

Appendix F

Green Scene



Overview

In this activity students will develop action plans to help resolve concerns about local issues. Before starting their own actions, however, they will study the Who? What? Why? and How? of the citizen action that led to the United States' protection of wilderness areas.

Students will use the example of those who promoted passage of the Wilderness Act of 1964 as a lesson on how they, too, can make a difference in protecting the natural environment. They will be given facts about wilderness and the Wilderness Act and will use this information in a "trivia" game. Skills stressed include reading comprehension, information retrieval, writing and answering questions, problem solving, and reporting.

Background

When people are concerned about an issue, they can either work on it individually or organize into groups. The passage of the Wilderness Act is one good example of how a group of concerned individuals were able to affect national policies on public lands and the natural environment.

The major purposes of this activity are (1) to help students explore local environmental concerns and recognize ways they can help solve them, (2) to make students aware of the citizen involvement in establishing and implementing the Wilderness Act, which occurred because a few people felt it was important and took action on its behalf.

It only takes a few people to affect the outcome of an issue. The issues your students select should be relevant to them, and potential solutions should be ones they can follow up on - both inside and outside of school.

In addition to reading all of the fact sheets provided to the students, the teacher should know that:

- The value of wilderness cannot be measured in dollars. It is hard to compare the worth of wilderness with the worth of resources like timber and minerals, which we take from federal lands not designated wilderness or national parks.
- Because all of North America was once wild, wilderness provides us with a sense of our history, our national identity. Wilderness resources include: wildlife, pristine

watersheds, wild rivers, scenic beauty, and the last remnants of nature's works - millions of years of evolving landscapes, where human influence is essentially imperceptible.

- Nearly 4% of all the land in the United States is protected by the Wilderness Act from any development and is now part of the National Wilderness Preservation System. Wilderness areas are managed by four agencies of the federal government: United States Forest Service (USFS), which is part of the Department of Agriculture; and three agencies in the Department of the Interior: The Bureau of Land Management (BLM), the Fish and Wildlife Service (FWS), and the National Park Service (NPS).
- In most cases, hunting and fishing are permitted on wilderness lands. But hunting is not allowed on most land, including wilderness, that is protected by the National Park Service. Although it can sometimes cause damage to streams and erosion, cattle grazing is allowed in wilderness areas.
- Every year, new additions are made to the National Wilderness Preservation System. For information on wilderness areas recently added or on areas currently being considered for wilderness designation, contact the Wilderness Society in Washington, D.C.

Teaching and Management Ideas

Group Set-Up

Part 1:

- Teams of 4 given fact sheets
- Cooperative jigsaw so students with the same fact sheets first learn about four components of wilderness; each student in jigsaw groups writes three extra trivia questions on the blank trivia cards.
- Teams of 4 select extra trivia cards.
- Two teams join for “trivia” cards.

Time:

- The reading and question-writing time (with the jigsaw groups) could range from thirty minutes to an hour. Playing time for the trivia game will vary depending on the amount of time teams take to confer about their questions, but should not exceed thirty minutes if the 20-second conference time is followed.

Part 2:

- Whole class brainstorms a list of local concerns.
- Teams of 4 select one concern, plan solutions, present to class.
- Class votes on which action projects to pursue.

TIME:

- Two or three forty-five minute periods to class vote.

Materials and Preparation

Part 1:

- The Wilderness Act Fact Sheet (What?), make one copy per team.
- Why Wilderness? Fact sheet** (Why?), make one copy per team.
- A Wilderness Ethic Fact Sheet** (Who), make one copy per team.
- The National Wilderness Preservation System Fact Sheet** (How?), make one copy per team.
- Wilderness Trivia Game Rules**, make one copy per team.
- Wilderness Trivia Cards**, one copy per two teams; cut along dotted lines.
- Blank Trivia Cards**, one copy per team, each student gets three blank cards.

- ❑ The National Wilderness Preservation System poster, to be used by the **HOW?** group; hang up a week prior to activity to increase interest in wilderness. 4 dictionaries (one per jigsaw group), scissors (one pair per team).

Part 2:

- ❑ **Local Concerns Action Plan**, one set of four parts per team. Art supplies for presentations.

The Activity

Part 1:

Introduce the activity by explaining that students will play a trivia game about wilderness areas after they have learned all they can from information provided on fact sheets. Each team member will be responsible for different information, so it is important that they all try to remember as much as they can from their fact sheets.

Have students sit with their teams of four and pass out a different fact sheet to each student within the team. (Make teams of five with extra students and assign them to the National Wilderness Preservation System group.)

Students will then leave their team and join a larger group of students who have the same fact sheet. The fact sheets can be identified by different pictures and by the Who?, What?, How?, Why? questions beginning the directions for each sheet. All the students in the jigsaw groups should have the same question. Within the jigsaw group students should read their first fact sheets and help each other understand the information provided. Dictionaries will assist the students' discussions. Using the fact sheet information, each student will then write three trivia questions (on the blank trivia cards) that the other students will have to answer about the wilderness.

Have the teams re-form and tell them their team will use the information they have learned to play Wilderness Trivia. Each team member should select one question from those written in the jigsaw groups to add to the pile of cards their team is dealt. Then give the students the Wilderness Trivia Game Rules to read.

Combine two teams, and ask for one volunteer from each team. One volunteer will shuffle the printed trivia cards and the other will deal each team twelve (12) cards face down, and place the remaining cards aside. Teams should now shuffle their four additional questions into their pile of trivia cards. Teams and participants within each team take turns asking questions of the other team. Teams are allowed twenty seconds to confer before giving an answer, but only one answer may be given by one designated speaker. When a team answers correctly, it keeps the card. When an incorrect answer is given, the correct answer should be read and the card placed in the discard pile. Words in parentheses provide extra information and are not necessary for an answer to be correct. Play continues until both teams use all sixteen cards. The team with the most cards wins

this round of Wilderness Trivia. (Should your class have an odd number of teams, three teams can play with eight cards each from the provided cards plus four questions they have written.)

Play again with the remaining cards, discarded cards, and other questions the students have written.

Part 2:

Remind the students that from the wilderness trivia game they learned why protecting wilderness is important, who was active in promoting wilderness protection, what the Wilderness Act is, and **how** our wilderness lands are cared for. Only a few people from the entire population of the United States were responsible for the passage of the Wilderness Act. In the next part of “**Citizen Action**” the students are going to tackle environmental concerns that they have about their local area and develop action plans.

Have students brainstorm a list of environmental questions, issues, and concerns they have about their classroom, school, community, county (or parish), and state, and write these on the board. (Questions might include: How could we use less paper in our classroom? Why is nothing growing on our playground?...could we make a nature trail on our school campus? Why is the stream that runs through our community polluted? Does our county (parish) or state have any natural areas, and if so, how can we visit and learn more about them?)

Ask teams of four to select one question, issue or concern they want to try to solve. (It’s okay if one topic is selected by more than one team. It is better to go with students’ curiosity and interests. Besides, two teams might come up with two completely different, but excellent, solutions.) Individuals will take responsibility for team discussions if each team member is given one part of the Local Concerns Action Plan to complete. (For teams with five members, two students should work on the How? part).

Team presentations. After the teams are satisfied with their action plans, they should prepare to present their solutions to the entire class, making sure each team member has an opportunity to participate. Demonstrations, posters, learning centers, and skits are preferred to lecture presentations.

If several teams were working on separate issues, have the class vote on the one they would most like to solve first. Working together as a class may simplify the effort. (Keep track of the other plans so the students can attempt to solve these later). Help the class take action by working with them to identify specific assignments and a time line and by providing class time for their action project.

Ask the following questions:

Endings

Ask the following questions

1. Why protect wilderness lands: Who wanted wilderness protected? What is the Wilderness Act? How are our wilderness lands cared for?
2. What can you do for wilderness?
3. How can you and your classmates solve problems in your community?

Extensions

1. Encourage students to write additional wilderness questions after further study of information on The National Wilderness Preservation System poster and other resources.
2. Have students work in teams to write questions for their elected federal representatives. They could ask about their legislators' voting records on wilderness bills, why there isn't more (or any) wilderness land in their state (or why there is so much), why specific natural area they like are not a part of the wilderness system, and what they could do to help protect wilderness areas. Compose three letters or ask three volunteers to call the offices of your two members of the United States Senate and one member of the House of Representatives with your questions. (The names, addresses, and local telephone numbers of your members of the United States Congress are available from the League of Women Voters and most federal offices listed in the phone book).
3. Find out more about the federal lands we all own, not just those designated wilderness. Invite speakers to explain the multiple roles of the United States Forest Service, the National Park Service, the Fish and Wildlife Service, and the Bureau of Land Management.
4. Learn about the path a bill must take to become a law in the United States.
5. Have students develop a trivia game for other subjects, by studying information and writing their own questions.



What?

The Wilderness Act

This information should help you answer: What is the Wilderness Act?

The Wilderness Act, wilderness is defined as an area “where the earth and its community of life are untrammelled by man, where man himself is a visitor that does not remain.” Wilderness areas are special places where nature comes first. This Act created the National Wilderness Preservation System where road building, human structures timber cutting, and other development are not allowed, and where cars and other motorized equipment are forbidden.

The first bills to protect some of the nation’s wild lands were introduced in Congress 1956. Senator Hubert Humphrey of Minnesota sponsored the bill in the United States Senate, and Congressman John Saylor of Pennsylvania sponsored the bill in the House of Representatives. The bills were debated for eight years and rewritten 66 times!! in all, 18 hearings were held where people came and told the Congress why they wanted to protect wilderness or why they thought the lands should be developed.

The final vote in the Senate was 73 in favor and 12 against [the other fifteen senators either abstained or were absent]. In the House of Representatives, however, the vote was 373 to 1 !!! The United States was the first nation in the world to pass a law to protect wilderness.



When President Johnson signed the Wilderness Act, about 9 million acres of road-free land in our National Forests were protected. The Act also said that the federal government should continue to study its lands and recommend other places that Congress could label

DIRECTIONS:

Write three trivia questions from the information you have been given on this fact sheet. Copy each question on a blank **Trivia Card**.



This information should help you answer: Why protect wilderness lands?

Once North America was all wilderness. With time, however, there were fewer natural places and more and more land that people had developed into houses or work sites. Some people began to worry that one day there would be no wilderness left.

The United States passed a law in 1964, called the Wilderness Act, to protect some wild land forever. These wilderness areas are important as places for wildlife, sources of clean air and water, recreation, and new scientific discoveries.

Why?

Wildlife. Wilderness provides homes for many kinds of wildlife, some threatened by extinction. Millions of birds use wilderness lands as nesting and wintering grounds, and resting places when migrating. Many different species—wolves, bears, moose, elk, dall sheep, antelope, other mammals and other kinds of animals make their homes in the wilderness. Without this protected land many of these animals could not survive. They need space to thrive.

Clean water and air. Wilderness is good for the environment.

Wilderness areas protect watersheds and provide pure water for cities and rural areas. They help keep the air clean because the trees and plants within them absorb carbon dioxide and produce oxygen.



Wilderness ?

Recreation. People need wilderness, too. Wilderness areas are scenic places where you can go to escape from crowds, cars, and the noise of machines. They are places to have fun where you can hike, camp, picnic, canoe, fish, ski, ride horses, watch wildlife, take photographs, paint pictures, climb mountains, or enjoy some time alone.

New scientific discoveries. Wilderness areas contain many plants and animals that may one day help people. For example, many medicines including heart drugs, antibiotics, and anti-cancer agents come from plants. Scientists have studied only about five percent of the plants in the world today for their possible helpful effects on humans.

DIRECTIONS:

Write three trivia questions from the information you have been given on this fact sheet. Copy each question on a blank **Trivia Card**.



Who?

The Wilderness Ethic

This information should help you answer: Who wanted wilderness protected?

Many people have worked to protect some of the natural lands of the United States as wilderness. Some of the first people to argue that the nation should save some of its remaining wild areas were writers and artists. Writers such as Henry David Thoreau, John Muir, Ralph Waldo Emerson, and Walt Whitman spoke beautifully of the value of wild places. Painters like Albert Bierstadt, George Caitlin, and Thomas Moran captured the beauty of wilderness on canvas. They helped many people see the value of preserving wilderness.

In 1935, The Wilderness Society was founded by eight people who wanted “to fight for the freedom of wilderness.” Two of the founders were Aldo Leopold and Bob Marshall, both professional foresters. (Marshall has a wilderness area of more than a million acres named after him in Montana.) Almost thirty years after its beginning, The Wilderness Society was instrumental in the passage of the Wilderness Act, which was written by Howard Zahniser, The Society’s executive director. This organization continues to be active in adding to our national parks and wilderness areas, and in protecting clean water, wild rivers, and wildlife habitats.

Everyone can help protect wild places from development. You can write to your elected officials or go to Congress to testify in support of wilderness bills. You can join national conservation groups (like The Wilderness Society, National Wildlife Federation, Sierra Club, National Audubon Society, and others) that are working to create more wilderness areas and protect wildlife habitat.



When we visit wilderness areas, we should try to have minimum impact on the environment. We should remember that wilderness is managed for preservation of what is natural and follow the rules set up by the managers of the land. It is important to camp, wash, brush your teeth, and place human waste at least 200 feet away from water sources. All trash should be carried out—even the litter left by someone else. Pets, loud voices, and

DIRECTIONS:

Write three trivia questions from the information you have been given on this fact sheet. Copy each question on a blank **Trivia Card**.



How?

The National Wilderness Preservation System

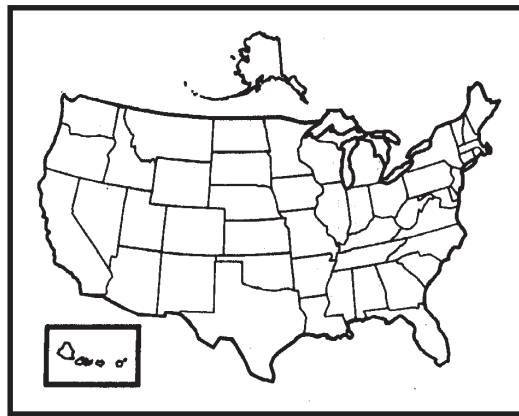
This information should help you answer: How are our wilderness lands cared for?

The National Wilderness Preservation system was created by Congress in 1964 when it passed the Wilderness Act. At that time the system included 54 national forest wilderness areas in 13 states for a total of 9.1 million acres. Only three areas were in the eastern United States: one in New Hampshire and two in North Carolina. The rest were in the states of Arizona, California, Colorado, Idaho, Minnesota, Montana, Nevada, New Mexico, Oregon, Washington, and Wyoming.

The United States Forest Service was the first federal agency to protect wilderness. As early as 1919 a decision was made not to develop the Trappers Lake area in Colorado's White River National Forest. In 1924, forty years before the Wilderness Act was signed, forester Aldo Leopold convinced the Forest Service to set aside half a million acres in the Gila (pronounced hee-la) National Forest in New Mexico and preserve it as wilderness. The Gila Wilderness became the first protected wilderness area in America.

Wilderness lands are now managed either by the United States Forest Service (USFS), the National Park Service (NPS), the Fish and Wildlife Service (FWS), or the Bureau of Land Management (BLM). Wilderness rangers that

work for these agencies make sure that people visiting wilderness areas don't hurt the natural environment. Today there are 487 wilderness areas totalling 91.5 million acres. The National Park Service takes care of the greatest number of acres (38.5 million), followed closely by the Forest Service (33.2 million acres).



work for these agencies make sure that people visiting wilderness areas don't hurt the natural environment. Today there are 487 wilderness areas totalling 91.5 million acres. The National Park Service takes care of the greatest number of acres (38.5 million), followed closely by the Forest Service (33.2 million acres). Now there are wilderness areas in all states except six: Rhode Island, Connecticut, Delaware, Maryland, Kansas and Iowa. Most of the nation's wilderness (56.5 million acres) is in Alaska. The largest wilderness area, 8.7 million acres, is in the Wrangell - St. Elias National Park in Alaska. The smallest wilderness area, just six acres, is the Pelican Island National Wildlife Refuge in Florida.

Look at the map of The National Wilderness Preservation System to determine how many wilderness areas exist in your state and how many acres are wilderness.

NUMBER OF WILDERNESS AREAS:

TOTAL NUMBER OF ACRES IN OUR STATE: ____ acres

DIRECTIONS:

Write three trivia questions from the information you have been given from this fact sheet. Copy each question on a blank **Trivia Card**.



1

WILDERNESS TRIVIA GAME RULES

Have a person from on team shuffle the trivia cards, and one person from the other team deal each team twelve (12) cards face down. Place additional cards in the discard pile.

Teams should now add their four additional questions to their pile of trivia cards.

Teams should take turns asking questions of the other team. Also take turns with different readers from each team. Teams are allowed twenty seconds to confer before giving an answer, but only one answer may be given by one speaker. When a team answers correctly, it keeps the card. When an incorrect answer is given, the correct answer should be read and the card placed in the discard pile.

Play continues until both teams use all sixteen cards. The team with the most cards wins.

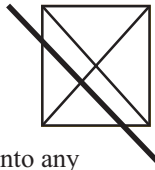
Play again with the remaining cards, discarded cards, and other questions you have written.

© 1990

✂ cut along dotted lines



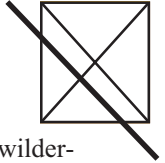
True or false: It is okay to dump soapy water into a wilderness stream.



A False. (In fact, you shouldn't dump soapy water into any stream).



People are not allowed to sleep in wilderness areas.



A False (Camping is a popular activity in wilderness areas).



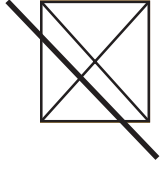
Where is the wilderness area named after Bob Marshall?



A Montana



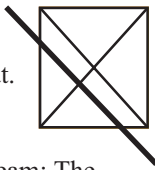
How many people founded The Wilderness Society?



A 8



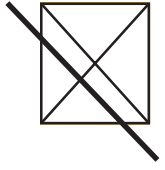
Name an organization you could join to help protect more wilderness areas and wildlife habitat.



A Any of the following or others acceptable to the team: The Wilderness Society, National Wildlife Federation, Sierra Club, and National Audubon Society.



How many public hearings were held before the Wilderness Act was passed?



A 18



Is it okay to bury trash in a wilderness area?



A No. (All trash should be carried out.)



What is the largest wilderness area?



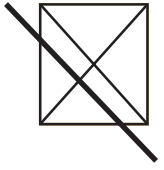
A Wrangell-St. Elias (an 8.7 million acre National Park in Alaska).



2



How many acres were in the wilderness system when it was first created?



A

About 9 million acres.



Give a reason for preserving wilderness.



A

One from this list or other answers acceptable to the team: wildlife, clean air and water, recreation, or new scientific information.

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 **cut along dotted lines**



What U.S. Forest Service land was the first wilderness area?

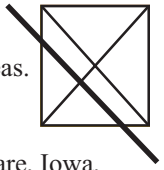


A

Gila Wilderness Area (in New Mexico).



Name a state that has no wilderness areas.



A

One from this list: Connecticut, Delaware, Iowa, Kansas, Maryland, and Rhode Island.



In what year was the Wilderness Act passed?

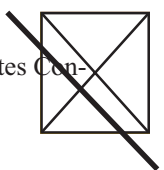


A

1964



When were the first bills to protect wild lands introduced in the United States Congress?

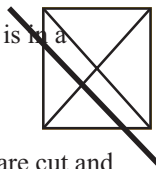


A

1956



Can trees be cut in U.S. Forest Service land that is in a wilderness area?

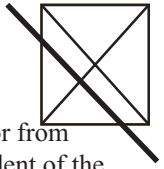


A

No. (Forests on some U.S. Forest Service lands are cut and used for lumber, but never on wilderness lands).



Who introduced the first wilderness bill in the United States Senate?



A

Hubert Humphrey (a Democratic senator from Minnesota who later became vice president of the United States and ran unsuccessfully for president in 1968).



What president signed the Wilderness Act?



A

Lyndon Johnson (36th President of the United States, 1963-69).



Who first introduced the wilderness bill in the United States House of Representatives?

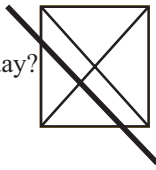


A

John Saylor (a Republican congressman from Pennsylvania).



How many acres are in the wilderness system today?

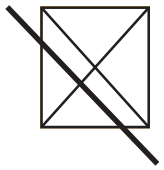


A

More than 90 million acres.



How many years did it take the United States Congress to pass the Wilderness Act?



A

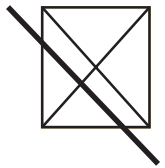
Eight years.



Blank Trivia Cards



Name a writer who loved wilderness.

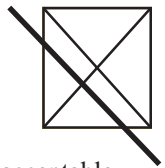


A

Any of the following or others that are acceptable to the team: Henry David Thoreau, John Muir, Ralph Waldo Emerson, Walt Whitman.



Name an artist who loved wilderness.



A

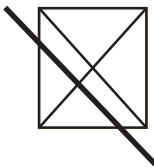
Any of the following or others that are acceptable to the team: Albert Bierstadt, George Caitlin, Thomas Moran.

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How many times was the Wilderness Act rewritten before it was passed?



A

66



Name a government agency that takes care of wilderness areas.



A

Any one of the following: United States Forest Service, Bureau of Land Management, Fish and Wildlife Service, and National Park Service.



When was The Wilderness Society formed?

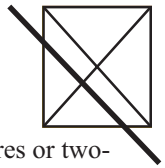


A

1935



Which state has the most wilderness?



A

Alaska (more than fifty-five million acres or two-thirds of all our wilderness lands are in Alaska.)



What is the smallest wilderness area?

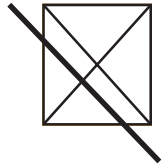


A

Pelican Island (a six-acre national wildlife refuge in Florida.)



Which federal agency was the first to set aside wilderness areas?



A

United States Forest Service (in 1919).



What can't be done in a wilderness area?

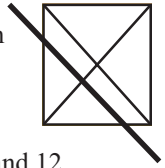


A

Any of the following: timber cutting, road building, houses or other building, car or other motorized vehicle driving.
Who wrote the Wilderness Act?



What was the final U.S. Senate vote on the Wilderness Act?



A

The U.S. Senate vote was 73 in favor and 12 against (the other fifteen senators either abstained or were absent).



Who wrote the Wilderness Act?



A

Howard Zahniser (then executive director of The Wilderness Society).



What was the final U.S. House of Representatives vote on the Wilderness Act?



A

373 in favor and 1 against.



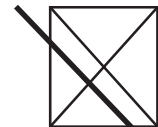
Blank Trivia Cards

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Q

Name two mammals that need wild places like wilderness areas to thrive.



A

Any two of the following: wolves, bears, moose, elk, dall sheep, antelope, or other answers acceptable to the teams.

Q

For how many years has the United States had the National Wilderness Preservation System?



A

_____ (current year) minus 1964 (the year the Wilderness Act was signed) equals the number of years. (If you are playing this game in 1992 we have had the National Wilderness Preservation System for 28 years).

Q

Which federal agency manages the greatest number of wilderness acres?

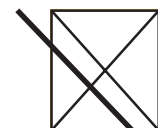


A

The National Park Service.

Q

How do wilderness areas help clean the air?

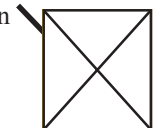


A

The plants within them produce oxygen and absorb carbon dioxide.

Q

What percent of the world's plants have been studied so far for their beneficial uses?

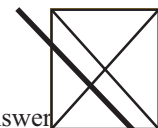


A

Only about five percent (5%)

Q

Name two things you could do in a wilderness area.

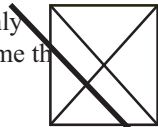


A

Any two of the following plus other answer acceptable to the team: hike, camp, picnic, canoe, fish, ski, ride horses, watch wildlife, take photographs, paint pictures, climb mountains, and enjoy some time alone.

Q

When the wilderness system was created only two eastern states had wilderness areas. Name them.

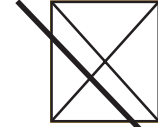


A

North Carolina and New Hampshire.

Q

Are cars allowed in the wilderness areas?

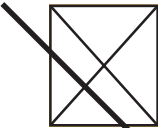


A

No (motorized vehicles are allowed only if there is an emergency).

Q

What is wilderness?



A

A natural place, where people do not live.

Q

True or false: You are allowed to fish in wilderness areas.

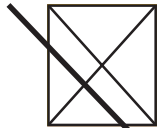


A

True (The Wilderness Act permits fishing and hunting, but the National Park Service does not allow hunting on the lands they manage).

Q

Name one reason wilderness lands are important to birds.

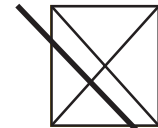


A

Any one of the following: food, nesting and wintering grounds, homes resting places when migrating, or other.

Q

What was the first country to save lands as wilderness?



A

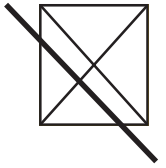
The United States.



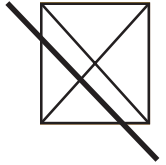
Blank
Trivia
Cards



A



A

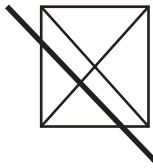


© 1990

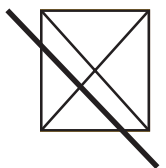
✂ cut along dotted lines



A



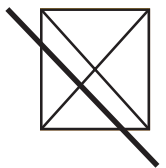
A



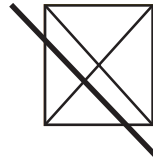
A



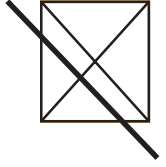
A



A



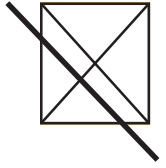
A



A



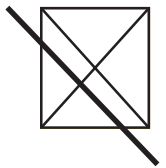
A



A



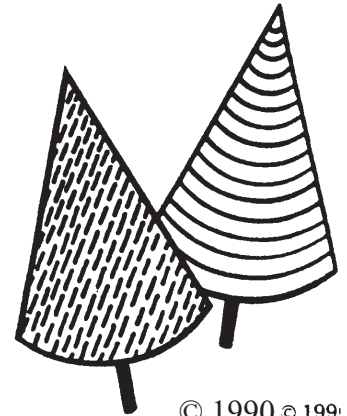
A



Local Concerns Action Plan



✂ Cut Along Dotted Line



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LOCAL CONCERNS LOCAL CONCERNS
ACTION PLAN ACTION PLAN

Our Concern, Issue, or Question is:

(Your task is to answer the WHY? questions about your team's concern, issue, or question. Why do we care? Why is this important to other people? Why should we do something about it?)

Answers:

Our Concern, Issue, or Question is:

(Your task is to answer the WHAT? questions about your team's concern, issue, or question. What should be done? What can we do? What might be the results in ten years)

Answers: