

Wilderness Investigation 3: Outstanding Opportunities

What can you do in wilderness?

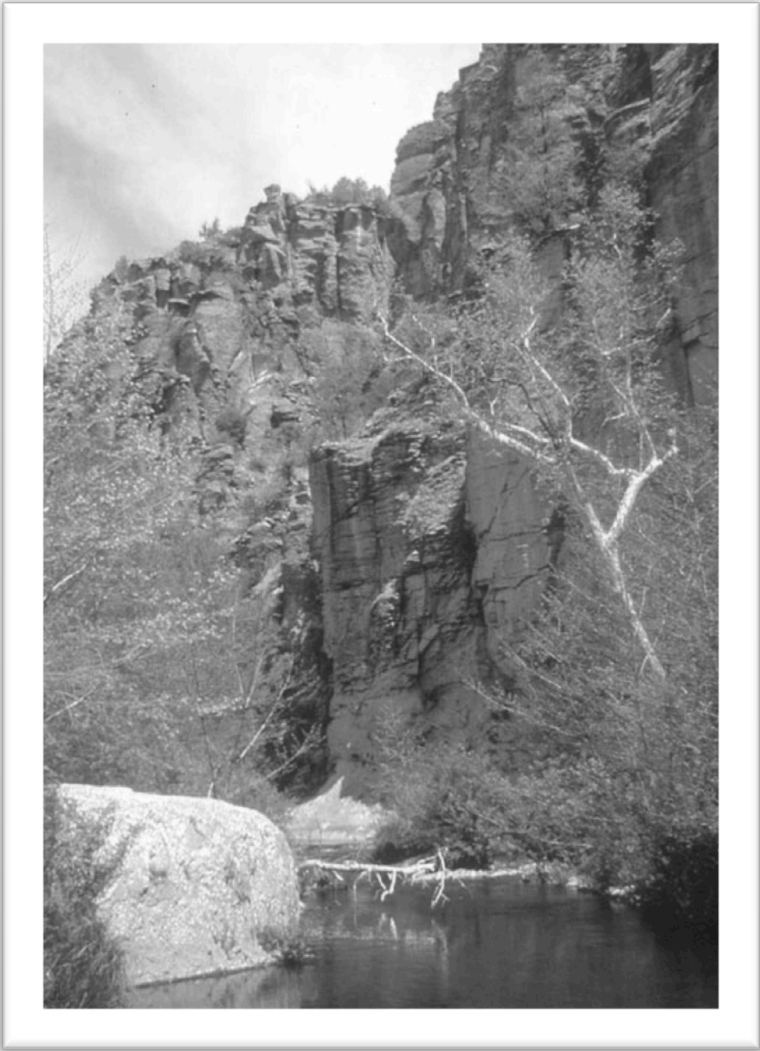


Image of the Gila Wilderness

Wilderness Investigation 3: Outstanding Opportunities

What can you do in wilderness?

Investigation Summary:

Wilderness Investigation #3 looks at the potential for recreation and solitude in wilderness. Students will watch and reflect upon the video *American Values American Wilderness*. They will also visit a wild place and participate in one or more outdoor activities.

Note to Parents:

The Wilderness Investigations note for the parents provides parents with a brief overview of what students are studying about wilderness. The letter also gives suggestions for discussion topics and activities. This letter may be tailored for teachers' specific needs.

Wilderness in the Classroom:

The class will develop a list of what people can do in a classroom and compare it to their generated list of what people can do in wilderness. Students will watch the video *American Values American Wilderness* to observe different ways people can experience wild places. Students may verbally reflect upon what they saw or write/draw in their journals.

Wilderness Hero Study with discussion and extension ideas:

Students will study Senator Gaylord Nelson, founder of Earth Day. They will learn about the history and significance of Earth Day. Students may also investigate how Earth Day is celebrated in different countries around the world.

Wilderness Outside of the Classroom:

Students will brainstorm a list of possible activities that they could do in a wild place. With the help of the teacher, they will participate in one or more outdoor activities to learn about the numerous ways to enjoy wild places. Students may reflect upon their experiences in a variety of mediums.

Wilderness Profile Study with discussion and extension ideas:

The Gila Wilderness is America's first designated wilderness. It is full of unique cultural and natural resources. Students may research various aspects of the ancient people who used to call the Gila Wilderness their home. Students may present their findings to the rest of the class to paint a picture of the lives of indigenous people long ago.

Wilderness Show and Tell:

Teachers and students may share their observations, investigations, and ideas about wilderness with others. Each Wilderness Investigation is an opportunity to share the value of America's wilderness and the Wilderness Act with others.

Wilderness Investigation 3: Outstanding Opportunities

What can you do in wilderness?

Note to Parents

Dear Parents and Guardians,

Your child is continuing a series of wilderness investigations. There are five total investigations. The current investigation is in **bold** print.

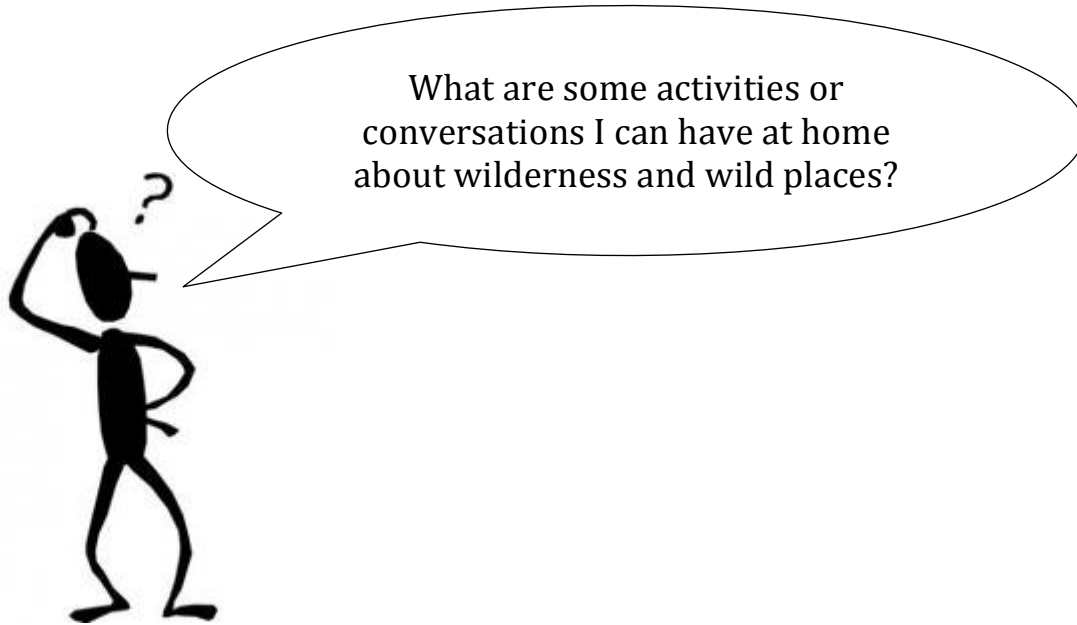
1. What is Wilderness?
 - Students will explore the characteristics of wilderness and learn about the Wilderness Act of 1964. What do we expect to find in wilderness? What are some words we can use to describe wilderness?
2. Wilderness for All American People of Present and Future Generations
 - Students will study the concept of public lands and public spaces. Who can visit wilderness?
- 3. Outstanding Opportunities**
 - Students will evaluate what people can do in wilderness. What can you do in wilderness?
4. Preservation of Wilderness Character
 - Students will examine the idea of wilderness character and how it applies to different wild places. Why is wilderness character important to protect?
5. Our Wilderness Heritage
 - Students will learn about America's history of protecting and valuing wilderness. How can we get involved in preserving our wild places?

At the beginning of each investigation you will receive a letter about what your child is learning. The letter will provide you with ideas and information about how you can extend learning into your family, and inform you about school activities related to the investigations. Thank you for supporting Wilderness Investigations.

Sincerely,

The Creators of Wilderness Investigations

Wilderness Investigation #3: Out-of-School Extensions



Here are some ideas for at-home discussions and activities.

Discussion Ideas:

- Can you name any animals that live in natural places in your community?
- Why do people need wild places?
- What can you tell me about Senator Gaylord Nelson and Earth Day?

Activity Idea #1: Go look for wildlife.

Wildlife is everywhere, but you might have to look carefully. Go for a walk in your community or in a wild place and make a list of all the wildlife you see. You might want to take a camera or binoculars. (Hint: Look high and look low. Sometimes wildlife is hiding just out of eye level.)

Activity Idea #2: Visit a natural history museum, arboretum, nature preserve, or environmental center.

Find out what kinds of organizations are in your area. Visit one to find out more about your local habitat.

Activity Idea #3: Read a book aloud about a wild place.

Suggested books:

- Dell, S. (1960). *Island of the Blue Dolphins*. Boston, MA: Houghton Mifflin.
- Paulsen, G. (1996). *Hatchet*. Boston, MA: Houghton Mifflin.

Wilderness in the Classroom

Overview: Students will learn about the abundant opportunities for recreation and enjoyment available in wilderness by brainstorming a list and watching the video *American Values American Wilderness*.

Teacher Goals: The teacher will...

Write a comparative list of wilderness and non-wilderness activities.
Facilitate a discussion about the video <i>American Values American Wilderness</i> .
Talk about the value of wilderness to American citizens.

Learning Targets

I can articulate my own ideas.
I can listen to information.
I explain what people can do in wilderness.
I can create a list from a video source.

Standards Applied

Common Core 4th Grade Writing Standards	Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information.
Common Core 4th Grade Speaking and Listening Standards	Comprehension and Collaboration 1: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics, building on others’ ideas and expressing their own clearly. (d) Review the key ideas expressed and explain their own ideas and understandings in light of the discussion.
National Environmental Education 4th Grade Guidelines	Strand 2.3 Humans and Their Societies B: Learners understand that experiences and places may be interpreted differently by people with different cultural backgrounds, at different times, or with other frames of reference. Strand 2.4 Environment and Society A: Learners understand that people depend on, change, and are affected by the environment. Identify ways in which people depend on the environment.

Estimated Time: 1 hour

Materials:

- **My Wild Places Journal** for each student
- Video: *American Values American Wilderness* (DVD provided in Wilderness Toolkit)

Teacher Background Information:

Wilderness offers outstanding opportunities for recreation, solitude, and enjoyment. In this investigation students will learn about the importance of wilderness to all American people. *What can you do in wilderness? Who can visit wilderness? Why is wilderness important to people? Why do we need to protect wilderness for future generations? What would happen if we fail to protect our wild places?*

The video, *American Values American Wilderness*, presented by the Arthur Carhart National Wilderness Training Center in association with High Plains Films depicts the history, stunning beauty, significant value, and the possible multiple uses of wilderness. The video demonstrates that wilderness is an American asset.

Teaching Sequence:

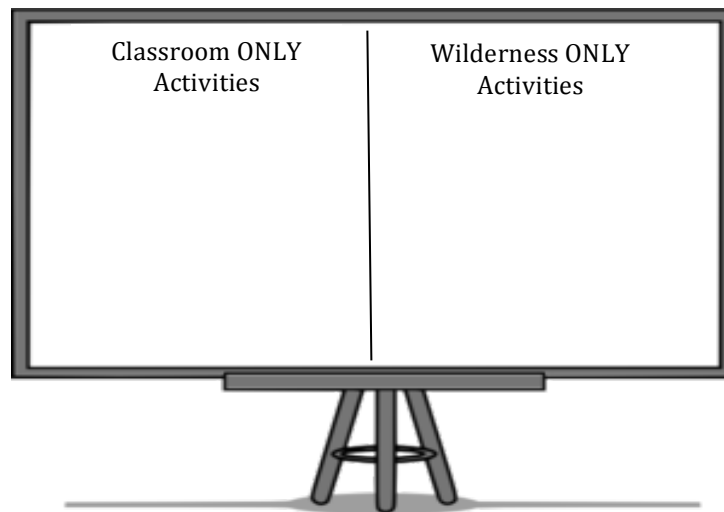
1. Discuss and Compare

Class brainstorm. Create a list of activities that you can only do in your classroom. Record student answers on a large piece of paper, whiteboard, etc. Students may record their ideas in their own copy of the **My Wild Places Journal** on journal page 9.

What are some activities that you can ONLY do in a classroom? Can you think of some activities that you can only do at school?

Next create a list of activities that we can only do in a wilderness or wild place. (Common answers: See wildlife, go for a hike and not see other people, camp overnight, not hear any engine sounds.)

What are some activities that you can ONLY do in wilderness?



2. Watch

Play the video *American Values American Wilderness*. Direct students to look for three big ideas in the video and to record their findings in their **My Wild Places Journal** on journal page 10. Stop the video periodically or just show selected

segments to allow students to process and reflect upon the images and messages from each of the speakers.

3. Discuss and Reflect

As a class or in partnerships, identify the big ideas from the video. Compile the student findings into one list. Students may record their thoughts in their **My Wild Places Journals** on journal page 10. Students may also write short personal reflection pieces about why wilderness is important to people.

Big ideas and discussion points from the video:

What different activities that you can do in wilderness?

Why is wilderness important for people?

Why is it important to protect and preserve wilderness for the future?

Can you imagine what we might lose if we do not protect our wild places?

If you were going to visit a wild place, what would you like to do?

Adaptations:

- Suggested read aloud or literature circle book:
George, J. C. (1972). *Julie of the wolves*. New York, NY: Harper & Row.
- Create a bulletin board or blog post about the value of wild places for people. Include quotes from the video or from books. Students may also use varied resources to do further research about people's experiences in wild places, such as pioneer stories.

Resources:

- Video: *American Values American Wilderness*
- "Education World: U.S. Education Standards / National Standards ." *Education World: The Educator's Best Friend*. Education World, Inc, n.d. Web. 30 May 2012. <<http://www.educationworld.com/standards/national/index.shtml>>.
- Boring, M., Burns, D. L., Dendy, L. A., & Garrow, L. (1999). *Fun with nature: take-along guide*. Minnetonka, MN: NorthWord Press.

Wilderness Hero Study #3: Senator Gaylord Nelson

Use the wilderness hero concept map for your study of Senator Gaylord Nelson. Students may record their thoughts on journal page 20 in their **My Wild Places Journals**.

Discussion:

1. As a class talk about the importance of heroes in communities.

*Why do we need heroes?
Can you imagine what our school might be like if no one was ever a hero?*

2. What did Senator Gaylord Nelson introduce in America? Why is this important to celebrate?

Extension Activity 1: My Hero Graphic Novel

Students will select a hero. Their heroes may be people in their families, communities, at school, in the world, or in history. Students may find it useful to do a brief storyboard to help structure their stories. Stories can include both illustrations and text to tell the story of their heroes.

Extension Activity 2: Earth Day Behind the Scenes

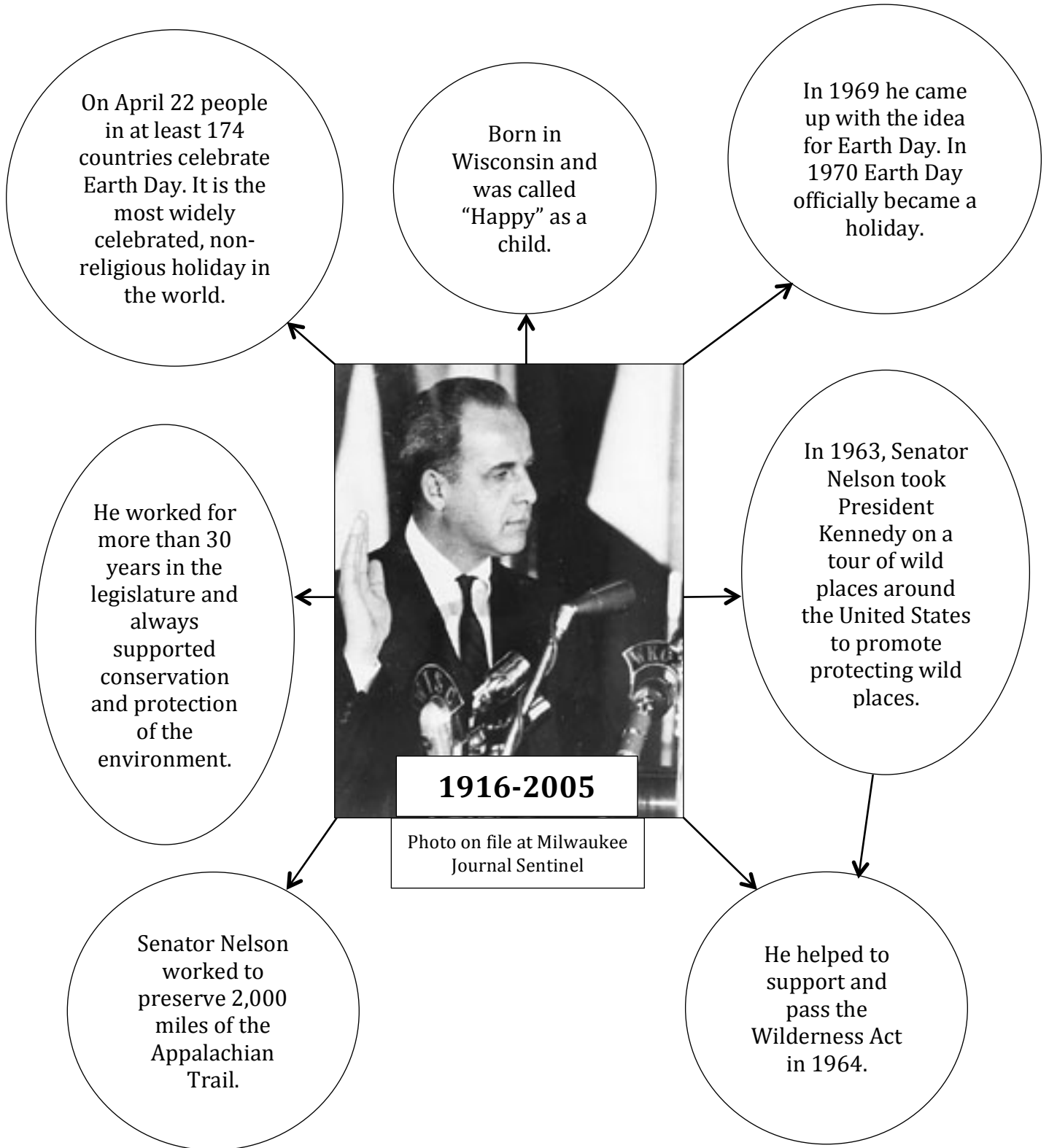
Students may research the history behind Earth Day and the historical and political climate that lead up to Senator Gaylord Nelson's action. Create a short skit, presentation, or podcast about the history of Earth Day.

Suggested Resource: <http://www.earthday.org/>

Extension Activity 3: International Earth Day

Investigate how students around the world celebrate Earth Day. Identify a few ideas that your class would like to incorporate into their own Earth Day celebration or that they would like to share with other classes. Create a poster that shows Earth Day celebrations from different cultures.

Wilderness Hero Profile #3: Senator Gaylord Nelson



Wilderness Outside of the Classroom

Overview: As a class, students will create a list of possible activities in which they would like to participate at the wild place. Students may elect to participate in one or more outdoor activities that will stimulate a connection with the wild place. They will reflect upon their personal experiences in their **My Wild Places Journals**.

Teacher Goals: The teacher will...

Write a list of potential outdoor activities.
Organize activities and students.
Lead a reflection activity.

Learning Targets

I can follow directions and participate.
I can state activities can people do outside.
I can work with my peers to accomplish my goals.

Standards Applied

Geography: Places and Regions NSS-G.K-12.2	Understand the physical and human characteristics of places.
Geography: Environment and Society NSS-G.K-12.5	Understand how human actions modify the physical environment.
Science: Personal and Social Perspectives NS.K-4.6	Understand changes in environments.
National Standards for Physical Education	Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Common Core 4th Grade Writing Standards	Text Types and Purposes 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely. Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Estimated Time: 1½ hours to a half day

Materials:

- **My Wild Places Journal** for each student
- Drawing and writing supplies
- Clipboards or notebooks, if available
- Other materials necessary for activities

Teacher Background Information:

Many of the people interviewed in the film, *American Values American Wilderness* talked about personal experiences they had in wilderness that they remembered and cherished. Individuals experience wild places in distinctly unique ways, but they are nearly always memorable, powerful, and profound.

Students will have varying degrees of experience and comfort interacting with nature and participating in new activities. **Allowing them to spend an adequate amount of time in nature will help them gain confidence and increase their comfort levels in new environments and situations.**

Students need to get outside and to explore their surroundings. After clearly explaining the boundaries and expectations for students, allow them at least twenty minutes to explore and play in the area.

Selecting appropriate outdoor activities:

1. Determine the interest and adventure levels of the students. They do not all have to do the same activity. Take a survey of the class or brainstorm a list with students to assess the interest level for different potential activities.
2. What are your resources? How many adults are able to help with the experience?
3. What activities are reasonable to do at the selected wild place?

Some ideas for outdoor activities:

- Hike
- Nature drawing
- Fishing
- Creek walking
- Snowshoeing/skiing
- Outdoor survival skills
- Shelter building
- Nature walk
- Bird watching
- Tracking
- Observing invertebrates
- Leaf rubbing with crayons
- Create a field guide
- Create a map
- Nature scavenger hunt
- Nature photography

Teaching Sequence:**1. Prepare in the classroom**

Review the list of what the students expect to find in a wilderness. Discuss what they might expect to find on the day of the field trip. Allow students a choice in activity. Create groups and determine who will participate in which activities. Setting up a station rotation system will make it possible for students to easily transition to other activities.

2. Explain the day

Make sure students are aware of safety and emergency protocol and understand the plan for the day. Each group will need one adult. Determine how long each activity will take and set up a rotation schedule. Explain the guidelines for safe exploration.

3. Activity

Students will participate in one or more outdoor activity. Activities may have cross-curricular connections.

4. Closing Activity

Discuss what students learned, noticed or experienced during their activities. Make note of the wide range of experiences and ideas students had during the same activities in the same location.

Option 1: Reflection Circle

Sit in a circle with the whole group. Go around the circle and allow each person the opportunity to share one aspect, moment, or idea of their wild place experience that was meaningful to them. If the group is large, it may be best to break into smaller discussion groups.

Option 2: Personal Writing Reflection

Students may write or sketch a brief narrative or creative perspective reflection about their experiences in their **My Wild Places Journals** on journal pages 11 and 12.

Discussion:

*What is one moment or idea you will take away from today's time at our wild place?
Why does that moment stick out to you?*

Do you have any questions about something you noticed or learned today? What would you like to investigate if we come back to this location?

Adaptations:

- Collaborate with other specialist educators in your school to facilitate engaging and varied outdoor activities for students.
- If it is not possible to travel to a wild place, this experience could take place on school grounds.
- Involve Physical Education teachers to help create effective, fun activities for students.
- Create a class poster or display about potential outdoor opportunities in your community.

Teacher Notes:

- Depending on the length and location of your trip to a wild place, you will need to adequately prepare yourself and your students for a successful experience. Students may need lunches, water, first aid kit, proper clothing, and sun protection.
- If equipment is available, students may also elect to gather information by taking photos or video with a digital camera.

Suggested Reading:

- Cornell, J. (1979). *Sharing nature with children: a parents' and teachers' nature-awareness guidebook*. Nevada City, CA: Dawn Publications.
- Ward, J. (2008). *I love dirt!: 52 activities to help you and your kids discover the wonders of nature*. Boston, MA: Roost Books.

Wilderness Profile Study #3: Gila Wilderness

Use the wilderness profile concept map for your study of the Gila Wilderness. Students may record their thoughts on journal page 23 in their **My Wild Places Journals**.

Discussion:

1. Can you find the Gila Wilderness on the Wilderness Map?
2. Why is the Gila Wilderness significant in the history of America's wilderness areas?
3. The Gila Wilderness has many ancient cliff dwellings, which are protected by the Wilderness Act. They are evidence of human life. Why do you think they are preserved?

Extension Activity #1: Create a field guide

Students may work in small groups to research a specific species of plant or animal that lives in the Gila Wilderness. You may choose to create a field guide about your local area instead. Each group can use websites, existing field guides, information from a natural history center, etc. to create a one-page information sheet. Information sheets can include diagrams, illustrations, and text. Compile each group's information page into one field guide for the class.

Extension Activity #2: Ancient People Investigation

Humans have lived in the Gila Wilderness and surrounding area for thousands of years. As a class, develop a set of questions about the lives of the ancient people who used to live in the Gila Cliff Dwellings. Divide the topics among groups of students. Topics may include tools, food, clothing, traditions/rituals, location, and population. Each group will add their research to a class concept map. This activity could be adapted to study ancient people in your area.

Suggested Resource:

- BLM Mystery of the First Americans:
http://www.blm.gov/wo/st/en/res/Education_in_BLM/Learning_Landscapes/For_Kids/History_Mystery/hm2.html

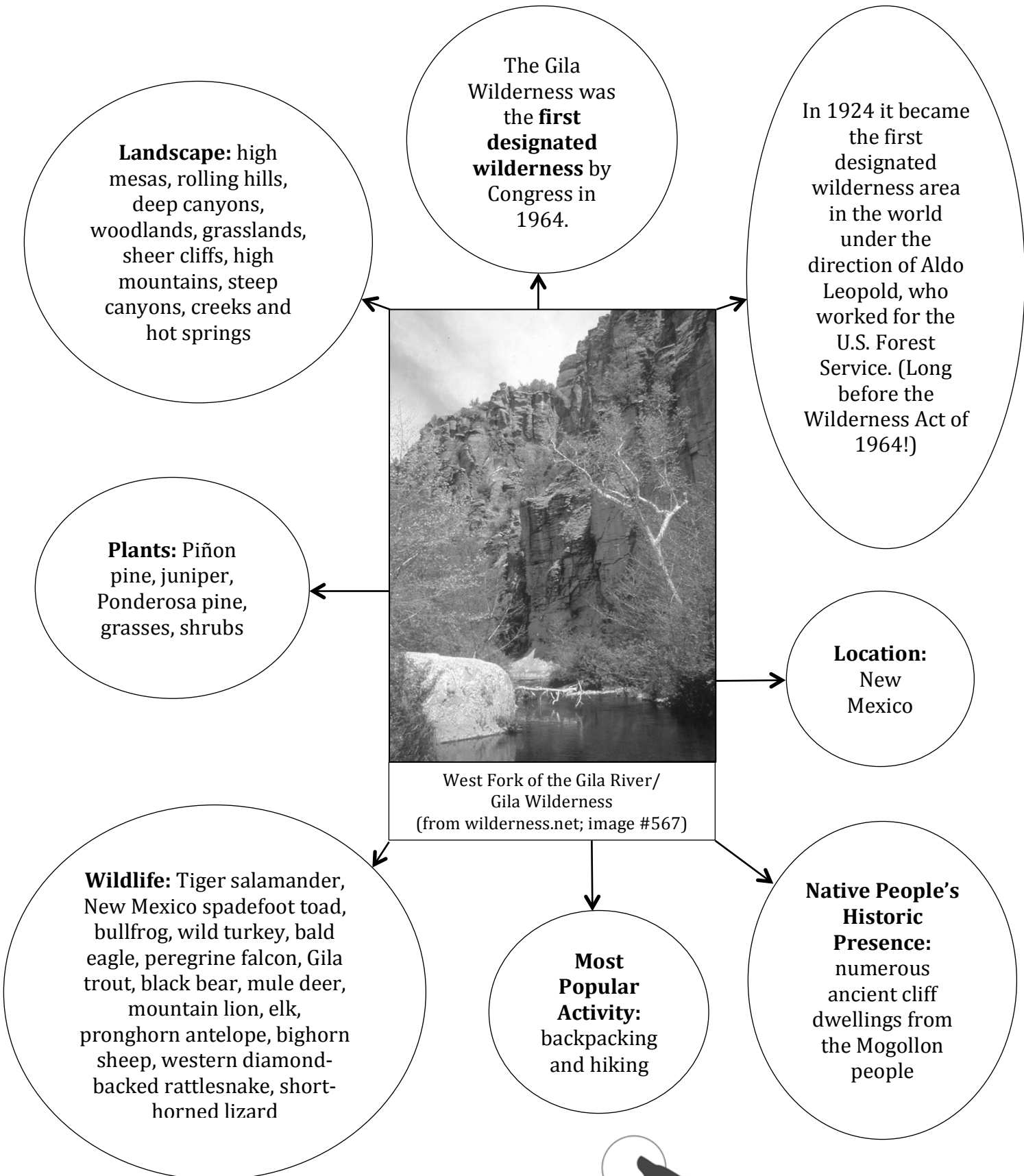
Extension Activity #3: Nature Senses Walk

We can use each of our five senses to gather information about a natural place. Design a walk during which students must use each of their five senses at different points during the walk. At the end of the walk you might ask students what they learned about the wild place.

Suggested Sense Activities/Questions:

- Sight: What types of wildlife do you see?
- Sound: Do you hear any evidence of wildlife? Which direction is it?
- Taste: Taste a pine needle. They are full of Vitamin C and sour. Spit it out.
- Touch: How many different textures can you find?
- Smell: Can you use your sense of smell to determine where you are?

Wilderness Profile #3: Gila Wilderness



Wilderness Show & Tell

Teacher Information:

At the end of each investigation work with the students to create a display or presentation about their learning, skills acquired, and experiences. It may be useful to take photos of students during the Wilderness Outside of the Classroom portion of the investigation. Use this space as a planning template.

Big Ideas from Wilderness Investigation 3:**Presentation or Display Ideas:****Student Involvement Component:****Location and Date of Event:****Logistics of Event:** (refreshments, seating)