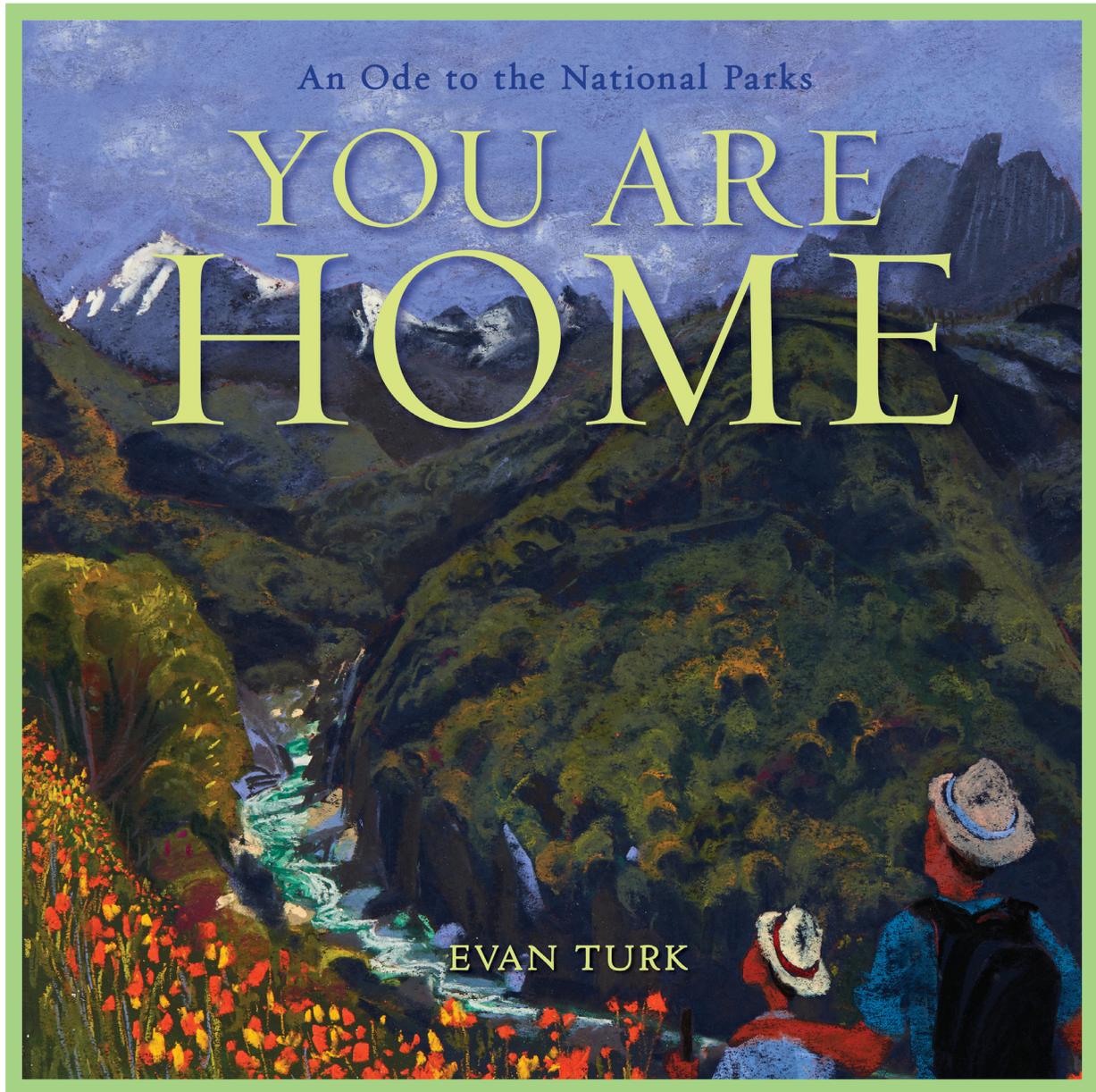


A Common Core Curriculum Guide to



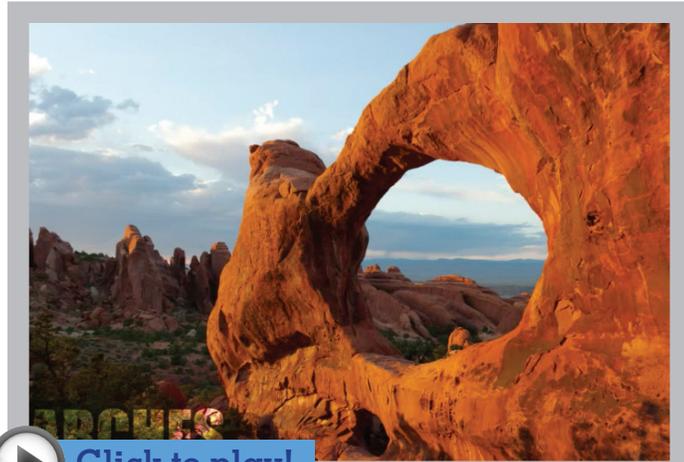
◀ Background & Summary ▶

What does it mean to be home? What people and animals are at home in our National Parks? What makes them feel this way? With poetic text and moving pastel illustrations, Evan Turk answers these questions and celebrates the beauty and wonder of our National Parks. At the same time, he challenges us to be more inclusive and welcoming, and more supportive of steps being taken to protect our National Parks and their history. The back matter includes an author's note, a map showing US National Park locations, and thumbnail sketches of the parks highlighted in the book. This is a stunning example of how art and words work together to help young readers learn and care about our National Parks and natural resources.

After reading the book, visit Evan Turk's website at YouAreHomeBook.com, which offers information about eighteen different National Parks, related resources, and the author's blog, which includes many of his drawings and videos.

◀ Pre-reading ▶

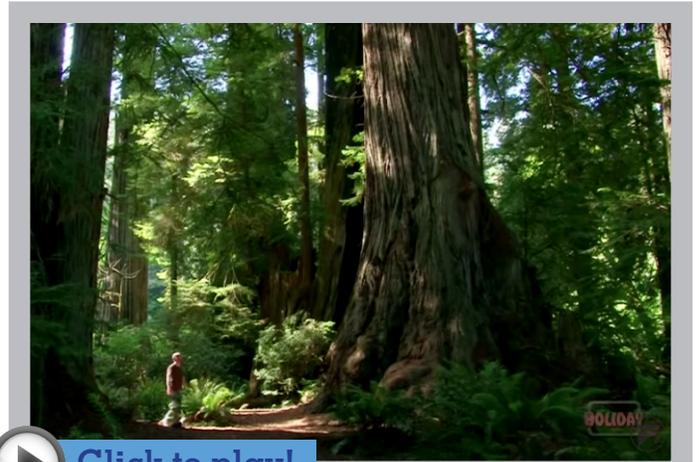
To introduce the topic of National Parks, share the following videos with your students. Ask them what they notice about the parks, and emphasize the variety of natural features.



▶ Click to play!

See “All US National Parks in One Minute”

<https://video.nationalgeographic.com/video/00000153-43bc-d742-a553-77fdcf9c0000>



▶ Click to play!

See “America’s National Parks”

<https://www.youtube.com/watch?v=otaYZ6OwK5I>

◀ Reading & Writing ▶

- 1. Choral Reading.** Select a portion of the book for students to practice reading aloud as a group. When students practice reading literature aloud, it builds fluency and motivation for reading. It’s also enjoyable. Follow these steps:
 - ▶ Select a portion of the book for choral reading, and provide each student with a copy or project it onto a screen. You might select the beginning pages that describe the animals at home in the National Parks.
 - ▶ Read it aloud while the students follow along silently.
 - ▶ Then have everyone read along together.
 - ▶ After this, you can make changes. Two or three children or small groups can take portions to read. It’s up to you.
 - ▶ Discuss the effect of repeating the sentence “You are home.” How does the repetition help you to understand the poem?

For more information about choral reading, visit [Reading Rockets \(http://www.readingrockets.org/strategies/choral_reading\)](http://www.readingrockets.org/strategies/choral_reading).

◀ Reading & Writing ▶

2. Have students try writing an ode. You might want to try one as a group before they write on their own. Remember that an ode is a poem of praise for a place or thing, so have them pick something they like. Ask them to follow these steps:

1. Pick a place or a thing you'd like to write about.
2. Offer praise to your subject. Tell why it is so wonderful.
3. Speak directly to the subject.
4. Like Evan Turk, use:
 - a) vivid verbs and alliteration
 - b) repeated lines
5. You don't have to rhyme.
6. Share your poem with others.
7. Illustrate your poem.

To see odes written by second-grade children and a video of children reading their odes, visit [“Explore Poetry That Turns the Ordinary into the Extraordinary: Write an Ode” by Danielle Mahoney \(https://www.scholastic.com/teachers/blog-posts/danielle-mahoney/explore-poetry-that-turns-the-ordinary-into-extraordinary-write-an-ode/\)](https://www.scholastic.com/teachers/blog-posts/danielle-mahoney/explore-poetry-that-turns-the-ordinary-into-extraordinary-write-an-ode/). This website also has a sample ode that the teacher wrote to share with her students.

◀ Discussion Questions ▶

Key Ideas and Details

Share the discussion questions below with your students, and ask them to engage with the prompts and fill out their answers. The questions draw on Common Core State Standards for reading literature (RL) that ask children to ask and answer questions about key details in a text (RL.K.1–RL.5.1) and identify the main topic and key details that support it (RL.K.2–RL.5.2).

- 1.** This book is an *ode*, a poem that celebrates and praises our National Parks by showing the different animals, plants, and people at home there. For example, in Shenandoah National Park, the chipmunk sleeps peacefully in her burrow beneath the snow. Use both the words and the illustrations to describe how the following animals, plants, and people are at home in our National Parks:
 - ▶ Pronghorn
 - ▶ Aspen
 - ▶ Bobcat
 - ▶ Families who recently arrived to our shores
 - ▶ Wildflowers
 - ▶ People whose ancestors lived on these lands
- 2.** *Home* is more than just the place where we live. The author tells us it is “a memory carved into our hearts,” “a sense of belonging,” and a feeling that “can never be broken.” What do you think makes the National Parks more than just places to live or visit, but instead places of memories and feelings of belonging?

Discussion Questions

Craft and Structure

To learn about craft and structure, the CCSS asks us to help students learn how to do the following: (1) identify words and phrases in poems that suggest feelings or appeal to the senses (RL.1.4), (2) describe how words and phrases using techniques such as vivid verbs, alliteration, and repetition supply rhythm and meaning in a poem (RL.2.4–RL.4.4).

- 3. Looking Closely at Words.** Find and discuss examples of how the author uses well-crafted language to describe the National Parks. Samples of two techniques—vivid verbs and alliteration—are given below. Read each sample aloud and discuss how the language makes you think and feel about the topic. Then find additional examples of vivid verbs and alliteration used in the book.

Vivid verbs describe actions so clearly that they help you picture what is being discussed.

Here is how the author describes the effect of seeing wildflowers on a hillside:

to the wildflowers
painting the
warming hillsides;

to the pronghorn
chewing the grass of her first spring;
you are home

Here is a description of the sound of elk:

to the herds of elk
trumpeting the arrival of fall

Alliteration is the repetition of initial consonant sounds. Alliteration makes the poem more appealing to read, and more musical.

Here's how the author describes the movement of a bobcat:

to the prowling bobcat
slinking between **slivers**
of light and shadow

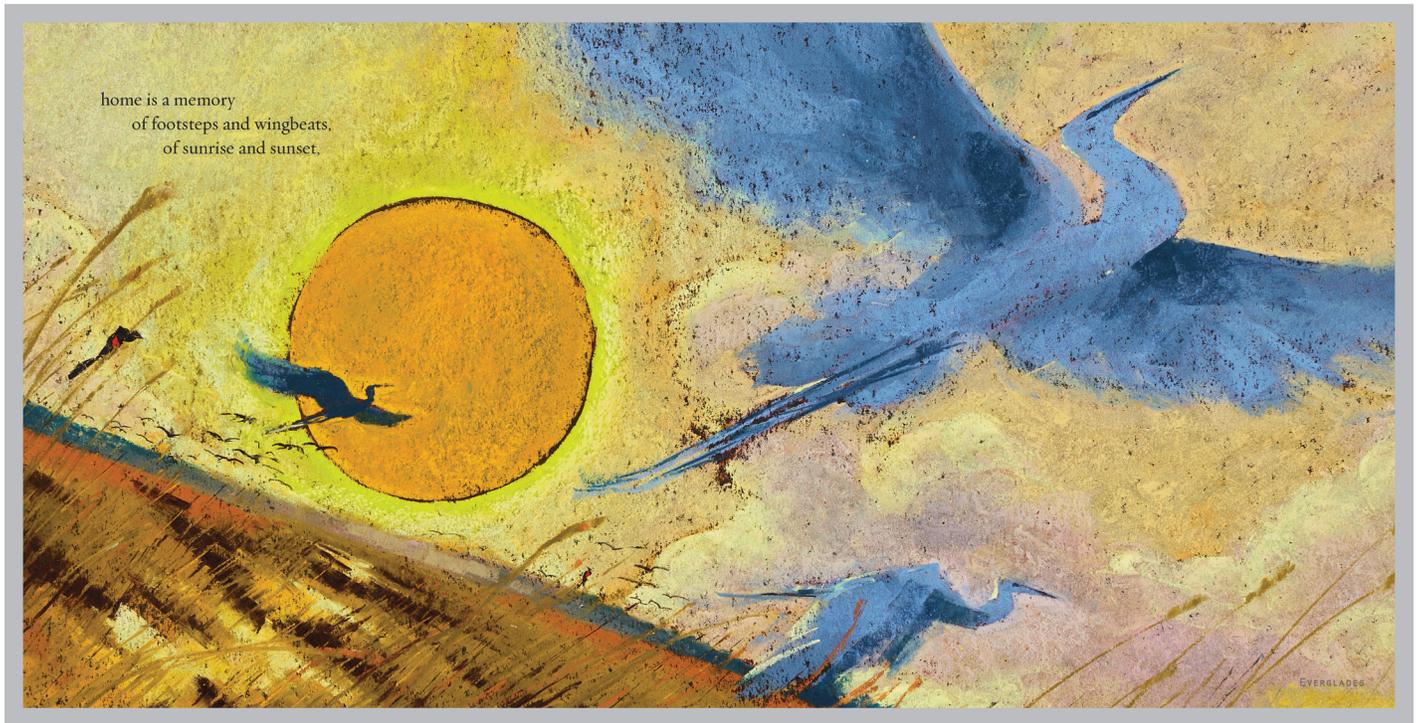
Here is a description of a natural setting:

...**peaks**
that **pierce** the ceiling
of clouds

Try using vivid verbs and alliteration in your writing. What effect does this have?

◀ Discussion Questions ▶

- 4. Looking Closely at Illustrations.** Select one or more of the double-page illustrations like this one to examine closely. Then use the questions and topics below to discuss the artwork.



- What do you notice first?
- Describe the lines and colors you see.
- Which area of the artwork is emphasized by the artist? Where did your eyes go first?
- If this artwork had sound effects, what would you hear?
- What do you think will happen next in this scene?
- What would it feel like to be in this artwork?
- What words would you use to describe this artwork?
- What title would you give this artwork?

For a list of eighty-two questions you can ask about a work of art, visit [Art Class Curator \(https://artclasscurator.com/82-questions-to-ask-about-a-work-of-art\)](https://artclasscurator.com/82-questions-to-ask-about-a-work-of-art).

Discussion Questions

- 5. A Note from the Author.** In the author’s note, Evan Turk gives readers more information about the book. Discuss what he tells you about the following topics:
- His experiences going to National Parks as a child.
 - Why he wrote the book.
 - Why the National Parks are both the “best” and the “worst” of our history.
 - The threats and problems our National Parks are facing today.
 - What the National Parks are doing to conserve and restore the land and to work with Native American groups and indigenous people.
 - Creating the illustrations in the book.
- 6. A Map Showing the National Parks of the United States.** Examine the map in the back of the book. Which states have the most National Parks? Which states have the fewest? Does your state have a National Park? Have you visited any National Parks? Also examine the small reproductions of the illustrations in the book. You can use the map and the reproductions to find out where the illustrations were made.



◀ Discussion Questions ▶

Integration of Information

The CCSS ask teachers to encourage students to use illustrations and written details found in literature to describe settings (RL.1.7-RL.5.7).

- 7. Learning about National Parks from Words and Illustrations.** Carefully examine the words and illustrations found on each of the double-page spreads below to discover what author and illustrator Evan Turk saw in different National Parks. Then answer the following questions for each spread:



Shenandoah

What do the words tell you about this National Park?

What do the illustrations tell you about this National Park?

How do the words and illustrations work together?

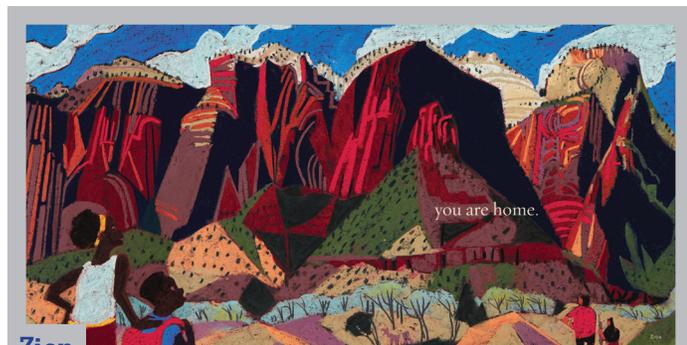


Great Smoky Mountains

What do the words tell you about this National Park?

What do the illustrations tell you about this National Park?

How do the words and illustrations work together?

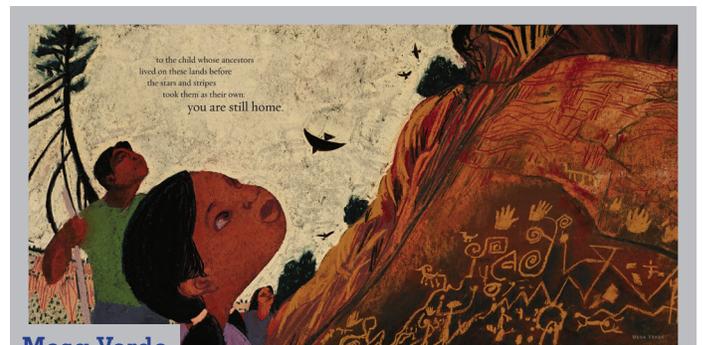


Zion

What do the words tell you about this National Park?

What do the illustrations tell you about this National Park?

How do the words and illustrations work together?



Mesa Verde

What do the words tell you about this National Park?

What do the illustrations tell you about this National Park?

How do the words and illustrations work together?

◀ Discussion Questions ▶

Writing

The CCSS ask teachers to work with children to engage in research and writing projects (W1.7–W5.7). Asking children to write an ode capitalizes on the use of *You Are Home* to introduce children to this form of lyric poetry.

8. Home. Write about a place that makes you feel at home. This place doesn't have to be where you live. It should be a place that makes you feel like you belong there. You should have good memories of that place. It should have a place in your heart. Here are some suggestions:

- Your room
- The basketball court
- The computer lab
- The library
- The classroom
- The park
- A lake or a beach
- The kitchen
- The block where you live
- A garden or backyard
- Your grandparents' home
- A neighbor's house

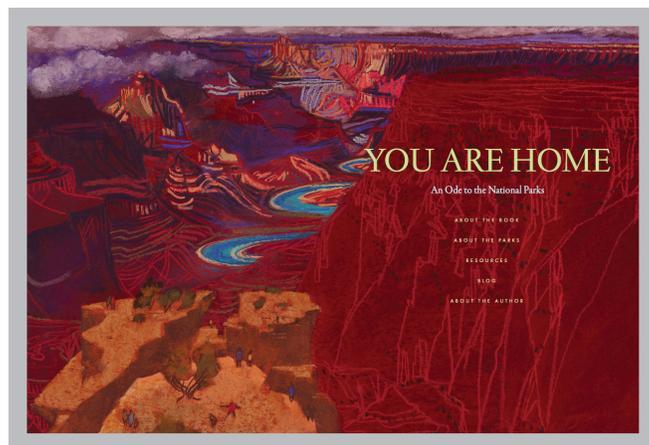
Ask them to describe this place and tell why they care about it. How do they feel when they're there? Have them share some memories.

9. Travel Brochure. Write a travel brochure featuring one of the National Parks. Find out more about one of the National Parks mentioned in *You Are Home* by gathering information in the library and on the internet. Then create a travel brochure to interest other people in visiting this National Park. See the end of this document for a printable travel brochure template!

◀ Extending the Experience ▶

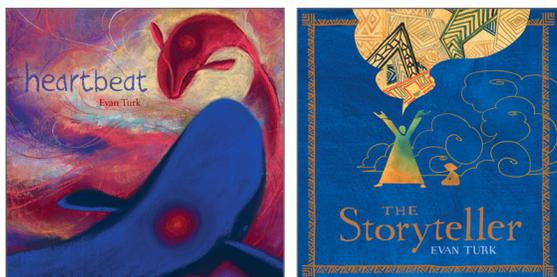
Spend time exploring [Evan Turk's website](https://www.youarehomebook.com) (<https://www.youarehomebook.com>).

- Click on the blog and read about different parks, see Evan's drawings, and watch videos of Evan at work and enjoying his surroundings.
- Click on About the Parks to read more about different parks and find other resources with more information.
- Click on Resources to learn more about visiting a National Park. You will also find resources about these topics: (1) Indigenous People and the Parks, (2) Changing Ecosystems in the Parks, and (3) People of Color and the Parks.



There is so much to see and learn that everyone can find different things to share. After spending time on the website, have students share what they've learned with others.

Read books written and illustrated by Evan Turk



Heartbeat * The Storyteller

Read books illustrated by Evan Turk



Muddy: The Story of Blues Legend Muddy Waters

Be the Change: A Grandfather Gandhi Story * Grandfather Gandhi

Read other books about National Parks



National Parks of the U.S.A. by Kate Siber

National Geographic Kids National Parks Guide U.S.A.: The Most Amazing Sights, Scenes, and Cool Activities from Coast to Coast by National Geographic Kids

Junior Ranger Activity Book: Puzzles, Games, Facts, and Tons More Fun Inspired by the U.S. National Parks! by National Geographic Kids

The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and Our National Parks by Barb Rosenstock

Mountain Chef: How One Man Lost His Groceries, Changed His Plans, and Helped Cook Up the National Park Service by Annette Bay Pimentel

Travel Brochure

(name of place)

Fun Things To Do!

- _____
- _____
- _____
- _____

I would like to
vacation here
because...
