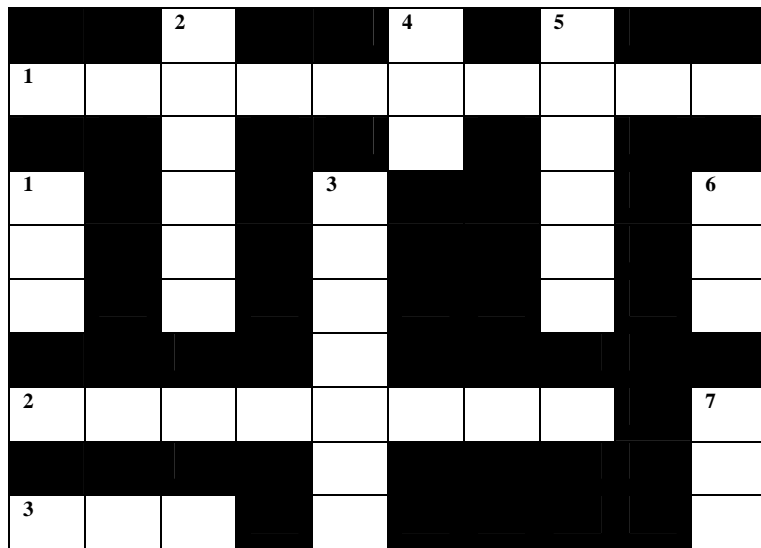


Grade Six Wilderness Lesson (Number One.)

Name of lesson: Up or across, it's still wilderness.

Through researching The Wilderness Society's web page www.wilderness.org this crossword puzzle will introduce students to the champions and the issues of the Wilderness Movement.

Crossword



Clues Across.

- 1) An area of land protected by Congress in its natural undeveloped state.
- 2) Last name of the man who wrote the Wilderness Act.
- 3) Potential wilderness area, maintained as one until Congress makes a formal decision.

Clues Down

- 1) A federal agency that manages public lands.
- 2) The state with the most wilderness areas.
- 3) An agricultural practice allowed by the Wilderness Act but controlled by regulations.

- 4) Motorized vehicles that if uncontrolled could destroy wildlands.
- 5) An area where migratory birds and animals can rest.
- 6) The Wilderness Society.
- 7) The greater demand for this product now threatens the Alaskan wildlands.

The answers to the crossword are as follows:

Across.

- 1) Wilderness
- 2) Zahniser
- 3) WSA

Down.

- 1) BLM
- 2) Alaska
- 3) Grazing
- 2) ORV
- 3) Refuge
- 4) TWS
- 5) Oil

Grade Six Wilderness Lesson (Lesson Two.)

Name of lesson: Bored with Wilderness?

Board games. Using wilderness information published in the media, a novel way of keeping all students focused on wilderness issues is to allow them to design, create and then play a board game of sorts.

Wilderness issues normally involve a series of successive actions between various interested organizations and so it should be relatively easy for the students to plan their games around the actions of these groups. Rules of the game should allow for rewards or incentives for those actions that supported wilderness activities and demerits and restrictions for those actions that opposed or threaten wilderness.

We have included an example of the type of board game that the students could play. It should be stressed that although the game has an educational leaning the main emphasis is on fun. These games could be played in class as an elimination competition. The games could be played with a dice and some place markers with up to six players at a time. It is also advisable to let the students design their own games. A word of caution, please check your student's games before they are unleashed on an unsuspecting public as their forfeits can often be dangerous or embarrassing. Students should also be allowed the option of playing the game during class with no form of victimization if they choose not participate.

| | | | | | | | | | | | | | | |
|---------|----|----|---------|----|----|---------|---------|---------|---------|---------|---------|---|---|---------|
| 1 x | 2 | 3 | 4 x | 5 | 6 | 7 | 8 | 9 | 10 x | 11 | 12 | | | |
| | | | | | | | | | | | 13 | | | |
| | | | | | | | | | | | C | B | A | 14 x |
| | | | | | | | | | | | D | | | 15 |
| | | | | | | | | | | | E | F | G | 16 |
| | | | | | | | | | | | | | | 17 |
| 29 | 28 | 27 | 26 x | 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 x | | | |
| 30 | | | | | | | | | | | | | | |
| 31 | 32 | 33 | 34 x | 35 | 36 | 37 | 38 | 39 x | 40 | 41 | 42 | | | |
| | | | | | | | | A | | | 43 | | | |
| 55 x | 54 | 53 | 52 | 51 | 50 | 49 | 48 x | 47 | 46 | 45 | 44 | | | |
| 56 | | | | | | | | | | | | | | |
| 57 | 58 | 59 | 60 x | 61 | 62 | 63 x | 64 | 65 x | 66 x | 67 x | 68 x | | | |

Due to space the forfeits and rewards in this game follow on the next page. These would normally be included at the appropriate locations on the game itself. **The use of color is essential.**

| | | | | | | | |
|---|--|--|---|---|---|---|--|
| <p>1 Throw a six to initiate your campaign to protect wilderness.</p> | <p>4 Miss 2 turns while you introduce your press campaign to the public.</p> | <p>10 Positive response from the public allows you to press forward with your campaign. Move 4 spaces forward .</p> | <p>14 ORV destruction on your proposed wilderness site. Take the long route to investigate all the damage.</p> | <p>18 Stray cattle destroys water sources on wilderness site. Miss 2 turns while you chase them off the land.</p> | <p>26 Excellent press coverage for your cause. Take an extra turn to celebrate.</p> | <p>34 Opposition reveals a well-coordinated campaign. Throw a four to introduce your counter plan.</p> | <p>39 A Member of Congress agrees to champion your cause. Take a short cut to celebrate your success.</p> |
| <p>68 The efforts of the wilderness groups and your effort in particular has resulted in a successful bill being passed in Congress. We all win, you just got there to hear it first. Well done!</p> | <p>67 Your wilderness bill is defeated in Congress. Return to the beginning to rethink and reintroduce your campaign.</p> | <p>66 Your proposal for the declaration of a wilderness site is introduced as a bill in the House of Representatives. Take an extra turn.</p> | <p>65 Superior advertising campaign by your opposition forces you to lose enormous ground in popular support. Go back to 60.</p> | <p>63 An anonymous donation allows you to promote your cause vigorously. Go forward one space as you gain public exposure.</p> | <p>60 Mis-information by the opposition regarding recreational rights causes you to re-evaluate your campaign. Miss a turn while you develop a new media strategy.</p> | <p>55 The Secretary of the Interior takes a keen interest in your campaign. Move forward 3 places.</p> | <p>48 Developers begin showing too much interest in your land. Miss 2 turns while you confront them.</p> |

Grade Six Wilderness Lesson (Number Three.)

Name of lesson: The forces of good and evil.

By researching wilderness issues and using popular culture students can design a mythical protector of Wilderness.

Sergeant Sprawl – Enemy of the Wilderness versus (Choose own name and title) – **Protector of Wilderness.**

The EVIL leader of the Trashoids, Sergeant Sprawl is trying to enforce his diabolical plan of destroying wilderness. You, (----) – Protector of Wilderness have stumbled upon his secret plan. In the form of a propaganda poster write a message to your followers showing 5 ways in which Sergeant Sprawl plans to destroy or eliminate wilderness and it's inhabitants while denying human users it's pleasures.

The second part of your call to arms should include a plan of how you intend to counteract his plan. Write down or illustrate how you intend to stop each of his actions from being put into action. *(It would appear that a certain section of the class would see the solution to this problem as being a quick blast with a laser gun of sorts, however, there should be no killing or use of violence in any of the plans.)*

Some examples of Sergeant Sprawl's plan might be:

- 1) Developing the area.
- 2) Throwing litter around.
- 3) Feeding the animals.
- 4) Chemical spills / Misuse of water sources.
- 5) Carving names on trees/ Sprayed graffiti from aerosol cans.
- 6) Uncontrolled use of ORVs.
- 7) Indiscriminate logging / Agricultural mismanagement.
- 8) Loud, man made noise through a variety of means.
- 9) Introduction of exotic species.
- 10) The removal of species from wilderness sites.

These are some examples of negative things that can impact on the environment, however, the students can through discussion come up with a variety of their own facts.

Your counter plan could include the following:

- 1) Rejuvenate existing developments rather than develop new areas.
- 2) Plant trees. (Indigenous rather than exotic.)
- 3) Enforce rigid regulations regarding ORV use in pristine wilderness areas.
- 4) Remove invasive plant species. Remove foreign animal species.
- 5) Limit road building / Enforce logging controls.
- 6) Limit noise pollution.

- 7) Clean up wilderness areas of all litter and intrusive, man made objects.
- 8) Encourage alternative fuel sources rather than traditional mining activities.
- 9) Educate all users of all land with emphasis on the people using wilderness areas.
- 10) Educate people regarding aspects of water and it's impact on man and beast.

The above activity may appear a little tough for some of the students to come up with or comprehend so the educator would have to provide constant guidance via discussion, keywords, sentences or illustrations. This work could be completed on a large piece of paper utilizing pictures from old magazines, with key sentences highlighting each illustration.

An alternative to the propaganda poster approach might be to do the above exercise in a comic book form. The students could design a comic book showing the duel between the two combatants. Each frame would have to show actions and speech bubbles as the characters go through the motions. The speech bubbles would provide the educator with an opportunity to grade their children's language ability.

In true Hollywood style advertising for the comic should begin a few days before the actual comic appears. Let the students design a large poster showing Sergeant Sprawl's and their own costumes. An appropriate slogan at the bottom is essential. (This is a fine opportunity to discuss how the film industry uses words and images to gain interest.)