



Paquete de Actividades de Maggie

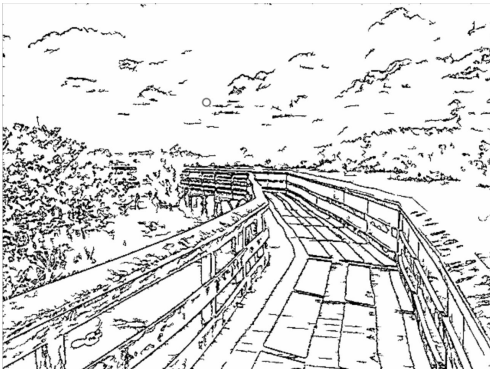
Nombre _____

Fecha _____

Un Parque para Todos

Un día, Maggie estaba en su parque favorito. Una familia estaba haciendo un picnic. Dos muchachos pescaban en el lago. Pasó una mujer en una canoa. ¡Había tanta gente en el parque!

Algunas personas estaban hablando con un guardaparque. Ella llevaba un uniforme. Ella



señaló el barro en el camino. "¡Mira!" Dijo ella. ¡Un gato montés caminó aquí anoche! Puedes ver sus huellas. En este parque viven muchos animales".

"¿Quién es el dueño de este parque?", Preguntó un niño. "Es de todos", dijo el guardabosques. "Es tierra pública".

La tierra pública es tierra que es compartida por todos.

¿Has estado en un parque de la ciudad? Eso es tierra pública. ¿Tu estado tiene un bosque? Eso podría ser tierra pública.

¿Alguna vez has estado en un refugio nacional de vida silvestre? Eso también es tierra pública.

La gente usa la tierra pública para muchas cosas. Lo usan para proteger la vida silvestre. Lo usan para cuidar bosques y lagos. Lo usan para divertirse al aire libre.

El niño dijo: "Si la tierra pública es de todos, ¿puedo construir mi casa en este campo? ¡Es tan bonito!"

"Lo siento, no", dijo el guardabosques. "Entonces otras personas no pudieron usarlo. Los lince tampoco podían usarlo. Todos tenemos que compartir tierras públicas".

El guardabosque pensó por un momento. "No puedes vivir aquí, ¡pero puedes ir de campamento! También puedes ayudarnos a cuidar el parque. Una persona que cuida un lugar se llama mayordomo. El niño sonrió. Le gustaba la idea de ser un mayordomo. Eso también le sonó bien a Maggie.

Actividad:

Haz un dibujo del parque favorito de Maggie. Incluye al menos CINCO detalles sobre los que haya leído en la historia en su imagen.

Piense en UNA cosa que le gustaría ver o hacer en el parque que NO estaba en la historia. Añádelo a tu foto.



TEACHER GUIDE

Activity At-A-Glance:

This lesson introduces young learners to the idea of “public land” and the ways in which its waters, forests, wildlife, and other resources are not owned by any one person, but shared by all. Nearly 30% of all land in the United States (approx. 650 million acres) is federal public land. Four primary government agencies hold this land in public trust and manage it on behalf of the American people: the Bureau of Land Management, the US Forest Service, the US Fish and Wildlife Service, and the National Park Service. In addition, states and municipalities also hold and manage public lands. Because public lands serve multiple purposes, the ways that we use them can sometimes be in conflict. For example, lawful hunting on public lands may be perceived to be at odds with the goals of wildlife conservation, or recreational activities (hiking, boating, using all terrain vehicles) may have the potential to damage the very resources we seek to preserve. Managers of public lands have to make difficult decisions in order to balance these uses to fulfill the primary objectives for each of these lands and ensure that they are being managed according to established policies for the benefit of all. Through this week’s “Take it Outdoors” activity, students can gain a first-hand understanding of the challenges of making such decisions and balancing the interests and priorities of others with their own.

Standards:

- Common Core State Standards (CCSS) for ELA:
 - RL Key Ideas and Details
 - RF Fluency
 - SL Comprehension and Collaboration #1
- National Council for the Social Studies (NCSS):
 - III People, Places, & Environments (e,g,h,k)
 - VI Power, Authority, & Governance (h)
 - X Civic Ideals & Practices (d, j)
- Next Generation Science Standards (NGSS)
 - K-ESS3.A Natural Resources
 - K-ESS3.C Human Impacts on Earth Systems

Answer Key:

Drawings might include details such as:

- a family having a picnic
- a park ranger
- a bobcat or bobcat prints
- two boys fishing
- a trail
- a field
- a woman in a canoe
- Maggie
- camping

Take it Outdoors:

Tell your students that, as a class, you are going to design your own park. It will be a park that everyone in the whole school will share. Before you begin, you may want to discuss some of the features of the park in Maggie’s story. You also may want to show them photographs of local, state, and/or national parks to give them an idea of the kinds of land features and activities that might occur there. Discuss what kinds of features they might like to have in their park. Discuss the different ways other people might use parks.

Once outside, identify a space on your school grounds that will serve as your park. (You may wish to mark off the site before taking your students there.) Try to find a space where students can dig and manipulate natural objects to create their park in miniature. Encourage them to use natural objects (leaves, branches, etc.) to represent the different features of the park. If no space in your schoolyard allows for this kind of play, you could also allow them to use chalk to draw their park on a sidewalk or other concrete surface.

Have students work together to create their park. Allow each student to contribute at least one feature. When they have completed their park, allow them each to “show and tell” the feature(s) they added. Why did they

want to have these features? Did any of them have disagreements about how the space should be used? Can they think of any rules their park might need to be sure that everyone can use and enjoy it?

Resources:

Every Kid Outdoors (federal program focused on fourth graders and families):

<https://everykidoutdoors.gov/index.htm>

U.S. Department of the Interior, "America's Public Lands Explained":

<https://www.doi.gov/blog/americas-public-lands-explained>

"Your Guide to Understanding Public Lands":

<https://www.rei.com/blog/hike/your-guide-to-understanding-public-lands>

For printable maps of federal public lands & Indian reservations in each state:

https://nationalmap.gov/small_scale/printable/fedlands.html