

Arthur Carhart National Wilderness Training Center's
Wilderness Investigations

High School

Wilderness 101: Self-Guided Student Project #1

Viewing and Responding to Wild By Law

Goal: Students will review and reinforce learning related to the Wilderness 101 lessons and activities.

Investigation Objectives

Audience: 9-12 grades.

- Students will:
 - Review Wilderness Act history and law
 - Explore some historical figures associated with the wilderness movement
 - Look into philosophical connections of Leopold's *Land Ethic* and the Wilderness Act
 - Reflect on and record their own thoughts and ideas (pro, con or otherwise) related to designated wilderness

Common Core Standard Connections

NOTE: See Common Core Standards sections to see listed objectives for this and other lessons/activities.

Time Requirement Will vary by student

Materials/Resources Needed and Pre-Investigation Tasks

- Study Guide for each student
- *Wild By Law* DVD (Provided as part of this curriculum)

Teacher Background

This self-guided project is meant to be accomplished by individual students although groups of students might view the DVD together. This is an excellent review project as students move towards completion of the Wilderness 101 section of this curriculum. Teachers should view the film before making this assignment. The following three approaches to the final product have been used:

1. Graded assessment/evaluation for the Wilderness 101 lessons/activities
2. Homework assignment
3. Basis for a whole-class discussion period

Wilderness Investigations

Student Project: *Wild by Law Study Guide*

Completed guide due date: _____

Group discussion date: _____

Name: _____

Date: _____

Part A **BEFORE you view *Wild by Law***

1. Read through Part B of the Study Guide. Become familiar with the questions and prompts you will respond to as you view.

Part B **Complete this section AS you view *Wild by Law***

- You will be asked to pause the movie at certain places along the way. Locate the time tracker on your computer before you proceed.
2. (Pause at 02:10) According to the narrator, what impact did the early days of the car have on “wilderness”?

 3. Three individuals are identified as key players in the events leading up to wilderness designation in 1964. Their names are listed below. List 3 – 5 things about each person as they are presented during the movie. You may need to pause so that you have time to record what you’ve learned.

Aldo Leopold:

Bob Marshall:

Howard Zahniser:

4. (Pause at 27:07) Read the following excerpt from Leopold's *A Sand County Almanac*:

"...a land ethic changes the role of *Homo sapiens* from conqueror of the land-community to plain member and citizen of it. It implies respect for his fellow-members, and also respect for the community as such." (from The Land Ethic essay; The Community Concept section)

Think about this for a minute. Reread it and then respond. What does this mean to you? What does it have to do with wilderness?

5. (Pause at 33:10) RESTRAINT means to *limit or control*. As drivers, we use *restraint* when we stop at a stop sign. We could drive right on through but as good citizens we understand that there are times when we must *limit or control* our actions for the greater good.

List 4 or 5 situations where you use restraint:

In the movie one speaker mentions that "the wilderness movement is about *restraint*." What do you think the speaker meant?

6. (Pause at 49:00) You just heard a speaker say, “Without the Wilderness Act the wilderness areas on public lands would all be vulnerable constantly.”

As you know, VULNERABLE means *easily damaged; at risk*. In your opinion, how does the Wilderness Act take away this vulnerability?

Part C **Complete this section AFTER you view *Wild by Law***

7. Go outside and reflect on the movie you just completed. Record your reaction to the messages with special focus on those that most impacted you.