflectively on the significance of the park to multiple groups of people. This question prepares students to

synthesize information in preparation for the culminating writing task.

Answer:

Little data exists regarding the history of Native Americans from the Yellowstone Park area. Beyond the records gathered by ethnographers and archaeologists--much of this information gathered years later--the best available resource for understanding the culture of these Native Americans is the park itself. Because Yellowstone has been established as a national park, it is protected from private ownership and from human activities which might alter the land. Its preservation allows many of its "natural and historical resources" to be kept from human tampering, allowing modern ethnographers and archaeologists to continue their studies and gather more information about the Native Americans, which may be of significant value to Native American descendants seeking information about their ancestors.

Look for students....

- Recognizing the sentimental connection to the past held by modern Native Americans whose ancestors lived in the Yellowstone Park area.
- Describing the connection one can feel to his or her past.

Guiding questions and prompts:

- Ask, "Why might a person want to revisit the land of his or her ancestors? What might he or she gain from this experience?"

Additional Notes:

- To facilitate further discussion, or to make the question more meaningful to students, consider asking if any have ever visited the former homes of their own

parents, grandparents, or ancestors. This will add a personal component to the question.

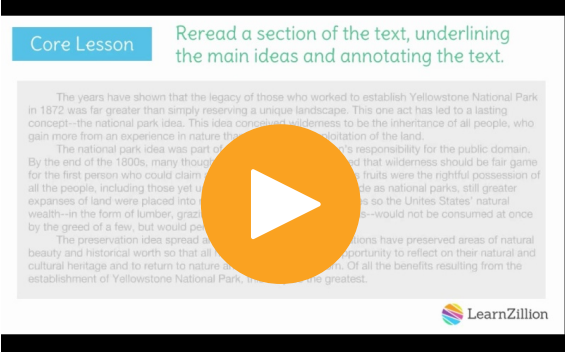
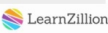
After the Lesson

Card 16 of 17

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

Comprehension Skill Video

Card 17 of 17

 <p>Core Lesson Reread a section of the text, underlining the main ideas and annotating the text.</p> <p>The years have shown that the legacy of those who worked to establish Yellowstone National Park in 1872 was far greater than simply reserving a unique landscape. This one act has led to a lasting concept—the national park idea. This idea conceives wilderness to be the inheritance of all people, who gain more from an experience in nature than from the exploitation of the land.</p> <p>The national park idea was part of the nation's responsibility for the public domain. By the end of the 1800s, many thought that wilderness should be fair game for the first person who could claim it. The fruits were the rightful possession of all the people, including those yet unborn. As the United States' natural expanses of land were placed into national parks, still greater wealth—in the form of lumber, grazing land, and minerals—would not be consumed at once by the greed of a few, but would pass on to future generations.</p> <p>The preservation idea spread across the world. Nations have preserved areas of natural beauty and historical worth so that all have the opportunity to reflect on their natural and cultural heritage and to return to nature again and again. Of all the benefits resulting from the establishment of Yellowstone National Park, this may be the greatest.</p> <p style="text-align: right;"></p>	Teaching notes
	<p>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.</p>

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