

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

Wilderness 101/Lesson 2; (Option 2A)
A Wilderness Timeline

Goal: Through the examination of a Wilderness timeline students will understand how increasing population, industry, and technology have led to the need for federally protected Wilderness areas.

Investigation Objectives

Audience: 9-12 grades.

- Students will analyze how the relationship between humans and land has changed over time. (Behavior)
- Students will be given a “time capsule” full of pictures, writings, and other artifacts from a specific historic period. (Condition)
- Students will use their “time capsule” to analyze the relationship between humans and land during a specific historic period and students will present their analysis to the class in chronological order. (Degree)

Common Core Standard Connections

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

Time Requirement: 50 minutes

Materials/Resources Needed and Pre-Investigation Tasks

-Pictures, drawings, quotes—representing these suggested time periods:

- | | |
|-------------------------------|-----------------------------|
| 1. Pre-colonial America | 5. Industrial Revolution |
| 2. Colonial America | 6. Agricultural Revolution |
| 3. Lewis and Clark Expedition | 7. Technological Revolution |
| 4. Pacific Railroad | |

Note: Teachers are invited to add/subtract time periods. For example, a teacher may want to investigate a larger time scale by starting 10,000 or 100,000 years ago.

Teacher Background

Before teaching this lesson you should select at least seven time periods that are relevant to your class and this activity. Next, you should familiarize yourself with your chosen time periods, focusing on how humans interacted with the land during that time. Then you should use

the internet, library, or other resources to gather artifacts to make one time capsule to represent each time period. In this activity, “artifacts” are photographs, drawings, quotes, documents, books, poems, etc. that students can use to make observations and inferences about the relationship between humans and land during each respective time period.

For example, a time capsule from pre-colonial America may include artifacts such as: a map notating where specific tribes lived, quotes from *Black Elk Speaks*, pictures of ruins, drawings of fishing methods, hunting, or gardening techniques, pictures of pottery, etc.

Alternative Instructions: If it is too time consuming to gather all of the artifacts for each time period, a suggested alternative is to have students find the artifacts. This can be done by adding a class period, designating groups and assigning time periods, providing student with access to the necessary resources, and giving them instructions to find five diverse “artifacts” from their time period: one photo of people working, one photo of where/how people lived, a page from an informative journal entry or memoir, a relevant quote from a novel, and one artifact of their choosing. If teachers choose to have students select the artifacts for their time capsule it is suggested to have a list of general sources and reference.

Step-by-Step Presentation Instructions

Activity # 1: Wilderness Timeline

- Divide students into groups and each group will be assigned a specific time period.
- Each group will be given a “time capsule” filled with “artifacts” from a specific time period:
 1. Pre-colonial
 2. Colonial
 3. Lewis and Clark
 4. Union Pacific Railroad
 5. Industrial Revolution
 6. Agricultural Revolution
 7. Technological Revolution
- Each group will use the artifacts within their time capsule to make inferences on what the relationship was between humans and land during their specific time period.
- Provide one copy of the Time Capsule Research worksheet to each group to help guide their analysis and generate information for their presentation.

- Copy-ready worksheet located at the end of this lesson.

OR

- Give one of the following Writing Prompts to each group and have them search for answers.
 - Copy and cutout-ready Writing Prompts found at the end of this lesson.

Activity #2: Assessment

- Student groups will come up to the front of the class in chronological order and present their analysis of the time period to the class; they will explain the relationship between humans and the land.
- Students in the audience will have a few minutes after the presentation to ask questions about the human-land relationship represented by each time period.
- Students will then think, pair, and share their thoughts how this timeline illustrates the need for federally protected Wilderness areas.

Evaluation: Example Rubric

	Excellent	Good	Fair	Poor
Time Period Analysis	Student was actively participating during the group planning stage	Student made some contributions during the group planning stage	Student made few contributions during the group planning stage	Student made no contributions during the group planning stage
Presentation of Relationship of Humans and	Student frequently spoke during	Student spoke during presentation	Student spoke some during presentation	Student did not speak during presentation

Land	presentation			
Respectful of peer presentations	Student was very supportive & enthusiastic of peer presentation	Student gave full attention to peer presentation	Student gave partial attention to peer presentation	Student did not give any attention to peer presentation
Student posed questions to presentations	Student posed questions to 3 presentations	Students posed questions to 2 presentations	Students posed questions to 1 presentation	Students posed questions to 0 presentations
Other				

Grade Scale: 16 total points

	Excellent	Good	Fair	Poor
Analysis	4	3	2	1
Presentation	4	3	2	1
Respect	4	3	2	1
Questions	4	3	2	1
Other				

Extension Ideas

Journal Idea: After looking at the past and seeing how the relationship between humans and the land has changed over time—what do you predict that the relationship between humans and land will look like in the future?

Wilderness 101: Time Capsule Research

Group members:

Name of Time Period:	
Where did people live?	
Where did food come from?	

What work did people do?	
What did people do for fun?	
Describe the relationship between humans and the land?	
Other observations:	
Other observations:	

Wilderness 101 Time Capsule Writing Prompts

NOTE: Give one prompt to each group.

1. Pre-Colonialists: How many people were estimated to have been living in what would become the United States before Columbus arrived?

2. Colonialists: When Columbus landed in the “New World” what did he and the Pilgrims have to do in order to have their basic needs

met? Such as: food, shelter, clothes, water, etc. Today, what do we have to do to have these basic needs met?

3. Lewis and Clark Expedition (1804): Why were Lewis and Clark contracted to map the newly acquired Western Territories? What information did they report back to Thomas Jefferson? What does the need for such an exploratory expedition say about the relationship between humans and the land?

4. Union Pacific Railroad (1869): How could a railroad that connected the West coast to the East coast change the relationship between humans and the land?

5. Industrial Revolution (1900's): How did the increase of factories and cities change the relationship between humans and the land?

6. Agricultural Revolution: Where does your food come from? Try to trace an item in your lunch back to its place of origin. What do farms and ranches look like today? How have farms and ranches changed over time? How has the development of large scale agriculture changed the relationship between humans and the land?

7. Technological Revolution: How has modern communication and transportation changed the relationship between humans and the land. Reflect on the use of technology in your own life.