

Where is Wilderness?

Lesson Two

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...
 - #3 – Students apply a wide range of strategies to comprehend...
 - #4 – Students will adjust their use of written language...
- ◆ National Council for the Social Studies Curriculum Standards
 - People, Places and Environments
 - Science, Technology and Society
 - Civic Ideas and Practices
- ◆ National Council for Teachers of Mathematics Standards
 - Data Analysis and Probability

Objectives

Students Will Be Able To identify a wilderness area near their home (using a map of the United States), as well as a wilderness area far from their home.

SWBAT compare and contrast a wilderness area to the area in which they live.

SWBAT illustrate the different types of areas that are wilderness.

SWBAT read and interpret various types of graphs.

Inquiry Questions

1. Where is most of the wilderness in the United States located?
2. Why were these areas designated wilderness? What makes them special?
3. What types of ecosystems are found in wilderness?

Materials

- ◆ *Views of the National Parks* CD
- ◆ [Wilderness Map Worksheet](#)

Procedure (Part One - Where is Wilderness?)

1. Ask: What kinds of places in the United States do you think should be preserved as wilderness? Why do you think so?
2. How much/what percentage of land in the United States should be preserved as wilderness? Why do you think so?
3. Direct students' attention to the "Where is Wilderness?" page of the Wilderness module. (Click on "Where" at the top of the screen.)
4. Divide the class into groups of five students each. Within groups, assign each member a section to read: either the introduction to "Where is Wilderness," or the quotes by Tom McFadden, Meg Weesner, Steve Bair, and Dave Shirokauer.
5. After students have a few minutes to read their assigned section, they should take turns sharing what they've read with their group of five.

Procedure (Part Two - Map)

1. Ask: Why do you think it is important to preserve as wilderness areas close to America's major cities?
2. Direct students' attention to the "Map" page of the Wilderness module.
3. Students should complete the [Wilderness Map Worksheet](#) while exploring the Interactive Map.
4. Direct students' attention to the graphs located in the "Facts and Figures" section of the module.
5. Ask: Based on a total of 106 million acres of wilderness, how many acres are under the management of the Forest Service? The National Park Service? Etc.

Procedure (Part Three - Creating Wilderness)

1. Direct students' attention to the "Creating Wilderness Areas" page of the Wilderness module, and instruct students to read the information, either individually or in pairs. Students should also read the "Wildlands" section.
2. Ask: What characteristics do you think make an area suitable to become designated as wilderness? What kinds of things would make an area not suitable for being designated as wilderness?
3. Ask: What do you know about how Congress goes about making a law? Discuss this process.
4. Divide the class into two heterogeneous groups. Explain that they will be holding a mock debate. They will be assuming the role of Congress, debating whether or not to pass the original 1964 Wilderness Act.
5. One group should brainstorm reasons why they, as Congress, should pass this act, protecting land as wilderness. Ask: Who would benefit from the passage of this act?
6. The second group should brainstorm reasons why Congress might not want to pass this act. Ask: Who would benefit from not preserving these lands as wilderness?

7. After groups have had an opportunity to discuss their “positions,” hold the debate. Give each group a set amount of time to state their positions, and an opportunity to refute the position of the “opposition.”
8. Discuss the process. Ask: Do you think it was easy for Congress to reach agreement on this act and the others that followed?

Key Vocabulary

- ◆ designate

- ◆ refuge

Discussion Questions

1. What kinds of places in the United States do you think should be preserved as wilderness? Why do you think so?
2. How much/what percentage of land in the United States should be preserved as wilderness? Why do you think so?
3. Why do you think it is important to preserve areas close to America’s major cities as wilderness?
4. Based on a total of 106 million acres of wilderness, how many acres are under the management of the Forest Service? The National Park Service? Etc.
5. What characteristics do you think make an area suitable to become designated as wilderness?
6. What kinds of things would make an area not suitable for being designated as wilderness?
7. What do you know about how Congress goes about making a law?
8. Who would benefit from the passage of this act?
9. Who would benefit from not preserving these lands as wilderness?

Assessment

Students Will Be Assessed On ...

1. Participation in classroom activities and discussions.
2. Completed Wilderness Map Worksheet.

Differentiation

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

1. Pairing/grouping less able readers with more able readers.