

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for First Grade Social Studies.

UNIT 5 – Community Helpers

Elaborated Unit Focus

In this unit, students will understand President Theodore Roosevelt’s contributions to our country’s environment through the lenses of **individuals, groups, and institutions**, and **scarcity**. Students will also consolidate a great deal of their economics learning thus far, and learn about ways that they can help their communities. Finally, students will continue to explore the idea of change over time by comparing Roosevelt’s life to their lives.

Standards/Elements

SS1H1 The student will read about and describe the life of historical figures in American history.

- a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Harriet Tubman (Underground Railroad), **Theodore Roosevelt (National Parks and the environment)**, George Washington Carver (science).
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation).

SS1E1 The student will identify goods that people make and services that people provide for each other.

SS1E2 The student will explain that people have to make choices about goods and services because of scarcity.

SS1E3 The student will describe how people are both producers and consumers.

SS1E4 The student will describe the costs and benefits of personal spending and saving choices.

Enduring Understandings/Essential Questions

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

- How can our choices help others?
- How can our choices hurt others?
- How did the contributions made by Theodore Roosevelt help or hurt others?
- How was the daily life for Theodore Roosevelt the same as or different from ours?
- What were some of Theodore Roosevelt’s helpful actions?
- How did other people perceive his actions? (What did they think about him because of what he did?)

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

K-5 EU: *The student will understand that because people cannot have everything they want, they have to make choices.*

- Why can we not have everything we want?
- How did Theodore Roosevelt's idea to preserve land and establish national parks provide goods and services to the people who lived in that area?
- Why was Theodore Roosevelt's idea to preserve land unusual during his time?
- How did Theodore Roosevelt's ideas of preserving land help us today?
- How are people producers and consumers?
- How can spending our money help us?
- How can saving our money help us?
- How do families use money to meet their needs?
- Think about something that you *really* want to buy. If you had a job, would you be able to buy it right away or would you need to save?
- How do people make choices to get the things they need and want?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>After reading and discussing Theodore Roosevelt, students will complete the historical figure concept map for Theodore Roosevelt. The concept map will include new vocabulary / important words, a student drawing of the historical figure, why the historical figure is important to our country, and his character traits.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Ensure understanding of assignment • Use of visuals at desk for reference • Assist with illustrations • Assist with written work • Monitor progress on activity 	<p>SS1H1a SS1H1b SS1CG1</p>	<p>Constructed Response</p>
<ul style="list-style-type: none"> • Crater Lake, Oregon • Wind Cave, South Dakota • Mesa Verde, Colorado <p>After viewing the National Park Service websites above for the first parks Theodore Roosevelt established (listed above), the students will discuss why Roosevelt envisioned a need for the National Park system. {See this site for some background information on TR's work.} Students will locate city, county, state or national parks in their area and discuss what would happen if the parks were not there.</p>	<p>SS1H1a SS1H1b SS1CG1</p>	<p>Constructed Response</p> <p>Teacher Observation</p>

<p>The class will start a Traveling Teddy Bear Project. The students will decorate two paper teddy bears. The students will write a letter to two friends or relatives in a different city, county, or state and ask them to take a picture of their teddy bear at a city, county, state, or national park in their area. The letters will ask the person to include information about the park, why the park is important to their community, and the picture of the teddy bear at the park.</p> <p>While the class is waiting for the letters and pictures to arrive, they will create a system to organize the letters and pictures once they arrive. The class can brainstorm possible solutions for displaying the information once it arrives. One possible solution would be to create a large chart labeled city park, county park, state park, and national park. The students could place the letters and pictures under the correct heading and display it on a wall in the classroom or hallway. Another possible solution would be to create a 3-ring binder for each type of park. The students would place the letter, picture, and any extra information about the park in a plastic page protector in the correct park folder. This would allow the students to read about the different parks located across the country.</p> <p>The teacher will also hang a map of the United States in the classroom or hallway to label where each teddy bear has visited. Once the teddy bears arrive, the students will read the letters, display the pictures, and label the park on the United States map. The students will draw a compass rose on a sheet of paper and the teacher will ask the students questions about the parks on the map. The students will point to the answer on their compass rose. Some sample questions are, “Is the ____ park northwest or northeast of us? What direction would I need to travel if I wanted to get to ____ park? If I traveled from ____ park to ____ park, which direction would I be traveling?”</p> <p>The students will discuss the different landforms found in each park. The class will create a tally chart to record the different landforms (mountains, deserts, valleys, plains, plateaus, and coasts) found in the park. The students will write or email a thank you letter to people who sent them the pictures and information about the parks.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Assist with decorating teddy bears • Assist with letter writing • Create a rough draft for reference at desk • Create a template for thank-you letters • Monitor progress on activity • Assign student one particular type of park to study for mapping and tallying activities 		
---	--	--

<p>Read trade books about Theodore Roosevelt and view the following websites about Theodore Roosevelt: http://www.nps.gov/thro/ http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/roosevelt http://www.whitehouse.gov/kids/presidents/theodoreroosevelt.html. Afterwards, students will compare and contrast their lives with the life of Theodore Roosevelt. The class will look at pictures of the Roosevelt family and discuss how their family is similar to and different from the Roosevelt family. The students will complete a Venn Diagram comparing food, clothing, homes, transportation, communication, and recreation.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Check for understanding of compare & contrast • Lined area for written work on Venn Diagram • Orally review with student prior to writing on diagram • Assist with written work 	SS1H1a SS1H1b Info Skills 5	Constructed Response
<p>The teacher will pass out a picture of Theodore Roosevelt and John Muir to small groups. Each small group will answer the following discussion questions:</p> <ol style="list-style-type: none"> 1. What do these people do for a living? 2. Why do you think they have those jobs? 3. What are the people doing in the picture? 4. When do you think this picture was taken? 5. What else can you tell me about the picture? <p>After the class shares their findings, the teacher will tell the class this is a picture of President Theodore “Teddy” Roosevelt and John Muir, founder of the Sierra Club. The picture was taken in 1906 on Glacier Point in Yosemite National Park. The class will view the Theodore Roosevelt website to learn more about Theodore Roosevelt and his views on conservation. After the class reads about Theodore Roosevelt on the website, students will compare what they have learned about Theodore Roosevelt from this website with the trade books and other websites from the unit. The class will complete a Teddy Roosevelt bio-cube found at the Bio-Cube website.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Ensure understanding of assignment • Assist with written work • Monitor student progress on activity • Ensure student has understanding of exact material necessary for Bio-Cube activity 	SS1H1a SS1H1b Info Skills 5	Constructed Response Teacher Observation
<p>The class will complete the National Council on Economic Education interactive activity Every Penny Counts. In this lesson the students will learn that money is scarce and that you need to make choices with your money: Every Penny Counts - Scarcity Lesson</p>	SS1E2 Info Skills 3	Teacher Observation Constructed Response

<p>The teacher will read two stories from the lesson - <i>Josh Has Many Wants</i> and <i>Josh Decides to Spend</i> - to the class. The class will discuss each story. There is an interactive section to the lesson where the students will decide if the scenario is a “smart” or “not smart” decision.</p> <p>After viewing the interactive lesson the students will record what they would do if they received \$5.00 for their birthday on the worksheet. The teacher would ask, “What would you buy? What could you buy? Would you save your money?”</p> <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Seat away from distractions for activity • Monitor progress on activity • Assist with any reading • Ensure understanding of activity • Assist with any written work • Allow student to dictate response to assessment 		
<p>The class will complete the National Council of Economic Education interactive activity Big Banks, Piggy Banks: Big Banks, Piggy Banks - Savings and Spending</p> <p>In this lesson the students will learn how, why, and where people save their money. There is an interactive section of the lesson that explains the different locations where you can save your money. After the students have completed the lesson, they will create a class savings book. The book will contain items that the students are saving for and why they think they need that item.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Assist with item selection for savings book • Assist with written work • Monitor progress on activity 	SS1E4 Info Skills 3	Constructed Response Teacher Observation
<p>Individually or as a class, students will complete a KWL chart about how to make a teddy bear. The students will view the Vermont Teddy Bear Online Factory Tour to see the steps in making a teddy bear. Online Factory Tour - Vermont Teddy Bear - Making Teddy Bears, Building Teddy Bears</p> <p>The students will locate the producers in the factory and list who the consumers might be for the teddy bears. The teacher might ask, “Would the producers of the teddy bears ever be consumers of the teddy bears? Can you think of some examples of when the producers are also consumers? What goods are consumed in order to produce a teddy bear?” A possible answer might be that the producer of the teddy bear might buy a teddy bear as a present for his or her child. The students will identify the goods and services that are produced in a teddy bear factory. The students will complete the L section of the teddy bear KWL chart. The teacher will ask the students to include what they learned about the producers, consumers, goods and services found in a teddy bear factory.</p>	SS1E1 SS1E3	Constructed Response Teacher Observation

<p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Review what terms producer & consumer mean with examples • Review orally prior to writing in chart what student will put in sections • Line area for written work • Assist with written work • Monitor progress on activity 		
<p>The class will brainstorm ways that they could provide a service to their school. The teacher will write the possible solutions on a chart. Some possible service projects could be picking up trash on the playground, washing tables at lunch, reading to younger students, or helping the librarian by putting books on the shelf. The class will discuss each of the possible service projects and decide which project they would like to complete. The class will discuss the fact that while these are all wonderful opportunities to help our school, we only have a limited amount of time to provide these possible services. Due to this scarcity, we can only provide one service. The class will make a choice based the amount of time that is available, available resources (money, extra trash bags, books), and location. The students will take pictures of themselves providing the service to the school. After they provide the service the students will create a Photo Story or PowerPoint presentation about their service. The Microsoft Photo Story program is free to download from Microsoft Photo Story 3 for Windows. The students will write a script that describes each picture, who is providing a service, and who is the producer and the consumer in the pictures. If the students are using the Photo Story program, they can narrate the pictures by talking into the microphone and recording their voices on the computer. If the students are using the PowerPoint program, they can type their script on each slide and present the slideshow to the class. The Photo Story or the PowerPoint presentation can be burned to a CD for the students.</p> <p>As a wrap-up, students should discuss what choices they made, what they had to give up because of their choices (i.e., helping the librarian meant that they could not also pick up the playground), and how these choices relate to the scarcity EU.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Check for understanding of assignment • Assist student with creating PowerPoint presentation • Monitor progress on activity 	<p>SS1E1 SS1E2 Info Skills 3,5</p>	<p>Constructed Response</p>

<p>The class will read trade books about Theodore Roosevelt and how he established National Parks and helped protect the environment for future generations. The class will review the story of the Teddy Bear. The students will each pick a type of bear to research in small groups or individually. For example the students might select the following bears; Alaskan Brown Bear, Grizzly Bear, Kodiak Bear, American Black Bear, Florida Black Bear, The students will research the park the bear lives in, whether or not the park was created by Theodore Roosevelt, basic needs of the bear, appearance, motion, growth, and why should people conserve the bear's habitat. The students will use the bear research graphic organizer. The students will present their research by creating a bear poster, bear Photo Story, or bear Power Point presentation. The class will discuss the similarities and differences between the bears and the parks the bears live in. The students will discover that they are similar to Theodore Roosevelt because they have similar character traits regarding the environment. Also, students will recognize that habitat encroachment/destruction is an issue for most bear species, and that many bear sanctuaries are in national parks. Thus, the work of Theodore Roosevelt in establishing the National Park Service has been essential to the survival of many bear species.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Ensure understanding of group assignment • Assist student with bear selection • Break down assignment step by step • Assign duties to students in group • Assist with written work • Assist with illustration • Monitor student progress on activity 	<p>S1L1b S1L1d SS1H1 a SS1CG1 Info Skills 1 ELA1R6 a, f, m ELA1W1 a, c, d, e, f, k, l ELA1LSV1 b.c.d.e.f</p>	<p>Constructed Response</p>
<p>Students will search through newspapers and magazines looking for pictures of people providing goods and services. Students will use these pictures to create a goods and services poster. They will create a T-chart on a poster board with goods and services labeled on each side. Students will glue their pictures under the correct category.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Assist with cutting out pictures • Check for understanding of activity • Have student place pictures on T-chart prior to gluing • Monitor progress on activity 	<p>SS1E1 SS1E3</p>	<p>Constructed Response</p>
<p>After class has discussed and viewed pictures of city, state, and national parks, students will complete the <i>Comparing City, State, and National Parks</i> graphic organizer. Students will write down characteristics of each and then put an X if it applies to a city, state, and/or national park.</p>	<p>SS1E1, ELA1R6f ELA1Rm</p>	<p>Constructed Response</p>

<u>Modifications-</u> <ul style="list-style-type: none"> • Assist with written work • Check for accuracy on graphic organizer • Check for understanding of activity • Monitor progress on activity 		
<p>The class will add Theodore Roosevelt to the classroom timeline. The teacher will include a picture of Theodore Roosevelt and the students will write or type a caption of Theodore Roosevelt's important contribution to our country. The students will answer teacher created questions about the timeline.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Assist with written work • Check for understanding of assignment • Break down activity • One-on-one questioning with proximity to timeline 	Info Skills 7	Teacher Observation

Unit 5 Performance Task

EUs:

Individuals, Groups, Institutions:

EU: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Scarcity:

EU: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.

Goal and Role:

In groups of two to four, students will design a park. Students will review the website on national parks (www.nps.gov) to get ideas about the layout of a park, the elements in a park, the natural features surrounding a park and how the natural features provide homes for animals. The students will review the state of Georgia map made in Unit 2 that shows the landforms throughout the state.

On the web site www.gastateparks.org, students should examine the following landforms:

- Mountains-Black Rock Mountain Park
- Valley-Cloudland Canyon State Park
- Plateaus – Etowah Indian Mounds

On the website www.nps.gov, students should examine the following landforms:

- Coast-Cumberland National Seashore
- Plains- Theodore Roosevelt National Park
- Desert- Joshua Tree National Park

Students should decide on a location for their park, and why that place is special and should be conserved. They should also consider what visitors to the park would do, in terms of education, recreation, special events, etc.

For each National Park, the following items should be included:

- a. Name - must fit the type of activities at the park, the region, or a famous person from that area
- b. Purpose for park – describe what is being conserved/honored and why
- c. Compass rose - including cardinal and intermediate directions
- d. Map Key
- e. Main Entrance Gate
- f. Visitor/Welcome Center
- g. Admission Price
- h. Producers (who will provide goods and services at the park)
- i. Consumers (who will use the goods and services)
- j. Snack Bar Menu – for math integration activities – optional
- k. List animals that would live in their park according to the location of the national park - students will show how conservation of the land also means the animals' lives are protected

Each group will discuss, plan, and design their park on paper (similar to a rough draft). The teacher will have a meeting with each small group to finalize the rough draft before construction begins. After teacher approval, the students will create a model of their park. Their model can be 2-dimensional using paper and/or pencil or 3-dimensional using such items as modeling clay for the landforms, milk cartons for the cabins, and popsicle sticks for pop-up figures.

After construction of park models students will present models to the class. These models will be displayed in the classroom or other designated area as a learning exhibit.

Math integration opportunity: The teacher will use the park to apply math skills to real life situations. For example, the teacher could use an admission price of \$5 for children and \$10 for adults to practice counting by 10's and 5's. In addition, the teacher could establish a set of costs for food items in the snack bar, and use those prices for a variety of arithmetic activities.

The teacher could say:

“How much money would you collect if 10 children and 3 adults entered the park?”

“How much money would you collect if someone ordered 2 hamburger combos and 2 hot dog combos?”

Modifications-

- Seat away from distractions for viewing website
- Paired peer working arrangement
- Check for understanding of assignment-have student repeat what they are to do
- Break down assignment into steps
- Monitor progress on activity
- Assist with any written work
- Dictation of written work
- Use of visuals- Georgia map to refer for landforms

Map and Globe Skills:

Information Processing Skills:
3,5, 7

Content Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
Creates a park that preserves/honors something and explains why the park is important.	Park does not represent any particular person, place, or event.	Park represents something of importance, but student cannot explain why.	Park represents something of importance, and student can explain why that person/place/thing is significant.	Same as meets, plus student explains why the park represents something worth saving.
Design for park explains how people can use the park effectively.	Park design is hard to understand, and student cannot discuss how to use it.	Student explains park design, but thought is not given to how people would use it.	Student explains park design, and explains how visitors could use it effectively.	Same as meets, plus student explains ways the park could be used differently by different people or at different times of the year.
Explains how park was chosen – purpose reflects an understanding of the concept of scarcity because student explains selection through the idea of conservation.	Student picks park for a personal or irrelevant reason – “I wanted to,” or “I liked it,” as examples.	Student picks park for a reason, but cannot explain why the park need to be conserved.	Student uses ideas of conservation & scarcity to explain why park was chosen and the purpose of the park.	Same as meets, plus student explains why the park is necessary.

Product Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
Students produce a product that is complete and correct.	Student's product is missing required pieces that makes the product incorrect.	Student's product has all the required elements, but some of the information is incorrect and/or labeled incorrectly.	Student's product has all the required elements and all the information is labeled correctly.	Student's product has all the required elements includes additional information and/or items that enhance the product.
Students produce a product is free from spelling and grammatical errors.	The product has 5 or more errors are spelling and/or grammar. The product has incomplete sentences and/or the sentences that are not on topic.	The product has misspellings and/or grammatical errors. Most of the sentences are complete and remain on topic.	The product no misspellings and/or grammatical errors. All of the sentences are complete and remain on topic.	The product has no spelling mistakes or grammatical errors. All sentences are complete and remain on topic. The sentences are varied-simple and compound. The sentences use descriptive words that make the project more vivid.

Resources for Unit

Theodore Roosevelt

<http://www.nps.gov/thro/>

This is the National Park Service website for the Theodore Roosevelt National Park in North Dakota. This website contains information and pictures of Theodore Roosevelt as well as additional links about Theodore Roosevelt.

Theodore Roosevelt

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/roosevelt>

This Library of Congress website is designed for kids. The website includes photographs of Teddy Roosevelt and his family, information about his Presidency, the story of the Teddy Bear, Rough Rider, and his family pets.

Theodore Roosevelt

http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/presidents/roosevelt/bears_1

This Library of Congress website is designed for kids. It includes photographs and the story of the Teddy Bear.

Theodore Roosevelt

<http://www.nps.gov/moru/historyculture/why-these-four.htm>

Mount Rushmore National Park Service website. This website explains why the four Presidents are on Mount Rushmore. The park rangers at Mount Rushmore offer distance learning opportunities through video conferencing.

Theodore Roosevelt

<http://www.nps.gov/sahi/>

Sagamore Hill was Theodore Roosevelt's home. It is a National Historic Site in New York.

Theodore Roosevelt

<http://www.nps.gov/history/museum/exhibits/sahi/index.html>

Virtual museum about Theodore Roosevelt.

Theodore Roosevelt

<http://www.nps.gov/thrb>

Theodore Roosevelt's birthplace website. His birthplace is a National Historic Site located in New York.

Theodore Roosevelt

<http://www.whitehouse.gov/kids/presidents/>

A short biography about Theodore Roosevelt along with information about how he communicated and traveled while being President.

Theodore Roosevelt

<http://www.theodoreroosevelt.org>

This website contains information about Theodore Roosevelt along with a timeline about life.

Bio-cube template

http://readwritethink.org/materials/bio_cube/

Photo Story 3

<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.msp>

This unit was created by Joyce Arnold, Julie Ott Branyan, Nikki Durr, and Michelle Reynolds, and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 8/26/08.

Name _____ Date _____

Historic Figure Concept Map

New Vocabulary Words / Important Words	Picture
<div data-bbox="581 877 1058 1213">Historic Figure's Name</div>	
Why is the person important to our country?	Character traits

Name _____

Date _____

Teddy Bear Factory

<p>K</p> <p>What do I know about how a teddy bear is made?</p>	<p>W</p> <p>What do I want to know about how a teddy bear is made?</p>	<p>L</p> <p>What did I learn about the producers, consumers, goods, and services in a teddy bear factory?</p>

Name _____ Date _____

Bear Research Graphic Organizer

<p>Location: Where does the bear live?</p> <p>Basic needs of the bear. What does the bear need to survive?</p>	<p>Appearance: What does the bear look like? Picture of the bear.</p>
<p>Type of bear</p>	
<p>Growth and Motion: How does the bear move? Describe how it grows.</p>	<p>Why should people conserve the bear's habitat?</p>

Name: _____

Date: _____

Comparing City, State, and National Parks

Characteristics	City	State	National	All

My First Grade Class' Traveling Teddy Project

Dear _____,

My first grade class has been studying Theodore Roosevelt and the establishment of National Parks. We have also been learning about our community, different landforms found in America (mountains, deserts, valleys, plains, plateaus, and coasts), and conservation of resources. Did you know that the Teddy Bear was named after Theodore Roosevelt and Theodore Roosevelt established several National Parks in the United States?

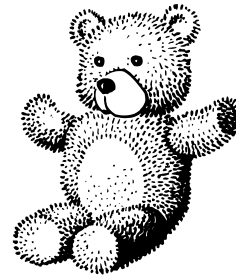
Our class would love to learn about the different parks that are located in your area. Enclosed you will find a Traveling Teddy Bear that I created in class just for you. Please take the Traveling Teddy Bear to a city, county, state, or national park in your area, take a picture of the Traveling Teddy Bear at the park, and record his adventures in the park on the Traveling Teddy Bear journal sheet. My class would appreciate letters, emails, brochures, extra pictures, or any other information that you would like to send to our class and to help us learn about different parks in your area.

You may keep the Traveling Teddy Bear for 1 week. We would appreciate it if you return the Traveling Teddy Bear, photographs, and journal to our class. Our class will be recording where each Traveling Teddy visits.

Thank you so much for helping to enrich our learning! We look forward to learning about our Traveling Teddy's adventures.

Sincerely,

My school address is



My Traveling Teddy Journal

On _____, the Traveling Teddy visited _____.
city and state

He traveled to _____ park. This is a _____ park.
city, county, state, or national

The people the Traveling Teddy visited are _____
_____.

They took the Traveling Teddy to _____ park because _____

_____.

This park is important to the community because _____

_____.

What kind of animals, trees, or flowers are found in the park? _____

_____.

What types of landforms are found in the park? _____
_____.

Did a famous historical event happen in or around the park? _____

_____.

What else would like me to know about the park? _____

_____.

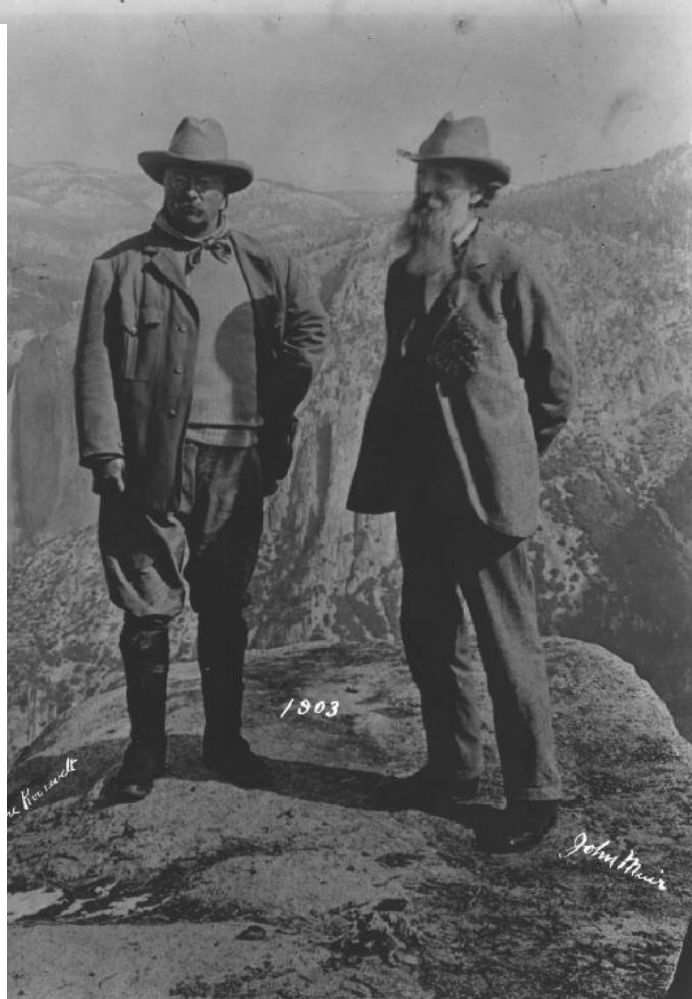
Name _____ Date _____



Same

Myself

Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA Digital ID:
cph 3a11256



1. Why do you think these people do for a living?
2. What are the people doing in the picture?
3. When do you think this picture was taken?
4. What else can you tell me about the picture?