Note: This lesson plan can be used with any *Natural Inquirer* or *Investigator* article.

**Time Needed**
One class period

**Materials**
- Wilderness 2.0 article
- Graphic organizer for article
- Pencils
- Small can
- Small pieces of paper numbered 1 through 6

In this lesson, each student will be responsible for reporting back on a portion of the text. Students will report back to their small group and then the group as a whole will create a summary of the article.

**Procedure**
The article contains 6 sections. These sections are—

1. **Thinking About Science**: Introduces something new about the scientific process, such as a scientific habit of mind or procedures used in scientific studies.

2. **Thinking About the Environment**: Introduces the environmental topic being addressed in the research.

3. **Introduction**: Introduces the problem or question that the research addresses.

4. **Methods**: Describes the method that the scientists used to collect and analyze their data.

5. **Findings**: Describes the results of the analysis.

6. **Discussion**: Addresses the findings and places them into the context of the original problem or question.

Divide students into groups of six. If you have a small group of students, divide them into groups of four and focus on the Introduction, Methods, Findings, and Discussion. Do “Thinking About Science” and “Thinking About the Environment” either as a small-group activity or whole-group activity.

After you have assigned the groups, write the numbers 1 through 6 on folded sheets of paper and place them in a can. Go to each group and have each student in the group draw a number from the can. If the student draws a 1, then that student is responsible for reading the “Thinking About Science” section and completing the graphic organizer for that section. That student will share his or her information with the small group they are a part of after all group members have read their assigned section.

After everyone in each group has been assigned a section to read, give the students 5 to 10 minutes to read and complete the graphic organizer. After the time is up, have students share about the part they read, sharing in order from 1 through 6.

After the group has heard from all of its members, the group should write a paragraph summarizing the article. Have all groups share their paragraphs with the class. Then ask the students how this article is relevant to them and what useful information they gained. Discuss as a class.

**Assessment**: The paragraphs and graphic organizers can be used as forms of assessment.
Wilderness 50

Lesson Plan

Have students read the Wilderness Time Line in the “Welcome to the Wilderness 50 Monographs!” section. After students have read the time line, have each student select an individual from the time line to research. If a student selects a U.S. President, their research should focus on how the President supported or did not support protected wild lands or wilderness areas. Students will write a paper describing what the individual did that supported or did not support wild lands and wilderness. The paper should also include the effect this individual had on the establishment or expansion of the NWPS.