

# What is Wilderness?

## Curriculum Standards

- ◆ National Science Education Standards
  - Science as Inquiry
  - 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
  - Time, Continuity and Change
  - People, Places and Environments
  - Science, Technology and Society

## Objectives

Students Will Be Able To define wilderness in their own words, as well as compare and contrast their definition to an accepted definition of wilderness.

SWBAT describe several values preserved by wilderness.

SWBAT describe how American views of wilderness have changed over time.

## Inquiry Questions

1. What is wilderness?
2. How are wilderness areas different from parks, refuges or forests?
3. How have Americans changed their views of wilderness?
4. What are some things that made Americans change their views?

## Materials

- ◆ *Views of the National Parks* CD
- ◆ [Vocabulary Definition Map overhead and handouts](#)
- ◆ [Definition Compare and Contrast Worksheet](#)
- ◆ [Brochure Rubric](#)
- ◆ Sample brochures, if desired
- ◆ [Timeline Notes Worksheet](#)
- ◆ Large sheets of white construction paper

**Procedure (Part One - Definition of Wilderness)**

1. If students have not had a chance to explore the Views CD, allow them some time to explore on their own or in small groups.
2. After students have looked at the disc in general, ask them to find and explore the **Wilderness Knowledge Center**. (At the Visitor Center, click on "Knowledge Centers," then on the "Wilderness.") Together, read the **"Introduction."**
3. If students have never completed a Vocabulary Definition Map, introduce the concept by:
  1. Model the use of the Vocabulary Definition Map
    - ◆ Select a word from your unit of study to use as a model. (For example, abode, from the Grand Canyon module.)
    - ◆ On an overhead of the Vocabulary Definition Map sheet, write the word in the center.
    - ◆ Say, as if thinking to yourself, *"I think I might have heard this word abode before, but I can't quite remember what it means. Maybe I can get a clue from the context. Hmm, the sentence says 'Packrats build a protective abode called a midden.' And before that, the text was describing how packrats collect things to help build their homes. So I think an abode is some kind of a home. I'll write that her under synonyms."*
    - ◆ Continue "thinking aloud" as you fill out the rest of the Vocabulary Definition Map. Model looking in the dictionary, as well as consulting with peers for ideas as you fill out the form. (See completed worksheet example in the Wilderness Worksheets.)
  2. Repeat the procedure above with a new term, asking students to fill out their own Vocabulary Definition Maps along with you as you fill out the overhead. Encourage students to contribute ideas as you fill out the worksheet.
  3. The next time the Vocabulary Definition Map is used, ask students to complete the worksheet in groups. After you feel students have had enough guided practice, students can complete the worksheet individually.
4. Complete a Vocabulary Definition Map using the word wilderness, as a whole class, in small groups or individually, depending your students' level of familiarity with the Map.
5. Once students have created their own definitions of wilderness, ask them to click on **The Wilderness Act**, and compare their definition to the definition created by Congress in 1964. (Click first on **"What"** at the top of the screen, then on **"The Wilderness Act"** at the bottom of the screen.) Ask:
  1. Which definition is more comprehensive, yours or Congress'?
  2. What does "untrammled" mean?"
  3. Why do you think Congress defined wilderness the way it did?
  4. How are wilderness areas different from parks, refuges or forests?
6. Students should complete the [Definition Compare and Contrast Worksheet](#).

**Procedure (Part Two - Preserved Values and Resources)**

1. Direct students' attention to the **"Preserved Values and Resources"** page of the Wilderness module.

2. After students have had an opportunity to read (individually or in pairs/small groups) the sections on Recreational Values, Ecological Values, Geological Values, Scientific Values, Educational Values, and Historical and Cultural Values, assign the following project: Create a brochure encouraging Americans to appreciate and support wilderness in the United States.
3. Ask the following discussion questions:
  1. What is the purpose of a brochure, generally?
  2. What types of language/writing are used in creating a brochure?
  3. What types of things would make a brochure effective?  
(Provide sample brochures for students to look at, if possible.)
4. Distribute copies of the [Brochure Rubric](#) and discuss requirements for the project, including requirements for values described, illustrations, format and language, and mechanics.

### Procedure (Part Three - Timeline)

1. Direct students' attention to the "[Landmark Legislation](#)" page of the Wilderness module.
2. Ask students to read the section, either individually or in pairs/small groups, completing the [Timeline Notes Worksheet](#) as they read.
3. Distribute large pieces of white construction paper. Ask students to create a "Wilderness Timeline" showing changing views of wilderness and important events that led to the creation of the National Wilderness Preservation System. Remind them to use the information they have noted on their Timeline Notes Worksheets.
4. If desired, save timelines for use with Lesson Three, "Why is Wilderness Preserved?"

### Key Vocabulary

- ◆ untrammeled
- ◆ primeval
- ◆ ecological
- ◆ watershed
- ◆ Precambrian
- ◆ stocks
- ◆ dikes
- ◆ sills
- ◆ Pleistocene
- ◆ indigenous

### Discussion Questions

1. Which definition is more comprehensive, yours or Congress'?
2. What does "untrammeled" mean?
3. Why do you think Congress defined "wilderness" the way it did?
4. How are wilderness areas different from parks, refuges or forests?

**Assessment**

Students Will Be Assessed On ...

1. Participation in classroom activities and discussions.
2. Completed worksheets, brochure and timeline.

**Differentiation**

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

1. Providing sentence starters or fill-in-the-blank sentences on the Definition Compare and Contrast and Timeline Notes Worksheets.
2. Pairing/grouping a less able reader with a more able reader when asking students to read.