Teacher's Masters

California Education and the Environment Initiative

11

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

CALIFORNIA EEI Education and the Environment Initiative

Many Voices, Many Visions: Analyzing Contemporary Environmental Issues

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency

California Natural Resources Agency

Office of the Secretary of Education

California State Board of Education

California Department of Education

California Integrated Waste Management Board

Key Leadership for the Education and Environment Initiative:

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Key Partners:

Special thanks to **Heal the Bay,** sponsor of the EEI law, for their partnership and participation in reviewing portions of the EEI curriculum.

Valuable assistance with maps, photos, videos and design was provided by the **National Geographic Society** under a contract with the State of California.

Office of Education and the Environment

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http://www.calepa.ca.gov/Education/EEI/

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Lesson 1 Decisions, Decisions, Decisions

None required for this lesson.

Lesson 2 Our Public Lands: Conserving Resources and Preserving Natural Systems

None required for this lesson.

Lesson 3 Our Public Lands: Assessing Costs and Benefits

Stakeholder Role Cards 2

Lesson 4 Roots of Controversy

None required for this lesson.

Lesson 5 Regulations and Rights

None required for this lesson.

Lesson 6 The Role of Advocacy in a Democracy

None required for this lesson.

Assessments

Many Voices, Many Visions—Traditional Unit Assessment Master 3

Scoping Plan Task Sheet—Alternative Unit Assessment Master 6

Lassen Volcanic National Park	Inyo National Forest	Don Edwards San Francisco Bay National Wildlife Refuge	California Desert Conservation Area
Rock Climber	Owner of Pack Service	Birdwatcher	Rancher with Grazing Allotment
National Park Ranger	U.S. Forest Service Employee	U.S. Fish and Wildlife Employee	Bureau of Land Management Employee
Restaurant Owner in Gateway Community	Owner of Cabin on Leased Forest Land	Hunter	Off-Highway Vehicle (OHV) User
Rancher with Adjacent Property	Logging Truck Owner	Kayaker	Hiker
International Visitor	Wilderness Advocate	Farmer Who Used to Own Refuge Land	Energy Company Executive
Recreational Vehicle Manufacturer	Skier	Member of Refuge "Friends" Group	National Monument Visitor

Name: _____

Part 1

Instructions: Select the best answer and circle the correct letter. (2 points each)

1. The role of advocates in generating a controversy is _____.
   a. insisting their views on the issue are the only correct ones
   b. speaking against the ideas of others
   c. speaking on behalf of an idea in order to influence decision makers
   d. all of the above

2. Federal management of public lands is an attempt to _____.
   a. preserve all resources and natural systems for all future generations
   b. insure that the resources and natural systems on federal lands are not overused or damaged
   c. earn as much money as possible from user fees and from selling natural resources like oil, minerals, and timber
   d. none of the above

3. Some benefits of operating and maintaining the National Park System include _____.
   a. the preservation of cultural resources, such as national historic places
   b. better management of logging operations on federal land
   c. recreational use by hikers, climbers, and campers
   d. a and c

4. When implementing a new federal law, such as the Wilderness Act, all federal agencies managing public land systems _____.
   a. must implement the law
   b. develop identical policies and regulations to enforce the law
   c. ignore previous laws protecting the environment
   d. all of the above

5. A social factor that may lead to controversy in the development of environmental laws is _____.
   a. the way people live in communities affected by the law
   b. the loss of revenues from land taken to preserve critical habitat
   c. the recovery rate of an endangered species
   d. a and b

Name: _____

Part 2

Instructions: Read the questions below and provide an answer for each in the spaces provided.

6. For each of the following laws or issues, describe the key conflicts between environmental protection advocates and property rights advocates. (12 points)

Expansion of Redwood National and State Parks:

Healthy Forests Initiative:

Winter Use in Yellowstone National Park:

Opening the Arctic National Wildlife Refuge:

7. List three benefits and three costs of establishing, expanding, and maintaining Redwood National and State Parks. (10 points)

Name: _____

8. Choose one of the cases studied in this unit and explain how that case illustrates the fact that decisions about resources and natural systems are based on a wide range of considerations and decision-making processes. Use one of the analytical tools from the unit in your response. (18 points)

Name: _____

Instructions: Choose a controversial environmental issue or action and develop a scoping plan about it. You may choose one of the issues/actions that have been predetermined by your teacher, or you may come up with your own. Once you decide on an issue or action and get your teacher's approval, begin writing your plan.

To complete the scoping plan, follow the steps below:

- Identify, define, and describe a current issue related to the use or protection of natural resources and natural systems.
- Identify political, economic, and social factors that need to be considered (prepare this in list form and indicate whether each factor is social, political, or economic in nature).
- Identify existing information that may be useful in making a decision (list any laws, research studies, or other information that should be reviewed; provide a one- or two-sentence summary of each entry).
- List and briefly describe groups or individuals who are the stakeholders to consult during the decision-making process.
- Identify two alternative decisions and describe some of the costs and benefits of each.

Topic Selected: _____

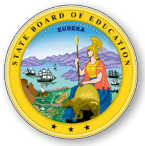
Topic Approval: _____ (Teacher's initials)

Name: _____

Your work will be assessed using the **Scoping Plan Scoring Tool** below:

Scoping Plan Scoring Tool

	4 points	3 points	2 points	1 point
Definition of the issue	Clearly, concisely, and completely states issue.	Clearly and completely states issue.	States issue, but slightly ambiguous or incomplete.	Mentions issue, but in a disorganized way.
Political, economic, and social factors	Includes six or more relevant factors and properly categorizes them as economic, social, or political.	Includes five relevant factors and properly categorizes them as economic, social, or political.	Includes four relevant factors and categorizes them as economic, social, or political with only one error.	Includes three relevant factors and categorizes them as economic, social, or political with only two errors.
Existing information	Lists existing information and concisely summarizes its content.	Lists existing information and adequately summarizes its content.	Lists existing information and incompletely summarizes its content.	Lists one or two pieces of existing information and makes an attempt to summarize the content.
Stakeholders	Lists multiple stakeholders and correctly identifies their interests and goals.	Lists some stakeholders and correctly identifies their interests and goals.	Lists some stakeholders and incompletely or incorrectly identifies their interests and goals.	Lists one of the stakeholders and incompletely or incorrectly identifies their interests and goals.
Alternative possible decisions	Provides two well-supported alternative possible decisions and analyzes costs and benefits of each.	Provides two alternative possible decisions and analyzes costs and benefits of each.	Provides two or fewer alternative possible decisions with some analysis of costs and benefits.	Provides two or fewer poorly supported alternative possible decisions with little or no analysis of costs and benefits.



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