

cobblestone®

JOHN MUIR

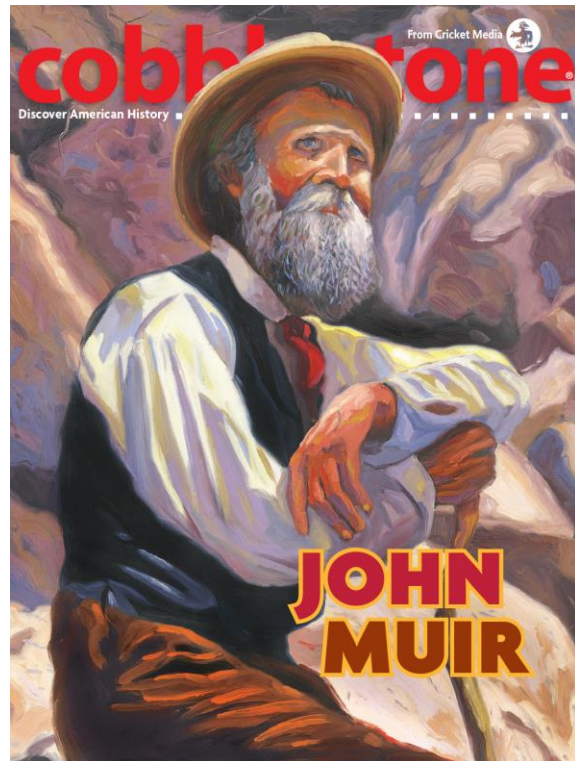
In this issue, students explore the life and contributions of John Muir, “one of America’s most famous environmentalists.”

CONVERSATION QUESTION

How did John Muir contribute to the protection and conservation of the environment?

TEACHING OBJECTIVES

- Students will learn about the role John Muir played in conservation efforts in the United States.
- Students will explain how environmental and cultural characteristics influence population distribution in specific places or regions.
- Students will illustrate historical means of changing society.
- Students will explain how the cultural and environmental characteristics of places change over time.
- Students will conduct research and create a multimedia presentation.
- Students will create a timeline.
- Students will use details from a text to write historical fiction.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **A Beautiful Valley**
Expository Nonfiction, ~1050L
- **John and Louie**
Expository Nonfiction, ~850L
- **Camping with the President**
Expository Nonfiction, ~850L

Cobblestone® Teacher Guide: November/December 2018

A Beautiful Valley

pp. 8–11, Expository Nonfiction

Discover how John Muir fell in love with the wilderness of California and how that love led him to fight for its protection.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the role John Muir played in conservation efforts in the United States.
- Students will explain how environmental and cultural characteristics influence population distribution in specific places or regions.
- Students will conduct research and create a multimedia presentation.

KEY VOCABULARY

- **wilderness (p. 10)** an uncultivated and generally uninhabited region
- **naturalist (p. 10)** a person who studies or is an expert on the environment and wildlife
- **conservationist (p. 10)** a person who advocates or acts for the protection and preservation of the environment and wildlife

ENGAGE

Conversation Question: How did John Muir contribute to the protection and conservation of the environment?

Ask students to share what comes to mind when they hear the term “American wilderness.” Guide students to understand that *wilderness* is typically used to refer to untamed and uninhabited areas. Then ask students to explain why they think it’s important to protect these areas.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then write the following sentence frames on the board and have students use the vocabulary words to complete them. Go over correct answers. Then remind students to look for the vocabulary words as they read.

- John Muir was a _____ who believed it was important to protect the _____.
- A _____ spends time observing the animals and plants of the _____ to learn about them.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How did Muir become familiar with the area known as Yosemite?
2. What did Muir do to convince others of the importance of preserving Yosemite?
3. How did Muir’s actions help ensure that the grove of giant sequoias was protected by the federal government?

SKILL FOCUS: Explain Influence

INSTRUCT: Explain that the article mentions different environmental factors that drew people to California, where the Sierra Nevada mountains and valleys are located. Also explain that the article mentions different cultural factors that affected people’s ability to settle in those areas.

ASSESS: Instruct students to find at least two examples of environmental and cultural factors that influenced population distribution in the area surrounding the Sierra Nevada mountains. Have students share ideas with a partner to check their work.

EXTEND

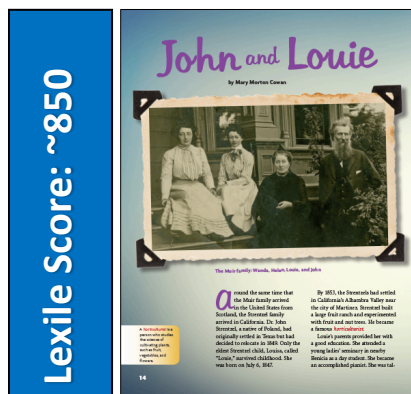
English Language Arts Have students conduct online and library research to gather additional information about any one of the 59 national parks in the United States. Instruct students to find out when their park was founded, by whom, and why. Also instruct them to record details about its geography. Finally, ask students to put their research into a multimedia presentation.

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John and Louie

pp. 14–17, Expository Nonfiction

Explore how John Muir's relationship with his wife, Louie, gave him the support and encouragement he needed to pursue his work as a conservationist.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the role John Muir played in conservation efforts in the United States.
- Students will illustrate historical means of changing societies.
- Students will create a timeline.

KEY VOCABULARY

- **petrified (p. 16)** organic matter than has changed into a stony substance
- **national park (p. 16)** a scenic or historically important area of countryside protected by the federal government for the enjoyment of the public or preservation of wildlife

ENGAGE

Conversation Question: How did John Muir contribute to the protection and conservation of the environment?

Have students hypothesize what they would do if they discovered a completely unique type of place in the American wilderness. Would they keep it a secret? Would they write about it, risking the possibility of tourists and others flooding into the area? Would they try to get the government to protect it? Tell students they'll read about John Muir's efforts to protect the wilderness.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then ask students to make predictions about the topic of the text using the vocabulary words and the title of the article. Invite students to share their predictions and remind them to check predictions as they read. Also tell students to look for the vocabulary words as they read.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- When did John Muir spend time in the wilderness after his daughters were born?
- How did Louie support John's efforts to protect wilderness areas?
- How did John help change the way people interacted with the land now known as the Petrified Forest National Park?

SKILL FOCUS: Illustrate Examples

INSTRUCT: Explain that to "illustrate historical means of changing societies" means to explain how a specific historical event or development occurred. Continue by telling students that the explanation may be communicated orally, visually, or in writing. Then remind students that the theme they've been focusing on in this article is "the fight to preserve wilderness areas."

ASSESS: Have students work in pairs to find details in the text that explain how Muir helped to change American society. Then have students summarize their findings orally, visually, or in writing.

EXTEND

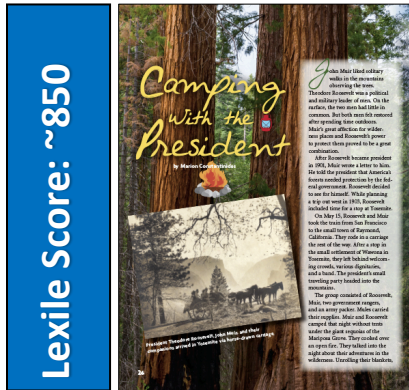
Social Studies Remind students that John Muir's life was full of adventure and discovery. Tell students to use details in the article to create a timeline of Muir's life. Timelines should include at least five entries that describe significant events in his life and at least two entries that describe significant national events. Suggest students illustrate their timelines.

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Camping with the President

pp. 26–28, Expository Nonfiction

Discover how a camping trip organized by John Muir and President Theodore Roosevelt led to the federal government protecting large areas of wilderness in California.



RESOURCES

- Change over Time

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the role John Muir played in conservation efforts in the United States.
- Students will explain how the cultural and environmental characteristics of places change over time.
- Students will use details from a text to write historical fiction.

KEY VOCABULARY

- **spoilers (p. 28)** people who damage or ruin something
- **sanctuaries (p. 28)** places where wildlife is protected
- **preservationists (p. 28)** people who work to preserve something, such as a building or an area of land

ENGAGE

Conversation Question: How did John Muir contribute to the protection and conservation of the environment?

Ask students to imagine a place in nature that they've visited and loved. Have them describe the types of things that people do there and how they interact with the environment. Point out that many of the parks and other areas of nature people visit today prohibit people from doing certain types of activities there. Explain that this wasn't always the case.

INTRODUCE VOCABULARY

Read aloud the vocabulary words and their definitions. Then have students work in small groups to write single sentences that use all three words. Invite groups to share their sentences. Finally, tell students to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What interests did Muir and President Roosevelt have in common?
2. Why was the valley surrounding Yosemite in poor condition when Muir and Roosevelt visited the area together?
3. How did Muir's camping trip with the president and his actions afterward help change the way people interacted with wilderness areas?

SKILL FOCUS: Explain Change over Time

INSTRUCT: Tell students places have both cultural and environmental characteristics. Explain that the cultural characteristics of places are any features of a place that result from a human presence. Explain that environmental characteristics of places are physical attributes.

ASSESS: Have students work in pairs to complete the *Change over Time* worksheet. Then have pairs share their summaries with the class.

EXTEND

English Language Arts Remind students that the article describes the camping trip that Muir and President Roosevelt went on in Yosemite. Ask students to use details from the text to write a realistic, yet fictionalized, account of what Muir and Roosevelt saw and discussed on their trip. Tell students to use dialogue and details that fit with the era in which the trip occurred.

Change over Time

Places have both cultural and environmental characteristics. The cultural characteristics of places are any features of a place that result from a human presence. Environmental characteristics of places are physical attributes. Both types of characteristics can change over time.

The article describes how people's interactions with the Yosemite area changed as a result of Muir's and President Roosevelt's actions. In the chart, note details about cultural and environmental characteristics of Yosemite before the camping trip. Then note details about these characteristics after the camping trip.

	Cultural Characteristics	Environmental Characteristics
before the camping trip		
after the camping trip		

Explain Change over Time

Summarize the way the cultural and environmental characteristics of Yosemite changed over time as a result of the Muir-Roosevelt camping trip.
