Special Places

1. Invite students to imagine a place outdoors that is very special to them.
2. Engage in writing a description of this place. Where is it? What does it look like? How does it change with the seasons? What plants and animals call this place home? Why is it special to you?

What is Wilderness?

1. Ask: What is Wilderness? What do you know now? (quick-write or KWL, then talk) or sustain mystery for concept exploration
2. Introduce photo sort as concept development first, (groups sort photos in ways that make sense to them, then share their strategy). Follow with concept attainment (Could Be/ Could Not Be "T" chart with photos evidence.)

The Act and the Activists

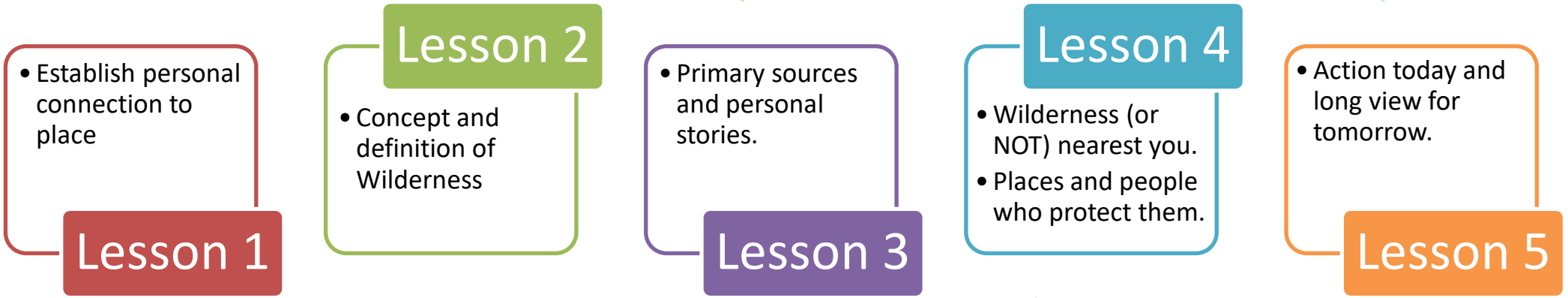
1. Conduct word sort using words from Sec.2 of the Act.
2. Small groups paraphrase and determine purpose of sections printed on index cards.
3. Assemble entire act and introduce testimony for and against its passage.
4. Invite a speaker to your class to talk about how the Act came to be. What actions did they take?
5. Extend conversation using video sources. .

Wilderness Case Studies

1. Expert Teams Investigations (place + defender)
2. Using list of Montana Wilderness Areas or Proposed Wilderness Study Areas, invite students to create a case study of an area of interest to them.
3. They can write or create anchor charts with details and present to class.
4. As presentations progress, locate the areas on a map.
5. Extend if you can with a field trip to a study area near you.

Full Circle – Protecting Your Special Places

1. Host Socratic Circle or Pop-up debate.
2. Ask: What is lost if we fail to protect these places?
3. Ask: What is gained if such places are destroyed?
4. Contemplate gain vs loss over time. What endures?
5. Play "The Long Game"
6. Invite students to make an action plan to protect their own special place, or a wild place near them. Use anchor chart or list.



Standards

- I write a description of my special place. W-1,2,3,10
- I revise my description with feedback so a friend can picture it accurately. W-4,5
- I use maps to locate my special place. SS
- I identify the plants and animals in my special place. S,
- I understand how place changes with seasons. S
- I can share why it is special. SL

Standards

- I examine images closely looking for patterns. (NGSS observation and classification)
- I articulate a hypothesis, educated guess or hunch based on my observations and defend my classification with evidence. (S/L -Speaking and listening – group process
- I write to express what I understand about a problem or subject at that moment. (W10, W8, W4, W2 -Writing)

Standards

- I distinguish between things that are allowed and not allowed in wilderness.
- I "chunk" a complex document and determine the purpose of each part.
- I read complex text to comprehend and interpret.
- I know the difference between primary and secondary sources. SS
- I participate as a respectful member of an audience.
- I watch a video and summarize the perspective shared.

Standards

- I conduct research to learn the story of a place. (W-7,8,9, 10)
- I can share through speech or writing, the story of a place or a person and how they are connected. (Writing, Speaking and Listening, possibly technology)
- I explore topics in history (US, Tribal, MT) Geography, Civics based on my selected topic and sources associated with this topic.

Standards

- I know actions I can take to protect a place from environmental harm.
- I can share the story of a place to help others understand its value.
- I understand the difference between short-term and long-term benefit and how these are sometimes at odds in conversations about Wilderness and public lands.
- I know tangible economic interests and intangible spiritual or existential benefits to wild places.