**\*\*Park Name**

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| [Klondike Gold Rush National Historical Park](http://www.nps.gov/klgo/index.htm) |

**\*\*Lesson Plan Title (255 characters maximum)**

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| Conservation vs. Preservation and the National Park Service |

**\*\*Essential Question and Quick Lesson Description**

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| What is the difference between conservation and preservation, and what role does the National Park Service play in each? |

**\*\*Lesson Grade Level: (Check One of the following)**

Ninth-Twelfth Grade

**\*\*Lesson Subject: (Check As Many as Apply)**

Science

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

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**\*\*Common Core Standards:**

**Want more information about Common Core? Go to** [**http://www.corestandards.org/**](http:///h)

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| **Grade Level:** 9-12 **Subject Area:** Science**Common Core Standards:** RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problemRST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  |

**\*\*State Standards:**

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| **State Subject Grade Level** **State Standards** |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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| Next Generation Science: HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.  |

**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_\_\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

X **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

X **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

|  |
| --- |
| No |

**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

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| --- |
| 50 minutes |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| Conservation and preservation are closely linked and may indeed seem to mean the same thing. Both terms involve a degree of protection, but how that protection is carried out is the key difference. Conservation is generally associated with the protection of natural resources, while preservation is associated with the protection of buildings, objects, and landscapes. Put simply conservation seeks the **proper use of nature**, while preservation seeks **protection of nature from use**. During the environmental movement of the early 20th century, two opposing factions emerged: conservationists and preservationists. Conservationists sought to regulate human use while preservationists sought to eliminate human impact altogether. Aldo Leopold, often called the father of ecology, called for wilderness protection and an enduring land ethic. Wilderness preservation is fundamental to the idea of deep ecology – the philosophy that recognizes an inherent worth of all living beings, regardless of their instrumental utility to human needs. One of the largest conservation organizations in the world, the World Wildlife Fund, was created in 1961 to protect large spaces for wildlife conservation. Conservation generally follows an economic motive; in this case wildlife preserves in Africa during the dissolution of the British Empire in the late 1940s to ensure big game hunting remained commercially viable. In 1962, Rachel Carson’s Silent Spring launched the modern environmental movement. Preservation groups such as the Sierra Club shifted from protesting to working with politicians to influence future environmental policy. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| --- |
| N/A |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| In addition to reading the background information, the teacher should have student copies of the “Conservation vs. Preservation and the National Park Service – Student Worksheet. |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| Students can do a “turn and talk activity” as a warm up where they turn to someone close to them and discuss their understanding of the terms ‘conservation’ and ‘preservation.’ This allows the teacher to see what background knowledge they have of the two terms. |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc.**

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| Step 1: Anticipatory Set – Pair Share – Students work with a partner to draft definitions for conservation and preservation, then share briefly with the class as a whole. Identify common themes and thoughts to definitions; ignite discussion on the subtle differences between the terms.Step 2: Input – Venn Diagram / Sentence Stem – Students work individually (or differentiate with partners) to complete the Venn diagram comparing conservation with preservation. Facilitate discussion on key differences and similarities between the terms and complete the sentence stem as a class. Transition to mission statement of National Park Service, highlighting how both components are represented.Step 3: Guided Practice – Identification – After introducing the National Park Service’s mission and brief history, students work individually or in pairs to distinguish between examples of conservation or preservation.Step 4: Independent Practice – Writing Prompt – Students work individually to complete a writing statement of differentiated length and detail. Students need to determine which philosophy adheres with their own and explain their decision. |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

|  |
| --- |
| This lesson is designed as a formative assessment. Teacher will evaluate initial definitions, responses during discussion, detail of Venn diagrams, accuracy of example identification, and depth of understanding in written response. Based on quality of proving behavior, teacher will reteach or progress. |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

|  |
| --- |
| N/A |

**Summary (how does the material function in the lesson?):**

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|  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

|  |
| --- |
| Conservation vs. Preservation and the National Park Service – Student Worksheet |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| This lesson is designed as a formative assessment. Teacher will evaluate initial definitions, responses during discussion, detail of Venn diagrams, accuracy of example identification, and depth of understanding in written response. Based on quality of proving behavior, teacher will reteach or progress. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| <http://www.nps.gov/klgo/forteachers/classrooms/upload/Conservation-vs-Preservation-and-the-NPS-Worksheet.pdf> |

**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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| N/A |

**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| N/A |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| Connect with local resources:* Ask students to research a nearby example of conservation or preservation
* Ask students to visit a local natural history museum and write about their experience
* Invite a local archaeologist to speak with the classroom
 |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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| Albright, Horace M., and Robert Cahn. The Birth of the National Park Service: The Founding Years, 1913–33. Salt Lake City: Howe Brothers, 1985.Sellars, Richard West. Preserving Nature in the National Parks: A History. New Haven: Yale University Press, 1997. |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

|  |
| --- |
| N/A |