

Arthur Carhart National Wilderness Training Center's
Wilderness Investigations
High School

Wilderness 101/Lesson 2 (OPTION 3)
Introducing Wild, Wilderness and the Wilderness Act

Goals:

- Explore: What is wilderness?
- Identify designated wilderness within NWPS using maps
- Create: A wilderness timeline (How did we get from “no word for wilderness → beating back wilderness → preserving wilderness?)

Investigation Objectives

Audience: 9-12 grades.

- Students will explore differences and similarities between wild, wilderness-like landscapes and federally designated wilderness. (Behavior)
- Students will be given a National Wilderness Preservation System map and a map exploration challenge. (Condition)
- Students will be able to articulate why some wilderness landscapes should be protected. (Degree)

Common Core Standard Connections

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

Time Requirement: 90 minutes

Materials/Resources Needed and Pre-Investigation Tasks

- Wilderness Act of 1964 (1st page)
- Copies of National Wilderness Preservation System Map for student working groups
- Make copies of the *TEAMWORK: NWPS Map* sheet for each group

Teacher Background

Before teaching this lesson you should familiarize yourself with the first page of the 1964 Wilderness (see Appendix) and procure copies of maps of the national Wilderness Preservation System (contact your local BLM, FWS, U.S. Forest Service or National Park Service office OR check out Wilderness.net). Familiarize yourself with the diverse wilderness landscapes represented in the NWPS. It would be good to study some of the early leaders of the wilderness

preservation movement. See the *Wilderness heroes* section of this curriculum for background on many of these women and men.

What is Wilderness?

- What does the word WILDERNESS mean to you? What do you think of when you think of WILDERNESS?
 - List responses on the board

HEADS-UP: Working for an agency requires self-motivated individuals who can work *on their own* AND who can work in a positive way as a *team member*. Your success in school requires the same approach!

- Hand out National Wilderness Preservation System maps (to small groups of students).
- Allow groups to explore the maps for a minute or two and then give each group a *TEAMWORK: NWPS Map* sheet.
- Provide work time.
- Collect sheet for later scoring (Make copies for each group member to place in their notebooks next session).
- In 1964 Congress passed the Wilderness Act, and the President signed that act, thus creating the National Wilderness Preservation System.
- Ask: Remember how we described wilderness (refer to list on board)?
 - Let's see how our list and the list created by Congress compare in part (see word strips at the end of this lesson; place a word strip next to a corresponding strip on the student list if there is a match, otherwise place the strip slightly to the side).

A Wilderness Timeline

- Let's look at the history of the wilderness preservation movement:
 - We know that 50 years ago (1964) for the first time in human history places described as *wilderness* were afforded serious protection.
 - Place a mark (real or imaginary) at the far right front of the classroom and indicate this is 1964 on our *Wilderness Timeline*.

- We also know that humans have lived on this land we now call the USA for thousands of years (those who study such things debate just how long).
- Tony Incashola, a Salish Elder and Director of the Salish/Pend-d'Orille Culture Committee (and a Native speaker) says that his people had no word for wilderness until fairly recent times.
 - Why might this be the case? (What we now refer to as *wilderness* would have simply been part of their home place or ancestral homeland)
 - Indicate by pointing to the far left front corner of the classroom and suggesting that this represents a time 15,000+ years ago when there was *no word for wilderness* here.
- Discuss the phenomena of newcomers to North America and why/how wilderness-type settings were aggressively eliminated:
 - Creation of open-space for farming
 - Need for logs for building materials
 - Fuel
 - Buffer to defend against real and imagined danger (from *wild* people and animals)
 - Growing communities
 - Other?
- During this time of increasing population, westward expansion and seemingly endless wilderness, there were some voices warning against the destruction of all wild places.
- The idea of *The Commons* (a general term referring to the cultural and natural resources accessible to all members of a society, including natural materials such as air, water, and a habitable earth. These resources are held in common, not owned privately) became popular in parts of Europe in the 1700's and some in North America subscribed to this view.
 - Many Native groups had variations on this *commons* theme for thousands of years, however ownership (even common ownership) may have been a foreign concept altogether.
- By the mid-1800's voices suggesting that the loss of wilderness/wild places should be addressed increased (Thoreau, Emerson... later Muir, Bob Marshall, Aldo Leopold; although male voices most often given credit, those who supported these individuals were often female – i.e. Muir's early Sierra Club membership).
 - Aldo Leopold (in NM) and Arthur Carhart (in CO), working for the FS, took the lead in protecting wilderness within the NF they worked in.
- By the end of WW II many citizens were ready to attempt legal standing for wilderness.

A Case for Saving Wilderness/Wild Places

- Get together in your teams and come up with 4 – 5 reasons wilderness/wild places should be protected.
- Share ideas

Review

- What we did today:
 - What is wilderness?
 - Wilderness timeline
 - A case for saving wild places

Extension

- Using NWPS maps, identify as many varied landscape types found within the NWPS (i.e. rain forest, island, desert, alpine, etc.)

TEAMWORK: NWPS Map Assignment

Team members: _____

Date: _____ Score: _____

Instructions: As a team use the NWPS map and respond to each of the questions/prompts below to the best of your ability. Your score will be based on the quality of your responses, your ability to work as a team, and the level of organization this sheet showcases.

1. List the designated wilderness each group member would most like to visit (i.e. Steve: Selway-Bitterroot, Jan: Boundary Waters, Tim: Rocky Mountain National Park Wilderness):

2. How can you tell which agency manages which wilderness? _____

3. List two states that do not contain any designated wilderness: _____

4. Locate Colorado, Idaho, Montana, Utah, and Wyoming on the map. Which agency appears to manage the most wilderness in these states? _____

5. Does Florida contain any designated wilderness and, if so, what is the largest wilderness in the state? _____

6. If you were going to visit the Gates of the Arctic Wilderness in Alaska what are five things you would expect to find there:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Wilderness Act Definition of Wilderness

An area where the earth and its community of life are not controlled by man

Man is a visitor who does not remain

Undeveloped Federal land

No permanent improvements

No human habitation

**Protected and managed to
preserve its natural conditions**

**Affected primarily by the
forces of nature**

**Has outstanding opportunities
for solitude**

