

Student Created Grand Canyon Folders

Duration: Varies, but up to two periods of 45 minutes each

Location: Classroom

Key Vocabulary: national park, mission, protection, preservation, rim, grandeur

Trunk Materials: Laminated panoramic poster of Grand Canyon, *Rim to River: The Grand Canyon DVD*, *The Grandeur of Grand Canyon* PowerPoint presentation, U.S. map (to be copied), Arizona map (to be copied), maps of Grand Canyon National Park and the north and south rims (to be copied if desired and time permits), example of a completed Grand Canyon folder, laminated photos of Grand Canyon

Additional Materials and Equipment (Not Supplied): glue or glue sticks, scissors, colored pencils, crayons, a manilla folder for each student, DVD player, computer, LCD projector, screen

Arizona Social Studies Standards: S4: C1 Grade 4—P07; Grade 5—P04; Grade 6—P04

Arizona Reading Standards: S3: C1 Grade 4—P06; Grade 5—P06; Grade 6—P07

Arizona Writing Standards: (If extension was used) S3: C2 Grade 4—P01; Grade 5—P01; Grade 6—P01

Learning Objectives: Students will be able to:

1. Locate Grand Canyon on U.S. and Arizona maps
2. Explain the reasons national parks exist
3. Identify the north and south rims and inner canyon (if time permits)

Background:

Native Americans have lived in and around Grand Canyon for thousands of years. In the sixteenth century Spanish explorers encountered the canyon, but moved on in search of gold. Other early European explorers perceived the canyon as a “big hole” best avoided. Civil War veteran John Wesley Powell and an intrepid group of adventurers successfully navigated the Colorado River through Grand Canyon in 1869 for the purposes of mapping the largely unknown area and scientific exploration. After Powell’s expedition others came to the canyon with dreams and schemes for making their fortunes. One of the things tried was mining. Bat guano, copper, asbestos, and uranium were mined through a variety of methods. Tourist camps and hotels were built both in the canyon and on its rims. Building a railroad through the canyon was also entertained but never pursued.

Grand Canyon was first given federal protection as a forest reserve in 1893. It later became a national monument in 1908. In 1919 it was made a national park, only three years after the creation of the National Park service. The National Park Service is an agency of the Department of the Interior and oversees more than 80 million acres of public land in the United States.

The mission of all national parks and monuments is the same:

“To conserve the scenery and the natural and historic objects and the wild life 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.”

National Park Service, Organic Act, 1916

Grand Canyon National Park protects 1,904 square miles, (1.2 million acres) including the canyon and plateaus on both the North and South Rims. Almost five million visitors come from all over the world to enjoy the Grand Canyon every year.

Suggested Procedure:

Students create a folder in this lesson that may be used not only to locate the park geographically, but also to hold materials created in other trunk lessons. The first portion of this lesson repeats the activities of the Why National Parks? Lesson and should be used if that lesson is not presented. The latter portion of this lesson builds upon the Why National Parks? Lesson and enables students to create a personal Grand Canyon folder. If the Why National Parks? Lesson was used begin with line item 5.

Ask and discuss the following questions with students:

1. Who has been to a park recently? What park?
2. What was special about the park? What did you do while there?
3. Who has been to a national park? Which park?
4. How was the national park different from other parks or attractions that you have visited?
5. Explain that the purpose of creating a national park is to preserve and protect the beauty, nature, and history of a place so that visitors for many generations can enjoy the park in the same way.
6. Explain that students will be making a personal Grand Canyon folder locating the canyon within the United States and in which to keep information concerning the canyon gathered in future lessons (if used). Pass out a manilla folder to each student. Show students how to fold the folder to create two front flaps (see example).

7. Using a map of the United States, ask students to locate the Southwest and then Arizona. Pass out the map of the United States and ask students to locate their state and color it in. Then help students locate and color in the state of Arizona. Have students glue the map of United States on the back of their folder.

8. Pass out the map of Arizona. Explain that Grand Canyon National Park is located in the northwestern part of Arizona. If the topographic map is used, explore with students the path of the Colorado River and the elevation ranges throughout Arizona. Have students roughly draw the perimeter of Grand Canyon National Park. Have students glue the map of Arizona to the front of their folder. Then have them cut the map so that the folds can be opened.

9. Explain that the materials and activities in the trunk are for their enjoyment and learning. As they increase their knowledge and appreciation of Grand Canyon National Park, they will add materials to the inside of their folder. You may have them write down things they have learned about the canyon on the inside of the folder at the conclusion of each lesson.

10. If desired and time permits, maps of the north and south rims may be added to the interior of the student folders. Explain to students that the south rim of the canyon is where most people view and experience the canyon. Although very beautiful, the north rim has not been developed to the same degree as the south rim and is often inaccessible by car during winter months. The inner canyon is described as that area where the canyon is at its deepest.

11. Either following, or while completing these activities, view either the DVD *Rim to River: The Grand Canyon* or the presentation *The Grandeur of Grand Canyon*. If technological resources are not available, share the trunk photos of Grand Canyon with students.

Evaluations:

Ask students to imagine what Grand Canyon might be like if it were not protected as a national park. What might have been built there? What might it be like to visit?

Extensions:

1. Ask students to think of a feature or an area nearby that would be worthy of preserving as a park. Have them explain why they chose that area either verbally or in writing. This item may be included in their Grand Canyon folder.

2. Using the laminated poster of the canyon, have students cut out pictures of fast food eateries, malls, homes, apartments and other signs of human life and activity. Using removable tape, have students tape photos to the poster where they feel they might be "needed." After adding the photos have students describe what they observe has happened to canyon views. Discuss the need for governmental protection so that future generations can continue to enjoy the beauty of the canyon.

3. If you wish to incorporate mathematic standards into the lesson, use a piece of string and an Arizona map with a scale of miles, work with students to measure various lengths relating to the canyon to include the length of the Colorado River through the canyon and the perimeter of the canyon and the national park.