

How is Wilderness Managed?

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
 - People, Places and Environments
 - Individuals, Groups and Institutions
 - Science, Technology and Society
 - Civic Ideals and Practices

Objectives

Students Will Be Able To list the federal agencies that share responsibilities for managing wilderness.

SWBAT articulate an opinion about what poses the greatest threat to wilderness by writing a persuasive paragraph.

SWBAT apply their knowledge of the Wilderness Act and other wilderness legislation to make decisions about wilderness in real life management scenarios.

Inquiry Questions

1. Is “draw a line around it and leave it alone” enough to protect wilderness from current threats? Why or why not?
2. Which is more important to you in regards to wilderness; use or protection?
3. What poses the greatest threat to wilderness?

Materials

- ◆ *Views of the National Parks* CD
- ◆ [Wilderness Bureaus Outline](#)
- ◆ [Wilderness Threats Worksheet](#)
- ◆ 5 sheets of blank construction paper or card stock
- ◆ Post-It notes or similar-sized pieces of paper, 1 for each student

Procedure (Part One - Who manages wilderness?)

1. Direct students' attention to the "How" section of the Wilderness Knowledge Center, and ask them to read the introduction.
2. Discuss the statement that "we have learned that the 'draw a line around it and leave it alone' method does not protect wilderness from current threats." Ask: Do you agree with this statement? Why or why not? If that method does not work, what suggestions do you have?
3. Ask students to read the **Managing Agencies** section, individually or in pairs. Students should fill out the **Wilderness Bureaus Outline** as they read.

Procedure (Part Two - Threats to Wilderness)

1. Ask: What kinds of things do you think pose threats to wilderness? Allow some time to brainstorm as a class or in small groups.
2. In pairs, have students read the information presented in the **Threats** section of the module. As they read, students should complete the **Wilderness Threats Worksheet**.
3. On each of 5 blank sheets of construction paper or card stock, write one of the threats discussed in the module: Overuse, Fire Suppression, Invasive Species, Pollution and Public Awareness. Post these around the room.
4. Distribute a small piece of paper to each student (Post-It notes work well).
5. Ask students to jot down which of the 5 threats discussed poses the greatest risk, in their opinion, to the preservation of wilderness.
6. Once all students have jotted down their opinions, ask them to move to the sign that matches the threat they have chosen.
7. Once in groups, students should discuss their choices. Ask: Why did you choose this threat? Why do you think it poses the greatest risk to the preservation of wilderness? What kinds of things do you think might reduce that threat?
8. Have students pair up with someone who chose a different threat. Once again, ask students to explain the reasons for their choices.
9. Assign the writing prompt: Write a good quality persuasive paragraph that states your opinion about what poses the greatest threat to the preservation of wilderness. Back up your opinion with at least three reasons.

Procedure (Part Three - Scenarios)

1. Ask students to click on "**Prohibitions and Exceptions**" and read the material presented.
2. Next, students should click on "**Management Scenarios**" and, individually, or in pairs, work through the examples and scenarios provided, making decisions based on what they've learned about wilderness preservation.

Key Vocabulary

- ◆ stewardship
- ◆ sanctuary
- ◆ mandate
- ◆ sky glow
- ◆ celestial

Discussion Questions

1. Discuss the statement that “we have learned that the ‘draw a line around it and leave it alone’ method does not protect wilderness from current threats.” Ask: Do you agree with this statement? Why or why not?
2. If that method does not work, what suggestions do you have?
3. What kinds of things do you think pose threats to wilderness?
4. Why do you think this threat poses the greatest risk to the preservation of wilderness?
5. What kinds of things do you think might reduce that threat?

Assessment

Students Will Be Assessed On ...

1. Participation in classroom activities and discussions.
2. Completed Wilderness Agencies Outline and Threats Worksheet.

Differentiation

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

1. Providing sentence starters or fill-in-the-blank sentences on the Wilderness Agencies Outline and Threats Worksheet.
2. Heterogeneous grouping for the Management Scenarios.
3. Pairing/grouping a less able reader with a more able reader when asking students to read.