

Seeking the Greatest Good

THE CONSERVATION LEGACY OF GIFFORD PINCHOT



Unit Rationale

The purpose of this unit is to incorporate the film *Seeking the Greatest Good* into classroom curriculum and bring about an awareness of the current state of our environmental resources and the impact of human development on future conservation and preservation efforts.

The film is an excellent resource for teachers to trace, with their students, the history of the conservation movement, the characteristics of Progressive Era reformers, and the centuries old (and ongoing) debate about how human beings impact our environment, what we need to do to balance economic and environmental needs, and what role governments should play in such a balance.

Similarly, this guide is designed to stimulate thought, debate and discussion among students and their teachers on how to balance the needs of a growing population with the need to preserve our environment and conserve our resources. This guide is also meant to encourage problem solving among students in addressing some of the concerns currently and potentially about our supplies of fresh air and clean drinking water, as well as the management of resources abroad that drastically affect the planet as a whole.

The activities and themes in this guide address all manner of content areas and can be utilized to supplement an already existing unit, or as a foundation for a completely new exploration into the key role that Pennsylvania has and is playing in the protection and regulation of a limited set of natural resources. Assessment suggestions, primary source material and other ideas can be incorporated however the classroom teacher sees fit.

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I Life and Legacy of Gifford Pinchot

7:42

Addresses:

Consistent Issues regarding sustainability and the practical use of natural resources
The Historical Context of Conservation
The Gilded Age

II Influences and The Birth of American Forestry

13:45

Addresses:

Ideas of Land stewardship, Climate and landscape change, Consequences of deforestation
Inspirations of Gifford Pinchot; Establishing a Forestry Program
The Concept of The National Forest and Sustainable use of national resources

III The Progressives and the Conservation Movement

6:36

Addresses:

Progressives: Privilege and purpose
The Birth of the Conservation Movement
The Pinchot – TR Connection
The National Forests: Sustainable Use and Management
Denver Public Lands Convention

IV Conservation vs Preservation; Public Service and Social Justice

6:28

Addresses

Preservation and the National Parks
Conservation vs Preservation
John Muir and the Hetch Hetchy Valley Controversy
The Taft Administration and the resilience of the Forest Service
Pinchot as Public Servant and advocate

V The Modern Conservation Legacy: Practical Conservation

8:34

Addresses

The Modern Conservation Era
Issues Today
Grey Towers National Historic Site and the Milford Experimental Forest

VI Practical Conservation II The Air we breathe and the water we drink

10:00

Addresses

Over the long term: Conservation Challenges; Environmentally, Economically, Socially
Pinchot Institute for Environmental Studies
Common Waters Partnership
Forest health-Human Health Initiative
Ecosystem Management and the Ecomodera Project
Effect of Deforestation

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I Life and Legacy of Gifford Pinchot: “For the greatest good for the greatest number in the long run”

A The Natural World

1. Consistent Issues: Sustainability and the Practical use of natural resources
 - Practical conservation
 - “Application to common sense to common problems for the common good”

B As It Was: Historical Context of Conservation

- 1629 – First land regulation in America
- 1687 – PA William Penn 1 acre preserved for every one cleared
- Regulating or managed project 1840s
 - Hunting and fishing become a sport
- 1850s – NY Game Protection Association
 - Established users and uses, controversial

C The Gilded Age

1. James and Mary Pinchot (retired) “Cut and Run”
2. Inspiration and Thoughtfulness “Concept of Enough”
 - Simsbury, CT, Grey Towers
 - Architecture/Inspiration
 - Hudson River School of Artists ASTHETIC – PRACTICAL
 - Gifford named after Sanford Gifford 8-11-1865
 - “Life of the Mind”
3. Attitudes – turn of the century:
 - Dynamic outlook, optimism, confidence, industrial growth, inventions, technology, transportation, communication – SF earthquake, Immigration, Titanic disaster, Wright Brothers, science, land rush, etc
4. Land Use
 - Government giveaways of land to mining, RR, Hardwood forests,
 - Timber and Stone Act of 1878: \$2.50/acre to RR companies
 - No policing of lands: Massive theft
 - Overgrazing

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II Influences and The Birth of American Forestry

A Inspiration

1. *Man and Nature* by Marsh
 - Land stewardship (Mediterranean devastated)
 - Climate change and landscape change
 - Consequences of deforestation
 - conquerors vs stewards
2. Grey Towers
 - Effected Gifford, love for wilderness
 - Architecture/Inspiration
 - Renewed landscape
 - Conservation practice and ethic

B. European Forestry Model

1. “Robin Hood”
2. Scientific Management
3. Need for proof of other long term benefits
 - Fighting idea of inexhaustibility
 - Lumber was crops “sustained yield” (modern global sustainability)
4. Danger of the concept of inexhaustibility
5. ** Federal gov’t had a big part to play

C. Establishing a solid base

1. Vanderbilt Estate Forest
2. Publications and the press
 - *Biltmore Forest Publication*
 - *The White Pine: A Study*
 - *Government Forestry Abroad*

D. Yale Endowment

1. Forestry program
2. Grey Towers training ground 1901
 - ID trees, habitats, etc
 - “prepared and inspired”

E. The Concept of The National Forest

1. Sustainable use of national resources

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III The Progressives and Conservation: *The Greatest Good of the Greatest Number in the Longest Run*

A Progressives: Privilege and purpose

1. Public service – reform for the privileged
2. Thirst to prove themselves, Jane Addams – genuine achievement
3. Gilded age crashes into ills of industrialization
 - Luxury to experimentation
 - Democratic Ideals (For Everyone)

B. Conservation Movement

Conservation Concept:

1. Management of total environment
2. Development and use of natural resources
3. Prevention of Waste (science and technology)
 - **All as a part of the public interest (true democracy)
4. US was a world power BECAUSE of its resources
 - EG: economy built on wood (pics of huge walls of timber)
5. “Island approach -> comprehensive, long range administrative policy”

C. The Pinchot – TR Connection

1. Outdoorsmen/Friends/ “Sons of Wealth”/Easterners
2. Understood the political implications of sustainability/ “The Little Guy”
3. President -- Cabinet Member

D The National Forests

1. Sustainable Use and Management
 - **Key to Public Support
2. Opposition was fierce
 - Taking land from financial interests
 - Special Interests vs Government intervention
 - ranchers/RR/-Mining
 - Congress pass law stopping right of TR
3. Foresters and mapping
 - “Midnight Forests” - 21 New National Forests 16 million acres
 - Huge outcry
 - George Woodruff – Lawyer
4. Forest Reserve Act 1891
 - allowed the President to set aside forest reserves from the land in the public domain.
 - 151 million acres of Forest reserves under TR
 - **was a huge shift in government involvement

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5. Pinchot moved forest reserves from Dept of Interior to the Dept of Agriculture
 - Forest an agricultural resource
 - Transfer Act of 1905 created Bureau of Forestry
 - Department of the Interior Corrupt, no management
 - Transfer Act created US Forest Service and concept of a “National Forest”
 - Model agency of modern Federal Government (Progressives)
 - “Elliott Ness” of the Forest
 - Forests were nationally owned, controlled, regulated

E Denver Public Lands Convention

Originally to repeal the Federal Govt right over public lands

Pinchot speech on sustainability

--Reasons for stewardship

“The Greatest Good of the Greatest Number in the Longest Run”

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V Conservation vs Preservation; Public Service and Social Justice

A Preservation and the National Parks

1. Conservation vs Preservation
2. The National Parks Service formed in 1916
 - Conservation key to getting public support vs ranchers opposition
 - 1872- Yellowstone first National Park
 - Recreational agenda for Forest Service
 - Summer homes/automobile made them popular
3. John Muir -Hetch Hetchy Valley Controversy
 - **First National Debate on the use of natural resources
 - Yosemite, clash on certain landscapes and usage.. 1906 quake
 - Public debate of development vs preservation NAT STAGE
 - first time the debate was in public

B Taft

1. The Big Blowup – August 20, 1910
 - Three million acres burn in Montana and Idaho
 - Policy of the Forest Service (fell fire suppression)
 - After the devastation of the Big Blowup, it was decided that the U.S. Forest Service was to prevent and battle against every wildfire
 - No advocates of controlled burns
 - Pinchot Fired as Forester in 1910
2. Forest Service Agency remained successful
 - Weeks Act of 1911 Purchased deforested land for cheap
 - decentralized
 - grass roots
 - management for nations good
 - sound principles
 - a. Benefit of future generation
 - b. Keep integrity of resources
 - c. Make resources available for all people
 - d. Premise of Social justice

C Pinchot as Public Servant

1. As Governor of PA
 - 1922 and 1930 – 2ND TERM AS GOVERNOR, Great Depression
 - Pinchot Roads
 - FDR Advisor
 - Civilian Conservation Corps
 - Aldo Leopold -Game Management, 1930s

D Pinchot as Advocate

1. FDR Civilian Conservation Corps
 - Tree wind breaks in Dust Bowl

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- Trees more than economic value
- Common ethics of care for the land

2. Seeking Greatest Good

1914 – Married Cornelia Brice

- suffragette, politics, congressional candidate
- Grey Towers
 - gathering people and having conversations
 - stakeholders around issues
 - develop solutions

E Post WWII Boom

- Japanese float balloons to set forest fires
- postwar needs greater for timber
- outdoor recreation boom

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V The Modern Conservation Legacy: Practical Conservation

A 1960s

1. Controversy and Strife
2. “Silent Spring” Rachel Carson
 - clean air and water
 - pesticides
 - industrial polluters vs environmental health
3. US Forest service ally with lumber industry
4. Changing attitudes
 - 1963: Pinchot Institute for Conservation Studies
 - Gift of Grey Towers for Conservation education
 - emerging conservation challenges of our own time
 - multitude of laws and policies
5. President Johnson, Wilderness Act

B Issues Today

1. Biodiversity
2. Climate Change
3. Sustainability
4. Suburban Sprawl
5. Population increase
6. Protecting “The Greatest Good of the Greatest Number in the Longest Run”

C Grey Towers National Historic Site

1. Convener
2. Meaningful dialogue about difficult issues
3. Resolutions
4. Education programs
5. Inspiration

D Milford Experimental Forest

- The American Chestnut
- Fungus
- Human Connection with nature



VI Practical Conservation II The Air we breathe and the water we drink

A Over the long term: Conservation challenges of managing demand on natural resources
“Environmentally sound, economically viable and socially responsible”

B Pinchot Institute for Environmental Studies

“This approach is not about vilifying one approach or another, it is about recognizing the legitimacy of a wide range of values and perspectives in society and facilitating a process by which practical and broadly supported solutions can be worked out.”

1. 2007: Common Waters Partnership

- Sharing information/making better decisions
- Identifying areas most crucial to water quality
 - The Common Waters Fund
 - Provide direct financial assistance to private owners in critical zones
 - Keep forest healthy/encourage stewardship
 - Invasive species, over logging, insects, overgrazing, sediment
 - Forest stewardship plan: connecting professionals with landowners

2. Delaware River Watershed Model

- Fresh water drinking source
- Ecosystems – habitat, recreation, drinking water
- Suburban sprawl / energy exploration
- NY/NJ/DE share “source water protection agency”
- 25 billion/year 16.2 million people on water
- Direct value of forests in protecting that forest

3. Forest health-Human Health Initiative

- Landowners → carbon markets → healthcare
- Private/non industrial lands losing 6000 acres/day
- Vernonia, Oregon Change of Practices
 - History of the “timber town”
 - Family Forest Landowners
 - Rebuilding agenda – transitioning to a different mindset
- “Carbon sequestration”
- “biomass”

3. Ecosystem Management and the Ecomodera Project

- Local and global
- Rural poverty
- 50% carbon emissions come from tropical deforestation
- Effect of Deforestation

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Overarching (Key) Questions

1. How did the Gilded Age ironically bring about the Progressive Era both in terms of people and attitude?
2. Define the phrase “Application of common sense to common problems for the common good”
3. Explain how the danger of overuse really came from an overabundance of resources rather than the scarcity of them? (Describe the concept of inexhaustibility)
4. Compare and contrast the terms “preservation” and “conservation”. Is one more feasible or necessary than the other?
5. How did the attitudes of conservationists contrast with the attitudes of railroad and mine owners and other special interests of the time? How different or similar are these attitudes and interests in today’s conversations?
6. How do we balance the needs of a population with the needs of the planet? How does population growth impact your answer?
7. Similarly, how do we balance then needs of the environment with the needs of the economy? Is one more important than the other or are they equally important?
8. How do we maintain sustainability in a world of materialism and consumption?
9. Does the government have a right or a responsibility to govern land use? Should/can the government constitutionally legislate conservation or preservation?
10. Describe the nation’s attitude toward conservation in the years before Pinchot and the years after Pinchot.
11. Which is the “better” approach - conservation, preservation, or private enterprise? Is there even a “better”?
12. What happens when you force an ecosystem to do something other than what it was intended by nature?
14. Discuss the various philosophies of man’s relationship with nature. How do they conflict? Have they changed with time? Where do you fit? Are you a “conqueror” or a “steward”? Are you a conservationist or a preservationist? Should the land be used, protected or both?
15. Has the definition of “practical conservation” changed? If so, how? How does practical conservation fit within the context of the phrase “The greatest good for the greatest number in the long run”?
16. Should what humans have done through industrialization be considered “progress” or “adaptation” or something else? Explain
17. Will we be able to live within our limits and safeguard the natural world in the decades ahead? Do human beings even have the ability to think bigger than themselves?

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18. Describe the unique partnership between TR and Pinchot. Explain how such a partnership provided the necessary foundation of government intervention in conservation.
19. What is the difference between a renewable and non renewable resource? How do management practices differ for each?

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CONTENT AREAS

History

- Gilded Age
 - Patrician Families/capitalism/accumulation of wealth
 - Landscape Comparisons
- Industrial Revolution and its impact on landscape and society
 - What are we confronting?
 - Monopolies/vertical integration
 - inexhaustibility
- The Progressives
 - Who were they?
 - What ideas worked and what did not? Why?

Civics

- Government intervention/legislation
 - Did TR overstep constitutional boundaries? Did Pinchot?
- Constitutionality/Role of Government
- Role of Lobbyists
 - Necessary evil? Unconstitutional?
- Government funded reform?
- Call to action – what do we do NOW for LATER?
- The Global Community
 - Rain Forests
 - European system of government
- Service Learning opportunities

Biography

- Gifford Pinchot
- Ansel Adams
- Theodore Roosevelt
- John Muir

Art

- Architecture of Grey Towers and its interpretation
- Ansel Adams inspiration

Science

- Conservation practices
- biology/ecology/environmental science

Literature

- The Writings of Ralph Waldo Emerson and Henry David Thoreau
- The Grapes of Wrath

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Terms to Know

Spoils System
Mugwump
Protectionism
WCTU
Sociological Jurisprudence
Initiative
Feminist
Timber and Stone Act of 1878
Yellowstone 1872
Yosemite 1890
Frederick Jackson Turner
Conservation
Whigs
Plessey vs Fergusson
Pragmatism
Sherman Anti Trust Act of 1890
New Nationalism
John Wesley Powell
Ralph Waldo Emerson
Forest Reserve Act 1891
Carbon sequestration
Interstate Commerce Commission

Pendleton Acts
Suffrage
Individualism
Booker T Washington
Social Gospel
Referendum
Manifest Destiny
Homestead Act of 1862
Imperialism
Forest Management Act 1897
Man and Nature by George Marsh 1864
Machine politics
Survival of the Fittest
WEB Dubois
Progressivism
Square Deal
Bull Moose Party
Carl Schultz
George Caitlin
National Forestry Commission 1896
biomass

Social Darwinism
Election of 1896
14th Amendment
NAACP
Muckrakers
Recall
Exploitation
National Parks
Populist
John Muir
Sierra Club 1892
Laissez-faire
Origin of Species
National Urban League
Frontier hangover
Hepburn Railway Act
Utilitarianism
Henry David Thoreau
Ansel Adams
Endowment

Lesson: The Gilded Age

Unit:

PDE Academic Standards:

Objectives:

Students will list and discuss Industrialization and the Gilded Age and describe the conditions of that Era.

Students will examine local and regional towns and the effect of those eras on their local community

Materials:

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Milford/Williamsport/Scranton Power point (available at wvia.org)

Anticipatory Set: (2min) “Moment of Zen” Discuss the quote as it relates to both students and the topic.

“History repeats itself because nobody listens”

-Anonymous

Procedure:

This lesson is to supplement a unit on the Gilded Age. It is assumed that the students are already familiar with this time period as well as the myriad of changes that were taking place in society during the Industrial Revolution. Do a quick review activity to connect what they students already know: (see appendix A for list)

Make two columns in a prominent place – one for positive breakthroughs, one for negative consequences of Industrialization and the Gilded Age. Revisit the attitudes of the turn of the century.

Ask the students to review some of the major events and breakthroughs of this time period and write them in a prominent place: Stress how this was the world that James and Mary Pinchot experienced.

****Adaptation:** For younger students, print out picture examples of each thing (coal, electricity, communication, transportation, etc) affix them to the board/bulletin board (magnets, pins, etc) in the correct column

View Chapter I of the film *Seeking the Greatest Good*

Compare photos of Milford in 1840; 1900 and 2012. Do the same with photos of Williamsport in the same general time periods. View similar photos of Scranton. Discuss how the towns changed in the photographs and explain what was going on in the country at the time.

Examine the state of these and other towns today that experienced booms at the turn of the century (Scranton, Hazleton, Nanticoke, etc). What are they struggling with? What have they been doing to “turn things around” or have they? What would you suggest? Have students create a written comparison/topical paper on a local town for extra extension.

Examine photos or newspaper clipping regarding fracking and natural gas exploration. Are these the same issues or are they different? What are the proponents and opponents of this type of natural resource use? Have the students include this information in their papers.

Closure/Summary: (3min)

Key Questions

What happens to a community when they overuse their resources?

How is it that the problem of deforestation was actually too many resources rather than too few as described in the film?

How did the Pinchot’s ancestors (logging – cut and run) ironically make the fortune that allowed Gifford to become what he did. What was the effect?

Evaluation:

Students will be evaluated on their responses during class discussions and the written assignment.

Reflection:

Lesson: The Historical Context of Conservation

Date:

Course:

Unit:

Grade level: 6-8

Time Length: 1-2 class periods

PDE Academic Standards:

Objectives:

Students will develop a sense of chronology of conservation attitudes and practices

Students will examine the evolution of methods of conservation through laws and policies

Students will gain an overall picture of conservation through the last 150 years and find their own place in it

Materials:

Seeking the Greatest Good

PDEP Website

http://www.portal.state.pa.us/portal/server.pt/community/environmental_heritage_timeline/13844/history_1600%E2%80%93present/588309

Library of Congress Website

<http://memory.loc.gov:8081/ammem/amrvhtml/conshome.html>

Anticipatory Set: (2min) “Moment of Zen” Discuss the quote as it relates to both students and the topic.

“The aim of the historian is to know the elements of the present by understanding what came into the present from the past. For the present is simply the developing past...the goal of the historian is the living present.

-Frederick Jackson Turner

Pre-Activities Discussion Questions

These questions are designed to stimulate interest in the conservation movement. If the class cannot answer some of the questions, the teacher may give the students the answer or require the answers to be found.

What do you know about early conservationists?

What does it mean to conserve?

What does it mean to reclaim something?

What does the word "green" mean in the context of conservation and politics today?

What grade would you give our nation on the conservation of natural resources?

About how many national parks are in the US today? (Fifty-eight national parks)

What do you think a national forest /grassland is?

About how many are national forests and grasslands are there in America?

What does our government do to protect threatened animals, birds and fish?

Can you think of wildlife that our government has had to protect?

What does Theodore Roosevelt have to do with or natural resources in America?

Procedure:

Show Chapter I of *Seeking the Greatest Good*

Create an environmental timeline using the chronology available on the Pennsylvania State and Library of Congress website as a resource. Have the students divide their work into three Eras – 1600-1850 (Pre Pinchot); 1850-1950 (Gilded Age, Progressive Era and Public Works); 1950-present. **Or**, create a timeline as a class that is visible around the entire room for reference throughout the unit. Be sure to include other events the students are familiar with in order for them to gain a context.

Discuss:

How can we trace the attitude toward conservation by looking at the timeline? (quantity/quality/frequency)

What do you want to know about past and current conservation policies?

Closure/Summary: (3min)

Key Question:

Describe the nation’s attitude toward conservation in the years before Pinchot and the years after Pinchot.

Evaluation:

Students will be evaluated on their responses to the Key Questions and the class discussion.

Lesson: Consistent Issues: Sustainability and the Practical use of natural resources

Date:

Course:

Unit:

Grade level: 8-12

Time Length: One to two 45m class period(s)

PDE Academic Standards:

Objectives:

Students will compare and connect current environmental issues to those of the past

Students will begin to formulate their own stance on current issues and ways of solving them

Materials:

Seeking the Greatest Good

Anticipatory Set: (2min) “Moment of Zen” Discuss the quote as it relates to both students and the topic.

*“Human beings, by changing the inner attitudes of their minds,
can change the outer aspects of their lives”*

-William James

Procedure:

Watch Chapter I of the film *Seeking the Greatest Good*

Revisit the conclusions from lesson #1 regarding the impact of industrialization. Then have the students (in small groups) research, collect evidence and describe the environmental issues and proposed solutions in the following areas, by presentation of the teacher’s choice:

Food Production	Sustainability	Biodiversity	Industrialization	Suburban sprawl
Population	Technology	Air/water quality	Wildlife	inexhaustibility

Connect these current issues to those facing towns today and the policies of the Gilded Age from lesson #1. What are we confronting? Then ask the students to discuss what the following phrase from the film means:

“Application of common sense to common problems for the common good”

Have the students offer solutions for their assigned problems that reflects this ideal. Discuss the following Key Questions and have the students write a persuasive essay defending their point of view:

How do we balance the needs of a population with the needs of the planet? How does population growth impact your answer?

Similarly, how do we balance then needs of the environment with the needs of the economy? Is one more important than the other or are they equally important?

Closure/Summary: (3min)

Students can present their findings and revisit them at the end of the unit.

Evaluation:

Students will be evaluated on the quality of their writing and responses.

Reflection:

Lesson: Influence

Unit:

PDE Academic Standards:

Date:

Grade level: 8-12

Course:

Time Length: Two class periods

Objectives:

Students will become familiar with the work *Man and Nature* by George Perkins Marsh

Students will compare writings from Gifford Pinchot and Marsh and note parallels

Students will discuss how literature and other arts can be a great influence in our society

Materials:

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Excerpts from *Man and Nature* by George Perkins Marsh (Appendix B)

Anticipatory Set: (2min) “Moment of Zen” Discuss the quote as it relates to both students and the topic.

“The future of mankind lies waiting for those who will come to understand their lives and take up their responsibilities to all living things.”

-Vine Deloria Jr.

Procedure:

View Chapter II of *Seeking the Greatest Good*

One of Gifford Pinchot’s greatest influences was Marsh’s *Man and Nature*. In small groups, have the students analyze parts of the work and draw connections to past and current conservation topics utilizing the worksheets and questions provided (Appendix B) Share out to the class and make a list of all the connections the students can come up with.

Next, break students up into 5 equal groups, each with a different publication that Gifford Pinchot used to advocate for a national forest or for conservation of forest reserves. Each document group should also be assigned a group color. When students are done answering questions as a group, have each group member find a group member with a different color (eg: group colors were red, yellow, blue, green, and orange. Now you should have 5 different groups, with each group member holding a different color – and a different document). Each group member will now school the others in their part of Pinchot’s extensive publications. Have each new group research the premise of the National Forest Service and its main responsibilities and pillars of the organization and match them with the parts of Pinchot’s work.

Have each group share out. Then, compare their findings with what they found in Marsh’s work. Discuss how one influential work can indeed make a huge difference when the right person believes in it.

Closure/Summary: (3min)

Ask students to think about influences in their lives thus far and whether or not they chose to follow that influence and why.

Evaluation:

Students will be evaluated on the quality of their responses both in groupwork and in the discussion

Reflection:

This lesson does not answer any of the chosen Key Question for the unit, however it does connect with other aspects of the students lives in terms of their own community involvement and their own potential as citizens. It also connects nicely with the following topic on the Progressives.

Lesson: Stewardship, Consequences and New Ideas

Date:

Course:

Unit:

Grade level: 9-12

Time Length: 3 class periods

PDE Academic Standards:

Objectives:

Students will examine and discuss the various philosophies of the relationship between man and nature

Students will defend their stance through evidence and argument

Students will decide on the merit of past conservation decisions and apply them to today's issues

Materials:

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Document set (Appendix)

Anticipatory Set: (2min) "Moment of Zen" Discuss the quote as it relates to both students and the topic.

"A people who values its privileges over its principles soon loses both."

-Dwight D. Eisenhower

Procedure:

View Chapter II of *Seeking the Greatest Good*

Spend a brief moment having students list some of the "Short sighted financial gains" described in the film and relate them to today's debate on climate change and Environmental Protection. This should be review.

Pass out the questionnaire found in Appendix C. Ask the students to write in the top right corner what their philosophy is about the environment. Have the students take the questionnaire and share their results as a class. Are they surprised how they rank?

Next, have the students work in groups with different primary sources that describe the different philosophies of man's relationship with nature from The Sioux Native Americans, George Marsh, Gifford Pinchot, John Muir, John Rockefeller and Teddy Roosevelt. Students will be assigned to groups based on where they fall in their own environmental philosophy of preservationist, conservationist or capitalist

Using past documents and current research, have the students present their stance on the environment. After each group has presented their "platform", students will have the opportunity to change groups. The students must then debate each other, supporting their "platform" with evidence from as many sources as possible and advocating for solutions to current problems (if they believe there is a problem) and countering the solutions of others that they deem incorrect. Students can "tag" each other in and out of the debate. (hopefully this will give each student a sub specialty in their group) After a second round, students who have been persuaded otherwise, will then be given an opportunity to change groups. Debate ends after the instructor feels that all variables have been discussed.

Closure/Summary: (3min)

Using notes taken during their debate and in creation of their platforms, students will then be required to answer one of the following essay prompts:

Were early warnings about the environment from men like Muir and Pinchot true? What evidence did they have at the time that we were headed for "disaster"? Compared with what we know now and the philosophies currently put forth in debates today, were they prophetic or alarmist? *Should the National Forests have been created?*

Discuss the various philosophies of man's relationship with nature. How do they conflict? Have they changed with time? Where do you fit? Are you a conqueror or a Steward? Are you a conservationist or a preservationist? Should the land be used, protected or both? *Should the National Forests have been created?*

Evaluation:

Students will be evaluated on their responses to the discussion and to the quality of their essays.

Reflection:

Lesson: Conservationists, Preservationists and Capitalists

Course:

Grade level: 7-12

PDE Academic Standards:

Objectives:

Students will experience the many facets and opinions of the conservation debate

Students will research a role in the conservation debate and defend the role through argument

Students will explore the reasons why each approach was advocated for and against.

Materials:

Seeking the Greatest Good

Document set (Appendix)

Anticipatory Set: (2min) “Moment of Zen” Discuss the quote as it relates to both students and the topic.

"The conservation of natural resources is the fundamental problem. Unless we solve that problem it will avail us little to solve all others."

- President Theodore Roosevelt

Procedure:

View Chapter III of *Seeking the Greatest Good*

Students will be assigned a role play identity and a part for this activity. Students can be paired up or put in groups of three (max).

Each student (or group of students) will receive one of the following parts:

John D. Rockefeller	Andrew Carnegie	Gifford Pinchot	Theodore Roosevelt
John Muir	Woodrow Wilson	John McGowan	Mine Owner
RR Boss	Western rancher	**More as more documents are found** total of 30	

After each student is assigned their role and a primary source document with quotations from that person, they will research more about their role.

After the students have gotten to know their character they will all answer the following question as their character: Should land be set aside for preservation or conservation purposes and does the government have a right or a responsibility to do so? Would you vote for the passage of the Forest Reserve Act of 1891 which authorized the government to reserve land as “forest reserves”? Tally the class’s vote. Next, ask them to vote as themselves and compare the outcomes.

As an optional follow-up, read to the class parts of Gifford Pinchot’s speech at the Denver Land Convention, listing some of his arguments on the board. Ask the students, remaining in character, to rebut or corroborate Pinchot’s assertions.

Closure/Summary: (3min)

Answer the Key Question

How did the attitudes of conservationists contrast with the attitudes of railroad and mine owners and other special interests of the time? How different or similar are these attitudes and interests in today’s conversations?

Does the government have a right or a responsibility to govern land use? Should/can the government constitutionally legislate conservation or preservation?

Which is the “better” approach - conservation, preservation, or private enterprise? Is there even a “better”?

Evaluation:

Students will be evaluated based on the quality of their responses

Reflection:

Lesson: Government Power

Course:

Grade level: 9-12 (adaptations required from 6-8)

PDE Academic Standards:

Date:

Unit:

Time Length: Two class periods

Objectives:

Students will understand the conflicts in society between economic and environmental interests and the role of the citizen in government as well as the interpretation of these roles in the media.

Students will contrast the ideas behind the *laissez-faire* attitude of big business at the turn of the century and the concerns of environmentalists today.

Students will explain Roosevelt's view of the role of individual citizens in dealing with economic and environmental concerns and how the media perceived that role. They will agree or disagree.

Materials:

Seeking the Greatest Good

The New Nationalism Speech by Theodore Roosevelt (Appendix)

List of Critical Issues (Appendix D)

The U.S. Constitution (Appendix C)

Political Cartoon Analysis Worksheet (Appendix E)

Anticipatory Set: (2min) "Moment of Zen" Discuss the quote as it relates to both students and the topic.

"The movement for the conservation of wild life and the larger movement for the conservation of all our natural resources are essentially democratic in spirit, purpose, and method."

- President Theodore Roosevelt

-

Procedure:

View Chapter III of *Seeking the Greatest Good*

Have students read the portion of the U.S. Constitution regarding the powers of the executive branch. (Appendix C - many of the same issues, arguments and opposition faced by Americans at the dawn of the 20th century, are major issues one hundred years later.) Ask students to select one of the issues listed; then using a variety of sources, draw a comparison as a report or a chart showing a critical question within the issue (Appendix D); then identify opposing arguments as well as individuals/groups on both sides of the argument. Finally, have students address the question on these issues as to whether the action taken by the President in addressing the issue moved beyond the executive powers as defined by the Constitution.

What were the long-term impacts of Roosevelt's conservation efforts? During Theodore Roosevelt's administration, the areas preserved and activities for conservation included the following:

4 national game preserves

51 federal bird reservations

150 national forests

5 national parks

18 national monuments

24 reclamation projects

7 conservation conferences and commissions

**** From these Beginnings map p 83**

Next, show students the power point that contains political cartoons from this Era, and ask them to analyze them, using the Political Cartoon Worksheet (Appendix E)

How does the cartoon address: Gifford Pinchot, Teddy Roosevelt and their relationship?

The "Midnight Forests" - 21 New National Forests in 16 million acres

Give each student a copy of Roosevelt's speech (Appendix). In groups of three, have students read the essay and discuss the following in their group:

1. List which people in **society** were likely to oppose Roosevelt's ideas. Why?
2. List arguments for and against Roosevelt's statement, "Public rights come first...private interests second," and give an example from history and the current day to illustrate each side.

As a class, discuss the following questions:

1. What should be done to preserve the natural surroundings in your area? Is it a public issue or private concern? Did the media accurately portray Roosevelt's intentions and the constitutionality of his actions? Does the media accurately portray current issues?
2. Examine the concept of "executive orders". Are these constitutional? Ethical? A justifiable means to a greater end? Describe the power shift in government on the private sector and how it was portrayed by the media. How similar or different are these debates to the ones currently happening in the US?
3. Does the Federal Government have a RIGHT to set aside lands for public use? What would the U.S. look like if TR had not done so? Should we be doing more?

Closure/Summary: (3min)

Key Questions

Does the government have a right or a responsibility to govern land use? Should/can the government constitutionally legislate conservation or preservation?

Which is the "better" approach - conservation, preservation, or private enterprise? Is there even a "better"?

Evaluation:

Students will be evaluated by the quality of their responses

Reflection:

Lesson: The Progressives – who were they?

Course:

Grade level: 6-10

PDE Academic Standards:

Date:

Unit:

Time Length: Several class periods

Objectives:

Students will gain a better understanding of Theodore Roosevelt's presidency and the Progressive movement

Students will be able to explain and evaluate the legacy of Theodore Roosevelt as it relates to conservation

Students will understand the reasons behind the conservation movement in the first part of the twentieth century

Students will draw connections between two different time periods and develop a sense of continuity

Materials:

Seeking the Greatest Good

Anticipatory Set: (2min) “Moment of Zen” Discuss the quote as it relates to both students and the topic.

“There is properly no history; only biography.”

-Ralph Waldo Emerson

Procedure:

View Chapter III of *Seeking the Greatest Good*

Give the class a list of Progressive Era reformers and ask them to choose one to research. Be sure to make it mandatory that students research their background and upbringing. Ask students to present their findings, either in an oral presentation of a research paper, a power point, or another type of presentation. List all the assigned subjects across the top of a large table and list important aspects of each person. As a class, find what they all have in common and where they differ. Discuss what causes worked and why? How large of a role did Theodore Roosevelt fill as president in making many of these causes into law?

Closure/Summary: (3min)

As a class, based on student findings, answer the Key Question:

How did the Gilded Age ironically sow the seeds for the Progressive Era, both in terms of people and general attitude?

Describe the unique partnership between TR and Pinchot. Explain how such a partnership provided the necessary foundation of government intervention in conservation.

Evaluation:

Students will be evaluated based on the quality of their projects and presentation

Reflection:

Lesson: Conservation vs Preservation and the Context of events

Date:

Course:

Unit:

Grade level: 7-12

Time Length: Three class periods

PDE Academic Standards:

Objectives:

Students will compare and contrast the terms “preservation” and “conservation” in an effort to understand differing points of view of the same problem

Students will debate the value of each proposal to the same problem

Students will analyze how the context of events often dictates human decisions, regardless of their beliefs

Materials:

Seeking the Greatest Good

Primary source documents (Appendix E)

Anticipatory Set: (2min) “Moment of Zen” Discuss the quote as it relates to both students and the topic.
“Human beings are clever but are seldom wise”
-Anonymous

Procedure:

View Chapter IV of *Seeking the Greatest Good*

List the two words “conservation” and “preservation” on the board and ask students to list the differences between the two and the pros/cons from each. Show the students a map of Yellowstone and California so they know the geographic relationship between it and San Francisco.

Host a mock hearing or debate on the Hetch Hetchy valley controversy. For older students, have them research a side of the controversy, utilizing Gifford Pinchot, John Muir, the city of San Francisco and other opponents and proponents of the dam project. The instructor can either lecture on the San Francisco earthquake or assign another group of students to present to the class the context under which Hetch Hetchy valley was chosen for the water project. Student presentations should include photographs, quotations and other historical facts and primary source material, just as it would in a Congressional Hearing. For younger students, see Appendix E for edited documents from the hearings that younger students can read from.

Before the debate begins, stress that the debate over whether or not to dam the Hetch Hetchy Valley was the first debate regarding the environment that was held in the public eye. Stress the breakthrough that was for the country.

Allow students to debate the conservation or preservation of the Hetch Hetchy Valley before revealing the evidence from the group from the city of San Francisco. This will illustrate to students the value of historical context in an event.

Once the hearing is completed, ask the students how they would vote. Ask them also which group they thought presented their evidence the best. Discuss with them if/how the information about the SF earthquake changed their stance.

Closure/Summary: (3min)

Then ask the students to answer the following Key Questions either in class discussion, short answer, essay or other format:

Which is the better approach - conservation, preservation, or private enterprise? Is there even a “better”? Did your commitment to one approach change after hearing the context of the San Francisco earthquake?

In the end, how can Taft’s rollback of many of the conservation legislation be seen as proof of Pinchot’s worry that preservation would never be embraced by the public and thus conservation was the key to success.

Evaluation: Students will be evaluated on the quality of their responses

Lesson: The influence of the arts on policy

Course:

Grade level: 6-10

PDE Academic Standards:

Date:

Unit:

Time Length: One class period

Objectives:

Students will examine the influence of the arts and culture on policy making

Students will determine the value of the arts in society

Materials:

Seeking the Greatest Good

Power point of Ansel Adams photographs (www.wvia.org)

Excerpts from Emerson and Thoreau (Appendix)

Brief history of Adams' role in the creation of the the Kings Canyon National Park

Anticipatory Set: (2min) "Moment of Zen" Discuss the quote as it relates to both students and the topic.

"We do not inherit the earth from our ancestors – We borrow it from our children."

-CHS Hallway

Procedure:

View Chapter IV of *Seeking the Greatest Good*

Show the students excerpts from the works of Ralph Waldo Emerson and Henry David Thoreau. How do they think such works contributed to the attitude shift of the general population regarding the environment?

Show students the power point that contains an opening quote by Ansel Adams, describing one of his photographic experiences. Show students the photographs and ask them to write for each photograph a one word, brief description of what they feel when they see the photograph.

When the slideshow is complete, Ask the students to share some of their emotions and their thoughts on the photographs and then ask them as a class these questions, eventually determining Ansel Adam's role in the conservation movement:

Consider the quote and then the photographs taken by Adams.

What does the cliché mean then, that "a picture is worth 1000 words"

How did these photographs influence you? How did they make you feel?

How do you think Adams' photographs influenced policy makers as opposed to the documents you have read describing the landscapes that would eventually become the national parks?

Have the students read the one page narrative on the life of Ansel Adams and then ask them to explain:

How Adams' pictures are called a "double-edged sword" of sorts – "anachronisms" of the "last confident and deeply felt pictures of their tradition"

Why does the author assert that "...It does not seem likely that a photographer of the future will be able to bring to the heroic wild landscape the passion, trust, and belief that Adams has brought to it."

Do you consider Adams a Progressive? Thoreau? Emerson? Why or why not? Determine their role in the conservation movement. Were they more for preservation or conservation? Why?

Closure/Summary: (3min)

Follow-up Activity:

For homework or as an extension group project, have students find evidence of current uses of art (illustration, cartooning, and photography) to influence policy or attitude. Have them present the issue, the artwork and the outcome.

Evaluation:

Students will be evaluated on the quality of their responses.

Reflection:

This activity does not address any of the chosen Key Questions for this unit, however value can be found in connecting the arts to students' academic subjects and the instructor can formulate their own questions as deemed appropriate.

Lesson: The Modern Era

Course:

Grade level: 10-12

PDE Academic Standards:

Objectives:

Students will examine and discuss the role of media in current issues

Students will trace a change in attitude and urgency throughout the 20th century

Students will utilize their knowledge to create an environmental advocacy plan/proposal

Date:

Unit:

Time Length: Three class periods

Materials:

Seeking the Greatest Good

Anticipatory Set: (2min) “Moment of Zen” Discuss the quote as it relates to both students and the topic.
“By idolizing those whom we honor, we do a disservice to both them and to ourselves...we fail to recognize that we could go and do likewise.” -Charles V. Willie

Procedure:

View Chapter V of *Seeking the Greatest Good*

Have students research (or revisit) the multitude of laws and policies in the modern era (since 1950)

Have students also compare excerpts of “Silent Spring” Rachel Carson with earlier attempts to use the media by Muir and Pinchot. How is Carson’s work a both a sign of the times she was living in and a sign of a change in attitude? (The following lesson deals more with media through political cartoons and can be used in conjunction with this lesson)

*****This information should be done in conjunction with a science lesson on carbon sequestration and the loss of tropical rain forests, and/or other topics relating to climate change.***

Have students research the Earth’s temperature over the last 150 years as well as other facts relating to Global Warming and Climate Change. Host a debate on whether human activity is the cause of the weather phenomena we have been experiencing. Have them also research proposed solutions.

Have the students create their own proposals that may or may not involve government intervention and should include the most effective way to address these issues as they have learned from the film and the previous lessons.

Have the class vote for their favorite proposal. Some aspects of the winning proposal should include aspects the students can do at home, school, or advocate for in their community. All effort should be made for the students to follow through with their chosen proposal. Stress that they are the future of the conservation movement

Closure/Summary: (3min) Answer the Key Questions

Has the definition of “practical conservation” changed? If so, how? How does practical conservation fit within the context of the phrase “The greatest good for the greatest number in the long run”?

Should what humans have done through industrialization be considered “progress” or “adaptation” or something else? Explain

Will we be able to live within our limits and safeguard the natural world in the decades ahead? Do human beings even have the ability to think bigger than themselves?

Evaluation:

Students will be evaluated on the quality of their proposals.

Reflection:

Lesson: What Might Have Been

Course:

Grade level: 10-12

PDE Academic Standards:

Objectives:

Students will synthesize information obtained from several subject areas in the past unit and create their own interpretation of the variable past and future through additional research

Students will evaluate the change in human needs over time and the way in which those needs are met.

Materials:

Seeking the Greatest Good

Anticipatory Set: (2min) “Moment of Zen” Discuss the quote as it relates to both students and the topic.

“Somehow our schoolbooks always seemed to make the flow of history appear to have its own logic – as if it could not have been any other way.”

Procedure:

-Anonymous

View *Seeking the Greatest Good* in its entirety

****note – Need to include science lesson here**

Conservation practices,

-biology/ecology/environmental science

--How do forests affect water quality?

-effects of clear cutting and deforestation (environmental/economic)

Cross curricular extension activity:

If feasible, the Social Studies and Science teachers can join together and craft units that will allow students to complete the following culminating activity. Students will need information on ecology, forest management and other areas as well as the historical and civic lessons from previous lessons in this guide in order to complete the project.

From your research, write a description of what the world would be like now if conservation had not been started in the 1880s and government mandates had not been applied. Use scientific research on biology and ecology as well as historical information to support your description. Present your findings to the class along with recommendations for a sustainability plan that may or may not include governmental mandates, incentives, community partnerships, educational initiatives, etc. Be sure to include a snapshot (visuals are helpful) of what our world will look like 150 years from now? What challenges will we face? What evidence do you have to support this?

Closure/Summary: (3min)

Judging by the students plans, ask them the Key Question

Has the definition of “practical conservation” changed? If so, how?

How does today’s practical conservation fit within the context of the phrase “The greatest good for the greatest number in the long run”?

Should what humans have done through industrialization be considered “progress” or “adaptation” or something else? Explain

Evaluation:

Students will be evaluated based on the creativity of their assignment, the overall presentation and the inclusion of research and film information.

Reflection:

Lesson:

Course:

Grade level: 8-12

PDE Academic Standards:

Date:

Unit:

Time Length: Between 2-5 class periods, depending on depth

Objectives:

Students will apply their knowledge of forest ecology by developing a forest management plan

Students will present and defend their findings

Materials:

Seeking the Greatest Good

Anticipatory Set: (2min) “Moment of Zen” Discuss the quote as it relates to both students and the topic.

"Conservation is the state of harmony between man and land"

- Aldo Leopold

Procedure:

View Chapter V and VI of the film *Seeking the Greatest Good*

A certain amount of knowledge is assumed for this lesson. Forest Ecology must be delved into greater detail before students can complete the project.

This lesson can be as extensive or as basic as the instructor needs. For younger students, a simple poster can be acceptable, for older students, an extensive presentation with scientific data is more acceptable.

In small groups, students will create a Forest Management Plan by addressing the following questions:

1. What do people need to create a sustainable forest?
2. What constitutes a “high priority area”?
3. Identify important watershed areas in the US
4. How do forests affect water quality?

Students will present their findings to the class and the top three plans will be chosen. (It is suggested that local or regional forest management organizations be included in the judging and possible implementation)

****partner with Milford Forest and the Pinchot Institute here??**

Closure/Summary: (3min)

What happens when you force an ecosystem to do something other than what it was intended? What is the effect of deforestation? What is the effect of a healthy or unhealthy forest on drinking water?

Evaluation:

Students will be evaluated on the quality of their plans and presentations

Reflection:

Lesson: That's a wrap

Course:

Grade level: 6-10

PDE Academic Standards:

Objectives:

Students will trace human interaction with the environment over the last several centuries and evaluate its worth and consequences

Students will use language to connect emotion with human action

Students will make a value judgment on the capabilities of human beings to grapple with daunting issues

Materials:

Seeking the Greatest Good

Anticipatory Set: (2min) "Moment of Zen" Discuss the quote as it relates to both students and the topic.

*What we make of ourselves and of our society is linked to what we
make of the Earth and how we let the Earth make us*

- David Landis Barnhill

Procedure:

View the film *Seeking the Greatest Good* in its entirety

What word would you use to describe human activity over the last 200 years? Have students pick pre-picked words and argue for that word

Progress adaptation manipulation abuse prosperous advantageous inventiveness

Give each student a "theme word." The theme words are listed below. Once students have their words, they must make a written connection between their words and the conservation movement from 1850- present, and explain how their word applies or does not apply. Students should include historical facts as well as their own views. It could be helpful to allow the students to use the opposite of their theme word in the writing.

Students must then make a connection between their theme word and the current agencies and policies of the United States government. This written connection can be one to two paragraphs in length.

Theme Words

Prosperity

Change

intervention

Fear

Anger

Power

Greed

Freedom

Aggression

Trust

Pride

Loyalty

Shame

Pain

Ambition

Invention

strength

bully

awe

Closure/Summary: (3min)

Students should answer the Key Question:

Should what humans have done through industrialization be considered "progress" or "adaptation" or something else? Explain

In the end, the biggest question remains for our students:

Will we be able to live within our limits and safeguard the natural world in the decades ahead? Do human beings even have the ability to think bigger than themselves?

Evaluation:

Students will be evaluated on the quality of their responses

Reflection:

Lesson: Political Cartoons Illustrating Progressivism and the Conservation Debate

Date:

Course:

Unit:

Grade level: 6-10

Time Length: 1-3 class periods

PDE Academic Standards:

Objectives:

Students will trace the change in attitude of environmental issues over time through the use of media

Students will gain an understanding of how events can be interpreted by media

Students will analyze how the media uses certain tactics to make a point about a certain event or person

Materials:

Seeking the Greatest Good

Political Cartoon Powerpoint (www.wvia.org)

Political cartoon analysis worksheet (Appendix)

Anticipatory Set: (2min) “Moment of Zen” Discuss the quote as it relates to both students and the topic.
“To avoid criticism, do nothing, say nothing, be nothing.”

-Elbert Hartford

Procedure:

View *Seeking the Greatest Good* in its entirety

Analyzing the Document (*This step can be skipped if students have experience analyzing political cartoons*)

Share a current political cartoon with younger students to introduce the ideas of symbolism, humor, exaggeration, and caricature in editorial cartoons. Begin by assigning the same cartoon, to each group. In addition to the worksheet, use the questions below to aid students in delving deeper into the art of editorial cartoons. Lead a whole-class discussion of the cartoon.

Pre-Questions:

1. Symbols are used in cartoons to visually present abstract ideas. Many such as Uncle Sam are widely recognized. What symbols are used in this cartoon? Can you think of any other symbols you have seen pictured in editorial cartoons?
2. Cartoonists employ humor to make powerful statements in an effective, less heavy-handed manner. Does this cartoon use humor to make its point? If so, how? Is it sarcastic? Ironic? Ridiculing?
3. Exaggeration is what sets editorial cartoons apart; they must grab the reader and deliver a message in a few seconds. What is exaggerated in this cartoon, and what purpose does it serve? Caricature exaggerates or distorts a person's prominent feature(s) to allow the viewer to identify him or her quickly. How is caricature used in this cartoon?

The Conservation Debate through Cartoons

Use the rest of the power point to show the students several cartoons, divided into Eras – The 1890s-1920s; the 1950s-1970s; 2000-2012. Have the students record the characteristics of cartoons and give a brief explanation of what the cartoonist is trying to say.

Break the students into 3 groups and assign them one of the 3 Eras. Have them revisit the cartoons in their era and record more detailed descriptions on their worksheets. Have each group share out the general characteristics and methods used in the cartoons as well as the general argument the cartoons were trying to make.

As a class, answer the following questions:

1. How has cartoon technique changed in the last 100 years? Do they still use the features of irony, exaggeration, caricature, symbols, emotions, humor, ridicule and sarcasm?
2. Are the themes in the cartoon similar or different for each era? What can you say about the conservation movement now as opposed to then? Is it more forceful, more lax, more impatient, more patient?

Extension: Creating Cartoons

After analyzing the four featured documents, make a list of the issues that were most important during the debates on conservation, such as the midnight forests, government land use control, Gifford Pinchot tenure as Chief Forester, The Taft Administration's backroll of many efforts, the Hetch Hetchy Controversy and the Mining and RR interests as revealed in the documents and as described in the students' textbooks. If during an election year, match the topics with the appropriate candidates. Instruct students to create their own political cartoons and to accompany each with a written explanation of the cartoon's main idea and the techniques used to convey that idea. Provide the following advice: Start with a single, clear idea. Avoid cluttering the cartoon with too many elements (unless central to its meaning). Use words and visual elements to make a single point. Be sure that the most important visual element stands out. Exaggerate for a reason, and don't overdo it. Avoid using too many words, and make sure the ones you use are legible.

Extension: Connecting to the Newspaper

3. Organize students into small groups and direct them to brainstorm current environmental issues being debated at the local, state, national and global levels. Record their results on four lists and display the lists where the entire class can view them. As a whole class, identify those issues that could be considered reform ideas. Assign students the task of looking through newspapers and periodicals for political cartoons relating to these issues. Instruct them to mark the source and date on each cartoon. Encourage them to add to the list as they encounter cartoons about issues not previously identified. Collect and post the cartoons on a bulletin board and at the end of the designated period, discuss their findings and how they might relate to the issues of the Progressive Era.

Closure/Summary: (3min)

Students should answer the Key Question:

Describe the nation's attitude toward conservation in the years before Pinchot and the years after Pinchot.

Evaluation:

Students will be evaluated on their responses and projects/presentations

Reflection:

Lesson: How Do Others See Us?

Course:

Grade level: 6-12

PDE Academic Standards:

Date:

Unit:

Time Length: One class period

Objectives:

Students will examine and discuss the view other nations have of U.S. Environmental policy

Students will gain a perspective of the United States' role and place in the global community

Students will be forced to evaluate their own perspectives on U.S. Environmental policy

Materials:

Seeking the Greatest Good

Powerpoint Slide Show (available at www.wvia.org)

Anticipatory Set: (2min) “Moment of Zen” Discuss the quote as it relates to both students and the topic.
“Always do the right thing. This will gratify some and astonish the rest.”
-Mark Twain

Procedure:

View Chapter VI of *Seeking the Greatest Good*

Ask the students to share how they feel about the deforestation of the tropical rain forests in Ecuador.

Show students the power point that includes political cartoons from other countries. Using the Cartoon Interpretation worksheet (if necessary), ask the students what each cartoon is trying to say and to record their feelings about the cartoon.

Have the students answer the following questions (either as a discussion or writing assignment)

1. What is the overall view of other countries toward US environmental policy?
2. Why do you think Europe and Canada have an especially harsh view of the US environmental policies?
3. How does that relate to Gifford Pinchot's early search for a comprehensive forestry plan in Europe?
4. What are the top three criticisms other countries have with US policy? Does their economy and location matter? Why?
5. Given its history, does the U.S. have less of or more of a right to influence other countries in how they manage their natural resources?

Closure/Summary: (3min)

Ask the students how they feel about the cartoons. Do they feel it is justified or unjustified? Ask them to compare how their own environmental philosophy coincides with their feelings of justification and whether or not the US has a responsibility to the rest of the world. Does their opinion now change about the deforestation of the rain forests?

Evaluation:

Students will be evaluated based on the quality of their responses.

Reflection:

Seeking the Greatest Good

THE CONSERVATION LEGACY OF GIFFORD PINCHOT



Additional Activity Ideas

Debate Critique

Use the following phrases to make signs for your students. In any kind of debating activity or class discussion, ask the students to hold up his/her sign whenever one of their classmates commits one of these no-nos for historians:

Over generalization
Unexamined nostalgia
Presentism

Evidence deficit
Romanticization
Teleology

Utopian standards
Binary categorization

Forest History Society

"...In the aftermath of 1910, Chief Graves staked the agency's continued existence on the belief that it could in fact defeat fire. Toward that end, Graves embraced a cooperative approach with state and private associations to fight fire...and soon launched a fire protection campaign that involved removing fire from the landscape...The campaign, which would lead to the creation of Smokey Bear, would last for more than half a century and completely change forest ecology throughout the country during its lifetime..Now the folly of fighting backcountry fires is widely accepted and the role of fire in maintaining forest health is understood. The impact of the campaign is the most important legacy of the 1910 Fires and the Big Blowup—and it is a legacy that we are still coping with today."

Examine the ecosystem of a forest and the role that fire plays in that ecosystem.

<http://www.foresthistory.org/ASPNET/Policy/Fire/FamousFires/1910Fires.aspx>

Service Learning

Find ways to help in your community. Examine the policies and layout of your town or borough and think of ways to make the water cleaner or spruce up a public space.

Learning the National Parks

Ask individual students to choose one of the national parks or forests existing today, anywhere in the national system. Have students prepare a brochure and a fact sheet for that park. The fact sheet should include when the park was created, its location, major features and any problems, controversies, etc. Ask students to predict what might have happened to the land if it hadn't been designated as a conservation site. In the classroom have students locate the park they chose on a large map of the US with pushpins, flags or other devices. They might also outline the area covered by their various parks. Design a display of the student brochures.

Hey, Map!

As President, TR funded 21 reclamation projects, and established 150 national forests, 51 bird preserves, 4 game preserves, 5 national parks, and 18 national monuments. In order to give students a visual tool illustrating TR's achievements in conservation, provide each student with a map of the US (including Alaska, Hawaii, and Puerto Rico). Using the map key (Appendix F), have each student fill in the states with letters representing lands/projects set aside by TR.

Seeking the Greatest Good

THE CONSERVATION LEGACY OF GIFFORD PINCHOT



The Pinchot Institute for Conservation

"The mission of the Pinchot Institute is to strengthen forest conservation thought, policy, and action by developing innovative, practical, and broadly-supported solutions to conservation challenges and opportunities. We accomplish this through nonpartisan research, education, and technical assistance on key issues influencing the future of conservation and sustainable natural resource management."

<http://www.pinchot.org/>

Grey Towers National Historic Site

*"Grey Towers is the ancestral home of Gifford Pinchot, first chief of the US Forest Service and twice Governor of Pennsylvania. Today Grey Towers serves as a conservation education and leadership center, with programs that interpret the lives of the Pinchot family... The US Forest Service at Grey Towers offers a variety of curriculum-based conservation education programs for students in grades 2-12. These programs are designed to increase students' awareness, appreciation and understanding of natural resource conservation, which we hope will foster a sense of individual responsibility for land stewardship. We tailor each program so that it is grade appropriate and otherwise meets your needs. Our programs are offered **free of charge**..."*

<http://www.fs.fed.us/gt/>

The National Park Service

<http://www.nps.gov/index.htm>

The Gifford Pinchot Task Force

The Gifford Pinchot Task Force supports the biological diversity and communities of the Northwest through conservation and restoration of forests, rivers, fish and wildlife. We work in conservation, restoration, and policy.

<http://www.gptaskforce.org/>

Theodore Roosevelt Conservation Partnership

"In order to guarantee all Americans quality places to hunt and fish, we strengthen laws, policies and practices affecting fish and wildlife conservation by leading partnerships that influence decision makers."

<http://www.trcp.org/>

Gifford Pinchot National Forest

"The Gifford Pinchot National Forest is one of the oldest National Forests in the United States. Included as part of the Mount Rainier Forest Reserve in 1897, this area was set aside as the Columbia National Forest in 1908. It was renamed the Gifford Pinchot National Forest in 1949."

<http://www.fs.usda.gov/giffordpinchot>

The Evolution of the Conservation Movement: Library of Congress

A "one stop shop" for the modern conservation movement which includes a timeline, primary sources and links to other resources

<http://memory.loc.gov:8081/ammem/amrvhtml/conshome.html>

Seeking the Greatest Good

THE CONSERVATION LEGACY OF GIFFORD PINCHOT



Mapping the National Parks: Library of Congress

"The Mapping the National Parks collection documents the history, cultural aspects and geological formations of areas that eventually became National Parks. The collection consists of approximately 200 maps dating from the 17th century to the present, reflecting early mapping of the areas that would become four National Parks, as well as the parks themselves. Production of this collection is being supported by a generous gift from The Rockefeller Foundation."

<http://memory.loc.gov/ammem/gmdhtml/nphhtml/nphome.html>

<http://www.loc.gov/teachers/classroommaterials/connections/mapping-national-parks/thinking5.html>

Pennsylvania Department of Environmental Protection

http://www.portal.state.pa.us/portal/server.pt/community/dep_home/5968

Teaching American History.org

Document libraries, professional development and more – all relating to American history.

<http://teachingamericanhistory.org/>

National Archives Education

<http://www.archives.gov/education/>

Dust Bowl: The Southern Plains in the 1930's

"In the mid 1930s, North America's Great Plains faced one of the worst man-made environmental disasters in world history. Donald Worster's classic chronicle of the devastating years between 1929 and 1939 tells the story of the Dust Bowl in ecological as well as human terms."

***Search for the Ultimate Sink* by Joel A Tarr**

"In this collection of his essays, Professor Tarr surveys what technology has done to, and for, the environment of the American city since 1850. In studies ranging from the horse to the railroad, from infrastructure development to industrial and domestic pollution, from the Hudson River to the smokestacks of Pittsburgh, his constant theme is the tension between the production of wastes and the attempts to dispose of them or control them with minimal costs."

***Encounters with the Archdruid* by John McFee**

"...The four men portrayed here have different relationships to their environment, and they encounter each other on mountain trails, in forests and rapids, sometimes with reserve, sometimes with friendliness, sometimes fighting hard across a philosophical divide."