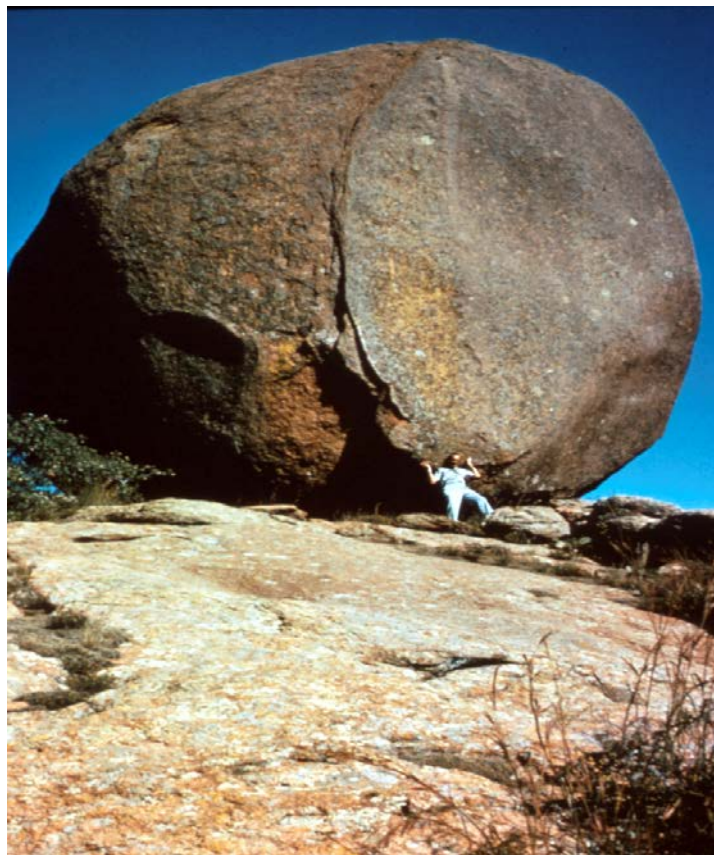


Wilderness Investigation #3

Outstanding Opportunities



Wichita Mountains Wilderness; Image #9

Essential Question: *What experiences are included in the wilderness “suite of values”?*

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

Wilderness What's Up?
Investigation #3 Note to Parents

Note to Parents

Dear Parents,

Your child continues their involvement in Wilderness Investigations. They are beginning their third 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 *benefits* for 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 #3 and thanks again for supporting *Wilderness Investigations!*

Sincerely,

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

Wilderness Investigation #3 Overview

In Wilderness Investigation #3 your student focuses on the outstanding opportunities afforded us because of designated wilderness. Particularly, students investigate:

- Recreational activities appropriate to wilderness;
- Inappropriate and/or illegal wilderness activities;
- Economic values associated with wilderness;
- Non-economic wilderness values.

Upcoming educational experiences related to this topic:

- Students will view the documentary *American Values American Wilderness* and complete two viewing guides.
- A focus on President John F. Kennedy and his good work on behalf of wilderness during the *Wilderness Hero* segment.
- The class will plan appropriate wilderness activities, choose one, get prepared, and participate in a real wilderness experience.
- As they continue to learn about our diverse wilderness heritage, students will focus on the Gila Wilderness in New Mexico.

Many projects and assignments will be completed as part of these educational experiences.

Invitation to Wilderness Show & Tell #3

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

Discussion Ideas

- Outstanding Wilderness Opportunities
 - What are some appropriate wilderness activities?
 - Which would you like to do most? Why?
 - What are some of the benefits of wilderness?

- Wilderness Hero
 - Tell me what you learned about President John F. Kennedy.
 - Why is he considered a *wilderness hero*?
 - (Based on personal memories or those of a grandparent or great grandparent who is old enough to remember the time when John F. Kennedy was president) Would you like to ask me (or others listed) any questions about President Kennedy or the mood/history of the country when he was president?
 - I wonder what those things might have had to do with his support for wilderness?

- Wilderness Activity
 - Are you planning your wilderness activity yet? Can you describe it to me?
 - What has been hard about planning?
 - Tell me about the wilderness activity you experienced.
 - Let me tell you about a great wilderness activity I once had.

- Wilderness Profile
 - Would you like to go to the Gila Wilderness? Why or why not?
 - Can wilderness be in a lot of different landscape types? Can you share examples you know of?
 - Can you show me the Gila Wilderness on a map?

Outdoor Activity Ideas

- Plan an appropriate wilderness activity as a family. If a designated wilderness is difficult to get to plan an activity in a more convenient wilderness-like setting.

Safety Heads-Up

Find out what specific safety challenges are associated with your plan and then do what you need to do to address them. Changing schedules to avoid high water, extra cold temperatures, etc. is just part of the experience.

Project Ideas

- Plan a creative wilderness activity project (painting, drawing, writing, photography, video production, etc.) that you can do together to showcase your wilderness activity experience.

Resources for a More In-depth Topic Exploration

- Check with local, state and federal agencies for information about wilderness destinations.
- Euser, Barbara J; *Take 'em Along: Sharing the Wilderness with Your Children*; 1989.
- Go to Wilderness.net for more information about all of the topics covered in WI #3.

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Classroom Investigation #3 ***Outstanding Opportunities***

Investigation Goals

The teacher will address:

- The *suite of wilderness values* that include...
 - ...how wilderness is experienced;
 - ...who can have a wilderness experience;
 - ...why wilderness is important;
 - ...our responsibility to preserve wilderness for future generations.

Time Requirement

Part 1: 1 1/2 hours

Part 2: 1 - 1 1/2 hours

National Standards Addressed

Environmental Education: Strands 2.3B *Learners understand that culture and wilderness can be connected.* 3.2A *Students form and evaluate personal views about wilderness values.* 4B *Learners understand the basic rights and responsibilities of citizenship as they relate to wilderness.*

History: NSS-USH.5-12.9 *Understands... the social transformation of postwar United States and how that period led to the wilderness idea coming to be.*

Language Arts: NL-ENG.K-12.12 *Students use spoken, written and visual language to express their views and record views of others/information about wilderness values.*

Science: NS.5-8.7 *Students will develop an understanding of science as a human endeavor and see wilderness as a laboratory to study the natural world without the interference of human activity.*

Technology: NT.K-12.5 *Students use technology to locate, evaluate, and collect information.*

Materials/Resources Needed and Pre-Investigation Tasks

- *American Values American Wilderness* DVD (Provided with *Wilderness Investigations*)
- DVD player
- A copy of *American Values American Wilderness Viewing Guide #1* for each student.
- A copy of *American Values American Wilderness Viewing Guide #2* for each student.

Teacher Background

Wilderness offers outstanding opportunities for U.S. citizens and others who visit. This in-class lesson explores various ways to experience wilderness, who can visit wilderness, why wilderness is so important to so many people, and our responsibility to preserve and pass on wilderness to future generations.

The centerpiece of this lesson/activity is the film *American Values American Wilderness* presented by the Arthur Carhart National Wilderness Training Center in association with High Plains Films. As a WI trained teacher you have received a copy of this inspiring and informative documentary.

Now and then one hears expressions of elitism when discussing wilderness use and users. Those who do not understand wilderness values may feel that only the most physically fit, economically well off, and mobile members of society enjoy the benefits of wilderness. This lesson and the accompanying film demonstrate that we all benefit from wilderness whether we ever visit a wilderness area or not.

Step-by-Step Presentation Instructions

PART ONE

Pass out copies of the *American Values American Wilderness Viewing Guide #1*.

- Go through instructions, prompts, and questions before starting the film.
- Be sure students understand their film-viewing responsibilities.

Show the film *American Values American Wilderness* (57 minutes).

- Be sure students are responding to prompts and questions.

- NOTE:
 - You may choose to pause the film every 10 minutes to give students a chance to catch-up with responses.
 - It's certainly okay to view the film in two parts if that fits class time periods better.

Go over *American Values American Wilderness Viewing Guide #1* when viewing is complete.

- Answers:
 - 1) 8 years
 - 2) BOTH (parties overwhelmingly supported wilderness legislation in 1964)
 - Ask: Why do you think this is?
 - 3) Responses as outlined in film; Take the opportunity to discuss quotes and hear student opinions and clarify understanding.

Reinforce:

- That it took 8 years to get the Wilderness Act passed but had required many more years than that to evolve as a nation that valued, supported, and was able to afford wilderness legislation.
- **Bipartisan** support for 1964's wilderness legislation.

BIPARTISAN: When members of two or more political parties agree on, work together, compromise, etc. to accomplish or attempt to accomplish the work of the people of the country.

- That a diverse and sizable segment of the U.S. population support, value and use wilderness.

PART TWO

Pass out *American Values American Wilderness Viewing Guide #2*.

- This should happen after viewing the film and going over *Guide #1*.
- This guide can be used as an assessment of film information retention or as a teaching tool to reinforce important wilderness concepts and information covered in the film.
 - As assessment: Students work individually
 - As teaching tool: Students work individually or in teams

Go over instructions and make sure students understand the questions and prompts.

- Provide time for students to complete.

Use this time to go over and correct, discuss, clarify and expand responses to *American Values American Wilderness Viewing Guide #2*.

- 1) All of those listed and other reasonable student responses
- 2) Seashore, desert, wetland, swamp, forest, mountain/alpine, river/lake, grassland, tundra, canyon and other reasonable responses
- 3) Horseback riding/packing, llama packing, backpacking, wildlife viewing, canoeing, non-motorized boating, cross-country skiing, dog sledding and other wilderness-compatible activities
 - Go to Wilderness.net → Benefits → Allowed Recreational Activities for a complete list
- 4) Wilderness outfitters, wilderness visitor use of local community services/products/facilities, and other reasonable economic values
- 5) A place for nature to express itself without man's interference, watershed health, wildlife habitat, sanctuary for plants, clean air, soil conservation and other reasonable responses
- 6) This is an opinion response but some outlined in the film are: lessens stress and anxiety, relaxes the visitor, provides a quiet environment, helps one get a new awareness of nature, offers a real-world learning environment, challenges visitors physically, helps visitors get back to their roots and self, gives peace of mind, simplification of daily life and other reasonable responses
 - For more information go to Wilderness.net → Benefit where you will find useful ideas.
- 7) Use this prompt as a springboard for meaningful discussion and expression of wilderness values.

Wrap up the discussion by sharing a personal wilderness experience and/or your own wilderness values.

- Compare your feelings about wilderness with those of the two Native American film participants.
 - Wilderness and culture intertwined. The loss of one diminishes the other.
 - A tie to wilderness landscapes that ancestors used and were inspired by.

Extension Ideas

Create a visual collage of images depicting appropriate (and perhaps another of inappropriate) wilderness activities.

- Use a classroom or hallway wall space or bulletin board to display images.
- Refer back to the Wilderness Act for overall guidelines for appropriate wilderness uses.
 - Visit Wilderness.net → Benefits → Allowed Recreational Activities for a complete list

Resources for a More In-depth Topic Exploration

- There are many excellent *wilderness adventure* books available that highlight appropriate wilderness activities and that may be of interest to students.
- *Wilderness* the magazine of The Wilderness Society regularly features people visiting wilderness, articles about wilderness values, and so forth. Check your local or school library for current and back issues.
- Books about historical and contemporary life in or near wilderness abound and may be worth reading with or making available to students. Here are a few examples:
 - Austin, Mary; *The Land of Little Rain*; University of New Mexico press; 1974; Life in the desert country wilderness of Southern California and Arizona.
 - Fromm, Pete; *Indian Creek Chronicles*; Picador Press; 1993; A winter in and around the Selway-Bitterroot Wilderness.
 - McClintock, Walter; *The Old North Trail*; Bison Books; 1968; Historical account of life in the wilderness of Northwestern and North Central Montana by the Blackfeet.
 - Muir, John (Edited by Edwin Way Teale); *The Wilderness World of John Muir*; 1954; Excerpts from various writings by Muir as he traveled through, lived in, and sought to protect western wilderness.
 - Fictional stories related to wilderness that could be read with or to students or listened to while traveling can be found by the following authors (as well as many others): **T.A. Barron** (*Tree Girl*, *The Lost Years of Merlin* series, *Great Tree of Avalon* Trilogy, and many others); **Molly Gloss** (*Wild Life*, *Outside the Gates*, *The Jump Off Creek*) **Jean Hegland** (*Into the Forest*); **Will Hobbs** (*Beardance*, *Bearstone*, *Take Me to the River*, etc.).

American Values American Wilderness **Viewing Guide #1**

Name: _____ **Date:** _____

Instructions: As you view the film *American Values American Wilderness* be prepared to respond to the questions and prompts below. Be sure to read through each before the film begins so that you are ready when answers or ideas come your way.

1. How long did it take for the Wilderness Act to become law once it was proposed? _____
2. Which political party overwhelmingly supported passage of the Wilderness Act in 1964? (choose one)
REPUBLICAN DEMOCRAT BOTH
3. Throughout the film a diverse group of people will express their ideas about wilderness. Here's an example:
 - Author Jean Craighead George said about wilderness, "It wakes you up. You join the human race."

As you view the film pay attention to these wilderness views. When you hear one that interests you write it down. Be sure to write down 3 wilderness views in the spaces below and be prepared to discuss them after the film is over.

- a. _____

- b. _____

- c. _____

American Values American Wilderness **Viewing Guide #2**

Name: _____ **Date:** _____

Instructions: After you view the film *American Values American Wilderness* respond to the prompts and questions below.

1. Look at the list of people below. Circle any that can enjoy wilderness. Add others that are not on the list.

YOUNG PEOPLE OLD PEOPLE BOYS GIRLS

PEOPLE OF DIFFERENT RACES DISABLED PEOPLE

ENGLISH-SPEAKING PEOPLE NON-ENGLISH SPEAKERS

OTHERS: _____

2. After viewing images of wilderness in the film, list as many landscape types as you can where wilderness is found.
Example: Seashore

3. What are some recreational activities that you can experience in wilderness: _____

4. Press Stephens, a Wyoming horse outfitter, speaks about the economic values of wilderness. List at least one economic wilderness value: _____

5. Mr. Stephens expresses the idea that the real value of wilderness is not economic. List as many non-economic wilderness values as you can: _____

6. In your opinion, how might a wilderness experience change a person?

Example: Time spent with low stress and anxiety

7. One of the film's speakers said, as he reflected on his own wilderness experience, "I want this to be here for someone else." In the space below convince others that we should preserve and protect wilderness. Be clear and give reasons why.

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Wilderness Hero #3
John F. Kennedy



President John F. Kennedy; 35th U.S. President
(No copyright indicated)

Instructions for the teacher:

Rarely, if ever, is one individual responsible for the hard work and vision involved in bringing about wilderness legislation, specific wilderness designation, or wilderness management. The 35th President of the United States, John F. Kennedy, was an important player in the ultimate success of the Wilderness Act of 1964 (signed into law the year after his untimely death). John F. Kennedy is the focus of this Wilderness Hero spotlight.

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

- Photocopy and hand out *Wilderness Hero Sheet #3* to each student.

- Based on the information found there, have them write a short news article about John F. Kennedy and his role in the story of designated wilderness.
- From the list of *wilderness quotes* found within *Wilderness Hero Sheet #3*, have students select one or more, copy the quote, and then interpret what the quote(s) means to them.
- Use the handout as the basis of a short mini-lesson about John F. Kennedy and wilderness.
- Have students research John F. Kennedy's presidency and from their findings create a timeline showing important events taking place during President Kennedy's administration (January 1961 – November 1963).
 - This was a time of significant national and world events (Cuban Missile Crisis, civil rights movement, early Viet Nam War involvement, financial challenges, etc.).
 - Students should add narrative to show how, even during this challenging period, the President continued to speak about and encourage passage of the proposed Wilderness Act (which did pass the Senate April 1961 and again in April 1963 but not the house until after his death).
- Have students write, film, edit and share a podcast about John F. Kennedy and his thoughts about wilderness.
 - Use quotes intermixed with wilderness images and appropriate music to get the Wilderness Hero message across.
- Create posters featuring images of President Kennedy intermixed with wilderness images (see Wilderness.net) and favorite wilderness quotations.
- Create a JFK--Wilderness Hero bulletin board.
 - Feature biographical information and wilderness statements.
- Have students study and then place their copy of *Wilderness Hero #3* in their Wilderness Investigations Folder.

Wilderness Hero #3
John F. Kennedy
1917 – 1963
35th President of the United States



President Kennedy with young son at their beloved coastal retreat
(Public Domain)

Introduction to a Hero

John F. Kennedy became the 35th President of the United States January 20, 1961. From his childhood days until his death John Kennedy loved being in outdoor settings. He especially loved the ocean, sailing, and playing family football games at his family's home on the coast near Brookline, Massachusetts. It is, therefore, not surprising that he would, as a Congressman and as President, support wilderness preservation. Even during difficult times of national and international crisis, President Kennedy was unfailing in his support for what would become the Wilderness Act of 1964 and those who worked to accomplish this visionary task.

Here are some basic biographic details about John F. Kennedy. For more information speak with parents, teachers, librarians, and others. They can help you find even more about his interesting life.

- Born: May 29, 1917 (Brookline, Massachusetts)
- Moved to New York City when he was 10

- Participated in many sports including tennis, basketball, football and golf
- John loved to read as a young person (a love that continued into adulthood)
 - He wrote *Profiles in Courage* which was awarded a Pulitzer Prize in 1957
- Graduated from Harvard in 1940
- A Navy hero during World War II (He gained a reputation for leadership when saving most of his crew after their boat was rammed by a Japanese war ship.)
- Three terms in the House of Representatives
- Elected to the U.S. Senate in 1952
- Married to Jacqueline Bouvier in 1953
- Became 35th President of the United States on January 20, 1961
- Most well known for his work establishing the Peace Corps, his handling of the Cuban Missile Crisis, his attempts to avoid escalation of the Vietnam conflict, his support of civil rights legislation, and his support for expanding government protection to parks and forests AND to establish federally designated wilderness.
 - He was a supporter of the Wilderness Bill (a predecessor of the Wilderness Act) while in the Senate.
- The Wilderness Act passed the Senate for the last time in April of 1963 and was supported throughout the process by President Kennedy.
 - The House of Representatives passed the bill after President Kennedy's death.
 - President Lyndon Johnson (who was the Vice-President in the Kennedy Administration) signed the Wilderness Act into law September 3, 1964 less than one year after John Kennedy died.
- Assassinated November 22, 1963 in Dallas, Texas while traveling in a motorcade with his wife and other political leaders.

Wilderness quotes from President Kennedy

John F. Kennedy valued the wild landscapes of the United States. He spoke on conservation topics both before and during his presidency. Many believe that the Wilderness Act of 1964 would have never moved towards passage had he not been in support of it and those who worked tirelessly to create it. Stewart Udall, Interior Secretary in the Kennedy administration said about Kennedy and wilderness: "When the wilderness bill got off the ground... two persons I would single out are President John F. Kennedy and Senator Clinton Anderson of New Mexico... Kennedy put it (the Wilderness Act) in, and that electrified the country."

Here are a few quotes from John F. Kennedy that speak of wilderness and nature:

- “It is our task in our generation, to hand down unblemished to those who come after us, as was handed down to those who went before, the natural wealth and beauty which is ours.” (Remarks to the National Wildlife Federation; March 3, 1961)
- “Our already overcrowded national parks and recreation areas will have twice as many visitors 10 years from now as they do today. If we do not plan today for the future growth of these and other great natural assets—not only parks and forests but wildlife and wilderness preserves, and water projects of all kinds—our children and their children will be poorer in every sense of the word.” (From his State of the Union Address; January 14, 1963)
- “The history of America is more, than that of most nations, the history of man confronted by nature... From the beginning Americans had a lively awareness of land and the wilderness.” (From the Introduction to Stewart Udall’s *The Quiet Crisis*; 1963)
- “In the field of conservation, every day that is lost is a valuable opportunity wasted.” (University of North Dakota; September 1963)



Secretary of the Interior Stewart Lee Udall and
President John F. Kennedy at the White House in 1961
(Public Domain)

- “We must reaffirm our dedication to the sound practices of conservation which can be defined as the wise use of our natural environment.” (Message to Congress, March 1962)

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Local Investigation #3 ***Outstanding Opportunities***

Investigation Goals

The teacher/leader will choose from a menu of *wilderness appropriate* activities (generated by students) to:

- Facilitate an exciting, fun, and educational outdoor experience for students*;
- Reinforce the many things that people can do in wilderness;
- Provide time for students to creatively document their experience for sharing during the *Show & Tell* segment of this Wilderness Investigation.

* Note: These *wilderness appropriate* activities can take place in a designated wilderness or in a place that has wilderness characteristics.

Time Requirement

Part 1: 1 hour

Part 2: To be determined by the teacher

National Standards Addressed

Environmental Education: Strand 4B

- Before and during their wilderness activity students will *recognize their rights and responsibilities* as they relate to wilderness.

Geography: NSS-G.K-12.1

- As students plan and participate in their wilderness activity they will *use maps and other geographic representations, tools and technologies* to help them be safe and successful.

Language Arts: NL-ENG.K-12.8

- As students plan their wilderness activity they will *gather and synthesize information... to create and communicate knowledge* that will allow them to do so realistically and systematically.

Science: NS.5-8.6

- As the wilderness activity is planned and undertaken, students will *develop an understanding of personal health* and how this activity promotes good personal health habits.

Visual Art: NA-VA.5-8.1

- During the Wilderness Activity Creative Project students will *understand and apply media, techniques and processes* if they choose a visual art project to communicate their experience.

Materials/Resources Needed and Pre-Investigation Tasks

- Each student will need their copy of *American Values American Wilderness Viewing Guide #2* from Classroom Investigation #3.
- *Wilderness Activity Planning Sheet* for each planning team.
- The teacher will need to choose from team proposals or, if no proposal is realistic to the time and place, create another themselves in order to make the activity happen.
- Gather equipment, tools and resource people to help with the creative project piece of Part 2 and the *Extensions* section.
- Don't forget to send home permission slips and student gear lists in plenty of time before the wilderness activity.

Teacher Background

During Classroom Investigation #3 students investigated the outstanding opportunities afforded by the existence of wilderness. This is important since one often hears only of restricted activities (i.e. motorized vehicle use, road building, and so forth). In this out-of-classroom investigation students will review wilderness opportunities and then plan and undertake one as a class so they can know firsthand how much fun and enjoyment wilderness offers.

In addition to a positive wilderness or wilderness-like experience, students will explore the role of self-control and respectful wilderness behavior. During and after the activity, students will be provided with opportunities to choose a creative method to interpret or document their experience. These creative projects can then be used during the Show and Tell segment of this investigation.

Safety Heads-Up

Everything humans do has inherent safety risks. Active, physical wilderness activities certainly have their own safety considerations. Be sure to explore and address safety realities so that when the activity is over everyone has enjoyed a good experience.

- That said—accidents happen. If you have been deliberately attentive to safety needs then accidents will be just that—accidents.
- Document safety considerations and actions for future reference.
- Create a safety plan (communication ideas, first-aid preparations, site evaluation, etc.).
- Communicate your safety action plan so that parents and administrators can feel confident and supportive of the experience.



Fishing in Boundary Waters Canoe Area Wilderness

(Photo by Tom Kaffine; from Wilderness.net; Image #422)

Local Investigation Ideas

Part 1

Have students retrieve their copy of *American Values American Wilderness Viewing Guide #2* (from Classroom Investigation #3).

Refer students to Item #3.

- Review and make a list for everyone to see.
- Add to the list if there are any obvious activities left out.

Take time to address activities that would be inappropriate/illegal in designated wilderness:

- From The Wilderness Act (Prohibition of Certain Uses section):
Except as specifically provided for in this Act, and subject to existing private rights, there shall be no commercial enterprise and no permanent road within any wilderness area designated by this Act and, except as necessary to meet minimum requirements for the administration of the area for the purpose of this Act (including measures required in emergencies involving the health and safety of persons within the area), there shall be no temporary road, no use of motor vehicles, motorized equipment or motorboats, no landing of aircraft, no other form of mechanical transport, and no structure or installation within any such area.
 - Examples: Motorcycle riding, fireworks, paintball games, hang gliding, firewood cutting with a chainsaw, structure construction, mountain biking, etc.
- Don't forget to discuss why certain activities are on this list.
 - From the Wilderness Act (WILDERNESS SYSTEM ESTABLISHED STATEMENT OF POLICY; Section. 2a.) ...*a National Wilderness Preservation System to be composed of federally owned areas designated by Congress as "wilderness areas", and these shall be administered for the use and enjoyment of the American people in such manner as will leave them unimpaired for future use as wilderness, and so as to provide for the protection of these areas, the preservation of their wilderness character, and for the gathering and dissemination of information regarding their use and enjoyment as wilderness;*
 - Example: Motorcycle riding—motorized equipment

Organize students into planning teams of 2 - 4 students.

Hand out *Wilderness Activity Planning Sheet* to each team.

Go over the planning sheet.

- Be sure students understand when and how to get help on certain sections.
- NOTE: If the planning would be too difficult for your students, arrange for adult assistance (aides, parents, student teachers, etc.) and have an adult work with each team.

Collect planning sheets and discuss the process and the proposals.

Teacher Response to Planning Team Proposals

Students may or may not have planned a wilderness activity that meets your needs or is realistic for your time or place. The value of the planning is in the process not the outcome. If none of the proposals can be chosen, come up with a counter-proposal and present to the class when it is ready. Remember, the goal is to have students experience an appropriate wilderness experience that is exciting, fun, and educational in a wilderness or wilderness-like setting.

Example of acceptable activity:

- Small group hiking excursion with fishing activity
 - Both activities fit into appropriate wilderness use category.
 - Attention to group size to be commended.
 - Those fishing will have proper licensing (check regulations).
 - Consider *catch and release* or *see and release* alternatives.

Example of unacceptable activity:

- Mountain bike trip into high elevation lake with non-technical rock scramble to as many summits as time allows.
 - Right from the beginning this activity is doomed as a wilderness activity. Why? Mountain bikes are not allowed due to their status as *mechanical transport*.
 - Rock-climbing regulations vary from wilderness to wilderness. Check local office before proceeding with this element.

Example of gray area activity:

- Student geocaching activity with fund-raising elements attached to team success (funds go to school's activity fund)
 - Watch the group size—that alone could make the activity unacceptable.
 - Geocaching is NOT allowed in National Park administered wilderness, may be restricted in BLM administered

wilderness, is not managed in Fish and Wildlife administered wilderness, and is still to be determined (2011) in Forest Service administered wilderness. CHECK YOUR WILDERNESS BEFORE MOVING AHEAD.

- Ask yourself: “Is this the way our group wants to experience wilderness?”
- Heads-up: Commercial enterprises are prohibited.

Present your decision to the class and continue scheduling and planning.

- Have students help with arrangements, equipment, etc. whenever possible.

Help students choose a creative way that they will record their wilderness activity experience.

- Based on choices, gather any equipment, materials, and special help/training needed so that students can be successful.
- Students can certainly help put together an equipment list to be sent home that includes sack lunches, water bottles, etc.

Part 2

Facilitate the wilderness activity.

- Be sure to bring lots of adult helpers and resource people as support.
- **Go over** the plan for the day with students and adult helpers.
- Provide maps of the area and show participants exactly where the group is going.
- If the group is large and must be split up be sure that everyone (adult leaders and students) understands when and where the entire group will re-gather.

Provide plenty of time for students to begin their *Wilderness Activity* creative project.

- Many if not most of these can (and may need to) be completed back at school.

Bring out (many times throughout the day) how fortunate we are in the United States to have wilderness set aside so that we can enjoy solace, peace, and adventure in the natural world.

Service-Learning Opportunities

If you would like to have part of your wilderness activity become service learning, contact the site manager for ideas that go along with the appropriate/inappropriate wilderness activities concepts.

- Example: Before the area was designated wilderness a system of logging roads (in place for over 50 years) crisscrossed the landscape. These roads have since been closed. Because they remain visible and usable a few uninformed four wheel vehicle users are found using the roads within wilderness boundaries. If this problem were identified by your wilderness manager it may be appropriate for your students, under the direction of the wilderness manager, to assist in revegetating and decommissioning the road bed.

Extension Ideas

- Provide support for students as they work to complete their *Wilderness Activity Creative Projects*.
- Contact local media and have them interview students about their wilderness activity experience.

Resources for a More In-depth Topic Exploration

- Visit Wilderness.net and go to *General Things to Consider When Planning a Trip to Any Wilderness* for great ideas that may be helpful as you prepare for your wilderness activity.
- Many bookstores, gift shops, and online sites offer guidebooks to wilderness areas that may be helpful.

Wilderness Activity Planning Sheet

Team members: _____

Instructions: Work through the planning checklist below and record your team responses to each after discussing and coming to a team decision.

_____ Choose a *wilderness activity* from the list generated by your class. It should be an activity that you would like to participate in and that is possible at this time of year. List your choice here:

_____ List a local wilderness (or place with wilderness attributes) where this activity could take place:

_____ Find out group size restrictions and other special use considerations for the place you chose. You may need your teacher's help as you respond to this item.

_____ Create a list of gear and equipment needed in order to make this activity happen:

_____ On the other side of this sheet write a brief proposal that addresses the following:

- Why this is an appropriate wilderness activity
- Any special training related to the activity that would be required
- What the day would be like (travel, activity specifics, etc.)
- Why your team would like to experience wilderness in this way

Wilderness Profile #3 ***Gila Wilderness***

Teacher background:

Part of the original wilderness designation (Wilderness Act) in 1964, the Gila Wilderness in New Mexico encompasses 558,014 acres and is managed by the U.S. Forest Service. The Gila Wilderness is of special historic significance because it is the world's first designated wilderness (1924). Due to the vision and hard work of Aldo Leopold and others the Gila was protected as wilderness 40 years before federal protection was extended to other wild areas. Its landscape consists of desert-like rolling hills and mesas, pinion/juniper woodlands, grasslands, and ponderosa pine forest. Steep river-carved canyons and high mountains (up to 10,895 feet) round out the rich landscape diversity of the Gila Wilderness.

Instructions for the teacher:

To help students become familiar with the Gila 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 as part of Wilderness Profile #1) have them add entries for the Gila 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 choose one of the following creative projects:
 - Create an original art piece that features a scene from the Gila Wilderness. See wilderness.net for images.
 - After studying the Gila Wilderness, develop a presentation (poster, PowerPoint, comic strip, etc.) that features appropriate wilderness activities for this place.
 - Plan a skit focused on: 1) Getting to the Gila Wilderness from your school location; 2) Shows several friends getting ready for a Gila Wilderness backcountry trip

- and feature planning, packing, gear, safety, etc.; 3)
Write a poem or song that compares and contrasts the Gila Wilderness with some other known place.
- Use the wilderness map included with *Wilderness Investigations* and have students locate New Mexico and the Gila Wilderness. Provide blackline maps of the Southwestern 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 Gila 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.
 - Prepare a backcountry menu for a multi-day trip in the Gila Wilderness.
 - 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 Gila Wilderness go to www.wilderness.net.



Horseback Riding in the Gila Wilderness
(from Wilderness.net; Image #380)

Wilderness Profile #3
Gila Wilderness
Student Information Sheet



West Fork of the Gila River; Gila Wilderness
(from Wilderness.net; Image #567)

What's the story?

- First designated wilderness area in the world. Under the direction of Aldo Leopold (U.S. Forest Service) and others wilderness set-aside in 1924.
- Total size: 558,014 acres which is a little over 2/3 the size of the state of Rhode Island.
- Located entirely within the state of New Mexico.
- Part of and administered by the Gila National Forest.
- Popular with backpackers from all over the world.

- Diverse geography and vegetation:
 - Eastern portions: High mesas, rolling hills, deep canyons, pinion/juniper woodlands as well as grasslands
 - Central portion: Sheer cliffs along the Gila River, ponderosa pine forest
 - Western and southwestern portions: High mountains (elevations up to 10,895 feet in Mogollon Range), steep canyons
- Some animals that call the Gila Wilderness home:
 - Amphibians: Tiger salamander, New Mexico spadefoot toad, Woodhouse's toad, bullfrog
 - Birds: Wild turkey, bald eagle, peregrine falcon, red-tailed hawk
 - Fish: Gila trout (threatened or endangered), rainbow trout, brown trout, channel catfish, Flathead catfish, large mouth bass, small mouth bass, speckled dace
 - Mammals: Black bear, mule deer, mountain lion, elk, pronghorn antelope, bighorn sheep, dusky shrew, silver-haired bat, big brown bat, Townsend's bat, desert cottontail rabbit, Abert's squirrel, red squirrel, coyote, striped skunk,
 - Reptiles: Greater earless lizard, tree lizard, short-horned lizard, black-necked garter snake, striped whipsnake, black-tailed rattlesnake, western diamond-backed rattlesnake
- Extensive trail system for backcountry users.
- Weather:
 - Low elevations: Mild in winter (although below freezing at night), very hot in summer with occasional heavy rains that can produce flash flooding..
 - High elevations: Usually snowpacked in winter (December - February), hot in July and August.
- Main rivers (Gila and the three forks) run year round. Backcountry users should be aware of seasonal drought conditions as smaller creeks and springs may dry up.
- The Gila Wilderness surrounds the Gila Cliff Dwellings National Monument.
 - The monument was established in 1907 and expanded in 1962 (both before the Wilderness Act became law in 1964).
 - This area is rich in cliff dwellings and other artifacts of the Mogollon people who lived there over 700 years ago.

Wilderness Investigation #3 ***Show & Tell***

Instructions

At the conclusion of Wilderness Investigation #3 (*Outstanding Opportunities*) work with students to set-up displays and presentations that showcase learning, skills, and experiences related to the investigation. Use this sheet as a planning template.

Projects, Presentations & Displays (Related to the Investigation)

Choose student projects from any or all of the segments of Wilderness Investigation #3 (and include items from WI #1 & #2 if appropriate).

1. Classroom Investigation: Show *American Values American Wilderness* and display *Viewing Guide #1* and *Viewing Guide #2*. Arrange for student panel discussions using responses to the guides as the premise.
2. Wilderness Hero President John F. Kennedy: *Wilderness Hero Sheet #3*; *Wilderness Hero* bulletin board; misc. *Wilderness Hero* projects.
3. Local Investigation: *Wilderness Activity Planning Sheets*; *Wilderness Activity Creative Projects*; *Wild Area Survey and Interview Sheets* and findings; Details about the optional Service Learning project.
4. Wilderness Profile--Gila 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 #3 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