Exploring West Virginia’s Parks and Forests

Objective: Students will learn about the state’s parks and forests by designing a travel brochure.

GRADE LEVEL
Fourth Grade

TIME REQUIRED
90 minutes over two days

ASSESSMENT
A rubric is provided for assessment.

MATERIALS NEEDED
- e-WV
- Paper/pencil
- Glue
- Colored pencils
- Markers
- Crayons
- Scissors
- White paper
- Variety of different travel guides for examples

IMPORTANT ARTICLES RELATED TO STATE PARKS AND FORESTS
- State Parks: [www.wvencyclopedia.org/articles/569](http://www.wvencyclopedia.org/articles/569)
- State Forests: [www.wvencyclopedia.org/articles/568](http://www.wvencyclopedia.org/articles/568)
- Tourism: [www.wvencyclopedia.org/articles/750](http://www.wvencyclopedia.org/articles/750)
- Audra State Park: [www.wvencyclopedia.org/articles/311](http://www.wvencyclopedia.org/articles/311)
- Babcock State Park: [www.wvencyclopedia.org/articles/321](http://www.wvencyclopedia.org/articles/321)
- Beartown State Park: [www.wvencyclopedia.org/articles/411](http://www.wvencyclopedia.org/articles/411)
- Beech Fork State Park: [www.wvencyclopedia.org/articles/430](http://www.wvencyclopedia.org/articles/430)
- Berkeley Springs State Park: [www.wvencyclopedia.org/articles/460](http://www.wvencyclopedia.org/articles/460)
- Blackwater Falls State Park: [www.wvencyclopedia.org/articles/521](http://www.wvencyclopedia.org/articles/521)
- Blennerhassett Island State Park: [www.wvencyclopedia.org/articles/540](http://www.wvencyclopedia.org/articles/540)
- Bluestone State Park: [www.wvencyclopedia.org/articles/579](http://www.wvencyclopedia.org/articles/579)
- Cabwaylingo State Forest: [www.wvencyclopedia.org/articles/803](http://www.wvencyclopedia.org/articles/803)
- Cacapon State Park: [www.wvencyclopedia.org/articles/807](http://www.wvencyclopedia.org/articles/807)
LESSON ACTIVITIES

1. On day one, the teacher will discuss the significance and importance of West Virginia state parks and forests. The teacher will discuss the relevance of tourism and the effect on the state’s economy.

2. The teacher will show students several different examples of travel guides for inspiration. The brochures will remain on display throughout the duration of the project.
3. The students will be randomly assigned various state parks and forests to research. They will read the appropriate articles in e-WV (listed above) and go to the website www.wvstateparks.com.

4. Students will print out information pertaining to their park or forest. The items that are important are the exact location, the relative location to other major cities, a phone number, recreational activities, lodging, pictures of the park or forest, and the flora and fauna found there.

5. On day two, students will design and construct a travel guide including the information gathered through research from day one. On the back of their guides, they will explain why visitors should go to their park or forest.

6. Students will share their guides in pairs, and then be asked to share their favorite part of their partner’s project.

WEST VIRGINIA NEXT GENERATION
CONTENT STANDARDS AND OBJECTIVES

SOCIAL STUDIES-WEST VIRGINIA HISTORY

SS.4.17 Analyze the impact of West Virginia’s geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.

SS.4.19 Pose, research and answer student-generated questions relating to West Virginia (e.g., primary source documents, magazines, online resources, etc.).
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - Accuracy</td>
<td>All facts in the guide are accurate.</td>
<td>99-90% of the facts in the guide are</td>
<td>89-90% of the facts in the guide are</td>
<td>Fewer than 80% of the facts in the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>accurate.</td>
<td>accurate.</td>
<td>guide are accurate.</td>
</tr>
<tr>
<td>Graphics/Pictures</td>
<td>Graphics go well with the text and</td>
<td>Graphics go well with the text, but</td>
<td>Graphics go well with the text, but</td>
<td>Graphics do not go with the accompanying</td>
</tr>
<tr>
<td></td>
<td>there is a good mix of text and</td>
<td>there are so many that they distract</td>
<td>there are too few and the guide seems</td>
<td>text or appear to be randomly chosen.</td>
</tr>
<tr>
<td></td>
<td>graphics.</td>
<td>from the text.</td>
<td>&quot;text-heavy.&quot;</td>
<td></td>
</tr>
<tr>
<td>Attractiveness &amp;</td>
<td>The guide has exceptionally</td>
<td>The guide has attractive formatting</td>
<td>The guide has well-organized</td>
<td>The guide’s formatting and organization</td>
</tr>
<tr>
<td>Organization</td>
<td>attractive formatting and well-</td>
<td>and well-organized information.</td>
<td>information.</td>
<td>of material are confusing to the reader,</td>
</tr>
<tr>
<td></td>
<td>organized information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing - Mechanics</td>
<td>Capitalization and punctuation are</td>
<td>Capitalization and punctuation are</td>
<td>There are 1-2 capitalization and/or</td>
<td>There are several capitalization or</td>
</tr>
<tr>
<td></td>
<td>correct throughout the guide.</td>
<td>correct throughout the guide after</td>
<td>punctuation errors in the guide even</td>
<td>punctuation errors in the guide even</td>
</tr>
<tr>
<td></td>
<td></td>
<td>feedback from an adult.</td>
<td>after feedback from an adult.</td>
<td>after feedback from an adult.</td>
</tr>
</tbody>
</table>