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# Mountain Museum

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## Shenandoah National Park Quarter

### Grades Two and Three

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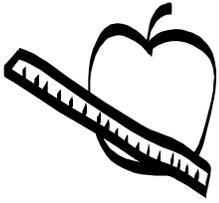
### OBJECTIVES

Students will examine, identify and describe Shenandoah National Park’s geographical features, plants, animals and visitor activities. Students will use various media to create an original art piece.



### MATERIALS

- 1 overhead projector or equivalent technology (optional)
- 1 overhead transparency (or photocopy) of the “Shenandoah National Park Quarter” page
- Copies of the following:
  - “Find It in the Park” worksheet
  - “A Peek into the Park” worksheet
  - “Making a Mountain Museum Rubric”
  - “Museum Placard Template”
- 1 copy of an age-appropriate text that includes basic information on Shenandoah National Park, such as:
  - *M is for Majestic: A National Park Alphabet* by David Domeniconi
  - *National Geographic Kids National Parks Guide U.S.A.: The Most Amazing Sights, Scenes, and Cool Activities from Coast to Coast!* by National Geographic Kids
  - *Go Wild for Shenandoah National Park Puzzles* by Robert Rath
- Access to age-appropriate Web sites that provide basic information on and images of Shenandoah National Park, such as:
  - [www.nps.gov/shen/index.htm](http://www.nps.gov/shen/index.htm)
  - [www.nps.gov/shen/photosmultimedia/shenscenes.htm](http://www.nps.gov/shen/photosmultimedia/shenscenes.htm)
  - [www.nps.gov/shen/photosmultimedia/photogallery.htm](http://www.nps.gov/shen/photosmultimedia/photogallery.htm)
- 1 class map of the United States
- Chart paper
- Markers
- Pencils
- Scissors
- Ruler



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- Internet access
- Artistic media: crayons, colored pencils, markers, watercolors, paints, collage materials, clay, etc.



## PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Shenandoah National Park Quarter” page.
- Make copies of the following:
  - “Find It in the Park” worksheet (one per student)
  - “A Peek into the Park” worksheet (one per student)
  - “Making a Mountain Museum Rubric” (one per student)
  - “Museum Placard Template” (1/2 sheet per student)
- Locate a text that contains basic information on Shenandoah National Park (see examples under “Materials”).
- Bookmark Internet sites that contain information about Shenandoah National Park (see examples under “Materials”).
- Arrange to use the school computer lab.
- Prepare a four-column chart labeled “A Peek into the Park.” Label the columns “Features,” “Flora,” “Fauna” and “Fun.”



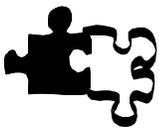
## GROUPINGS

- Whole group
- Pairs
- Individual work



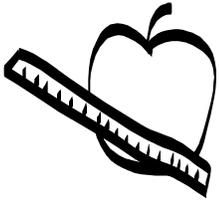
## CLASS TIME

Five 30- to 45-minute sessions, total 2.5 to 3.75 hours



## CONNECTIONS

- Science
- Social Studies
- Language Arts
- Art



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## NATIONAL STANDARDS/COMMON CORE

- Common Core State Standards (CCSS)
  - ELA Literacy W.3.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Standards for the English Language Arts (NCTE/IRA)
  - Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Next Generation Science Standards (NSTA)
  - 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
- Next Generation Science Standards (NSTA)
  - 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- National Social Sciences Standards (NCSS)
  - G.K-12.2 (Geography) All students should understand the physical and human characteristics of places.
- National Standards for Arts Education (2nd grade)
  - Students use visual structures and functions of art to communicate ideas.



## TERMS AND CONCEPTS

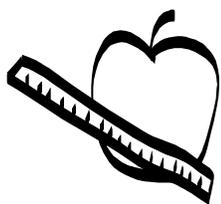
- Quarter
- Obverse (front)
- Reverse (back)
- Shenandoah National Park
- Flora
- Fauna
- Artistic medium/media
- Placard
- Original art



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Geographical features
- Plants and animals
- The writing process
- The art-making process




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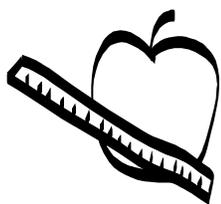
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## STEPS

### Session 1

1. Display and examine the “Shenandoah National Park Quarter” page. Locate this site on a class map. Note its position in relation to your school’s location.
2. 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 quarter designs. Each design will focus on a different national site—one from each state, territory and the District of Columbia.
3. Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” Ask the students to tell you what they see in the image on the quarter’s reverse. Explain that the coin image depicts a hiker taking in the view from Little Stony Man summit, a special viewpoint in Shenandoah National Park. A famous scenic road through the park, Skyline Drive, can be seen in the background. Tell the students that they are going to be learning about the special features of Shenandoah National Park.
4. Display the “A Peek into the Park” four-column chart you prepared previously. Explain to the students that they will be learning more about the special features of Shenandoah National Park and recording them on this chart.
5. Define these terms for the purpose of this lesson: Features (geographic forms), Flora (plants), Fauna (animals) and Fun (activities). Ask the students to identify items in the coin image that could be added to the chart. Record student responses with a small sketch of each feature. Student responses added to the chart may include: Little Stony Man summit (Features), mountains (Features), trees/forest (Flora), Skyline Drive (Fun) and hiking (Fun).
6. Introduce the students to the selected text about Shenandoah National Park. Read the text aloud. Ask the students to listen for other park features that can be added to the “A Peek into the Park” chart. After the reading, ask the students to share other features they heard about in the text. Add each of these features to the chart with a small sketch.
7. To summarize, guide the students in pairs to review the information they have learned. Have the students take turns describing characteristics of Shenandoah National Park using the following form: “In Shenandoah National Park, you will see \_\_\_\_\_.”
8. Distribute a copy of the “Find It in the Park” worksheet to each student. Ask the students to use the same sentence frame to write and illustrate an example of something in the park from each of the four categories.



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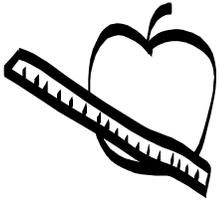
9. Explain to students that in the next session they will be researching additional information about Shenandoah National Park.

## Session 2

1. Display the image of the Shenandoah National Park quarter. Review with the students the material covered in the previous session.
2. Distribute the “A Peek into the Park” worksheet. Explain to the students that they will be using the Internet to research additional characteristics of Shenandoah National Park. Provide a brief orientation to the selected Web sites.
3. Allow the students time to work with partners to conduct additional research about Shenandoah National Park. The students should complete the worksheet as they conduct their research.
4. After the research, ask the pairs to share their findings and add new information to the “A Peek into the Park” chart as appropriate.

## Sessions 3 to 5

1. Display the image of the Shenandoah National Park quarter. Review with the students the material covered in the previous sessions.
2. Tell the students that there are many artists who enjoy creating pieces of art representing the beauty of our national parks. Explain to the students that they will be creating a mini-museum of Shenandoah National Park using their research. Ask the students to brainstorm characteristics of a museum. List student responses on chart paper. Guide the students to discuss the term “placard,” a label describing an object exhibited in a museum.
3. Distribute a “Making a Mountain Museum Rubric” to each student. Review the directions and rubric. Guide the students to discuss the term “original art,” a new piece of artwork created by an artist. Discuss the various art media that could be used to create their pieces of art, such as paint, collage, drawing or sculpture.
4. Guide the students to make appropriate selections for their artistic representations of the characteristics of Shenandoah National Park. Provide materials and allow students time to create their original artwork.
5. After students have completed their art pieces, distribute a copy of the “Museum Placard Template” to each student and review each component of the template. Allow time for them to complete their museum placards and the “Self” column of the rubric.
6. Display the artwork and placards as in a museum and invite visitors to come learn about Shenandoah National Park. Collect the worksheets.



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## ASSESSMENTS

- Take anecdotal notes about the students' participation in class discussions.
- Use the students' worksheets, final products and the "Creating a Mountain Museum Rubric" to evaluate whether they have met the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Have students use the "A Peek into the Park" worksheet format to study other national parks.
- Have students create representations of the same park characteristic in a variety of artistic media.
- Have students compare the features, flora, fauna and fun in two different national parks.
- Have students learn about how artists create the images for coins.
- Take students on a field trip (real or virtual) to an art museum.
- Invite a professional artist to visit the classroom.
- Have students learn more about the flora and fauna of America by visiting the 2012 Puerto Rico quarter lesson plan for grades 2 and 3 at [www.usmint.gov/kids/teachers/lessonPlans/atb/2012/LP\\_1PR23.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/atb/2012/LP_1PR23.pdf).
- Have students learn more about American history through creating a museum with the 2006 Return to Monticello nickel lesson plan for grade 2 at [www.usmint.gov/kids/teachers/lessonPlans/wjns/2006/02-monticello.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/wjns/2006/02-monticello.pdf).



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to dictate written responses.
- Allow students to complete worksheets, artwork and/or placards with a partner.
- Provide students with completed examples of artwork and/or placards.



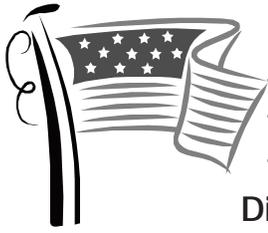
Name \_\_\_\_\_

# A Peek into the Park



**Directions:** Using class discussions and information gathered from the Internet, books or reference materials, list the special characteristics of Shenandoah National Park in the chart below. You may want to draw a quick sketch for each characteristic.

Features (Geographical forms)	Flora (Plants)	Fauna (Animals)	Fun (Activities)



Name \_\_\_\_\_

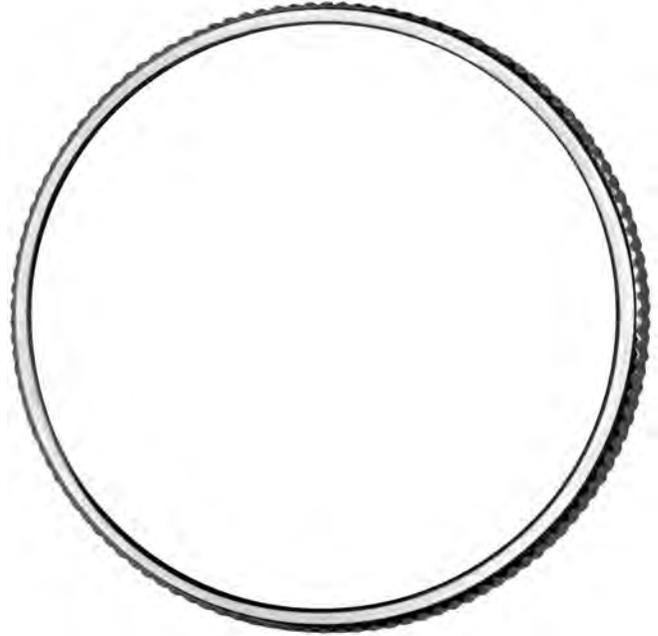
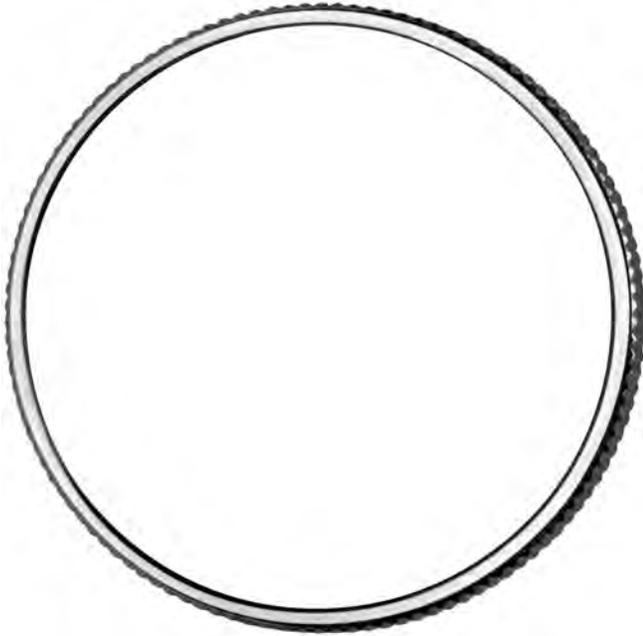
# Find It in the Park

**Directions:** Draw and label characteristics a visitor might see during a visit to Shenandoah National Park.

In Shenandoah National Park, you can see:

Feature: \_\_\_\_\_

Flora: \_\_\_\_\_



Fauna: \_\_\_\_\_

Fun: \_\_\_\_\_





Name \_\_\_\_\_

# Making a Mountain Museum Rubric

**Directions:** Using your research, your class will be creating a Mountain Museum to demonstrate the special characteristics of Shenandoah National Park.



1. Choose one characteristic of Shenandoah National Park.
2. Choose one art material from the choices provided by your teacher.
3. Create a piece of original artwork that represents the characteristic of Shenandoah National Park.
4. Write a placard for the museum describing your artwork and the characteristic of Shenandoah National Park.
5. Use this rubric to make sure you do your best work.

Category	4	3	2	1	Self	Teacher
<b>Art: Park Characteristic</b>	Includes all details of the chosen characteristic	Includes most details of the chosen characteristic	Includes some details of the chosen characteristic	Includes few details, seems rushed		
<b>Art: Attention to Detail</b>	Very neat, creative use of art medium	Neat, appropriate use of art medium	Somewhat neat, mostly appropriate use of art medium	Not neat or inappropriate use of art medium		
<b>Placard: Content</b>	Artist's name; detailed information about both the park and the artistic medium	Artist's name; detailed information about the park	Artist's name; some information about the park	No artist's name or little or incorrect information about the park		
<b>Placard: Grammar, Spelling</b>	No errors	1 or 2 errors	3 or 4 errors	More than 4 errors		

**Totals**

**Student Reflection**

**Teacher Comments**



Name \_\_\_\_\_

# Museum Placard Template

**Directions:** Fill in this template and cut it out. Use it as a placard and display it with your artwork.



Artist: \_\_\_\_\_

Title: \_\_\_\_\_

Medium: \_\_\_\_\_ Size: \_\_\_\_\_

Shenandoah National Park Feature: \_\_\_\_\_

From the Artist: I chose this feature of Shenandoah National Park because



Name \_\_\_\_\_

# Museum Placard Template

**Directions:** Fill in this template and cut it out. Use it as a placard and display it with your artwork.



Artist: \_\_\_\_\_

Title: \_\_\_\_\_

Medium: \_\_\_\_\_ Size: \_\_\_\_\_

Shenandoah National Park Feature: \_\_\_\_\_

From the Artist: I chose this feature of Shenandoah National Park because





# Shenandoah National Park Quarter



# The United States of America

