11

U.S. History
History-Social
Science Standard
11.11.5.

Student Workbook

California Education and the Environment Initiative

Many Voices, Many Visions: Analyzing Contemporary Environmental Issues

California Education and the Environment Initiative

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Advocacy: Speaking on behalf of an idea or issue in order to educate and influence others.

Conflict: A disagreement or struggle among individuals or groups caused by different perspectives, goals, needs, or interests.

Conservation: The management, protection, and use of resources and natural systems in a way that can meet current and future needs.

Controversy: A dispute among individuals or groups related to ideas and characterized by deeply held positions and opinions.

Cost-benefit analysis: A method for weighing the pros and cons of a decision or action.

Economic factors: Considerations related to the production, distribution, and consumption of goods and services that affects outcomes.

Ecosystem services: The functions and processes that occur in natural systems, such as pollination, that support or produce ecosystem goods and help sustain human life, economies, and cultures.

Environmental factors: The living and nonliving components of the environment that influence the survival of organisms and ecosystems.

Goal: Something specific that one hopes to achieve.

Interests: Those things in which an individual or group has a stake or has a share.

Laws: Rules of conduct established and enforced by a government.

Lobbying: Attempting to influence policy makers so they will take a desired position on pending decisions.

Natural resources: Materials, such as water, minerals, energy, and soil, that people use from nature and natural systems.

Natural system: The interacting components, processes, and cycles within an environment, as well as the interactions among organisms and their environment.

Non-governmental organization (NGO): Any group, though generally a nonprofit organization, that serves functions outside the government structure.

Perspective: The way an individual or group views the world based on their thoughts, beliefs, and opinions.

Policy: A broad statement that describes how groups, organizations, and governments intend to implement or enforce their rules, regulations, and laws.

Political factors: Considerations and aspects of decisions related to the operation of governments and political systems.

Preservation: Protection of undisturbed natural resources by setting them aside and restricting human use.

Public lands: Lands managed by local, regional, state, or national governments, such as local and state parks.

Regulation: A specific rule created by a government agency or other legislative authority to implement and enforce laws and policies.

Scoping: Determining the factors to be considered in a decision-making process through data review and consultation.

Social factors: Considerations and aspects of decisions related to the operation of human society and its members.

Stakeholders: Individuals, groups, or organizations that have an interest in, or concern about, a particular action or decision.

Values: The beliefs and principles of an individual or group; what is considered right and wrong.

Name: _____

Instructions: After reading **Briefing Paper: Winter Use in Yellowstone National Park**, write two or three paragraphs that identify some of the factors that will be considered in making a final decision about the issue, and explain how these factors may affect the decision. The following will be used to score your work.

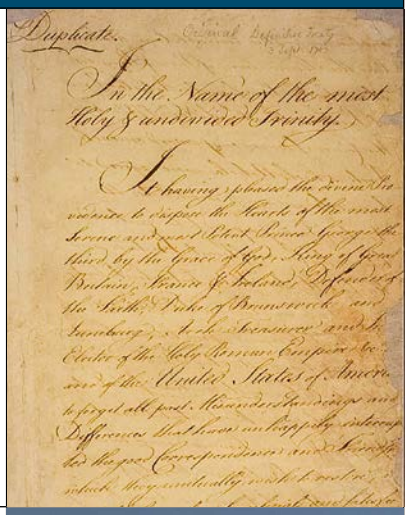
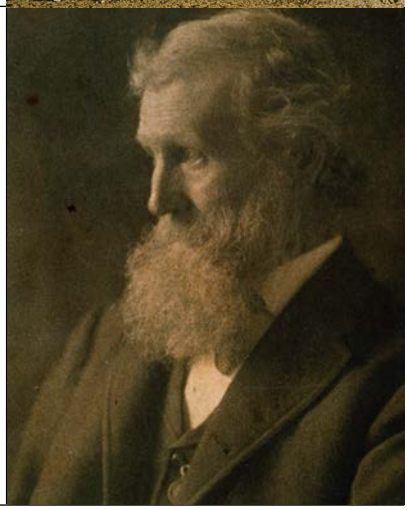
Factors Involved in the Yellowstone Decision Scoring Tool

	4 points	3 points	2 points	1 point
Content	Identifies a total of four or more factors in two or more categories. References categories (social, economic, political, or environmental). Clearly links factors to the decision.	Identifies at least three factors. Makes an identifiable connection between one or more of the factors and the decision.	Identifies at least two factors and demonstrates an effort to link them to the decision.	Identifies one factor but does poor job of linking it to a decision.
Presentation	Well-organized in standard paragraph format with no spelling, punctuation, or grammatical errors.	Well-organized in standard paragraph format with no more than two spelling, punctuation, or grammatical errors.	In standard paragraph format with no more than four structural, spelling, punctuation, or grammatical errors.	In standard paragraph format with more than four structural, spelling, punctuation, or grammatical errors.

Name: _____

Name: _____

Instructions: Take notes on the timeline below during the early conservation history lecture given by your teacher.

Prior to 1849 ***Acquiring Public Lands***		
1849–1875 ***Exploring and Surveying Public Lands***		
1876–1900 ***Developing and Applying Conservation Values***		

Name: _____

1901–1925 ***Establishing Policies and Building Institutions***	_____ _____ _____ _____ _____ _____ _____	
1926–1950 ***Regulating and Managing Public Lands***	_____ _____ _____ _____ _____ _____ _____	

Names: _____ and _____

Instructions: Your task is to conduct an analysis of the purposes, key features, and current issues facing four federal agencies in charge of managing our public lands. Use the information provided to you in the **Student Edition** to compare and contrast the responsibilities of each agency. Report your findings by completing the chart on page 2.

To complete your project, follow the steps below:

- Read the information about each federal agency. As you complete each reading, describe to your partner, in your own words, what you know about that federal agency.
- Complete the chart on page 2.

Your **Comparing Federal Land Management Systems** assignment will be assessed based on the number of correct responses. There are 48 possible correct responses.

Names: _____ and _____

Instructions: Put a checkmark (✔) in the box for each agency that matches the description on the left. Discuss some of the similarities and differences among the four agencies. Find something unique about each agency. (1 point each)

	National Park Service	USDA Forest Service	U.S. Fish and Wildlife Service	U.S. Bureau of Land Management
Allows hunting on some lands				
Allows OHV on approved roads and trails				
Cares for public lands for both present and future generations				
Conducts scientific research				
Responsible for conserving, protecting, and enhancing threatened and endangered species and their habitats				
Issues permits for grazing and mining on some lands				
Manages cultural and heritage resources				
Manages fish hatcheries				
Manages extraction of energy resources (coal, oil, gas) on public lands				
Manages Wild and Scenic Rivers				
Manages Wilderness Areas				
Required to manage for multiple uses of its resources				
Responsible for conservation and management of migratory birds				
Responsible for fire management				
Has primary responsibility for the health of the nation's forests and grasslands				
Responsible for the National Wildlife Refuge System				

Name: _____

Instructions: Your task is to work together to analyze the costs and benefits of establishing your assigned park, forest, refuge, or conservation area.

Read all of the instructions before beginning so that you understand how to organize your time and complete the assignment.

1. Read the job titles on the **Stakeholder Role Cards** in your packet and briefly discuss each role.
2. Choose a role from the bag, these roles include various individuals associated with parks, forests, refuges, and conservation areas.
3. Make a chart like the sample below. Divide your chart paper into two columns. Label the top of one "Costs" and the other "Benefits."

Name of Area:	
Costs	**Benefits**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Select a team member to record the group's ideas on the chart.
5. Read the information in the **Student Edition** about your assigned park, forest, refuge, or conservation area.
6. Each group member assumes the role selected in Step 1 and thinks about the costs and benefits from that perspective (for example, a rancher who grazes cattle).
7. On the chart, from the perspective of each of the roles, record the costs and benefits of establishing and maintaining your assigned park, forest, refuge, or conservation area. (*Note: Be sure to consider things like the value of ecosystem services*.)
8. Prepare a one-minute summary of what your group learned. End your summary with a well-supported conclusion statement. One group member will be chosen at random to present for the entire group.
9. Your work will be scored using the **Cost-Benefit Analysis Scoring Tool** on the next page.

Name: _____

Cost-Benefit Analysis Scoring Tool

	4 points	3 points	2 points	1 point
Knowledge	Clearly understands cost-benefit analysis.	Has moderate understanding of cost-benefit analysis.	Has some understanding of cost-benefit analysis.	Has little understanding of cost-benefit analysis.
Quality of Presentation	Presentation is well-organized, on topic, and within the time limit.	Presentation is organized, on topic, and within the time limit.	Presentation is somewhat organized and on topic, and may not be within the time limit.	Presentation is vague, not on topic, and/or exceeds the time limit
Quality of Analysis	Demonstrates analysis in a well-supported conclusion statement.	Demonstrates some analysis in a conclusion statement.	Demonstrates some analysis but no conclusion statement.	Little evidence of effective analysis.

Name: _____

Instructions: Use the scoring tool on page 2 of **Conducting a Cost-Benefit Analysis** to score each group's analysis. Record the scores in the spaces below. Your scores will help determine each student's grade for this assignment.

Name of public land:

_____

Students conducting the analysis:

_____

_____

_____

Score	4	3	2	1
Knowledge				
Quality of Presentation				
Quality of Analysis				

Name of public land:

_____

Students conducting the analysis:

_____

_____

_____

Score	4	3	2	1
Knowledge				
Quality of Presentation				
Quality of Analysis				

Name of public land:

_____

Students conducting the analysis:

_____

_____

_____

Score	4	3	2	1
Knowledge				
Quality of Presentation				
Quality of Analysis				

Name of public land:

_____

Students conducting the analysis:

_____

_____

_____

Score	4	3	2	1
Knowledge				
Quality of Presentation				
Quality of Analysis				

Name: _____

Name of public land:

_____

Students conducting the analysis:

_____

_____

_____

Score	4	3	2	1
Knowledge				
Quality of Presentation				
Quality of Analysis				

Name of public land:

_____

Students conducting the analysis:

_____

_____

_____

Score	4	3	2	1
Knowledge				
Quality of Presentation				
Quality of Analysis				

Name of public land:

_____

Students conducting the analysis:

_____

_____

_____

Score	4	3	2	1
Knowledge				
Quality of Presentation				
Quality of Analysis				

Name of public land:

_____

Students conducting the analysis:

_____

_____

_____

Score	4	3	2	1
Knowledge				
Quality of Presentation				
Quality of Analysis				

Name: _____

Instructions: Your task is to conduct an analysis of four primary source documents in order to identify some of the social, economic, and political considerations that led to the controversy about oil exploration and drilling in the Arctic National Wildlife Refuge (ANWR). Report your findings by completing the **ANWR Analysis** on the next page.

To complete your project, follow the steps below:

- Read each of the documents about ANWR.
- Search for the information needed to complete the **ANWR Analysis** chart on page 2.

Your **ANWR Analysis** will be assessed using the **ANWR Analysis Scoring Tool**. Total possible score is 12 points.

ANWR Analysis Scoring Tool

	4 points	3 points	2 points	1 point
Factors influencing the controversy	Includes all major elements contributing to controversy; references social, economic, environmental, and political factors.	Includes most major elements; includes social, economic, environmental, and political factors.	Includes a few major elements; includes social, economic, environmental, or political factors.	Includes one element, from either the social, economic, environmental, or the political factors.
Stakeholders and their points of view	Includes all relevant stakeholders and demonstrates an understanding of their unique points of view.	Includes most of the relevant stakeholders and demonstrates an understanding of their unique points of view.	Includes a few of the relevant stakeholders and demonstrates an understanding of their unique points of view.	Names relevant stakeholders but does not demonstrate an understanding of their unique points of view.
Facts vs. opinions	Separates fact from opinion.			Facts and opinions are given, but an understanding of the separation is not made clear.

Name: _____

Participant #1:	Participant #2:	Participant #3:	Participant #4:	Participant #5:
Influences their ↓	Influences their ↓	Influences their ↓	Influences their ↓	Influences their ↓
Interests and Values	**Interests and Values**	**Interests and Values**	**Interests and Values**	**Interests and Values**
Influences their ↓	Influences their ↓	Influences their ↓	Influences their ↓	Influences their ↓
Goals	**Goals**	**Goals**	**Goals**	**Goals**

Controversies or Disagreements

In what ways do the participants' goals conflict and result in controversies or disagreements?

Resolution of Conflict	Management of Conflict	Controversy Continues

Name: _____

Instructions: Use the terms in the Word Bank to complete the sentences below. (2 points each)

Word Bank

critical habitat	personal rights and liberties	National Environmental Policy Act
law	policy	Wilderness Act of 1964
National Park Service	Endangered Species Act	U.S. Forest Service

1. Established to assure the benefits of an enduring resource of wilderness, the _____ limits the rights of ranchers who do not already have grazing permits.
2. Both the _____ and the _____ have designated wilderness areas, but each has a different wilderness _____.
3. The property rights of private landowners may be affected if their land is identified as _____ for an endangered species.
4. Someone who cannot ride his mountain bike on land in wilderness areas may feel his _____ are being violated.
5. The protection of the habitat of the desert tortoise in the Mojave Desert Conservation District is a result of the _____.

Instructions: List three rights that are influenced by the Endangered Species Act. (2 points each)

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

Name: _____

Instructions: You are a reporter for a national magazine. You are assigned to write an article about the controversy surrounding one of the three issues listed below:

- Winter Use of Yellowstone National Park
- The Status of the Arctic National Wildlife Refuge (ANWR)
- The Healthy Forests Initiative

Your article needs to contain one or more paragraphs that do the following:

- Clearly identifies the issue and provides as much background as possible.
- Describes one advocate or advocacy group involved in the controversy and explains their interests and goals.
- Provides an analysis of the role of advocates in generating the controversy surrounding the issue.

Create a headline for your article that catches the readers' attention. There is no need to include photographs in your article, but you can if you want to.

Make sure you remain objective in the article. Do not let your own viewpoints on the issue influence what you write. Your job is to report on the controversy, not to advocate for a certain position or perspective.

Use your work from this unit to help you write your article. You may choose to use additional resources, and if you do, please provide a citation for each of the resources you use and turn them in with your article.

Your article will be assessed using the **Advocacy Article Assignment Scoring Tool**.

Advocacy Article Assignment Scoring Tool

Attribute	Points Possible
Identifies issue around which the controversy developed	5
Provides context for the issue	5
Identifies advocates	5
Fairly presents advocates' interests and goals	5
Analyzes role of advocates in generating controversy	10
Headline captures the interest of the reader	2
Lead (first sentence) provides focus for story	2
Article is factual	5
Article is written objectively and multiple viewpoints are represented	5
Vocabulary is used appropriately	2
Spelling and grammar are correct	2
Work is presented neatly	2
TOTAL POINTS	50

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