

## Post-visit Lesson: Review and Reflect

<b>Grades:</b> 4-8 (suggested)	<b>Time Allotment:</b> 50-60 mins	<b>Subject:</b> Science
<b>Guiding Question/ Phenomena:</b> What did you learn about the natural phenomena that are preserved and protected at Pinnacles National Park?	<b>NGSS Performance Expectation(s):</b> <ul style="list-style-type: none"><li>- 4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</li><li>- MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</li></ul>	
<b>NGSS DCI(s):</b> <ul style="list-style-type: none"><li>- ESS1.C The History of Planet Earth- Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)</li><li>- ESS2.A: Earth Materials and Systems- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)</li><li>- ESS2.A: Earth’s Materials and Systems- The planet’s systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth’s history and will determine its future. (MS-ESS2-2)</li><li>- ESS2.C: The Roles of Water in Earth’s Surface Processes- Water’s movements—both on the land and underground—cause weathering and erosion, which change the land’s surface features and create underground formations. (MS-ESS2-2)</li></ul>		

### Student Learning Goals

Students will be able to identify and describe their most memorable learning experiences while visiting Pinnacles NP and share these experiences with their classmates by creating a group poster, conducting a gallery walk, and sharing one thing they learned from their classmates.

### Supporting Instructional Materials:

- Field journals or note-taking tool used at the Pinnacles Field Trip
- Poster Paper for posters
- Markers and/or colored pens and pencils
- Sticky-notes for gallery walk

### Activities and Sequence:

**Overview:** This lesson will provide an opportunity for students to review and reflect on what they saw and learned while visiting Pinnacles National Park.

**Background Knowledge:** Students should have

**Hook:** Class discussion- Now that you have been to Pinnacles National Park, what types of things did you see/observe?

**Lesson:** Students can use their field journals or note taking tools from the field trip to complete the guided “Quick-write” portion of the lesson. The poster paper will be used in groups for a final Gallery walk.

- **Beginning:** Have students look back through their field journals (or note-taking tools) to remind themselves of what they learned on the field trip.
  - On a blank page, students should complete a quick-write: What are the 3 most memorable things you learned/

saw/ experienced while visiting Pinnacles National Park?

- Students “think-pair-share” what they wrote with their partner.
- **Middle:** Productive Group Work (~4 students/ group): Have students create posters where each person writes or draws 1-2 of their memorable moments from their quick-writes.
  - Have students add color and pictures to the posters.
  - Post the posters around the classroom
- **End:** Students are given a couple sticky-notes.
  - With their groups, students will walk around the room in a “gallery walk”
  - Students can use the sticky notes to make connections/comments about what other groups wrote by sticking them to the poster.
- **Closure:** In a quick “whip around the room” have each student share outloud something they learned from the Gallery walk.