

**“Creative Conservation:” The Environmental Legacy of
Pres. Lyndon B. Johnson 1963-1969**

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Conservation and Preservation

Overview Providing Context for Educator

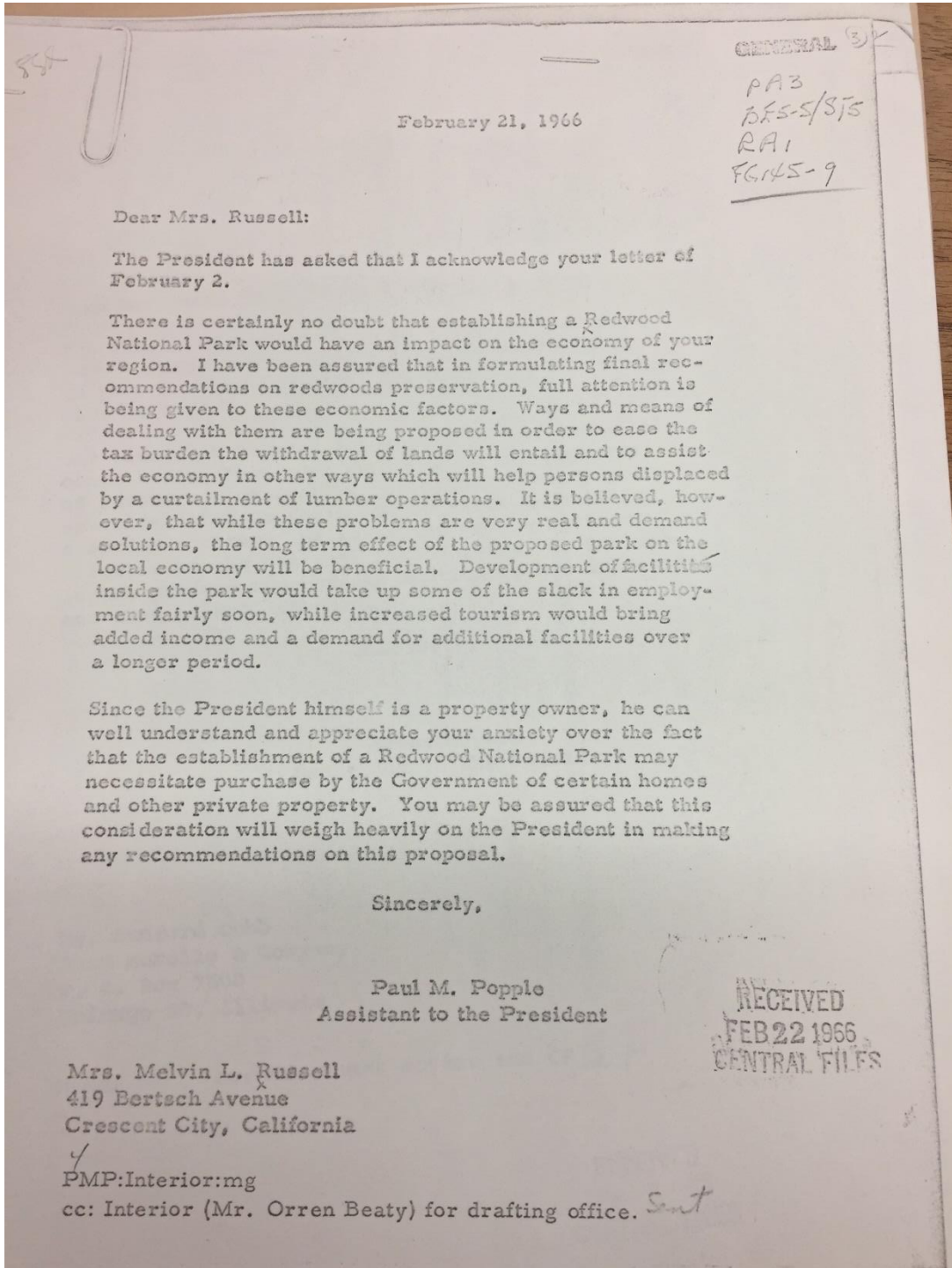
President Johnson’s legacy for other issues faced by his administration, such as civil rights and Vietnam, often overshadow his environmental legacy. The focus of environmentalism is tied to the 1970s with the creation of the EPA, founding of Earth Day, and a growing environmental justice movement. However, the roots of environmentalism were planted from the many policies enacted during the Johnson administration, transitioning from an old-style conservationism to modern environmentalism.

Environmental historian, Martin Melosi, defines old style conservationism as a concern with the utilization of natural resources. Prior efforts revolved around conserving and managing natural resources. This style of care neglected to mitigate the issues brought on by rapid industrialization such as pollution and the environment’s effects on quality of life.

“New conservation,” a term originating from Secretary of Interior, Stewart Udall, encompasses pollution control, urban environmentalism, wilderness protection, and historic conservation. Johnson demonstrated his commitment to those issues by hosting the White House conference on natural beauty in 1965. Federal, state, and local stakeholders met to formulate a plan. In February 1966, LBJ again laid out a plan regarding the preservation of the nation’s natural heritage. In his message to Congress he addressed expansion of the National Park System by adding the Redwood National Park, new recreation areas, a nationwide trail system, a wild river system, and increased focus on preservation of historic sites. 1966 was proclaimed by President Johnson as the year of “new conservation.” The Johnson administration did more for environmental causes than any other president in the history of the United States.

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Activity: Analyze the following two primary sources. What was the push back to park expansion? Why did others support the endeavor? Source: Archives at LBJ Library



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Source: Archives at LBJ Library

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Sp-4 (2)(g) conservation
Lyndon B. Johnson
President of the United States
February 24, 1966
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048
Dear Sir,
I am pleased that you
are proposing a Redwood
National Park.
However, I feel very
strongly that the whole
9,000 acres as asked by
the Sierra Club should be
preserved.
I see no reason why
all cannot be saved and
I ask that you please
reconsider. After all,
when the trees are gone, we
cannot bring them back.
Most Sincerely,
Mrs. R.A. Mason
1385 Hartley St.
Bakersfield, Calif.

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113.16. Social Studies, Grade 5, Adopted 2018

Knowledge and Skills

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions;

(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.

(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and

(B) analyze the positive and negative consequences of human modification of the environment in the United States.

(12) Economics. The student understands patterns of work and economic Activity in the United States. The student is expected to:

(A) compare how people in different regions of the United States earn a living, past and present;

(B) identify and explain how geographic factors have influenced the location of economic Activity in the United States;

(17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and

(B) explain how to contact elected and appointed leaders in local, state, and national governments.

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113.16. Social Studies, Grade 5, Continued

(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

- (A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and (
- B) identify leadership qualities of national leaders, past and present.

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113.18. Social Studies, Grade 6, Adopted 2018.

Knowledge and Skills

(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and

(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

(3) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:

(A) identify and explain the geographic factors responsible for patterns of population in places and regions;

(B) explain ways in which human migration influences the character of places and regions;

(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.

(4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:

(A) explain the geographic factors responsible for the location of economic Activity in places and regions; and

(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships. (

(5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:

(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.

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113.18. Social Studies, Grade 6, Continued

(6) Economics. The student understands the factors of production in a society's economy. The student is expected to:

(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;

(B) identify problems that may arise when one or more of the factors of production is in relatively short supply; and

(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.

(11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.

(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:

(A) identify and explain the duty of civic participation in societies with representative governments; and

(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.

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113.41 History Studies Since 1877, Adopted 2018

Context: President Johnson redefined conservation in the 1960s from that of concern and management of natural resources to a focus on pollution, urbanization, and accessibility to nature. The Johnson administration expanded the National Park System, developed nationwide trail systems, and increased preservation for historic sites.

(14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:

(A) identify the effects of population growth and distribution on the physical environment; and

(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.

(17) Economics. The student understands the economic effects of government policies from World War II through the present. The student is expected to:

(D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX

(23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and

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