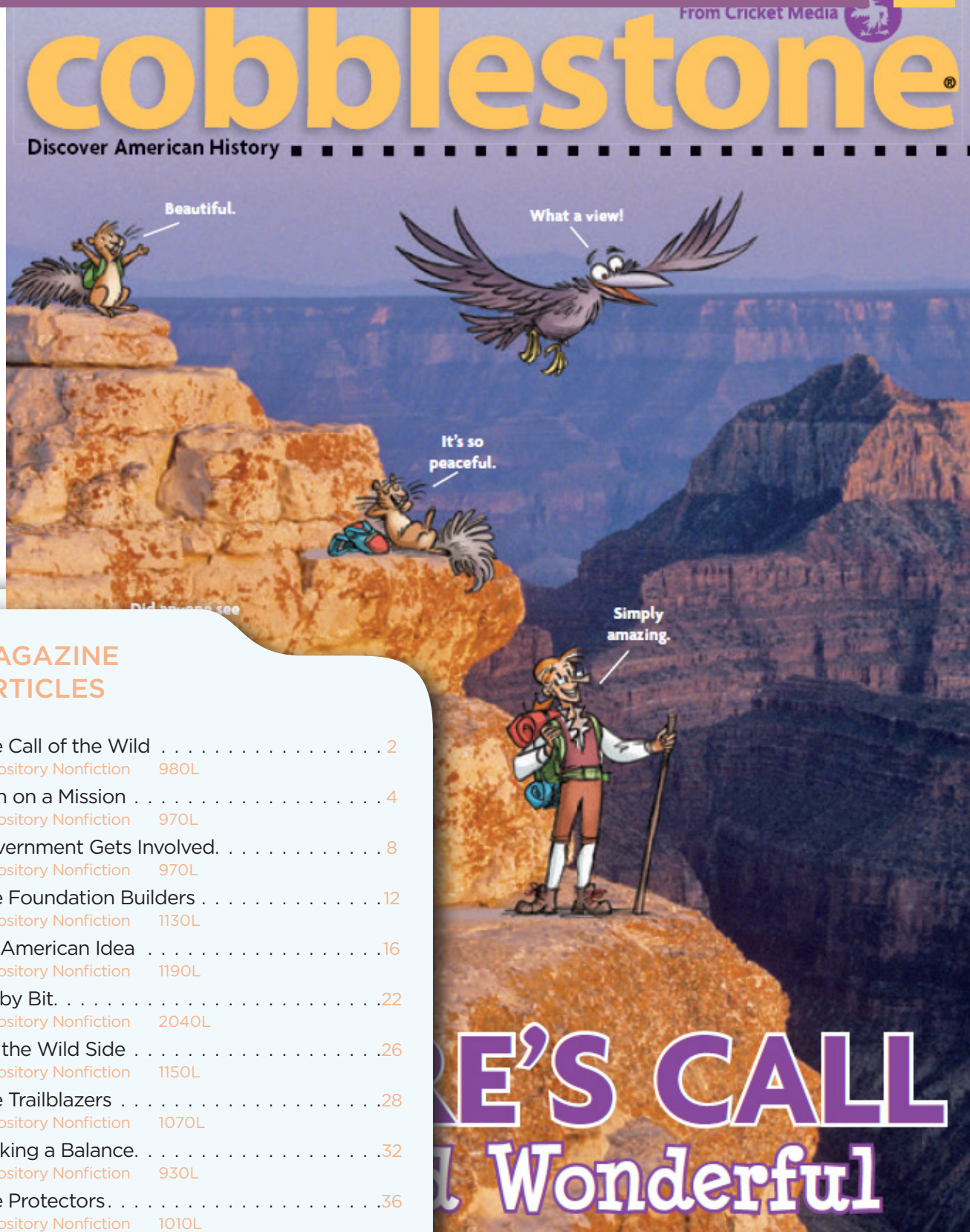


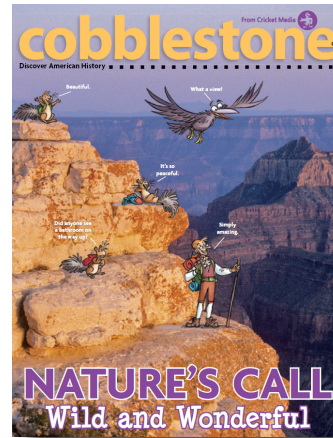
Teacher's Supplement



MAGAZINE ARTICLES

The Call of the Wild	2
Expository Nonfiction	980L
Man on a Mission	4
Expository Nonfiction	970L
Government Gets Involved.	8
Expository Nonfiction	970L
The Foundation Builders	12
Expository Nonfiction	1130L
An American Idea	16
Expository Nonfiction	1190L
Bit by Bit.	22
Expository Nonfiction	2040L
On the Wild Side	26
Expository Nonfiction	1150L
The Trailblazers	28
Expository Nonfiction	1070L
Striking a Balance.	32
Expository Nonfiction	930L
The Protectors.	36
Expository Nonfiction	1010L

Using This Guide.	2
Common Core: Reading, Speaking & Listening, and Writing	3
Article Pages.	4
Cross-Text Connections with Multiple Articles	14
Mini-Unit	15
Printables.	18
Glossary	21
Online Resources	23



In this magazine, readers will learn about the people and laws that formed the foundation for environmental preservation and conservation

*in the United States. **Cobblestone:**
Conservation and Preservation includes
information about environmental stewards
from John Muir to Gaylord Nelson, along
with the laws they helped pass and the
organizations they founded.*

How did Americans' desire to preserve natural wonders develop and evolve into today's environmental movement?

We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ MULTIPLE TEXTS PAGES 4 - 13

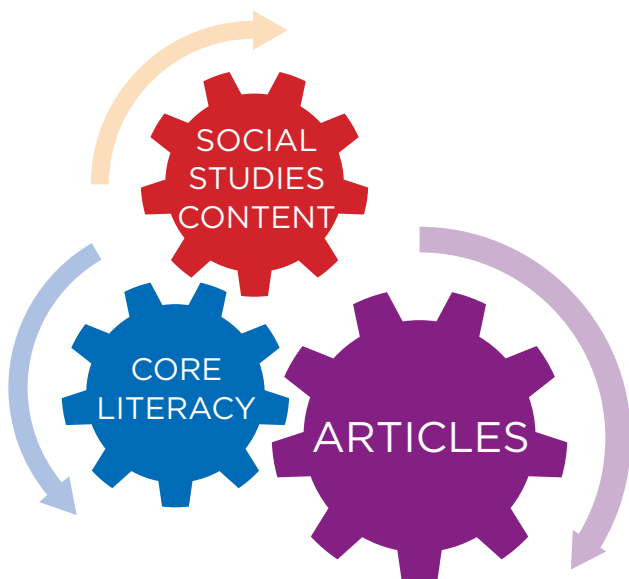
Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

The diagram illustrates the components of an article page, with callouts pointing to a sample page titled "ARTICLE: What's Mine Is Yours" (Magazine pages 9-12, Narrative Nonfiction).

- Essential Question**: Points to the "ESSENTIAL QUESTION" section on the sample page.
- Content Concepts**: Points to the "SCIENCE CONCEPT" section on the sample page.
- C3 Framework for Social Studies State Standards**: Points to the "CROSS-CURRICULAR EXTENSION" section on the sample page.
- Key Vocabulary**: Points to the "KEY VOCABULARY" section on the sample page.
- Prepare to Read**: Points to the "PREPARE TO READ" section on the sample page.
- Close Reading Questions**: Points to the "CLOSE READING QUESTIONS" section on the sample page.
- Common Core Connections to teach reading and writing standards**: Points to the "COMMON CORE CONNECTIONS" section on the sample page.

TEACH A MINI-UNIT PAGES 15 - 17

Magazine articles can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.InfoText.1)

Describe Relationships (CCSS.InfoText.3)

Analyze Text Structure (CCSS.InfoText.5)

Interpret Visual Information (CCSS.InfoText.7)

Summarize (CCSS.InfoText.2)

Determine Word Meaning (CCSS.InfoText.4)

Understand Author's Point of View (CCSS.InfoText.6)

Explain Reasons and Evidence (CCSS.InfoText.8)

FOCUS STANDARD: CCSS.InfoText.9: Integrate Ideas and Information

Have students read multiple articles on the same topic from this magazine to build knowledge and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (CCSS.SpeakListen.1, 2, 4).

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

Whole Class: Launch with an essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content. See the **Mini-Unit** section of this guide (pgs. 15 – 17) as well as the **Article Pages** (pgs. 4 - 13) for ways to incorporate writing into your instruction.



When Europeans arrived in North America, they were astonished by the wilderness, but they soon learned to conquer it. Eventually, Americans realized the importance of open space and began to work toward conservation and preservation.

ESSENTIAL QUESTION

How did Americans' desire to preserve natural wonders develop and evolve into today's environmental movement?

SOCIAL STUDIES CONCEPT

The movement of people impacts the environment and other peoples living in those environments.

CROSS-CURRICULAR EXTENSION

English Language Arts

Read excerpts of *Walden*; or, *Life in the Woods* and discuss the justifications for the lifestyle presented.

KEY VOCABULARY

foreboding (p. 3) a feeling that something bad is going to happen

removed (p. 3) away from something

sustainable (p. 3) involving methods that do not completely use up or destroy natural resources

PREPARE TO READ

Show the students historical pictures of the town they live in. Discuss how the area has changed over time.

CLOSE READING QUESTIONS

- Create a chart contrasting the Native American and European views of and usage of the land.
- Underline details in the text that explain why Americans expanded their settlements into the frontier.
- What was Henry David Thoreau's role in promoting a love of wilderness? Use details from the text to support your answer.

COMMON CORE CONNECTIONS

Interpret Meaning *CCSS Info Text 8*

Look up emigrant and immigrant. What is the relationship between these terms? How are they used in the article, and which specific group of people does each refer to?

Interpret Visual Information *CCSS Info Text 3*

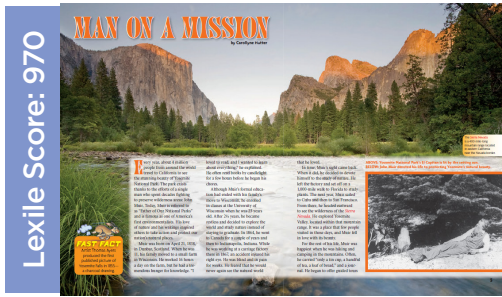
Study the images that accompany the text. How does each image relate to the theme of the article?

Research-Based Writing *CCSS Writing 2 & 6*

Research the responses various Native American groups had to the arrival of Europeans and write an expository essay comparing those responses and their results.

ARTICLE: Man on a Mission

Magazine pages 4 - 7, Expository Nonfiction



John Muir's love of nature and personal restlessness led him to explore America's wilderness and dedicate much of his adult life to the preservation of the Sierra Nevada and other wilderness areas.

ESSENTIAL QUESTION

How did Americans' desire to preserve natural wonders develop and evolve into today's environmental movement?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science

Study the flora and fauna that are native to Yosemite. Are any species endangered or threatened? What steps are being taken to preserve the park?

KEY VOCABULARY

influential (p. 7) having the power to cause changes

stunning (p. 4) very surprising or shocking

PREPARE TO READ

Show the class souvenirs of a trip you've taken. Tell them what you learned from the trip. Allow the students to share their own travel experiences, and explain that travel can sometimes influence a person's entire life.

CLOSE READING QUESTIONS

- Underline details in the text that refer to John Muir's education and upbringing. How did these elements influence his future?
- How did Muir's injury affect his views of nature and change his future? Use details from the text to support your answer.
- Highlight the methods Muir used to gain the support of others.

COMMON CORE CONNECTIONS

Make Inferences *CCSS Reading 1*

Trace John Muir's travels on a map of the world. What can you infer about the impact these experiences had on his decision to protect the environment?

Assess Purpose *CCSS Info Text 6*

What is the author's purpose in writing this text? Which specific words and phrases does the author use to help convey that purpose?

Narrative Writing *CCSS Writing 3*

Write a narrative of a life-changing moment you experienced.

ARTICLE: Government Gets Involved

Magazine pages 8 - 11, Expository Nonfiction



European settlers viewed the land as a commodity. Government offices intervened to help manage land development and, eventually, preservation. Many of these offices continue this work today.

ESSENTIAL QUESTION

How did Americans' desire to preserve natural wonders develop and evolve into today's environmental movement?

SOCIAL STUDIES CONCEPT

Changes in government offices and rulings are examples of historical change.

CROSS-CURRICULAR EXTENSION

Math

Use information in the text and your math skills to determine the approximate overall acreage of the United States.

KEY VOCABULARY

abundance (p. 11) a large amount of something

ordinance (p. 8) a law or regulation made by a city or town government

parcels (p. 9) sections or areas of land

PREPARE TO READ

List the pros and cons of government involvement in land management. Lead the students as they think through the issues involved.

CLOSE READING QUESTIONS

- Create a chart of laws mentioned in the article. Include the date each passed and its purpose.
- Underline details in the text that show how the government's handling of land evolved over time.
- Which government organizations are responsible for land management today? What are their roles and responsibilities?

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

What is the purpose of each section of the text? How do the section titles denote that purpose? How do the sections fit together to form a cohesive article?

Analyze Key Elements *CCSS Info Text 3*

How does the author introduce Theodore Roosevelt? What is his relationship to the conservation movement? Use details from the text to support your answer.

Evaluate Arguments *CCSS Info Text 8*

Reread the opening and closing sections. What arguments does the author make? How does she support those arguments? Is the support sufficient?



President Theodore Roosevelt, Gifford Pinchot, Stephen T. Mather, and Hugh Hammond Bennett helped lay the foundations for conservation in the United States. They preserved and promoted parklands and forests and established the importance of preventing erosion.

ESSENTIAL QUESTION

How did Americans' desire to preserve natural wonders develop and evolve into today's environmental movement?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science

Learn why soil conservation is important and how it is carried out.

KEY VOCABULARY

mar (p. 12) to ruin the beauty or perfection of (something)

random (p. 14) chosen, done, etc., without a particular plan or pattern

refuge (p. 12) a place that provides shelter or protection

replenish (p. 13) to fill or build up (something) again

PREPARE TO READ

Show the students a picture of Smokey Bear. Discuss his purpose and his hat. Have them name as many national parks and monuments as they can. Locate them on a map.

CLOSE READING QUESTIONS

- Create a chart listing the accomplishments and views of all four men profiled.
- How did Mather encourage visitors to come to the parks? Highlight details from the text that support your answer.
- Underline details in the text that explain why soil conservation is important.

COMMON CORE CONNECTIONS

Make Inferences *CCSS Reading 1*

The author suggests that being both a miner and a conservationist is unusual. Why do these seem contradictory?

Summarize Main Ideas *CCSS Info Text 2*

Reread each section of the article to determine its main ideas. Look for common main ideas and use them to write a summary of the text.

Present Arguments *CCSS Speaking and Listening 4, 5 and 6*

Create a PowerPoint presentation explaining which of the four men you feel is the best conservationist. Use evidence from the text and other sources to support your argument.

ARTICLE: An American Idea

Magazine pages 16 - 19, Expository Nonfiction



The National Park Service is 100 years old this year. It now manages over 400 sites around the nation and in American territories, but it started with a single park and a movement to preserve our open spaces for generations to come, a uniquely American idea.

ESSENTIAL QUESTION

How did Americans' desire to preserve natural wonders develop and evolve into today's environmental movement?

SOCIAL STUDIES CONCEPT

Economic and social changes impact decision making in a democracy.

CROSS-CURRICULAR EXTENSION

Art

Create two images of the same natural landscape using different media but the same perspective.

KEY VOCABULARY

executive (p. 18) relating to the job of managing or directing other people in a company or organization

utility (p. 18) a service (such as a supply of electricity or water) that is provided to the public

PREPARE TO READ

Visit a site managed by the National Park Service (NPS) or share brochures, maps, and photos to help students explore the site virtually. Discuss why the site is managed by the NPS and when the NPS took control of it.

CLOSE READING QUESTIONS

- Create an annotated timeline of events mentioned in the article.
- Underline details in the text that show the impact World War II had on the National Park Service.
- Highlight the mission of the National Park Service.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

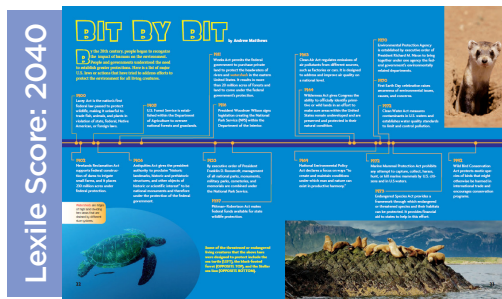
Determine the overall structure of the text—cause/effect, chronology, etc. Note specific sentences that deviate from this structure and consider the author's purpose in the deviation.

Interpret Visual Information *CCSS Reading 7*

Study the images that accompany the text. Note the differences between the painting and photograph on pages 16 and 17. How do all of the images add to your knowledge of the topic?

Research-Based Writing *CCSS Writing 2 & 6*

Research one of the sites mentioned in the article and write an essay detailing why it was selected for preservation, the features visitors will see, and its size.



From the Lacey Act of 1900 to the Wild Bird Conservation Act of 1992, the United States government has taken action to protect our natural world.

ESSENTIAL QUESTION

How did Americans' desire to preserve natural wonders develop and evolve into today's environmental movement?

SOCIAL STUDIES CONCEPT

Changes in laws represent examples of historical change.

CROSS-CURRICULAR EXTENSION

Science

Study an endangered or threatened species. Include the reasons for the species' struggle as well as the conservation efforts being attempted.

KEY VOCABULARY

harass (p. 23) to annoy or bother (someone) in a constant or repeated way

harmony (p. 23) a pleasing combination or arrangement of different things

primitive (p. 23) natural

PREPARE TO READ

Write the K and W sections of a KWL chart on environmental protections supported by laws.

CLOSE READING QUESTIONS

- Create a chart of the items, separating them into categories based on whether they create or amend government agencies, protect wildlife, provide funding, or protect land, air, and water.
- Underline the items that had more than one purpose.
- Which time periods contain the most items? What does that suggest about the American public at those times?

COMMON CORE CONNECTIONS

Express Opinions *CCSS Speaking and Listening 1, 3 & 4*

With a classmate, discuss which item on the timeline is most important and why. Come to a conclusion together and then present it to the class for further discussion.

Analyze Text Structure *CCSS Reading 5*

Why might the author have chosen to present this information as a timeline? How would a more traditional article structure impact your understanding of the information?

Research-Based Writing *CCSS Writing 2 & 6*

Research one of the items listed on the timeline and write an essay detailing its impact and effectiveness.

ARTICLE: On the Wild Side

Magazine pages 26 - 27, Expository Nonfiction



As more tourists flocked to national parks, conservationists became concerned for the protected areas and promoted the preservation of true wilderness through the Wilderness Act.

ESSENTIAL QUESTION

How did Americans' desire to preserve natural wonders develop and evolve into today's environmental movement?

SOCIAL STUDIES CONCEPT

Individuals can work together to shape significant change.

CROSS-CURRICULAR EXTENSION

English Language Arts

Write a story about people lost in the wilderness.

KEY VOCABULARY

altering (p. 27) changing (something)

pristine (p. 27) not changed by people

tide (p. 27) the way in which something is changing or developing

untrammelled (p. 27) not limited or restricted

PREPARE TO READ

Discuss what it means for something to be wild or wilderness.

CLOSE READING QUESTIONS

- What changes prompted some conservationists to become concerned about our national parks? Underline details in the text that support your answer.
- Why did Howard Zahniser believe it was time to work on legislation to protect wilderness areas?
- Underline details in the text that explain the purpose of the Wilderness Act.

COMMON CORE CONNECTIONS

Explain Reasons and Evidence *CCSS Reading 8*

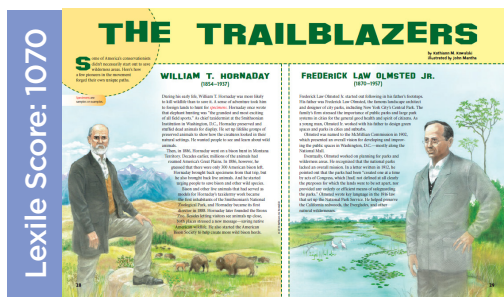
Reread the article, looking for text that makes a claim. Locate any evidence or reasons given to support the claim. Are they sufficient?

Analyze Key Elements *CCSS Info Text 3*

How is Zahniser introduced? How does this introduction link him to the rest of the text? What did he accomplish? How does that link to the article's main theme?

Writing Arguments *CCSS Writing 1*

Use your own experiences and details from the text to write an opinion essay detailing whether or not wilderness should be left in a pristine state.



William T. Hornaday, Frederick Law Olmsted Jr., Benton Mackaye, Aldo Leopold, and Margaret Murie helped initiate a transition from mere preservation to environmental conservation.

ESSENTIAL QUESTION

How did Americans' desire to preserve natural wonders develop and evolve into today's environmental movement?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Landscape Design

What features do local parks have? Do they allow for bikes and foot traffic as well as cars? Are spaces available for wildlife and quiet? How are they separated? Draw a plan for your own park.

KEY VOCABULARY

commodity (p. 30) something that is bought and sold

efficient (p. 29) capable of producing desired results without wasting materials, time, or energy

entail (p. 30) to have (something) as a part, step, or result

PREPARE TO READ

Create word webs around the words trail and blaze. Discuss what it means to blaze a trail.

CLOSE READING QUESTIONS

- Create a chart listing the accomplishments and ideas of each person profiled.
- Which person profiled best fits the title? Use details from the text to support your answer.
- What is the relationship between each person's goals and the way they became conservationists? Highlight details from the text that support your answer.

COMMON CORE CONNECTIONS

Author's Point of View *CCSS Info Text 6*

Which words and phrases in the text suggest the author's view of her subjects? What is that view?

Analyze Words and Phrases *CCSS Reading 4*

Look at all of the words and phrases in quotation marks. What does each mean? Why were quotation marks used to offset them?

Write Narratives *CCSS Writing 3*

Imagine you are one of the people profiled and write a letter explaining why Americans today should be environmental stewards the way you were.

ARTICLE: Striking a Balance

Magazine pages 32 - 35, Expository Nonfiction



Rangers at National Park Service sites must help visitors understand how to both conserve and preserve the natural environments or historical objects they are viewing in order to balance the needs of the visitors with the needs of the sites.

ESSENTIAL QUESTION

How did Americans' desire to preserve natural wonders develop and evolve into today's environmental movement?

SOCIAL STUDIES CONCEPT

Rules help people act as global citizens.

CROSS-CURRICULAR EXTENSION

Geology

Learn why Old Faithful erupts and how the Carlsbad Caverns formed.

KEY VOCABULARY

dilemma (p. 34) a situation in which you have to make a difficult choice

invasive (p. 32) tending to spread

toll (p. 34) to have a serious, bad effect on someone or something

PREPARE TO READ

Study the images that accompany the text. Discuss what they have in common.

CLOSE READING QUESTIONS

- Underline details in the text that indicate the roles of National Park Service employees.
- Highlight the differences between preserving and conserving.
- Use examples from the text to explain the purposes of the rules the NPS has established.

COMMON CORE CONNECTIONS

Make Inferences *CCSS Reading 1*

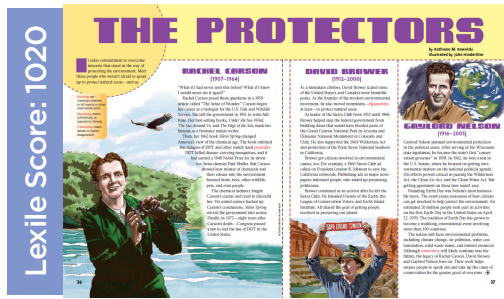
What can you infer about the purposes of park rules from Ranger Gohlke's answers to the couple?

Analyze Key Elements *CCSS Info Text 3*

What method does the author use for introducing the topic? How does she elaborate on the information presented? Why might she have chosen this method?

Explain Reasons & Evidence *CCSS Info Text 8*

What evidence does the author present for the claim that visitors aren't always happy with the rules at national parks? Is the evidence sufficient?



Rachel Carson, Davis Brower, and Gaylord Nelson promoted environmental awareness and convinced individuals and the government that real change was needed.

ESSENTIAL QUESTION

How did Americans' desire to preserve natural wonders develop and evolve into today's environmental movement?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science

Study the chemistry of DDT. How is it formed and why is it effective?

KEY VOCABULARY

contaminate (p. 37) to make (something) dangerous, dirty, or impure by adding something harmful or undesirable to it

scale (p. 37) to climb to the top of (something)

PREPARE TO READ

Bring in an egg. Ask what would happen to the unborn chick if the egg were damaged and how it might be damaged. Record all responses. Add DDT exposure and explain how this occurred.

CLOSE READING QUESTIONS

- Make a chart listing the accomplishments and ideas of each "protector."
- Underline details in the text that refer to the methods each used to gain support for environmental causes.
- Highlight details that indicate why Earth Day is important.

COMMON CORE CONNECTIONS

Summarize Main Ideas *CCSS Reading 2*

Discuss the article with a partner and determine the main ideas of each section and the whole text. How does each section support the text as a whole? Summarize the article using the main ideas.

Analyze Point of View *CCSS Info Text 6*

What is the author's view of the environmental movement? Which specific details in the text lead you to this conclusion?

Research-Based Writing *CCSS Writing 2 & 8*

DDT is in use today to help fight malaria. Research the disease and decide whether you agree that the benefits outweigh the harm that could be caused. Write an essay using details from your research to explain your opinion.

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- Refer to a number of articles to learn about people who were involved in environmental causes. Look for indications that they knew each other or were part of the same organizations. Make note of other relationships between them and how they may have influenced one another.
- Use information from several articles to determine the role of government in environmental preservation and conservation. How does this differ from the roles of the individuals mentioned?
- Reread the articles and make a list of environmental issues that still exist today. What steps were taken to solve them in the past?
- “The Call of the Wild,” “The Foundation Builders,” “An American Idea,” “The Trailblazers,” and “Striking a Balance” all refer to the need to balance preservation with conservation and the needs of nature with the needs of humans. Trace these issues through time by noting the opinions of and the steps taken by the people or government offices mentioned in each article.
- Gather information across texts to generate a list of preserved areas run by the National Park Service or the U. S. Forest Service.
- Refer to the articles to learn how people encouraged individuals and the government to become involved in conservation and preservation.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

In this Mini-Unit, your students will follow in the footsteps of the leaders profiled in this issue by learning from their actions and advocating for environmental causes. They will create posters promoting their causes and write letters to newspaper editors and government officials.

ENGAGE

READ AND
COMPARE

APPLY

ENGAGE: Read the negative words below with your students. Discuss what they have in common and how they make you all feel. Do the same with the positive words. Begin to consider what you can do to continue to move our shared environment from the negatives to the positives.

Endangered	Safe
Polluted	Clean
Barren	Lush
Waste	Salvage
Overused	Well-Managed
Finite	Infinite
Destruction	Preservation
Sick	Healthy

Share the essential question:

How did Americans' desire to preserve natural wonders develop and evolve into today's environmental movement?



READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “The Call of the Wild” (pgs. 2-3) as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they find interesting. Refer to the Article Pages for summaries of each article within *Cobblestone: Conservation and Preservation*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 14 to compare articles using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ *CCSS Reading 1* Mark the text, noting how and why European attitudes about the land changed over time. Consider how the evolution of these attitudes might have impacted further development of towns and cities.

SUMMARIZE MAIN IDEAS *CCSS Info Reading 2* With a partner, determine the main idea of each paragraph of the article. Discuss how these combine to create a cohesive overall main idea and write a summary of it.

AUTHOR'S POINT OF VIEW *CCSS Reading 6* Underline words and phrases that hint at the author's opinion of the events and people depicted. Use these to write a brief statement of the author's views of the topic.



APPLY: MARVELOUS MAGAZINE

One of the social studies concepts in this issue is that everyone can shape significant change. The best way to do that is to get the word out and encourage others to lend their voices. To that end, your students will make posters advertising their environmental concerns and steps that others can take to help. They will also write letters to government officials or newspaper editors encouraging them to take a stance by promoting the cause or laws that would benefit it. Your students will learn about civic responsibility as well as how to write a modern emailed business letter through this project.

STEP 1: Separate the students into small groups and assist each group as it selects an environmental topic to research and write about. Keep the focus on preservation or conservation.

STEP 2: Help the students find resources and conduct their research. Have them look for information on progress that has already been made as well as what still needs to be done.

STEP 3: Explain that each group will make a poster to spread awareness of their topic in the school. Help them consider the best location to put each poster.

STEP 4: Using the Business Letter Format for Email, model an emailed business letter for the students. Inform the students that normally a person lists his title and business address after the signature line, but they will use the school's information. Explain that the groups will work on their posters together but individuals will write emails.

STEP 5: While the students complete their posters, work with each group to determine the best people to write to and compose rough drafts on the organizer.

STEP 6: Have the groups check the drafts for accuracy and for other errors before finalizing them. Check posters as well.

STEP 7: Hang the posters and send the letters. Be sure to share replies with the class.

More Ways to Help:

- Collect pennies or objects to donate.
- Sell small craft projects to raise funds.
- Create a letter-writing campaign.
- Write a petition.
- Start an environmental club.
- Join an existing organization, such as the Sierra Club.

NAME: _____

Mini-Unit Graphic Organizer

Business Letter Format for Email

Heading: Enter the person's email address and a subject.

Body:

Type the salutation:

Paragraph 1: Explain why you are writing:

Paragraph 2: Explain the research you have done and the actions you want taken.

Paragraph 3: Thank the person for their assistance.

Closing:

Type the closing,

Type your name

Type the name of your teacher, Room #

Type your school's name

Type your school's address

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:

ARTICLE 2:

ARTICLE 3:

abundance a large amount of something

*To the first European settlers in North America, there was such an **abundance** of land and resources in North America that it seemed as if they would never run out. (p. 11)*

altering changing (something)

*Some conservationists saw the **altering** of the parks to accommodate tourists as negative. (p. 27)*

commodity something that is bought and sold

*As he saw it, all ethics start with the view that people belong to "a community of interdependent parts.. We abuse land because we see it as a **commodity** belonging to us," he wrote. (p. 30)*

contaminate to make (something) dangerous, dirty, or impure by adding something harmful or undesirable to it

*The nation still faces environmental problems, including climate change, air pollution, water **contamination**, solid waste issues, and limited resources. (p. 37)*

dilemma a situation in which you have to make a difficult choice

*The **dilemma** resulted from a bitter divide between the most influential supporters of parks and wilderness places. (p. 34)*

efficient capable of producing desired results without wasting materials, time, or energy

*In a letter written in 1912, he pointed out that the parks had been "created one at a time by acts of Congress, which [had] not defined at all clearly the purposes for which the lands were to be set apart, nor provided any orderly or **efficient** means of safeguarding the parks." (p. 29)*

entail to have (something) as a part, step, or result

*It **entailed** years of hard work, but he and his family transformed a "worn out" farm into a restored natural area with forests and prairie land. (p. 30)*

executive relating to the job of managing or directing other people in a company or organization

*In 1933, President Franklin D. Roosevelt signed an **executive** order that transferred more than 70 national monuments, military parks, cemeteries, and capital parks (parks within Washington, D.C.) to the list of NPS responsibilities. (p. 18)*

foreboding a feeling that something bad is going to happen

*The vast, unknown places beyond their initial small settlements along the coast were strange and **foreboding**, and the first colonists struggled to survive. (p. 3)*

harass to annoy or bother (someone) in a constant or repeated way

*The Marine Mammal Protection Act prohibits any attempt to capture, collect, **harass**, hunt, or kill marine mammals by U.S. citizens and in U.S. waters. (p. 23)*

harmony a pleasing combination or arrangement of different things

*The National Environmental Policy Act declares a focus on ways "to create and maintain conditions under which man and nature can exist in productive **harmony**." (p. 23)*

influential having the power to cause changes

*His knowledge and his passion about nature made him an **influential** voice. (p. 7)*

invasive tending to spread

*Before she can explain how **invasive** flower species can destroy the local natural habitat, the geyser surges. (p. 32)*

mar to ruin the beauty or perfection of (something)

*The ages have been at work on it, and man can only **mar** it. (p. 12)*

ordinance a law or regulation made by a city or town government

*Two years later, the Northwest **Ordinance** of 1787 organized the Northwest Territory, a vast section of land around the Great Lakes. (p. 8)*

parcels sections or areas of land

*It then sold **parcels** of land to settlers, who were encouraged to improve it. (p. 9)*

primitive very simple and basic

*The Wilderness Act gives Congress the ability to officially identify **primitive** or wild lands in an effort to make sure areas within the United States remain undeveloped and are preserved and protected in their natural condition. (p. 23)*

pristine not changed by people

*They grew concerned about saving places in their natural, **pristine** forms—unaltered by humans. (p. 27)*

random chosen, done, etc., without a particular plan or pattern

*He expressed concern about the **random** management of the various national parks. (p. 14)*

refuge a place that provides shelter or protection

*As president, Roosevelt created the first national wildlife **refuge** in Florida in 1903 and formed the U.S. Forest Service in 1905. (p. 12)*

removed away from something

*His nature adventures were never far **removed** from civilization, but his early support of wilderness areas earned him the nickname “father of environmentalism.” (p. 3)*

replenish to fill or build up (something) again

*He believed that industries such as timber, commercial fishing, and mining could be successful as long as those natural resources were not overtaxed and were allowed to **replenish**. (p. 13)*

scale to climb to the top of (something)

*As a mountain climber, David Brower **scaled** some of the United States’s and Canada’s most beautiful peaks. (p. 37)*

stunning very surprising or shocking

*Every year, about 4 million people from around the world travel to California to see the **stunning** beauty of Yosemite National Park. (p. 4)*

sustainable involving methods that do not completely use up or destroy natural resources

*Native Americans, for the most part, practiced **sustainable** living. (p. 3)*

tide the way in which something is changing or developing

*To some, the victory meant that the **tide** was turning in favor of wilderness protection. (p. 27)*

toll to have a serious, bad effect on someone or something

*Trash disposal and foot or vehicle traffic for that many people take their **toll** on the natural surroundings. (p. 34)*

untrammelled not limited or restricted

*It defines wilderness as “an area where the earth and its community of life are **untrammelled** by man, where man himself is a visitor who does not remain.” (p. 27)*

utility a service (such as a supply of electricity or water) that is provided to the public

*The NPS devoted the decade between 1956 and 1966 to improving roads, **utilities**, and especially visitor centers. (p. 18)*

“Man on a Mission”

- <http://www.nps.gov/yose/learn/historyculture/muir.htm>

Read about Yosemite National Park’s sites and history.

“The Foundation Builders”

- <http://www.pbs.org/wgbh/americanexperience/features/general-article/tr-environment/>

Read an article highlighting Teddy Roosevelt’s environmental activities.

- <http://www.foresthistory.org/ASPNET/People/Pinchot/Pinchot.aspx>

Read a biography of Gifford Pinchot in relation to the Forest Service.

- <http://www.pbs.org/nationalparks/people/nps/mather/>

Read a biography of Stephen Mather and watch relevant parts of *The National Parks*, a film by Ken Burns.

- <http://www.nrcs.usda.gov/wps/portal/nrcs/detail/national/about/history/?cid=stelprdb1044395>

Read a biography of Hugh Hammond Bennett.

“Bit by Bit”

- <http://www.forestlegality.org/policy/us-lacey-act>

Learn how the Lacey Act has changed over time.

- <https://www3.epa.gov/>

Explore the website of the Environmental Protection Agency.

“The Protectors”

- <https://www.epa.gov/ingredients-used-pesticide-products/ddt-brief-history-and-status>

Read a history of DDT.

- <http://www.scientificamerican.com/article/ddt-use-to-combat-malaria/>

Read an article in *Scientific American* that discusses the costs and benefits of continued DDT usage.