Wilderness Investigations
High School

Wilderness 101/Lesson 2; (Option 2A)
A Wilderness Timeline

Goal: Through the examination of a Wilderness timeline students will understand how increasing population, industry, and technology have led to the need for federally protected Wilderness areas.

Investigation Objectives
Audience: 9-12 grades.
- Students will analyze how the relationship between humans and land has changed over time. (Behavior)
- Students will be given a “time capsule” full of pictures, writings, and other artifacts from a specific historic period. (Condition)
- Students will use their “time capsule” to analyze the relationship between humans and land during a specific historic period and students will present their analysis to the class in chronological order. (Degree)

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

Time Requirement: 50 minutes

Materials/Resources Needed and Pre-Investigation Tasks
-Pictures, drawings, quotes—representing these suggested time periods:
  1. Pre-colonial America 5. Industrial Revolution
  2. Colonial America 6. Agricultural Revolution
  3. Lewis and Clark Expedition 7. Technological Revolution
  4. Pacific Railroad

Note: Teachers are invited to add/subtract time periods. For example, a teacher may want to investigate a larger time scale by starting 10,000 or 100,000 years ago.

Teacher Background
Before teaching this lesson you should select at least seven time periods that are relevant to your class and this activity. Next, you should familiarize yourself with your chosen time periods, focusing on how humans interacted with the land during that time. Then you should use
the internet, library, or other resources to gather artifacts to make one
time capsule to represent each time period. In this activity, “artifacts” are
photographs, drawings, quotes, documents, books, poems, etc. that
students can use to make observations and inferences about the
relationship between humans and land during each respective time
period.

For example, a time capsule from pre-colonial America may include
artifacts such as: a map notating where specific tribes lived, quotes
from *Black Elk Speaks*, pictures of ruins, drawings of fishing
methods, hunting, or gardening techniques, pictures of pottery,
etc.

**Alternative Instructions**: If it is too time consuming to gather all of the
artifacts for each time period, a suggested alternative is to have students
find the artifacts. This can be done by adding a class period, designating
groups and assigning time periods, providing student with access to the
necessary resources, and giving them instructions to find five diverse
“artifacts” from their time period: one photo of people working, one
photo of where/how people lived, a page from an informative journal
entry or memoir, a relevant quote from a novel, and one artifact of their
choosing. If teachers choose to have students select the artifacts for their
time capsule it is suggested to have a list of general sources and
reference.

**Step-by-Step Presentation Instructions**

**Activity # 1: Wilderness Timeline**

- Divide students into groups and each group will be assigned a
  specific time period.
- Each group will be given a “time capsule” filled with “artifacts” from
  a specific time period:

  1. Pre-colonial
  2. Colonial
  3. Lewis and Clark
  4. Union Pacific Railroad
  5. Industrial Revolution
  6. Agricultural Revolution
  7. Technological Revolution

- Each group will use the artifacts within their time capsule to make
  inferences on what the relationship was between humans and land
during their specific time period.
- Provide one copy of the Time Capsule Research worksheet to each
  group to help guide their analysis and generate information for
  their presentation.
• Copy-ready worksheet located at the end of this lesson.

OR

• Give one of the following Writing Prompts to each group and have them search for answers.
  o Copy and cutout-ready Writing Prompts found at the end of this lesson.

Activity #2: Assessment
• Student groups will come up to the front of the class in chronological order and present their analysis of the time period to the class; they will explain the relationship between humans and the land.
• Students in the audience will have a few minutes after the presentation to ask questions about the human-land relationship represented by each time period.
• Students will then think, pair, and share their thoughts how this timeline illustrates the need for federally protected Wilderness areas.

Evaluation: Example Rubric

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Period Analysis</td>
<td>Student was actively participating during the group planning stage</td>
<td>Student made some contributions during the group planning stage</td>
<td>Student made few contributions during the group planning stage</td>
<td>Student made no contributions during the group planning stage</td>
</tr>
<tr>
<td>Presentation of Relationship of Humans and</td>
<td>Student frequently spoke during</td>
<td>Student spoke during presentation</td>
<td>Student spoke some during presentation</td>
<td>Student did not speak during presentation</td>
</tr>
</tbody>
</table>
Land presentation
Respectful of peer presentations
Student was very supportive & enthusiastic of peer presentation
Student gave full attention to peer presentation
Student gave partial attention to peer presentation
Student did not give any attention to peer presentation
Student posed questions to peer presentations
Student posed questions to 3 presentations
Students posed questions to 2 presentations
Students posed questions to 1 presentation
Students posed questions to 0 presentations
Other

Grade Scale: 16 total points

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Presentation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Respect</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Questions</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</tbody>
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Extension Ideas
Journal Idea: After looking at the past and seeing how the relationship between humans and the land has changed over time—what do you predict that the relationship between humans and land will look like in the future?

Wilderness 101: Time Capsule Research

Group members:

<table>
<thead>
<tr>
<th>Name of Time Period:</th>
<th>Where did people live?</th>
<th>Where did food come from?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

20
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What work did people do?</td>
<td></td>
</tr>
<tr>
<td>What did people do for fun?</td>
<td></td>
</tr>
<tr>
<td>Describe the relationship between humans and the land?</td>
<td></td>
</tr>
<tr>
<td>Other observations:</td>
<td></td>
</tr>
<tr>
<td>Other observations:</td>
<td></td>
</tr>
</tbody>
</table>

**Wilderness 101 Time Capsule Writing Prompts**

NOTE: Give one prompt to each group.

1. Pre-Colonialists: How many people were estimated to have been living in what would become the United States before Columbus arrived?

2. Colonialists: When Columbus landed in the “New World” what did he and the Pilgrims have to do in order to have their basic needs
met? Such as: food, shelter, clothes, water, etc. Today, what do we have to do to have these basic needs met?

3. Lewis and Clark Expedition (1804): Why were Lewis and Clark contracted to map the newly acquired Western Territories? What information did they report back to Thomas Jefferson? What does the need for such an exploratory expedition say about the relationship between humans and the land?

4. Union Pacific Railroad (1869): How could a railroad that connected the West coast to the East coast change the relationship between humans and the land?

5. Industrial Revolution (1900’s): How did the increase of factories and cities change the relationship between humans and the land?

6. Agricultural Revolution: Where does your food come from? Try to trace an item in your lunch back to its place of origin. What do farms and ranches look like today? How have farms and ranches changed over time? How has the development of large scale agriculture changed the relationship between humans and the land?

7. Technological Revolution: How has modern communication and transportation changed the relationship between humans and the land. Reflect on the use of technology in your own life.