

Wilderness Lesson Plan

Day 1 – 2

1. Ask students to brainstorm for a couple of minutes about what they think wilderness means and where they might find wilderness.
2. Ask students to share their thoughts. Then provide students with a brief overview of wilderness from page 5 of the *Natural Inquirer* Wilderness Benefits Edition. After talking about the definition, find out if any of the students have visited wilderness lands.
3. Provide students with some pictures of wilderness. A good resource is <http://www.wilderness.net> or you can visit <http://www.naturalinquirer.usda.gov> and download the wilderness PowerPoint slideshow under Education Resources.
4. Have students break into pairs or groups and read the article “Speak-o-logical.”
5. With a partner or in groups, students should discuss the way scientists defined the ecological value of wilderness.
6. After students have finished reading the article and discussed the article in their groups, discuss the article as a whole class.

Day 3 - 4

1. Refresh the students’ memories about the article “Speak-o-logical” by having a few students summarize the different findings in the article and the class discussion.
2. Have students read in pairs or groups “It’s Elemental, My Dear!” Ask students to think about the two concepts that represent naturalness in the “Speak-o-logical” article: natural land cover and distance from roads. Ask students to reflect on whether these two naturalness concepts influenced peoples’ experiences at Gates of the Arctic National Park and Preserve.

3. In order to have students synthesize and integrate the information from the two articles, hold a class discussion about the concepts of naturalness and peoples’ experiences in Gates of the Arctic. Here are some questions to start the discussion:

- a. Do you think natural land cover and/or distance from roads are important to visitors at Gates of the Arctic National Park and Preserve? Why or why not?
- b. How might the experience at Gates of the Arctic be different from going to a local park or State park? How might they be similar? Would natural land cover and distance from roads differ among these areas? If so, how?

Day 5

1. Ask students to reflect on their study of wilderness by writing Haiku poems.
2. In order to create a Haiku poem, the students should pick a topic for the poem that has something to do with nature and wilderness. A Haiku is typically three lines, with the first line having five syllables, the second line having seven syllables, and the third line having five syllables. Words in a Haiku do not have to rhyme.
3. Once students have created their Haiku poems, they can “publish” their poems on a PowerPoint® slide and use a picture from wilderness as a background image for their Haiku. The [wilderness.net](http://www.wilderness.net) Web site has a nice collection of images. Students can also draw their own wilderness scene or use magazine pictures or create a collage of wilderness photos on which to display their Haiku. Additionally, students can submit their Haiku poems to the *Natural Inquirer* and the *Natural Inquirer* staff will post them on our Web site.