

LESSON 21

TEXAS ALMANAC TEACHERS GUIDE

Recreation in Texas

- *Texas State Parks*
- *National Parks, Historic Sites, Recreation Areas*
- *Birding in Texas*
- *Freshwater and Saltwater Fish and Fishing*
- *Hunting and Fishing Licenses*
- *Fairs, Festivals, and Special Events*

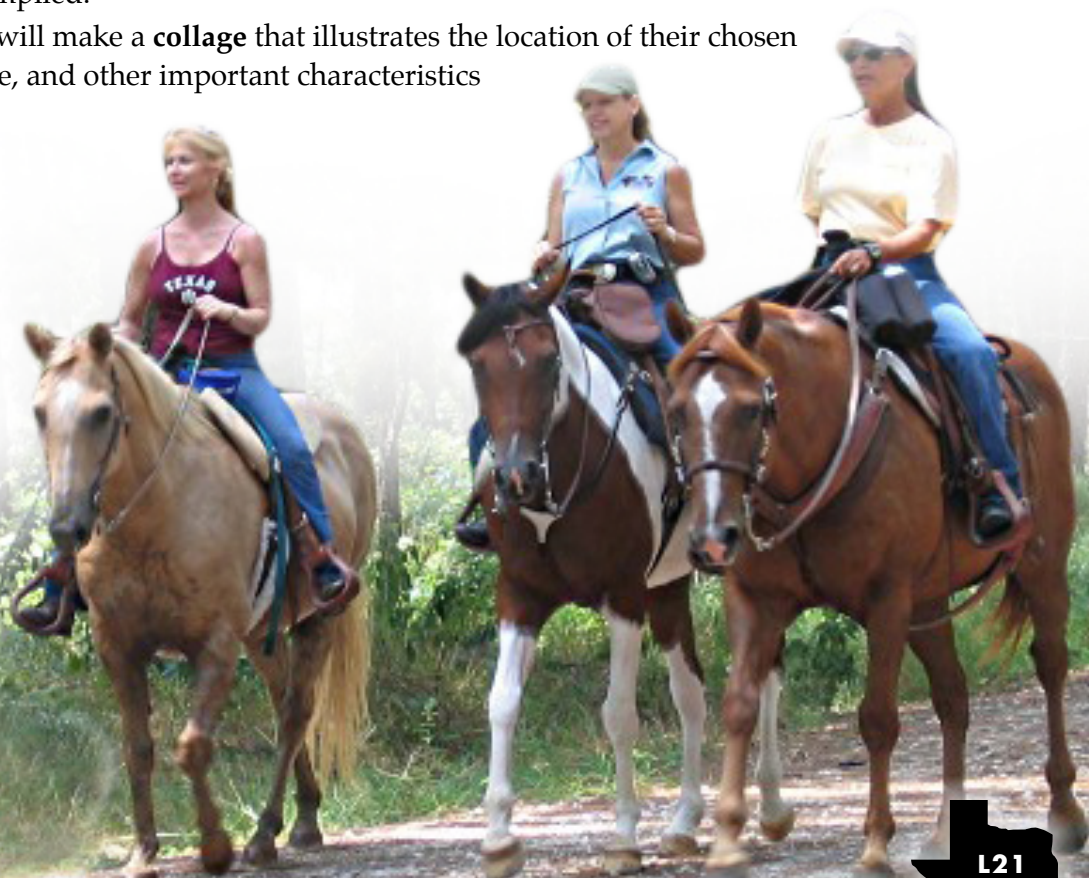
INSTRUCTIONAL SUGGESTIONS

- 1. STATE PARK TRIP:** In small groups, students will **plan a trip to a state park**. Using “State Parks” in the Texas Almanac, each group will choose a destination and go to www.tpwd.state.tx.us/state-parks/ for information on their chosen state park. Additional information can be obtained at www.traveltex.com or www.tourtexas.com.

Using the “Counties of Texas” section, or a Texas road map, each group will **plot the route** from their school to their chosen park. The mileage can be calculated using the map scale. Students will determine the cost of transportation to the park (miles x cost of gasoline per mile). An overall **trip budget** will also be compiled.

COLLAGE: Students will make a **collage** that illustrates the location of their chosen park, facilities available, and other important characteristics of the park.

*Horseback
riders in
Jones State
Forest in
Montgomery
County. Texas
A&M Forest
Service photo.*



SOCIAL STUDIES TEKS

4 - 6, 21, 22, 23

7 - 8, 21, 22, 23

8 - 10, 11, 29, 30

STAAR

4, 7 - Writing - 1, 2, 3

4, 7, 8 - Reading - 2, 3

8 - Social Studies - 2

LESSON 21 – Recreation in Texas

PRESENTATION: Each group will **present information** to the entire class on why their park should be listed in the top three parks in Texas. The class will then vote on their top three favorite parks.

- 2. STATE PARK MINI-BOOK:** Students will construct a **Miniature Book** (see Appendix) about a park of their choice, using the sections “Texas State Parks” and “National Parks, Historic Sites, Recreation Areas.” The book should include:

illustrated cover • map & directions to park • historical information • wildlife vegetation • recreational activities • picture page • a day’s itinerary.

Links to parks websites can be found at www.texasalmanac.com/topics/recreation.

- 3. ILLUSTRATED MAP:** Using the “National Parks, Historic Sites, Recreation Areas” section, the link, above, and a “Texas Outline Map” (Appendix), students will locate 10 national parks, historic sites, and/or recreational areas in Texas. **Illustrate the map** with symbols representative of each area.
- 4. ECONOMICS OF NATURAL AREAS:** Students will use the “Birding in Texas” section and work in small groups to present evidence that assesses the validity of this statement: “**Turning 10,000 acres back into natural areas can be economically profitable to Texas.**” www.texasalmanac.com/topics/recreation/birding-texas
- 5. WORLD BIRDING CENTERS MAP:** Using the “Birding in Texas” section, students will locate the nine World Birding Centers on a “Texas Rivers Map” (Appendix). They will **create a birding symbol** for each World Birding Center site and **draw it on the map.** www.texasalmanac.com/topics/recreation/birding-texas.

- 6. FISHING “TALL TALE”:** Students will write a **tall tale about fishing.** They will use one of the most popular fish for recreational fishing listed in “Recreational Fishing in Texas.”

- 7. LICENSE DESIGN:** Using “Licenses & Game Harvests” (*Texas Almanac 2014–2015* and *Texas Almanac 2012–2013*) or “Recreational Fishing in Texas” and “Hunting in Texas” (*Texas Almanac 2010–2011*) as reference, students will **design a new Texas hunting or fishing license:** www.texasalmanac.com/topics/recreation/sporting-licenses-and-game-harvests-1

- 8. FAIRS & FESTIVALS POSTER:** Students will draw and/or use magazine pictures to **create a poster** advertising one of the events listed in “Fairs, Festivals, and Special Events.” The poster should be designed to attract visitors to that part of the state.

- 9. POSTCARDS FROM TEXAS:** Students will pretend they are a non-Texan and **write a postcard** to a family member in their home state. Using an index card, students will illustrate what they have seen on one side and write about their experiences and compare their observations to their home state on the other side.

