

# Wilderness Investigation #2

*For the American People of  
Present and Future Generations*



2 Generations in the Wilderness (Yosemite); Image #1961; Photo by George Wuerthner

**Essential Question: *Is EVERY citizen a wilderness shareholder?***



Arthur Carhart National Wilderness Training Center's  
***Wilderness Investigations***  
A Subject-Integrated Curriculum for Grades 5 - 8

***Wilderness What's Up?***  
***Investigation #2 Note to Parents***

**Note to Parents**

Dear Parent(s),

Your child continues their involvement in Wilderness Investigations. They are beginning their second investigation now. Listed below are all five investigations. The current investigation is in **bold** print.

1. *Preservation and Protection in their Natural Condition*
  - An exploration of the wild/wilderness continuum with a special focus on The Wilderness Act of 1964 and what wilderness designation means as *...an area where the earth and its community of life are untrammelled by man...*
2. ***For the American People of Present and Future Generations***
  - **As U.S. citizens we all enjoy wilderness rights, privileges, and responsibilities because it has been preserved for the American people of present and future generations.**
3. *Outstanding Opportunities*
  - Wilderness as a place of *outstanding opportunities* to experience things that can only be experienced there.
4. *Preservation of their Wilderness Character*
  - Places where *preservation of wilderness character* is first and foremost.
  - Priceless impacts on individual people, communities, and ecosystems.
5. *Our Wilderness Heritage*
  - Preservation and protection of wilderness are selfless and patriotic acts for the benefit of others (human and non-human; biotic and abiotic) and is *one sign of a maturing democracy*.

Read on to find out what's going on during Wilderness Investigation #2 and thanks again for supporting *Wilderness Investigations!*

Sincerely,  
The Creators of *Wilderness Investigations*  
(Arthur Carhart National Wilderness Training Center)

## **Wilderness Investigation #2 Overview**

In *Wilderness Investigation #2* your student learns about how, as U.S. citizens, we are all shareholders in public lands like wilderness. Besides being a shareholder, students learn about the *rights, privileges, and responsibilities* that go with being an active and engaged member of society.

### **Upcoming educational experiences related to this topic:**

- Students will create *Guidelines for their School Commons* and create a mural focused on their *Rights, Privileges, and Responsibilities as Wilderness Shareholders*.
- Be introduced to and learn about Wilderness Hero Mardy Murie.
- Participate in one or more local investigations of a public park and a wilderness area *or* place with wild elements.
- Introduction to the Okefenokee Wilderness in Georgia as Wilderness Profile #2.

Of course, students will have many projects and assignments associated with each experience.

## **Invitation to Wilderness Show & Tell #2**

This space reserved for teachers to place their specific *Wilderness Show & Tell* information.

## **Discussion Ideas**

- Shareholder in the *Commons* (public lands)
  - “What does the term shareholder mean as it relates to public lands?”
  - “What are some examples of things that U.S. citizens share in *common*?”
- Wilderness Hero
  - “Who was Margaret (Mardy) Murie and why is she a wilderness hero?”
- Public Places
  - “What did you learn about the local park you visited?”
  - “What can you tell me about the wilderness area *or* wild place you visited?”
- Wilderness Profile
  - “What can you tell me about the Okefenokee Wilderness?”
  - “Would you like to go there?”
  - “Please show me where it is on a map.”

## **Outdoor Activity Ideas**

- Take a tour of public places in your community. Explore those you like best.
- Visit a government office and speak with someone about public places they oversee and discuss the rights, privileges, and responsibilities your family has as U.S. citizens.
- Visit a wilderness area or public place that has wild elements. Take a hike, enjoy a picnic, do an art project together--Enjoy the wilderness. Why? It’s yours--You’re a shareholder!

### **Safety Heads-Up**

The Boy Scouts have it right--Be prepared! Before heading out into the wilderness, gather the right gear, find out about safety concerns, and investigate places you should go and make sure you have the right personal gear, snacks, first aid kit, water, etc.

## **Project Idea**

Make a scrapbook of family outings.

- Take photos, include drawings, do a little writing together.

### **Safety Heads-Up**

Be sure to *do your homework* and choose wilderness that fits your family's needs.

## **Resources for a More In-depth Topic Exploration**

Go to [www.wilderness.net](http://www.wilderness.net) to learn more about wilderness and wilderness topics.

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**Classroom Investigation #2**  
***For the American People of***  
***Present and Future Generations***

**Investigation Goals**

The teacher will address:

- U.S. citizens as shareholders in designated wilderness and what that means in relationship to...
  - ...our wilderness rights;
  - ...our wilderness privileges;
  - ...our wilderness responsibilities.
- Aldo Leopold's land ethic and how that changes the way we think about wilderness.

**Time Requirement**

1 1/2 - 2 hours

**National Standards Addressed**

**Environmental Education:** Strands 2.3C *Learners understand that government... exist because people living in groups need ways to do things... to maintain order and manage conflict.* 3.2 *Decision making and citizenship skills.*

**Geography:** NSS-G.K-12.5 *Environment and society and how they are connected.*

**History:** NSS-US.H.5-12.9 *Understands... the social transformation of postwar United States.*

**Language Arts:** NL-ENG.K-12.4 *Students adjust their use of... written and visual language for different purposes.*

**Visual Arts:** NA-VA.5-8.1 *Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.*

## **Materials/Resources Needed and Pre-Investigation Tasks**

- One copy of *Guidelines for the School Commons* for each student group (as organized by the teacher).
- A roll of paper (24" - 36" wide) and appropriate art supplies for students to create their wilderness murals.

## **Teacher Background**

In the United States of America we have historically agreed that:

- Some places are public or *common* areas (streets, parks, National Forests for example);
- Some things (air and water for instance) are *commonly* used;
- Some actions should be taken for the *common good* (establishment of public libraries and schools are two familiar actions);
- Some decisions are made for the benefit of present *and* future generations (natural resource management on public lands, open space preservation through land trusts, and designated wilderness come to mind).
- There are many more parts of *the commons* or those things that are for the good of all.

When discussions turn to something that is for the common good the emphasis always shifts from *me* to *we*. Decisions are made for the common good. Those places that are of *the commons* belong to all of us. They are places or things *we share*.

- Rarely does anyone argue with the placement of stop signs or reduced speed limits at busy street or highway intersections. We tend to see this as a wise logistical decision that allows a variety of safe and organized uses of a community *commons* area--an area that belongs to all of us.
- It has recently been written, "Anyone can use the commons, so long as there is enough left for everyone else." (Jay Walljasper; [All That We Share](#); Chapter 1)
- The ability to own private property is a cherished element of our society. Setting aside public lands and places (of which we all are shareholders) allows every citizen to enjoy the rights of shareholding, of the privileges that go with that right, and to grow through the responsibilities that come with being a shareholder.

This classroom Wilderness Investigation explores the many ways designated wilderness allow each U.S. citizen to be an equal shareholder of these precious places. The emphasis is on the rights, the privileges, and the responsibilities of being a wilderness shareholder. Students will



creatively explore other aspects of *the commons* in our country and look closely at how the common good is served by establishment and protection of wilderness *for the American people of present and future generations* (italicized words from the Wilderness Act).

Finally, students will be introduced to and have an opportunity to investigate what Aldo Leopold called the *Land Ethic*. He wrote (in *A Sand County Almanac*; essay--The Land Ethic): "All ethics so far evolved rest upon a single premise: that the individual is a member of a community of interdependent parts... The land ethic simply enlarges the boundaries of the community to include soils, waters, plants, and animals, or collectively: the land... In short, 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."

### **Step-by-Step Presentation Instructions**

**Prompt** students by stating the following: "Make a list of things around the school (including our classroom) that are or could be shared or used by all of us?"

- Help students get started by starting a list where all can see: restrooms, drinking fountains, hallways are a few to begin with.

**Ask** students to share items from their list and add to the master list that everyone can see.

**Suggest** that the items listed are part of the school *commons*.

- Help students define *commons* and bring them around to the idea that those things that belong to us all are part of that commons.

**Pose** the following questions:

- "If I owned the drinking fountains who would be responsible for keeping them working and clean?" (I would be.)
- "If we own them in common who is responsible?" (We all are although we might compensate others to do that for us.)
- "What rights do every user of one of these common elements share?" (Equal access)
- "What privileges does each common shareholder have?" (Pride of ownership, ability to use, etc.)
- "What responsibilities does each common shareholder have?" (Upkeep, careful use, not using more than their share, etc.)

**Follow-up** with the idea that *common* ownership or shareholding shifts the focus from *me* (or *I*) to *we* (or *us*).

- It's a little like a business partnership where all of the owners have certain rights, privileges, and responsibilities.

**Choose** one of the *common* school items (preferably one that many students listed) and organize small groups to come up with a statement which outlines the RIGHTS, PRIVILEGES, and RESPONSIBILITIES each member of the school community (students, teachers, administrators, staff) have towards that item (OR have each group choose their own item so that you end up with a focus on many common school things and/or places).

- Use the *Guidelines for the School Commons* sheet.

**Share** *Guidelines for the School Commons*.

**Go through** the following elements of the *Wilderness Act* (and clarification questions) that have to do with Wilderness Investigation #2:

- From Section 2(a): ...it is hereby declared to be the policy of the Congress to secure for the American people of present and future generations the benefits of an enduring resource of wilderness.
  - Question: Who sets aside wilderness under the Wilderness Act? (Congress)
  - Question: Who is the wilderness for? (present and future generations of the American people)
  - What is added to the American *commons*? (an enduring resource of wilderness)

### VOCABULARY/CONCEPT CHECK-IN

Don't let a lack of word or concept understanding hold students back.  
Check in to see if they understand the following:

**ENDURING:** Long-lasting, durable, permanent.

**RESOURCE OF WILDERNESS:** A *reserve, supply, source* or *store* of Federally protected wilderness (as defined in the Wilderness Act of 1964).

So, let's take another look at what *an enduring resource of wilderness* means in student-friendly terms:

**Congress secured for the American people (as a result of the Wilderness Act of 1964) a *long-lasting, durable and permanent reserve or store of lands protected as wilderness.***

- From Section 2(a): *These shall be administered for the use and enjoyment of the American people...*
  - What *right* do we have when it comes to designated wilderness? (To use and enjoy)
- From Section 2(a): (continued from previous point) *...in such a way as to provide for the protection of these areas, the preservation of their wilderness character.*
  - If I want to go in and build a house in designated wilderness, can I? (No, we do have certain *privileges* but building a house there would not be one of them.)
    - Why not? Check out Section 2(c) of The Wilderness Act.
  - Can you give an example of a human privilege that would allow the area to remain protected and preserved as wilderness? (Solitude, the opportunity to observe the natural world in a pristine environment, etc.)
    - Compare student ideas about wilderness privileges to what the Wilderness Act says in Sections 2(c) and 4(b).
  - What *responsibilities* do we as wilderness stakeholders share? (To do things that support wilderness protection and preservation and avoid things that would destroy those attributes.)

**Brainstorm** appropriate actions (rights, privileges, responsibilities) in our wilderness commons.

- Examples: Hiking, leave-no-trace camping, picking up and carrying out garbage, observing wild animals, sleeping out where the night sky can be seen because light pollution doesn't get in the way, knowledge and satisfaction in knowing that there are wild places that are protected by law, etc.

**Read** the following quote and ask students what they think Aldo Leopold meant:

*I am glad I shall never be young without wild country to be young in. Of what avail are forty freedoms without a blank spot on the map?*

**Teacher note:** Aldo Leopold (scientist, writer, naturalist) often celebrated the notion that he was pleased that he had been born when there were still a reasonable amount of wild landscapes for him to explore as he grew and developed. He was willing to give up certain things (*freedoms*) in order to keep those areas wild.

**Share** a second quote from Leopold and ask students what connection the things he's writing about have to do with the *wilderness commons*.

- Let students know that this quote is what is known as Mr. Leopold's *Land Ethic*.

*All ethics so far evolved rest upon a single premise: that the individual is a member of a community of interdependent parts... The land ethic simply enlarges the boundaries of the community to include soils, waters, plants, and animals, or collectively: the land... In short, 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.*

**Teacher note:** Many Leopold scholars believe this to be one of his most important contributions to the modern-day conservation and preservation movement. In this *land ethic* Leopold expands the members of the *commons* community to include *the land* (meaning all that naturally and collectively make-up a particular landscape). He clearly sees humans (as stated by David Orr many years later in his book *Earth in Mind*) as *part of not apart from the natural world*. Certain rights are implied for all of these community members and not just humans. Leopold would certainly extend his land ethic to what are now designated wilderness and, in reality, this ethic is a fine definition of the *wilderness commons*.

**Tell** students that they are now going to create an *Our Rights, Privileges and Responsibilities as Wilderness Shareholders* mural.

- Each student will choose something (and write a statement that goes with it) that falls into one of the three categories. Examples:
  - RIGHT: As a U.S. citizen I am co-owner of designated wilderness.
  - PRIVILEGE: I enjoy the solitude of wilderness settings.
  - RESPONSIBILITY: I will stay on designated trails in fragile places.

NOTE: It may require a lively class discussion to help students to be clear about examples of wilderness rights, privileges and/or responsibilities.

- They will create a rough sketch of what they will draw, paint, or sketch that illustrates their choice.
- In their designated mural space, each student will write their statement at the top or bottom and then illustrate their segment.

**Provide** materials for rough drafts and for mural work.

**Post** the mural in the classroom or a school hallway.

- Refer to the mural often to re-emphasize wilderness rights, privileges and responsibilities.

### **Service-Learning Idea(s)**

- Arrange for students to *go on tour* with their wilderness mural. Have them teach about the wilderness commons as they display their work.
  - Meetings, banquets, conferences and so forth of organizations/agencies that deal with wilderness would be a good place for students to share their knowledge and creative work.

### **Resources for a More In-depth Topic Exploration**

- All That We Share; Jay Walljasper; 2010 (Book about the commons concept).
- A Sand County Almanac; Aldo Leopold; 1949 (Classic book of essays on the land ethic and other topics including wilderness by one of the nation's strongest early voices for wilderness).



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**Wilderness Hero #2**  
***Margaret (Mardy) Murie***



Mardy (front row; 2<sup>nd</sup> from left) at signing of the Wilderness Act in 1964  
(Photo from Wilderness.net Image Library)

**Instructions for the teacher:**

Margaret (Mardy) Murie lived much of her life in wild places. She never took those wild landscapes, or those she knew of but hadn't visited, for granted. With her husband Olaus, while he was alive, and until her own death at age 101, Mardy worked for the preservation of wilderness. She is often called the *Grandmother of the Conservation Movement*. She loved wild lands and was especially fond of seeing young people experiencing and feeling wildness in their own lives.

To help students get to know this amazing wilderness hero, choose one or more of the following:

- Photocopy and hand out *Wilderness Hero Sheet #2* to each student.

- Based on the information found there, have them write a short biography of Mardy.
  - Use the *Writing a Wilderness Hero Biography (Prompt Page)* located in the Appendix if students are just learning to write biographies and need a little assistance with what to include.
- The information provides geographic information about places Mardy lived or worked to protect during her life. Have students download a blackline map of the United States and indicate those places. Include dates and place names when available.
- Use the handout as the basis of a short mini-lesson about Mardy Murie.
  - To enhance your lesson, go to [Wilderness.net](http://Wilderness.net) and search for Mardy Murie. At the top of the page is a link to an audio from NPR that focuses on her life and achievements.
- Listen to the audio about Mardy Murie found at the top of the page about her life on [Wilderness.net](http://Wilderness.net).
  - Based on the information found there and on *Wilderness Hero Sheet #2*, have students prepare their own news story (audio or video) about her life as a wilderness hero.
- Have students do research about the Presidential Medal of Freedom (which was awarded to Mardy in 1998).
  - Have them prepare a written report, informational poster, PowerPoint presentation or oral report about the award and why they think Mardy received it.
- Have students read about growing up as one of Mardy's children in her book *Wapiti Wilderness* (Colorado Associated University Press; 1985; Chapters 11 & 12).
  - Have them compare and contrast their lives and discuss how the Murie family's life centered around wild places.
- Create a Mardy Murie--Wilderness Hero bulletin board.
  - Feature projects and information about her.
- Have students study and then place their copy of *Wilderness Hero #2* in their Wilderness Investigations Folder.



**Wilderness Hero #2**  
***Margaret (Mardy) Murie***  
**1902 - 2003**



Mardy in Alaska  
(Photo from Wilderness.net)

**Introduction to a Hero**

Margaret Thomas was born in Seattle, Washington August 18, 1902. When she was five years old she and her family moved to Fairbanks, Alaska. Mardy, the name almost everyone called her, was the first female graduate of what is now the University of Alaska. She married quiet, wilderness-loving biologist Olaus Murie in 1924 and honeymooned on a 500 mile dogsled research mission in some of Alaska's most remote wilderness. In 1927 the young couple and their children moved to Jackson Hole, Wyoming.

Mardy accompanied her wildlife biologist husband into wild places around Alaska and the west. When their children came into the picture (they had 3) the wilderness adventures continued with the entire family setting up housekeeping in some of the world's wildest landscapes. This was, of course, many years before the Wilderness Act of 1964 became law.

Mardy and Olaus spent most of their adult lives working to protect wild places. They were able to help protect what is now the Arctic National Wildlife Refuge (19 million acres in Alaska) and pushed, along with

others, for a national wilderness preservation system. Olaus died in 1963 but Mardy kept working to help their shared wilderness dream come true. Mardy was invited to attend the signing into law of the Wilderness Act by President Lyndon Johnson in 1964.

Mardy lived in Jackson Hole, Wyoming near the small community of Moose until her death (October 19, 2003) at age 101. The *Murie Ranch* is now called the Murie Center. It is a non-profit dedicated to carrying on the work of Mardy and her family to establish and preserve wilderness.

**Here's a special story from Mardy's later years:**

In the months leading up to Mardy's death in 2003 she was often found sitting in her favorite rocking chair on the front porch of her log cabin or looking out its large front room window. Wrapped in her shawl she would quietly pass time with memories and observations of her beloved Jackson Hole home. She didn't engage in conversation often since the effort left her exhausted.

One chilly morning she was to host a very special visitor. Naturalist Jane Goodall, famous for her pioneering field work with chimpanzees and her popular books and articles about her life, discoveries, and conservation work was in the area to speak with young people about wild animals and landscapes. She asked if she could see Mardy (one of *her* heroes). The visit was arranged, but expectations of a protracted conversation between the two conservation giants were downplayed. After all, Mardy was 100 years old!

Jane was ushered into the cozy cabin and there sat Mardy in her usual place. Jane approached, hand extended, and spoke in a quiet, respectful tone to her hero and fellow conservationist. Mardy nodded but only said a word or two in response. And then Jane said just the right thing. She mentioned that she was in Wyoming to speak with young people about wilderness and wildlife. Mardy came alive! For the next 10 or 15 minutes, Mardy and Jane spoke animatedly about children and wild places. Smiles and hugs brought the precious session to a close. The two Conservation Elders had held their summit. The outcome: Young people and wild landscapes both deserved respect and support.

Upon leaving, Jane, usually talkative, remained quiet and reflective. As her van drove down the long driveway, leaving the Murie Ranch behind, she half-whispered to her driver, "That woman has done more for this planet than any other person I know."

(Story from the in-person observations of the van's driver, Steve Archibald)

### Other heroic wilderness actions:

- Mardy authored or co-authored many articles and books on wilderness themes. Some of her writings were biographical and others more focused in support of wilderness preservation.
- Produced a documentary film in 1956 while in the Sheenjek River wilderness of Alaska. This film, including segments of she and her husband Olaus speaking, urged wilderness protection and celebrated wilderness attributes.
- Testified before Congress in support of the preservation of millions of acres of Alaska wilderness.
- Featured in the documentary, *Arctic Dance*, focused on she and Olaus' lives as a unique married couple and as wilderness advocates.
- Led letter-writing campaigns to politicians advocating wilderness designation and preservation.
- Received the following awards in recognition of her work for wilderness preservation: the Audubon Medal (1980), the John Muir Award ((1983), the Robert Marshall Conservation Award (1986), the Presidential Medal of Freedom (1998), and the J.N. Ding Darling Conservationist of the Year Award (2002).
- Her family's property (the Murie Ranch) located within the boundaries of Grand Teton National Park became the home base for the Murie Center, a non-profit organization that is dedicated to carrying on the work of the Murie family.



Arctic National Wildlife Refuge  
(from Wilderness.net; Image #1914)



## **Local Investigation #2** ***For the American People of Present and Future Generations***

### **Investigation Goals**

The teacher/leader will choose from a menu of field experiences that will address some or all of the following based on information learned during the previous in-class investigation:

- Visit a local public area (part of the local *commons*).
- Design and carry out a service project related to their area visit that allows them to fulfill some of their responsibilities as public land shareholders.
- Participate in a field excursion to a nearby wilderness or public place with wild elements.

### **Time Requirement**

For both options and the extension, teachers will need to determine how much time activities will take for their students.

### **National Standards Addressed**

**Environmental Education:** Strand 1, Strand 2.3, Strand 2.4B, Strand 4

- Use of *questioning, analysis, and Interpretation skills*
- The roles of *humans and society* as they relate to the environment
- How *places differ*
- Our *personal and civic responsibilities* toward the environment

**Geography:** NSS-G.K-12.2

- *Understanding the physical and human characteristics of places*

**Language Arts:** NL-ENG.K-12.7 & NL-ENG.K-12.8

- *Research skills are developed*
- *Data is evaluated*

**Science:** NS.5-8.1

- Use of *science inquiry skills*

**Technology:** NT.K-12.5

- Recording and producing video/still images allows students to use *technology research skills*

## Materials/Resources Needed and Pre-Investigation Tasks

- For Option #1:
  - Arrange for adult helpers (parents, school aids, older students) for this field experience.
  - Organize working groups of students (3 - 5 with at least one adult assistant) to work on projects throughout Option #1.
  - Choose a local public area that students can travel to (by walking, public transportation, parent drivers, or school vans/buses) easily (and perhaps multiple times).
  - Blank sheets of paper 4" x 4" or 6" x 6" for use in public area elements project.
  - Arrange to have the land manager, or a representative, come to be interviewed about area history and topics related to the idea that students are public land shareholders (see Option #1 outline for specific ideas to help prepare the manger).
  - Notify area residents of the student survey project (phone, email, postcard, flyer) and request their participation.
  - Make copies of *Area Neighborhood Interview* and *Area Visitor Survey* sheets (for assigned interview/survey teams).
  - Materials and tools to accomplish the service project.
- For Option #2:
  - Prepare to visit a wilderness area that is within a realistic distance of the school/meeting place OR if that is not logistically possible, choose a place that is public land and that has an abundance of wild elements. BE AWARE OF GROUP SIZE LIMITATIONS IN WILDERNESS AREAS AND ALWAYS ADHERE TO EXISTING RULES AND REGULATIONS.
  - If possible, schedule a pre-trip visit from a manager or employee of the wilderness or public place with wild elements that you plan to visit.
  - Arrange for adult volunteers or school aides to come along to help with this option.
  - Gather area maps (see Wilderness.net for maps of designated wilderness areas) for pre and during visit use.
  - Copy the *Wilderness Map Study Sheet* for map study groups.
  - Procure video recording or digital photography equipment that students can use to record their wilderness day (also train students to use the equipment as needed).
  - Gather items required for the wilderness service project.
  - Find out about past and present Native American presence and use of the area and be prepared to share the information along the way.

### For Extension:

- Video recordings or photographs taken during the wilderness visit/service project.

## **Teacher Background**

In Classroom Investigation #2 students learned about *the commons* or publically owned places of which they and all other U.S. citizens are shareholders. Of course, attention focused on designated wilderness and, as outlined in the Wilderness Act, they discovered that wilderness is set-aside *for the American people of present and future generations* (and that includes them). They next learned that being a shareholder of the commons brings rights, privileges, and responsibilities.

In Local Investigation #2, students will enjoy hands-on experience as citizen shareholders. Abstract explorations related to commonly held spaces will become concrete.

The first option uses a local public area (city park, campground, bike path/walking trail, etc.) as its example of a commonly held space.

Students will:

- Explore the area in order to understand all that it has to offer the community;
- Research the area's story by interviewing area managers:
  - With a focus on young people's rights, privileges, and responsibilities;
- Deepen their area research by interviewing neighbors:
  - Particularly explore the benefits and challenges of living near the public area;
- Survey users of this common space about their property use, the benefits enjoyed by them because the area is accessible, and how important it is to the quality of their lives in the community;
- Investigate area needs with land managers and design a service project that allows them to fulfill their responsibilities as public space shareholders:
  - Invite other *shareholders* (parents, community members, etc.) to learn about the public area and then join in the project.

In the second option students move their field experience to a designated wilderness or a public place with wild elements. There they will:

- Spend time getting to know the landscape through hikes, visits with wilderness managers, etc.
- Identify a human-caused problem in the wilderness/wild place and work with wilderness managers to solve the problem in an appropriate way.
- Share the wilderness/wild place with some of the other shareholders (community members) through creative/imaginative productions that tell specific wilderness stories.

By the time students have experienced one or both of these investigations they should have a solid background in their position as common-space shareholders as well as a feel for the rights, privileges, and responsibilities that go with that honored status.



### Shareholders Enjoying their Wilderness

(from Wilderness.net; Image #1048)

## Local Investigation Ideas

### Safety Heads-Up

In Option #1 students may be conducting interviews and surveys if the teacher decides to facilitate this part of the plan. **Each interview/survey team should have at least one adult member** and should be instructed about respectful behavior, about never entering a home while working, and avoiding situations that their good sense warns them about (i.e. aggressive dogs, no solicitor warning signs, etc.). Also, students should never share full names or contact information.

### **OPTION #1**

Travel to the prearranged public area.

- Review ideas of being a shareholder in the *commons* and the rights, privileges, and responsibilities that go with that role.
- Share the day's schedule with students.



**Form** small groups (with at least one adult per group).

- Set an exploration/investigation time limit (10 - 15 minutes).
- Have each group walk through the area making mental note about interesting or important places/things.

**Section** the area into a grid according to the number of groups you have.

- Each group will have one grid section assigned to them.
- Mark boundaries and assign a grid number to each so that groups know their section.

**Assign** each group the following:

- Your task is to illustrate important or noteworthy area elements within your section.
  - Examples: Trees, playground equipment, restrooms, picnic tables, paths, etc.
- Use the sheets of paper provided.
- Simple yet clear illustrations are best.
- Work with your adult leader to determine what should be illustrated and what has already been accomplished.
- Set a time for work to be completed and the whole class to reconvene.

**NOTE:** As groups work on illustrations, the teacher should set-up a more or less to-scale grid (same number of grid areas as are being used by groups) of the area. Number the sections to match those being used by student groups. Illustrations will be set within these spaces. If it's windy or stormy arrange for an indoor space on site or do the following back at school.

**Instruct** each group to place their pictures within their grid space in as close-to-accurate way as possible (some pictures may overlap).

**Allow** each group to present their space and to explain why they chose the items they did.

**Brainstorm** questions to be asked of the area manager (or representative).

**NOTE:** This could be done back at school before the field experience.

- Some questions should lead to the manager sharing a little of the area's history.

- Other questions should allow the manager to tell what RIGHTS, PRIVILEGES, and RESPONSIBILITIES young people have in the area.
- Have students take notes so that they can ask questions OR designate a note-taker and have them read the questions when the manager is ready.

**Introduce** the land manager or representative.

- Let she or he share background information.
- Have students pose questions.
- Finish the period with a discussion of area needs (create a list to be used later in the day).
  - Examples: Picnic tables need sanding/refinishing, flower beds need weeding, paths need refurbishing, etc.

**Discuss SURVEYS:** *A set of questions you ask a representative group of people to gauge their opinions.*

- The surveys we will use have a set of responses to choose from which is a common survey strategy.
- Have you ever taken part in a survey?
- What are some topics that might be surveyed? (politics, sports, food, entertainment, etc.)

**Discuss INTERVIEWS:** *To ask people a series of questions as part of a research project.*

- Point out that, in an interview responses are open-ended and the recorder must attempt to capture as much of what is said as is possible.
- Suggest that interviews allow the interviewee to share feelings, opinions and ideas with fewer boundaries than with a survey.
- Interview examples: Historical figures, first-person accounts, going beyond *facts* (“I’m voting for Susan Johnson for mayor.”) to find out the *whys* (“She was our neighborhood representative for years and always served us well.”).

**NOTE:** Notify area residents of the student survey project (phone, email, postcard, flyer) and request their participation. You may choose to send the survey questions with your notification so that those who choose to be surveyed can be prepared beforehand OR they may fill it out and return electronically, by mail or in-person when/if students visit. If filled out before students drop by the visit could become a conversation rather than a series of questions.

**Pass out** copies of the *Area Neighborhood Interviews* to assigned interview teams and *Area Visitor Surveys* to assigned survey teams.

- Go through both with the whole group.
  - In our interviews we want to find out their feelings and opinions are in regards to having the park *next door*.
  - In our surveys, we want to find out why people come to the park, how often, and its level of importance in their lives.
- Discuss survey and interview etiquette and safety.
- Make assignments (at least three households per group)
- In groups (at least one adult per group) prepare to accomplish assignments.

**Gather** students together and go over survey and interview results.

- What have we learned about this area of which we are all shareholders?

**Remind** students that they must share responsibility to care for the area (besides enjoying certain rights and privileges).

- Review the list of park needs generated during the earlier discussion with a park manager.
- Choose a project, develop a proposal, present it to the manager, and complete the project as a class.

### **Safety Heads-Up**

In Option #2 students and adults will be spending time in wilderness settings. It is your responsibility to know what the safety concerns/hazards are and to be prepared to deal with them as situations dictate. Speak with a wilderness manager to find out what you need to know to be properly prepared.

## **OPTION #2**

**Place** students in groups of 2 - 4 and provide a wilderness or wild elements place map for each group.

- Have students study maps and look for interesting features, trails, access points, etc.
- Have each group fill out the *Wilderness Map Study Sheet* as they become familiar with the place through the map.

**Share** information from the *Wilderness Map Study Sheet*.

**Organize** a pre-visit presentation about the wilderness or wild element public land from an official representative of that place.

- Have them speak about the wilderness, share information about their job, and discuss appropriate wilderness behavior.

- This might also be a good time to brainstorm ideas for a student service project to benefit the wilderness while visiting.

**Travel** to the wilderness or place with wild elements.

**NOTE:** Wilderness areas have group size limitations. Be sure you know these limitations and organize your trip accordingly. Small hiking groups with two or more experienced adult leaders are better than larger groups.

**Take** students on an exploratory hike into the wilderness or wild element place.

- Arrange for students to rotate the task of video-recording or photographing elements of the day in the wilderness.
  - This is a good time to have a discussion about the appropriateness and/or wisdom of filming while in wilderness.
    - NOTE: Taking photos and video for non-commercial purposes are not prohibited in designated wilderness.
  - Possible discussion questions?
    - Does the activity fit into the wilderness setting?
    - Will the activity enhance or detract from the groups' wilderness experience?
    - Will the activity impact in negative ways the wilderness experience of other wilderness visitors?
    - Will the activity be detrimental to wildlife, plants or non-living wilderness community components?
- The goal here is to help students become familiar and comfortable in the wilderness.
  - Remind students that they are shareholders of this place.
  - Discuss/review their shareholder rights, privileges, and responsibilities (see Classroom Investigation #2).
- Provide time for students to be in a quiet place (alone but within view) where they can utilize their senses to get more familiar with the wild.
  - This is a good time for students to reflect, write, draw or a combination of these in their field journals.
  - Be sure assigned students are recording the wilderness and the wilderness experience for use back at school.

**NOTE:** The use of video recording and photographic equipment should be rotated between students so that the wilderness experience is not weakened for any one student. Remind students that these recorders are tools not toys.

**Share** information about how Native People used the area in the past and, if this fits your place, how treaty rights relate to wilderness use for them now.

- It is important to share the most accurate information possible when discussing cultures other than your own. Go straight to the source (Culture Committees, Tribal Councils, Elder Groups, etc.) whether in-person, through publications, or through websites. This will ensure accuracy, respectfulness, and integrity.

**Hold** discussions along the way (in small groups) about the wilderness experience.

- Discuss the visionary leadership it requires of wilderness advocates/supporters, politicians, and communities to make wilderness designation a reality.
- Share ideas about how it feels to be a wilderness shareholder and review the rights, privileges, and responsibilities that go with that position.

**Facilitate** a service project (based on planning with wilderness managers) so that students can put their *shareholder responsibility* into action.

- Invite parents, school administrators, community members, etc. to help with the approved wilderness service project.

### **Extension Ideas**

**Extend** the wilderness experience by using video recordings or photographs taken during the wilderness experience and organizing them in a way so that they tell the story of the wilderness, the students' wilderness experience, and the wilderness service project.

### **Resources for a More In-depth Topic Exploration**

- See Wilderness.net for information about specific wilderness areas.
- Check out local guide books and local history books that cover your local wilderness or places with wild elements.

**Wilderness Investigation #2**  
**Area Neighborhood Interviews**

**Interview team:** \_\_\_\_\_  
\_\_\_\_\_

**Note-taker(s):** \_\_\_\_\_

**Instructions:** Fill out one form for each interview that you are able to complete.

Name of person being interviewed (OPTIONAL):  
\_\_\_\_\_

Length of time living in the neighborhood: \_\_\_\_\_

Was the area used by the general public before you arrived? \_\_\_\_\_

• If NO, how did you feel when establishment of area use was announced? \_\_\_\_\_  
\_\_\_\_\_

• If YES, did having a publicly used area in your new neighborhood influence your decision to move here? If yes, why? \_\_\_\_\_  
\_\_\_\_\_

What are the benefits, if any, to having a public space in your neighborhood?  
\_\_\_\_\_  
\_\_\_\_\_

What are the drawbacks, if any, to having public space in your neighborhood?  
\_\_\_\_\_  
\_\_\_\_\_

Have you noticed any changes in the number of people using the area, the ways people use the space, or the amount of time people seem to spend in the there over the years? Please explain/describe on the back of this sheet.

**Wilderness Investigation #2  
Area Visitor Survey**

**Survey team:** \_\_\_\_\_  
\_\_\_\_\_

**Note-taker(s):** \_\_\_\_\_

**Instructions:** Fill out one form for each survey that you are able to complete.

Name of person(s) being surveyed (OPTIONAL):  
\_\_\_\_\_

Have you visited this public place before today?      YES      NO

If YES, how often do you come to this place each year:

1 - 2 times    3 - 5 times    6 - 10 times    11 - 15 times    16 or more times

Which of the following do you use this place for: (check all that are indicated)

- \_\_\_\_\_ Place for young children to play
- \_\_\_\_\_ Personal recreation
- \_\_\_\_\_ Picnics
- \_\_\_\_\_ Open space
- \_\_\_\_\_ Bird watching
- \_\_\_\_\_ Pet exercise
- \_\_\_\_\_ Physical fitness

Other: \_\_\_\_\_

Please rate your overall public space experience:

No opinion      Poor      Good      Very good      Great

**Wilderness Investigation #2**  
**Wilderness Map Study Sheet**

**Study group:** \_\_\_\_\_

**Instructions:** As a map-study-group use the wilderness map your teacher has provided to respond to the questions or prompts below.

1. What is the name of the wilderness or *place with wild elements* that this map is focused on?

\_\_\_\_\_

2. Find the symbol that indicates TRAILS. Locate one trail that is of interest to your group. List the trail name (if indicated). Next, list three interesting places (lakes, campsites, river crossings, passes, etc.) that the trail goes by or leads to.

Trail name: \_\_\_\_\_

Places of interest along the trail (Be specific by listing names if shown):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Study the map carefully. What seem to be main features of this wilderness?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. On the back of this sheet, write a paragraph that states why you would like to visit this wilderness.



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***Wilderness Investigations***  
A Subject-Integrated Curriculum for Grades 5 - 8

## Wilderness Profile #2 ***Okefenokee Wilderness***

### **Teacher background:**

The Okefenokee Wilderness was designated as such by Congress in 1974. It has a total of 353,981 acres and is located in Georgia. The U.S. Fish and Wildlife Service manage this wilderness area. This National Wildlife Refuge Wilderness encompasses the Okefenokee Swamp that is one of the oldest and best-preserved freshwater areas in the country. The Suwannee and St. Mary's Rivers originate here.

### **Instructions for the teacher:**

To help students become familiar with the Okefenokee Wilderness choose one or more of the following:

- Use information from *Teacher Background* and the *Student Information Sheet* to prepare and present a mini-lesson about this wilderness.
- If students have already started their *U.S. Wilderness Area Field Guide* (started in Wilderness Profile #1) have them add entries for the Okefenokee Wilderness by choosing items from the list below:
  - Photocopy the *Student Information Sheet*, have students go through it and then conduct a discussion about the information found there.
  - Using the *Student Information Sheet*, have students propose and complete creative ways to share information about this wilderness.
  - Use the wilderness map, included with *Wilderness Investigations*, and have students locate Georgia and the Okefenokee Wilderness. Provide blackline maps of the Southern United States. Have students identify and label each state and draw in/label this wilderness.
  - Have students choose one of the common animals of the Okefenokee Wilderness (found on the *Student Information Sheet*) and have them research information about the animal. Next, using their research findings have them prepare a creative way to share what they've learned.

- Compare and contrast this wilderness with other wilderness areas. Have students respond to: How are they similar? How are they different?
- If you've already started your *U.S. Wilderness Area* bulletin board (see *Wilderness Profile #1*) then add information about this wilderness. If not, start your bulletin board now.
  - Good bulletin board items include maps, photos, written information, recreation ideas, and so forth.
- For more information about the Okefenokee Wilderness go to [www.wilderness.net](http://www.wilderness.net).



**Okefenokee Wilderness**  
(from Wilderness.net; Image #1509)

## Wilderness Profile #2

# *Okefenokee Wilderness*

### Student Information Sheet



**Canoeing in the Okefenokee Wilderness**  
(from Wilderness.net; Image #507)

### **What's the story?**

- Designated by Congress as wilderness in 1974.
- Located in Georgia and administered by the U.S. Fish and Wildlife Service.
- Made up of mostly wet-prairie or cypress forest. It is a vast bog measuring 38 miles long and 25 miles wide (353,981 acres).
- *Okefenokee* is a European interpretation of a local Indian description of the area meaning *land of the trembling earth*. This description comes from the fact that unstable peat deposits tremble when walked on.

- Animals commonly found in the Okefenokee Wilderness: Black bear, herons, egrets, alligators, mallard ducks, greater sandhill cranes, osprey, tree swallows, Florida sandhill cranes, red-cockaded woodpeckers, Florida softshell turtles, chorus frogs, green tree frogs, wood storks, wood mouth perch, white ibis, nighthawks and many others.
- The headwaters of two rivers are here:
  - Suwannee River: Originates in the swamp and flows towards the Gulf of Mexico.
  - St. Mary's River: Originates in the southeast and flows to the Atlantic Ocean.
- Many habitats: Islands, lakes, cypress forests, scrub-shrub areas, open wet prairies.
- Rain water replenishes the swamp. During drought years fire sweeps through the area.

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## **Wilderness Investigation #2** ***Wilderness Show & Tell***

### **Instructions**

At the conclusion of each investigation, work with students to set-up displays and presentations that showcase learning, skills, and experiences related to the just-completed Wilderness Investigation. Use this sheet as a planning template.

### **Projects, Presentations & Displays**

Choose student projects from any or all of the segments of Wilderness Investigation #2 (and include items from WI #1 if appropriate).

1. Classroom Investigation: *Guidelines for School Commons* sheets and *Our Rights, Privileges, and Responsibilities as Wilderness Shareholders* mural.
2. Wilderness Hero Mardy Murie: *Wilderness Hero Sheet #2*; *Wilderness Hero* bulletin board; misc. *Wilderness Hero* projects.
3. Local Investigation: *Local Area Grid and Illustrations*; *Area Neighborhood Interviews*; *Area Visitor Surveys*; *Wilderness Map Study Sheets*; and *Wilderness Video/Photo Display* extension project.
4. Wilderness Profile--Okefenokee Wilderness: Various *Wilderness Profile* projects.

### **Location of Event**

### **Date(s)**

## **Invitations**

Note: Parents will have already been invited if you sent home the *Wilderness What's Up?* note at the beginning of this investigation. A reminder may be in order. Others to consider inviting: school administrators, grandparents, other classes, resource people from agencies, nature center personnel, etc. Include thank you notes for those who have helped during Wilderness Investigation #2 and invite them to celebrate student learning about wilderness.

## **Equipment/Material/Resource Needs**

Make a list of needs based on presentations and displays being featured.

## **Refreshments and other Logistical Details**