

<b>Title of Lesson Plan</b>	How Does Preserving Wilderness Enhance Forestry: The Art and Science of Managing Forests? (I.e. How can we develop and maintain healthy relationships to solve environmental issues that affect everyone?)
<b>Prepared By</b>	Maria Ausherman
<b>City and State</b>	New York, New York
<b>Grade Level(s)</b>	9-12
<b>Keywords (subjects covered)</b>	Friendship, common ground, natural environment, biodiversity, citizen participation, special interests, global issues, government, stewardship, cooperation
<b>Brief Description</b>	Forestry is supported by conservation and improvement of the natural environment.
<b>Total Time Required</b>	One week in civics and/or American history classes
<b>Setting</b>	Classroom
<b>Lesson Objectives/Goals</b>	<ol style="list-style-type: none"> <li>1. To identify major events of the environmental movement in the United States of America</li> <li>2. To list the achievements of Theodore Roosevelt, a key figure of the environmental movement, and how he cooperated with others to actively maintain and protect the natural environment during his time and for the future</li> <li>3. To develop vocabulary for discussion that will promote a greater understanding of environmental awareness such as: forestry, management, regulation, land use, stewardship, environmentalism, wilderness, biodiversity, and (oops) preservation</li> </ol>
<b>Materials Needed</b>	<p>Access to the Internet to browse through interactive websites that are useful for research on formation of the National Park Service, the Bureau of Land Management, U.S. Fish and Wildlife Service, U.S. Forest Service and other environmental organizations (<a href="http://www.webdirectory.com">www.webdirectory.com</a>, <a href="http://www.wilderness.net">www.wilderness.net</a>), the American Museum of Natural History (<a href="http://www.amnh.org">www.amnh.org</a>), and Temperate Forest Foundation (<a href="http://www.forestinfo.org">www.forestinfo.org</a>); historic photographs taken by Ansel Adams, landscape paintings by Albert Bierstadt and Thomas Moran, portraits of important American figures responsible for environmentalism such as Teddy Roosevelt, the 26<sup>th</sup> American president, and well-known preservationist, John Muir; pictures of wildlife, plants and natural features relevant to the Yosemite Valley; topographic maps; U.S. history and civics textbooks</p>
<b>Standards Addressed</b>	See U.S. History section in <a href="http://www.regentsprep.org">www.regentsprep.org</a>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Hand out quotes by Theodore Roosevelt and John Muir to groups of students so they can discuss their meanings and then share with the rest of class: <i>“When we try to pick out anything by itself we find it hitched to everything else in the universe.”</i> (John Muir) <i>“The next generation behaves well if it treats the natural resources as assets which it</i> </li> </ol>

	<p><i>must turn over to the next generation increased, not impaired in value.” (Theodore Roosevelt)</i></p> <ol style="list-style-type: none"> <li>2. After sharing group findings with the rest of the class, read how Muir and Roosevelt collaborated to form Yosemite National Park (using the Sierra Club website).</li> <li>3. Define <u>environmentalism</u> (concern for the conservation and improvement of the natural environment), <u>forestry</u> (the art and science of managing forests) and wilderness (an indispensable part of <u>American history</u> explored and described by Lewis and Clark; its endangerment was responsible for the emergence of environmentalism). Compare and contrast terms.</li> <li>4. Create Venn diagram on the blackboard to show how the benefits and goals of environmentalism, forestry and wilderness are identical using websites.</li> </ol> <p>The following questions designed to guide discussion are found on <a href="http://www.wilderness.net">www.wilderness.net</a>:</p> <p><b>What national legislation protects our natural resources?</b></p> <ol style="list-style-type: none"> <li>5. To illustrate how the goals of environmentalism and forestry can promote collaborative action to achieve greater environmental awareness and protection, debate various points of view within a community struggling to maintain its traditional way of life (logger, hiker, landscape artist, tourist, long term resident, wildlife biologist, tree farmer, sawmill operator, carpenter, etc.)</li> <li>6. Summarize by asking students how we can carefully develop healthy relationships to solve environmental problems. (Use language and actions that will not alienate others or as Teddy Roosevelt said, “Nobody cares how much you know, until they know how much you care.” Be practical as well as generous in your ideals or as Teddy Roosevelt said, “Keep your eyes on the stars and your feet on the ground.” Be mindful of our history, something else we all share, or as Teddy Roosevelt said, “In this bright future you can’t forget your past.” Also he said, “Speak softly and carry a big stick.”</li> </ol>
<b>Assessment</b>	Oral presentations to be assessed by rubrics
<b>Literature Cited/References</b>	See “materials needed” section. Use of dictionary. Quotes by Theodore Roosevelt for class discussion are inscribed on the Roosevelt Memorial rotunda at the American Museum of Natural History.
<b>Forestry Tour Attended</b>	Northeast 2008

(The 1964 Wilderness Act established the National Wilderness Preservation System, the system of all America's wilderness areas, to "secure for the American people of present and future generations the benefits of an enduring resource of wilderness.")

**What was the first country in the world to define and designate wilderness areas through law?**  
(USA)

**Where are Wilderness areas found?**



While some people believe that Wilderness is a forested backyard or a park down the street, Congress defined Wilderness as much more than that and designated specific areas across the United States to be protected as Wilderness. Wilderness areas are found in 44 states and Puerto Rico.

**What benefits do Wilderness areas provide and why are they of value to Americans today?**



Wilderness contributes to the ecologic, economic and social health and well being of our citizens, our country and our world. The benefits Wilderness areas provide are as diverse as the areas themselves and are highly valued. Recognizing these diverse values opens a world of understanding about our natural world. In addition to the incredible recreational opportunities available in Wilderness, Wilderness preservation has many other important values. The Wilderness Act specified that Wilderness "may also contain ecological, geological, or other features of scientific, education, scenic, or historical value."



**OTHER RESOURCES**

**Wilderness Research**

Learn about organizations that conduct wilderness research. Search graduate research on wilderness.

**K-12 Education**

Learn about K-12 wilderness education resources and curricula.

**University Education**

Learn about university wilderness education programs and resources.

**Image Library**

Search for wilderness images donated by the Bureau of Land Management, Fish and Wildlife Service, Forest Service, National Park Service and the public.

**Wilderness Law Library**

### What are the threats to Wilderness?



The value of wilderness depends upon the degree to which it remains undeveloped—a contrast to the highly developed world in which most of us live. However, designating areas as wilderness does not ensure sanctuary from events that threaten wild character. Even the ecosystems in these most protected of public lands are threatened. Wilderness is vulnerable to threats from both inside and outside of its boundaries. The demand for economic growth and a growing population exert significant pressures on wilderness. Many of these pressures are the same threats that other public lands face: overuse, fire suppression, invasive species, pollution, and lack of public awareness.

### What other laws affect Wilderness?



Although the Wilderness Act is the single piece of guiding legislation for all wilderness areas, many other laws affect wilderness. Some laws have designated additional wilderness areas, subsequent to those designated under the Wilderness Act. Others guide management, such as the Clean Air Act and the National Environmental Policy Act.

### Who else has written about Wilderness?



Numerous authors, legislators, politicians, scientists and advocates have written articles, pamphlets, news stories and books about Wilderness and the environment. Reading these works allows people to understand the progression of the Wilderness idea and helps us realize that there are many contributors to this idea.

### Wilderness Law Library

Search public laws that affect wilderness.

### Audio and Video

View wilderness-related multimedia clips.

### Links

Link to other wilderness-related websites.

### Quotes

Read quotes about wilderness.

### Community

Search for a resource or join the wilderness community.

### Who manages Wilderness and how is it managed?



Wilderness areas are managed by the four federal land management agencies: Bureau of Land Management, Fish and Wildlife Service, Forest Service and National Park Service.

- The Temperate Forest Foundation reserves the right to modify, revise, and reformat lesson plans for quality and appropriateness.
- Lesson plans submitted to us may be hosted on our web site: [www.forestinfo.org](http://www.forestinfo.org) and may be shared with other teachers across the nation.
- Lesson plans are for individual classroom and educational use only. We reserve the right to publish lesson plans and lesson plan summaries on any of the Temperate Forest Foundation's publications (emails, newsletters, etc.).