

Nebraska State Parks Centennial Lesson Plan



Activity Title:

Park Memories

Grade Level:

Upper Elementary

Middle school

Methods:

During this activity students will interview a family, friend or community member to discover memories or stories from our Nebraska State Parks.

Materials:

Poster

Markers

State Standards:

SS 3.4.4.c; SS 4.4.4.c; SS 6.4.5.c

Objectives:

Students will 1) discover first hand knowledge of history in our state parks, 2) preserve oral history of these important events in our state park history

Background:

Teachers could invite a guest community member to speak with the class in person or virtually. The guest could be a person who has special memories of area parks, they could have worked in a park, or even had a hand in the construction of the parks (like CCC participants). Provide the students time to interview this community member. Consider providing interview questions to the guest in advance. If unable to interview a community member, students could also interview a family member or friend.

Vocabulary:

Memory: something remembered from the past; a recollection

Chronological Order: (of a record of events) starting with the earliest and following the order in which they occurred

Step-By-Step Instructions:

1. Show students a timeline. Explain that timeline are sequences in a chronological order to show the major events in someone's life. Students will write down important information about family, friend or community member.
2. Students might interview community members by asking questions like:
When were you born?
Where were you born?

How long have you lived in Nebraska?

What jobs have you had?

What memories do you have about spending time outdoors or in our Nebraska State Parks?

3. Model how to complete the timeline while role-playing a mock interview.
Role-Play: Pair students together. Ask students to brainstorm other questions they could ask during the interview. Have students practice interviewing using the questions provided. Provide students feedback on proper interview etiquette.
4. Invite guest(s) to the classroom. Assign students an adult and allow time for them to talk and complete their interviews. Partner students together if preferred. Allow time for students to interview and visit with the guest (family, friend or community member). They may want to take notes and record information on their timeline as they listen.
5. Students will work independently to complete their poster with information gathered from the interview.
6. Have students write down their own favorite park (or playground/outdoor) memory. Share in small groups.

Focus Questions:

1. What is the favorite park memory of the person I interviewed? What made it special?
2. What is your favorite park memory?