

**Target Standard(s):**

17.12.1 Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.

17.12.2 Investigate and describe how human actions may impact the dynamic equilibrium of global systems (e.g., global warming, ozone depletion).

17.12.3 Explain that there is scientific uncertainty regarding many environmental issues.

17.12.4 Evaluate and describe actions which affect the global environment in terms of trade-offs that may have effects on local environments or economics.

18.12.1 Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).

**I can use critical thinking, collaboration, and background knowledge to justify the conservation efforts for my own national park.**

<b>Grade Band</b>	<b>High School (9-12)</b>
<b>Theme</b>	Citizen Scientist: Conservation
<b>Description</b>	Students will build their own national park using their background knowledge of food webs and conservation.
<b>Activity Materials</b>	Scientific Process Notes Exploration Map Facts to Consider Your choice of art materials for a 3D representation of national park (Suggestions - clay, dough, construction paper, pipe cleaner)
<b>Activity Setup</b>	<b>PREVIEW</b> - Write the Big Question in an area that is visible for all students. Provide students (15) minutes for the PREVIEW activity.  Have a class discussion of the Big Question. Ask guided questions as needed to help

	<p>students conclude that national parks are created to conserve or protect part(s) of nature.</p> <p><b>Begin Step One</b> - Provide students with the following:  Scientific Process Notes</p> <p>Have a discussion of how the Scientific Process helps conservationists in determining what is needed in a national park.</p> <p>Students may work in pairs or individually.  <i>Explain:</i> Today we will begin creating our own national parks. Use the Scientific Process notes in order to collaborate to answer Part One and Part Two of your exploration.</p> <p><b>Continue Step One</b> - Provide students with the following:  Facts to Consider Part One  Facts to Consider Part Two  Exploration Map  *** <i>Teachers can choose to provide students with only one part of Facts to Consider at a time.</i></p> <p><i>Explain:</i> Use the Facts to Consider to guide you through your Exploration Map.</p>
<p style="text-align: center;"><b>Exploration</b></p>	<p><b>PREVIEW -</b>  <b>Advise students to use a designated time to look up different national parks around the nation with approved sites.</b></p> <p style="text-align: center;"><b>Big Question: Why were these national parks created?</b></p> <p><b>Part One</b></p> <ul style="list-style-type: none"> <li>● Why is this a national park?</li> <li>● What does your national park protect?</li> <li>● Where is your park located?</li> <li>● What animals are in your park?</li> </ul>

	<p><b>Part Two</b></p> <ul style="list-style-type: none"> <li>● What type of air does your park need?</li> <li>● What type of apex predators are in your park?</li> <li>● What type of flora is in your park?</li> </ul> <p><b>Students will collaborate to create the following of their national park:</b></p> <ul style="list-style-type: none"> <li>● Students will draw a map showing the location of their national park</li> <li>● Create a promotional website for your national park using Google sites</li> </ul>
<b>Art Connection</b>	Challenge students will create a 3D representation of their national park.
<b>Publish Your Work</b>	Email a picture of your creation and observation notes to <a href="mailto:communityrelations@lvnhm.org">communityrelations@lvnhm.org</a>