

Why is Wilderness Preserved?

Curriculum Standards

- ◆ National Science Education Standards
 - Earth Science
 - Science and Technology
 - Science in Social and Personal Perspectives
- ◆ Standards for the English Language Arts
 - #1 – Students read a wide range of texts...
 - #4 – Students will adjust their use of written language...
- ◆ National Council for the Social Studies Curriculum Standards
 - Time, Continuity and Change
 - People, Places and Environments
 - Science, Technology and Society

Objectives

Students Will Be Able To compare and contrast historical and current perspectives on the importance of wilderness.

SWBAT describe their personal perspectives on wilderness.

Inquiry Questions

1. Why do you think U.S. citizens feel the need to legally protect wilderness?
2. Which of the benefits or values of wilderness are most important to you? To your parents? To the class? Why?
3. What can scientists learn by studying wilderness?

Materials

- ◆ *Views of the National Parks* CD
- ◆ Timelines created by students in Lesson One, if applicable
- ◆ Large sheets of white construction paper
- ◆ [Current Perspectives Worksheet](#)

Procedure (Part One - Why do we protect wilderness?)

1. Ask: Why do you think U.S. citizens feel the need to legally protect wilderness?
2. Direct students' attention to the "Why" section of the Wilderness Knowledge Center.
3. Ask students to read the introduction to this section, either individually or in pairs.
4. Discuss the quote from President Johnson, *"If future generations are to remember us with gratitude rather than contempt, we must leave them something more than the miracles of technology."* Ask students what they think of this reasoning. Should the advancement of technology be accompanied by the preservation of natural resources? Why or Why not? How might the United States be different if Congress had not taken these steps to preserve wilderness?

Procedure (Part Two - Timeline)

1. Ask students to click on the "Timeline" footprint, and read the information presented.
2. In pairs or small groups, ask students to choose the 10 events from the timeline that they feel have been most important to wilderness over the years. (If students completed Lesson One: What Is Wilderness, they should choose events other than those already on their timelines.) Students should be able to defend their choices.
3. If students have completed timelines from Lesson One, ask them to add these 10 chosen events to their existing timelines. Additional construction paper may be necessary.
4. If students do not have completed timelines from Lesson One, ask them to create a timeline including their 10 chosen events.

Procedure (Part Three - Historical Perspectives)

1. Direct students' attention to the **Historical Perspectives** section of the Wilderness module.
2. Divide the class into five heterogeneous groups. Ask each group to read the biographical information about one of the Americans who influenced the preservation of wilderness (Aldo Leopold, Arthur Carhart, Bob Marshall, Margaret Murie or Howard Zahniser.)
3. After reading the biographical information, each group should write a short summary of the information presented. These summaries can be copied and distributed or posted in the classroom so that classmates can read them.
4. Optional extension activity: To learn more about American citizens who have contributed to the preservation of wilderness, students can choose one of the "Others for Wilderness" listed for further research.

Procedure (Part Four - Current Perspectives)

1. Direct students' attention to the **Current Perspectives** section of the Wilderness module.
2. Distribute copies of the **Current Perspectives Worksheet**. Students should listen to at least 5 "Current Perspectives" from the Wilderness module. Ask: How have perspectives on wilderness changed over the years? How have they remained the same? Which person's views most closely resemble your personal views about the preservation of wilderness? What are your personal views about the preservation of wilderness?
3. Students should then write a paragraph describing their personal perspectives on wilderness.

Key Vocabulary

- ◆ mechanization
- ◆ nomadic
- ◆ encroaching
- ◆ conservation
- ◆ conservationist
- ◆ ecologist
- ◆ refuge
- ◆ bipartisan
- ◆ land ethic
- ◆ biotic

Discussion Questions

1. Should advancement of technology be accompanied by the preservation of natural resources? Why or Why not?
2. How might the United States be different if Congress had not taken these steps to preserve wilderness?
3. How have perspectives on wilderness changed over the years?
4. How have they remained the same?
5. Which person's views most closely resemble your personal views about the preservation of wilderness?
6. What are your personal views about the preservation of wilderness?

Assessment

Students Will Be Assessed On ...

1. Participation in classroom activities and discussions.
2. Completed Wilderness Timeline, Historical Perspectives Summaries, and Current Perspectives Worksheet.

Differentiation

To best meet all students' needs, we suggest ...

1. Providing sentence starters or fill-in-the-blank sentences on the Wilderness Timeline, Historical Perspectives Summaries, and Current Perspectives Worksheet.
2. Heterogeneous grouping for the Historical Perspectives Summaries.
3. Pairing/grouping a less able reader with a more able reader when asking students to read.