Yosemite National Park

National Park Service
U.S. Department of the Interior

Environmental Living Program

Pioneer Yosemite History Center

Program Handbook

YOSEMITE CONSERVANCY

Yosemite Environmental Living Program
Program Handbook – Table of Contents

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Introduction

WELCOME Mariposa Road. Coulter & Murphy's (Building) Yosemite, 1875.
<u>Photographer:</u> Watkins, C.C.
Photo courtesy of: National Park Service Historic Photograph Collection

Introduction

Welcome

By definition "Environmental Living" refers to a live outdoor educational experience that allows for students to immerse themselves in the surrounding environment; that which takes place in any cultural or historic area where the interaction between the two can occur. The Yosemite Environmental Living Program (YELP) was developed over 30 years ago and relies on energetic and hard-working teacher participants, adult helpers, and eager students.

You are taking the first steps toward providing a learning experience that your students will never forget. Before you begin, please note that this program requires extensive classroom preparation and comprehensive planning. Students, teachers, and adult helpers need to be well prepared for the experience in order to ensure its success. Park staff and volunteers are here to help make your experience worthwhile and answer any questions along the way.

There are two different handbooks to help you forge your way to a great Environmental Living Program experience. These are the ***Program and Curriculum Handbooks*** which have been prepared to assist you in planning and conducting the program. This, the ***Program Handbook*** contains materials and information that outlines:

- National Park Service (NPS) mission
- Environmental Living Program objectives
- Pre-site classroom preparation
- Planning for the overnight onsite visit
- Selecting adult helpers
- Teacher/training workshop
- Historical biographies
- An outline of the overnight visit, and
- Post site activities

The ***Curriculum Handbook*** gives more detailed information regarding:

- Detailed descriptions of the YELP stations and associated activities
- California State Standards coordinated for this program and 4th and 5th grades
- Sample lesson plans to help integrate this program into your classroom
- Samples of additional activities and pre-site preparation suggested by veteran YELP teachers
- Recipes, and
- Barn dance calls and music

It is imperative that you read, familiarize yourself with, and utilize the information included within these handbooks. You are more than welcome to photocopy or electronically transmit any sections within the manuals that you would like to distribute to your students or adult helpers.

If you have questions, or need more copies of any of the manuals, please contact the program supervisor, Dean Shenk (see below for contact information).

If you are a teacher interested in potentially participating in this program, we invite you to request copies of the additional handbooks that give a substantial amount of additional information about conducting the program. If you are a returning program participant, this handbook is to replace all previous copies.

Program Administration

The Yosemite Environmental Living Program is administered by the United States Department of the Interior, National Park Service. The Division of Interpretation and Education at Yosemite oversees and manages the program. To learn more about the Environmental Living Program and download any online documents, visit our website at:
http://www.nps.gov/yose/forteachers/elp.htm

National Park Service Park Ranger – YELP Program Supervisor:

Dean Shenk
PO Box 577
Yosemite, CA 95389
Email: Dean_Shenk@nps.gov
Phone: 209/375-9504 (summer)
209/375-0620 (winter)

Program Overview

The National Park Service (NPS) was established in 1916 through the Organic Act, which outlines the mission of the Service,

"... which purpose is to conserve the scenery and natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations."

Since the inception of the NPS in 1916 there have been many different obstacles to overcome in managing wild landscapes and resolving land management and wildlife related issues. Through a simulated experience of a historic period in Yosemite, students will discover that land use issues of the past are similar to land use issues and park management conflicts today. As a result of this discovery, students can choose to make a personal commitment to the protection of resources and national parks, as well as other community, state, or federal lands.

Children are the voters, decision-makers, and stewards of the future. This program aims to utilize history as a means to aid in preparing them for the important role they will play in the future. By helping them understand the complex issues of conservation/preservation versus use in national parks and by urging them to feel a sense of ownership and stewardship, this program develops these future thoughts and skills. This program also helps to better connect students with a time period that is very influential in California's past. In addition, it helps bring to life many of the issues that faced the State's early people and other European American settlers during California's inception into the United States.

The Program Experience

The Yosemite Environmental Living Program (YELP) began in 1976. This program has been successful in accomplishing many of the objectives outlined above, and has allowed hundreds of students and adults to engage in the unique experience that this program offers. Ideas, activities, and rotation schedules outlined throughout the handbooks are based on over 30 years of experience, and we recommend following these in order to ensure a successful program.

The teachers and parents are what make the YELP work. It is their enthusiasm, interest, creativity, and groundwork that will provoke the students' interest, giving them a unique and extraordinary learning experience. Although the amount of preparation required can sometimes seem daunting, it is well worth the effort and park staff is here to help. In addition to being educational, this program is fun!

Extensive classroom preparation, role-playing, and problem solving contribute to a successful YELP experience. Long before the overnight portion of the program, students will learn about the history of Yosemite and early California. Each student will choose, or be assigned, a historical figure from 1850 – 1920 to portray and should learn as much as possible about their person, concentrating on the contributions that person made to Yosemite. During the overnight portion of the program the students will adopt the names, personalities, and dress of these

historical figures that lived in early Yosemite. The teacher is responsible for dividing the students into five role groups based on the activities of their chosen historical figure. These role groups will represent a cross-section of perspectives of the historical figures during the onsite visit – representing their lasting legacies in Yosemite National Park and their responsibility for its early development, tourism, and preservation. The role groups are: *Early People*, *Artisans*, *Transportation*, *Living Services*, and *Guardians*.

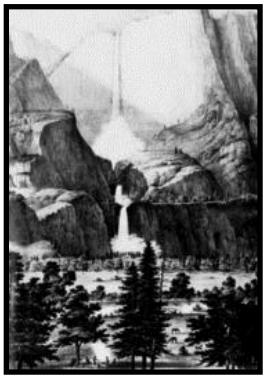
On the first day of the overnight onsite visit, students participate in each of five stations: Role Task, Cooking/Wood Chopping, Wagon, Skills, and Blacksmith. The heart of the program is the Role Task station where each student completes a project that simulates what their historical figure did in Yosemite's past using a nearby open clearing as an analogy to early Yosemite. The main focus of this activity is to explore the history of land management in Yosemite, from the time of its discovery, through later development, and overall protection. This station and its associated activities encourage students to become aware of the issues of preservation versus use of the land for such things as hotel and road development.

At the other stations, students chop wood, cook on a wood burning stove, prepare dinner, bend iron at the forge in the blacksmith shop, learn a craft, and examine the early methods of transportation by horse-drawn wagon. Through these activities, the students develop a better sense of how daily life effected decisions made by their historical figures. After the students have rotated and worked through each of the stations, they eat the dinner they prepared, clean up and participate in evening activities. These activities can include singing around the campfire, night hikes, or barn dances in the gray barn. They then spend the night in tents near the historic buildings.

The following morning students prepare breakfast, clean up, and gather in a "town hall meeting" to present their projects to the group and debate the fate of the "newly discovered land area" (Role Task Station/Meadow). Through discussion and debate, they recognize that the process of deciding how to manage a wild landscape, analogous to establishing a national park, was difficult, required compromises, and that these struggles continue today.

A more detailed agenda can be found within this manual and a more comprehensive description of each station can be found in the ***Curriculum Handbook***.

On the following three pages, you'll find an article written by Park Ranger Jeff Lahr that appeared in the winter 2006 Yosemite Association Journal. It includes a descriptive overview of the 24-hour Yosemite Environmental Living Program experience.



Right: **Sketch of Yosemite Falls completed by Thomas Ayres in 1855.**

LEARNING ABOUT YOSEMITE'S PAST… IN THE PRESENT TENSE

BY JEFF LAHR

TWENTY-FOUR HOURS IN YOSEMITE'S ENVIRONMENTAL LIVING PROGRAM

With the hiss of air brakes, a school bus pulls into the parking lot of the Pioneer Yosemite History Center (PYHC). The door opens and a jumble of students pile out. These preteens look as you might expect. The guys wear blue jeans and baseball caps with the bills askew in every direction. The girls wear retro tee shirts and colorful "LiveStrong" bracelets.

This outing to the History Center is more than a brief stop on a field trip to Yosemite. It is the culmination of months of preparation, research, and study. Their visit to the PYHC will become a twenty-four hour expedition back in time. This trip will be both a challenge and a reward. It will create memories to last a lifetime.

Left in the bus are the accessories of the twenty-first century: iPods, Gameboys, and cell phones. The students leave these treasured possessions behind as they spend the next 24 hours living life much as their predecessors in Yosemite did over one hundred years ago. Instead of heating their next meal in a microwave oven, they will cook it over a wood stove, which is fed with wood they've chopped and split. Rather than turning on a faucet, the young pioneers will carry buckets of water from the hand pump a hundred yards from the cabin in which they will live. The bathroom is across the bridge… a long distance when the dark of night is broken only by the kerosene lamp you carry. The next journey they take will not be by bus but on a stage powered by two large draft horses. During the course of the day, they will spend time working in the blacksmith shop, sweating in the heat of the coal-fed forge. This is life as experienced in Yosemite National Park's Environmental Living Program.

PHOTO COURTESY OF SUSAN MICHAEL.

John Pansarosa interprets his surroundings through painting.

The students shed more than their possessions as they cross the covered bridge to the History Center. They also abandon their own identity as they assume the character of one of Yosemite's many early settlers. The ball cap is replaced by the floppy brimmed hat of a pioneer. The girls trade their modern attire for the full dress popular a hundred years ago. Some students will finalize their costume with wigs and false beards, but identifying with their historical alter ego is more than simply dressing the part. After months of research, they know more about their character than do nearly any other visitors to the park. They will know the biography of the person, as well as the contributions that individual made to Yosemite. In some cases, they will have learned how their character helped shaped the concept of a national park system. Some of the historical figures are well known, such as John Muir or Teddy Roosevelt. Others played an important, if less well-known role in the development of the park: Galen Clark, the first Guardian of the Grant; Lizzy Hodgdon, an early California rancher; George Anderson, the first person to ascend Half Dome; and Tabuce, a native Miwok with extraordinary basketry skills.

PHOTO COURTESY OF MAREA ORTIZ, NPS.

ELP students weave good-luck charms out of sticks and wool yarn.

The Environmental Living Program (usually referred to as ELP) began in the early 1970s as a component of the National Park Service's education and interpretation division. Students participating in ELP undergo an amazing learning experience that utilizes the resources found

in the Yosemite Pioneer History Center. The program's purpose is not only to teach the students pioneer skills, but also to introduce them to important decision-making skills needed in managing wilderness and national parks. Using a variety of hands-on learning techniques including role-playing and problem solving, students deal with many practical and philosophical issues that confronted people at the time when the national parks were first conceived.

During the twenty-four hours spent at the PYHC, the teacher is responsible for implementing the program with oversight by Susan Michael, volunteer ELP Coordinator, and Kristine Hutchinson, ELP Supervisor and Park

PHOTO COURTESY OF MAREA ORTIZ, NPS.

Volunteer ELP coordinator Susan Michael, in period dress, enters the historic Wells Fargo building at the Pioneer Yosemite History Center.

Ranger. The teacher is also assisted by parent volunteers, all who have spent a previous weekend learning how to make the most of the students' short stay.

Susan says, "the Yosemite ELP program provides students a unique opportunity to experience some of the successes and struggles from throughout Yosemite's history in a way no textbook can provide."

The students are divided into small groups depending on the perspective from which their historical character might have viewed the park. There are groups of early settlers, artists, road builders, innkeepers and conservationists. The format of the program involves a series of learning stations through which the groups rotate. The stations include: cooking/wood chopping, blacksmithing, arts and skills, transportation, and the role task station. The educational philosophy is the same at all stations: learn by doing. This is an experiental learning environment with an emphasis on cooperative problem solving. Much to the frustration of some students who are used to traditional teaching practices, the adults will intervene only to ask a probing question or to make sure safety rules are never forgotten. Some of the lessons learned will affect the entire group. One class of apprentice pioneers

PHOTO COURTESY OF MAREA ORTIZ, NPS.

An ELP student chops wood, which will bring warmth to the cabin and put hot food on the table.

ate a supper of runny "stew" when the ratio of flour to water was not carefully followed.

At each learning station, students practice skills that would have been common one hundred years ago, but are all but forgotten today. At the wood chopping station, it doesn't take many logs until students are carefully selecting the best wood for splitting. At the kitchen, students learn that keeping the temperature constant in a wood burning stove requires knowledge of the stove and the wood fuel, along with a careful eye to the woodbox.

At the transportation station, students learn that horses, like cars, require fuel (in this case, hay); and like cars, they produce their own unique type of pollution (to be raked up daily). With the demeanor of a drill sergeant, stage driver Burrel "Buckshot" Maier quizzes the students in the name and purpose of each piece of equipment (don't ever make the mistake of referring to the leather strips with which the driver directs the horses as "reins" instead of the correct term, "lines").

At the role task station, located in a nearby meadow, students are subtly directed to consider what to do with a "newly discovered" piece of land, The Meadow, which sits next to the national park. The land is tangible; the scenario is fictional. Each group arrives at the station after an imaginary two-day walk. The Indians and settlers are the first to arrive. Not surprisingly, included in their job are the tasks to map the meadow and name the features. The artists draw, paint and write about what they have found. The innkeepers consider ways to develop this area to provide services for future visitors. The transportation group plans the best location for roads, trails and stage stops. The guardians develop a set of rules that will help protect this piece of property. All of this information will be used the next day at the culminating event of their stay, the Town Meeting.

As the day progresses and the sun travels to the western horizon, the students gather around the Hodgdon Cabin in the History Center. This cabin, the cooking station, will be the gathering spot for the evening meal. Throughout the day, each student has contributed to the community meal and can take due credit—for better or worse.

After dinner, students cross the bridge to the Gray Barn, where they will spend the evening brushing up on their folk dancing skills. When bedtime finally arrives, students wearily return to their cabins.

The next morning is filled with packing, preparations for leaving, and, of course, breakfast; again cooked on the wood burning stove, prepared by a group of students who rose at 5:00 a.m. After breakfast, the students join in the final event of their stay: the Town Meeting. At the meeting, each group of pioneers reveals their decisions regarding the best use of The Meadow. After the presentations (complete with hand-drawn maps, artifacts and other homemade visuals), the groups take part in a vigorous discussion on the best way to use (or not use) The Meadow. Within minutes, the group is struggling with issues of land management that have challenged Yosemite and the National Park Service since their inception. More often than not, the conclusions that these young land managers devise show a strong similarity to the intent of the Organic Act, the original legislation that created the National Park Service in 1916, and which continues to provide the guiding framework for land use in the National Parks:

The purpose of the National Park Service "is to conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." These young conservationists are able to discuss intelligently the mission of the Park Service as they tackle complicated land management issues. At the close of the Town Meeting, the group soon realizes that if the area is to be set aside for enjoyment and preservation, they must adhere to a careful balance of compromises. The students are encouraged to take an active part in future decisions concerning the park. Perhaps as their bus pulls out of the parking lot and drives through the park, some of the students will gaze out the windows at the passing scenery, contemplating issues facing Yosemite today.

As the students climb on board the bus and reconnect to their twenty-first century toys, they will soon return to the classroom where concerns for state standards and national testing will dictate their curriculum. As they study, filling their heads with the facts that ensure success on the multiple-choice tests, perhaps memories of their time at the History Center will overtake their senses. The smell of the stew simmering on the wood burning stove, the sound of the horse traveling across the bridge, the satisfying *thwack* as their axe sinks deep into the wood they are splitting. These are treasured memories, remembered long after test scores are forgotten.

Author's note: Teachers or individuals interested in learning more about Yosemite's Environmental Living Program are encouraged to visit www.nps.gov/yose/learn/visits.htm, or to contact Susan Michael at (559) 221-4182 or smm66@cvip.net.

If you want to have an ELP experience for yourself and your family, YA will be offering a day-long Outdoor Adventure on Saturday, June 10, 2006. See our 2006 Outdoor Adventures catalog, which was mailed with this journal, or visit yosemite.org/seminars for details and to sign up.

Jeff Lahr has worked in Yosemite for over fifteen seasons as a ranger naturalist. Nearly all of this time has been spent in Wawona and the Mariposa Grove. Jeff also works as a guide on the popular seven-day High Sierra Camp Loop, and he has authored, edited, and illustrated numerous articles and books about Yosemite.

Camping Fees Increase in Yosemite National Park

The National Park Service announced in November that camping fees in Yosemite National Park would be increased beginning January 1, 2006.

Campgrounds affected by the rate increase are Upper Pines, Lower Pines, and North Pines in Yosemite Valley, Hodgdon Meadows, Crane Flat, Tuolumne Meadows, and Wawona. Rates in these campgrounds increased from $18/night to $20/night.

Additionally, first-come, first-served sites at Bridalveil Creek and White Wolf increased from $12/night to $14/night and Tamarack Flat, Yosemite Creek, and Porcupine Flat increased from $8/night to $10/night.

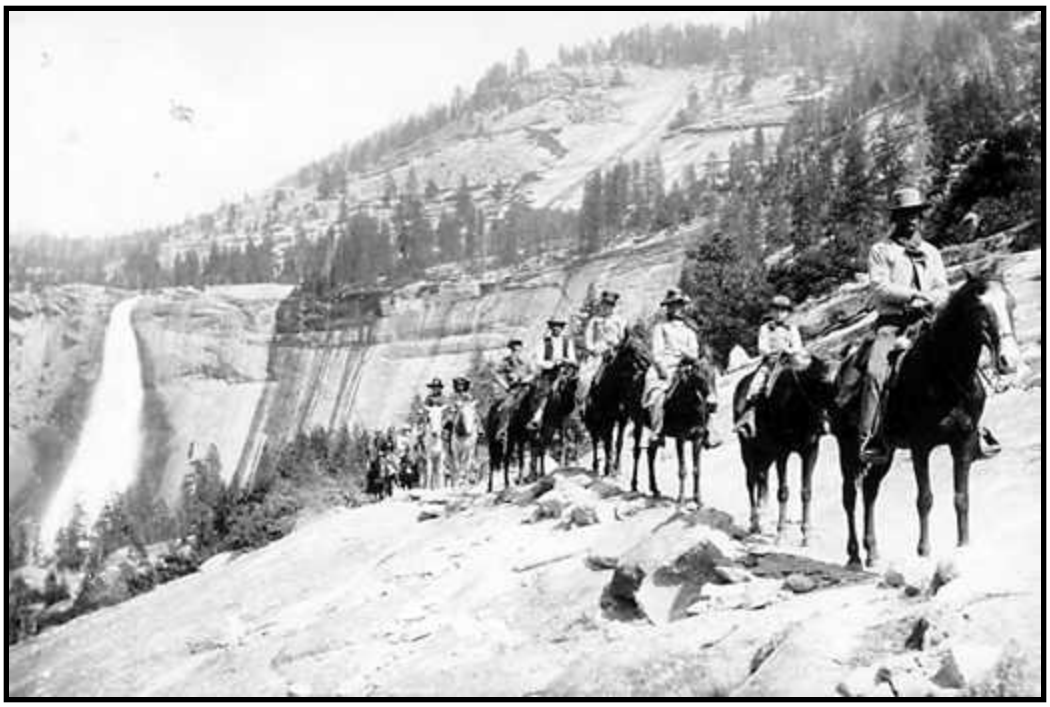
Prices at Camp 4 in Yosemite Valley and at the Backpackers camps in Yosemite Valley, Tuolumne Meadows, and Hetch Hetchy remain at $5/night. Stock camps, ($25/night) and group camps ($40/night) are also unaffected by the rate increase.

Most campsites in Yosemite National Park are on a reservation system. The National Park Reservations Service is currently taking reservations five months in advance. The toll-free reservation number is (800) 436-7275. Reservations can also be made online at http://reservations.nps.gov. Reservations are always recommended in Yosemite National Park, especially during the peak season.

A complete list of campground locations and opening/closing dates may be found at http://www.nps.gov/yose/pphtml/camping.html.

The increase in camping fees resulted from a comparative study of area campgrounds. Rates were last increased in February, 2001.

Preparing For Your Environmental Living Program



Horseback riding was the first method of transportation to Yosemite Valley, other than coming by foot. The first trail for the public was built by Mann Bros. in 1856. (Party is returning from Nevada Falls: Tom Lind, and the boy is W. M. Sell, Jr.).
Photographer: Fiske, George
Photo courtesy of: National Park Service Historic Photograph Collection

Annual YELP Calendar and Checklist

_____ **Application**: Please photocopy and send in the application included in this handbook by **August 1**. You will be notified as soon as possible about your assigned date for the Teacher / Helper Training Workshop (held in fall).

_____ **Selection**: Participants are selected as soon as the applications are processed. If there are more qualified applicants than dates available, a waiting list will be prepared.

_____ **Teacher / Adult Helper Training Workshop**: All teachers (including waiting list) and station leaders will need to attend the workshop in the fall. Adult helpers and group leaders are encouraged to attend as well, as this will only better prepare everyone for the spring trip. Plus, it's fun!

Teachers will receive updated handbooks at the workshop. Teachers are responsible for providing copies of the needed items to their helpers. Workshops are usually held on the last two weekends in September. Workshop fees are $25 per person and are payable at the time of the workshop. *Checks should be made payable to the Yosemite Conservancy.*

____ **Overnight Date Requests**: Teachers submit at least five acceptable date choices any time prior to **August 31**.

____ **Overnight Date Assignments**: Dates will be assigned as soon after **Labor Day** weekend as possible. This will help for recruiting adult helpers and will allow for more of your group to attend the fall teacher workshop.

____ **Proof of First Aid / CPR Certification**: Each teacher must submit a photocopy of the first aid and CPR certificates of participating adult(s). The teacher also must designate an adult fire marshal. The teacher, the designated first aid provider, and the fire marshal must sign the safety policy, which needs to be returned before **March 15**. *This paperwork needs to be received by the coordinator before classes can begin their overnight.*

____ **Program Fees:** The National Park Service fee for the YELP is $400 per class, which should be received by **March 15** by the park ranger in charge of the program. Checks should be made out to the Yosemite Conservancy and mailed to:

Dean Shenk
P.O. Box 577
Yosemite, CA 95389

____ **Overnight**: Overnight programs are usually held in late April through the end of May, and occasionally includes early June. Programs are held Monday through Thursday (each program = 24 hrs/11am-11am).

____ **Post-Visit Activities**: It is recommended that you complete whatever activity is most effective for you. Participants will no longer receive evaluations, but be aware that failure to observe and cooperate with NPS regulations, the program philosophy, or safety policies can result in cancellation of your participation.

Emergency & Contact Information

For any Fire or Medical Emergency Dial 9-1-1

There is a phone available in the Wells Fargo Building within the Pioneer Yosemite History Center for emergency use.

Alternate number for emergency: 209/379-1992
(Yosemite Dispatch Office – **EMERGENCY ONLY**)

Physical Address of YELP:
Yosemite National Park
2450 Wawona District Circle
Wawona, CA 95389

Phone: 209/375-9504 (Dean Shenk)
Email: Dean_Shenk@nps.gov

Physical Location of YELP:
Wawona is located along Hwy. 41 (Wawona Road within the park), six miles north after entering Yosemite through the South Entrance. Wawona is located 27 miles south of Yosemite Valley.

Responding to Emergencies:

- If there is a medical or fire emergency during the day while staff is present, contact staff onsite first. National Park Service ranger and appropriate staff will respond.

- If there is a medical or fire emergency during the night or when there is no staff present, use the phone in Wells Fargo and:
    1. *Dial 9-1-1:* Yosemite National Park Service emergency personnel will respond.

An alternative to this is to directly dial our park dispatch office, only in cases of emergency:

    2. *Dial Park Dispatch number (209/379-1992)* and tell them that you are part of an overnight group at the Yosemite Pioneer History Center in Wawona.

- The Yosemite Medical Clinic is located in Yosemite Valley, approximately 45 minutes north on Hwy. 41. They can assist with both emergency and non-emergency situations and can be reached at:
  Yosemite Medical Clinic – 209/372- 4637
  The medical clinic is located in Yosemite Village on the road to the Ahwahnee Hotel.

- South of Wawona and 15 miles outside of the park, medical facilities are located in Oakhurst, CA: Oakhurst Medical Center & Urgent Care - 559/683-2992, 48677 Victoria Lane.

In Case of Fire:
Make sure that all students and adults are safely out of all buildings and meet in the center of the history center (small grassy area). See evacuation map on following page.

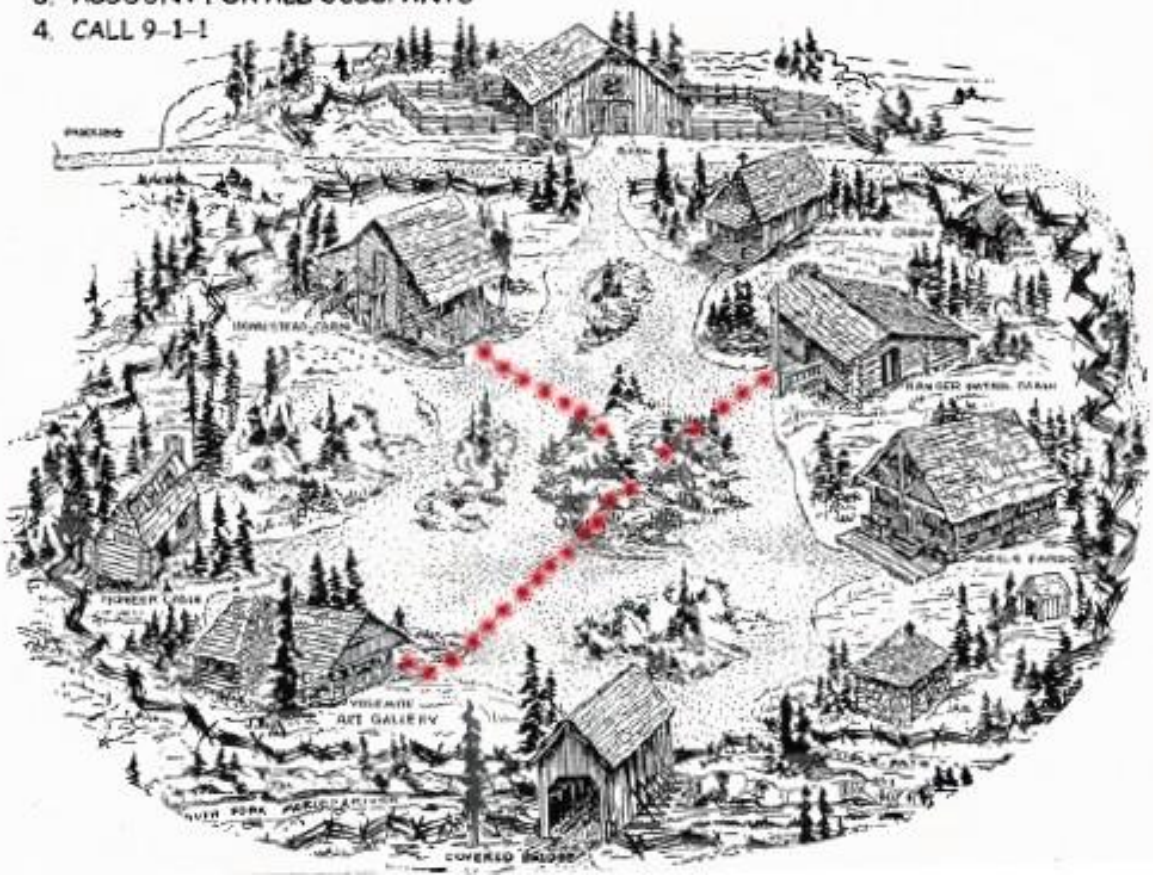
Fire Alarms & Extinguishers: Each of the historic buildings are equipped with a fire alarm, which should only be pulled in the event of an emergency. Extinguishers are located in each of the historic cabins.

PIONEER YOSEMITE HISTORY CENTER
EMERGENCY PLAN

Report all emergencies by dialing 9–1–1 on the 24–hour dial phone (just open the antique cover) in the Wells Fargo building (the building can be opened with an AC–2 key).

IN THE EVENT OF FIRE:

1. EVACUATE ALL OCCUPANTS FROM THE BUILDING
2. MEET AT A SAFE DISTANCE FROM THE BUILDING
3. ACCOUNT FOR ALL OCCUPANTS
4. CALL 9–1–1



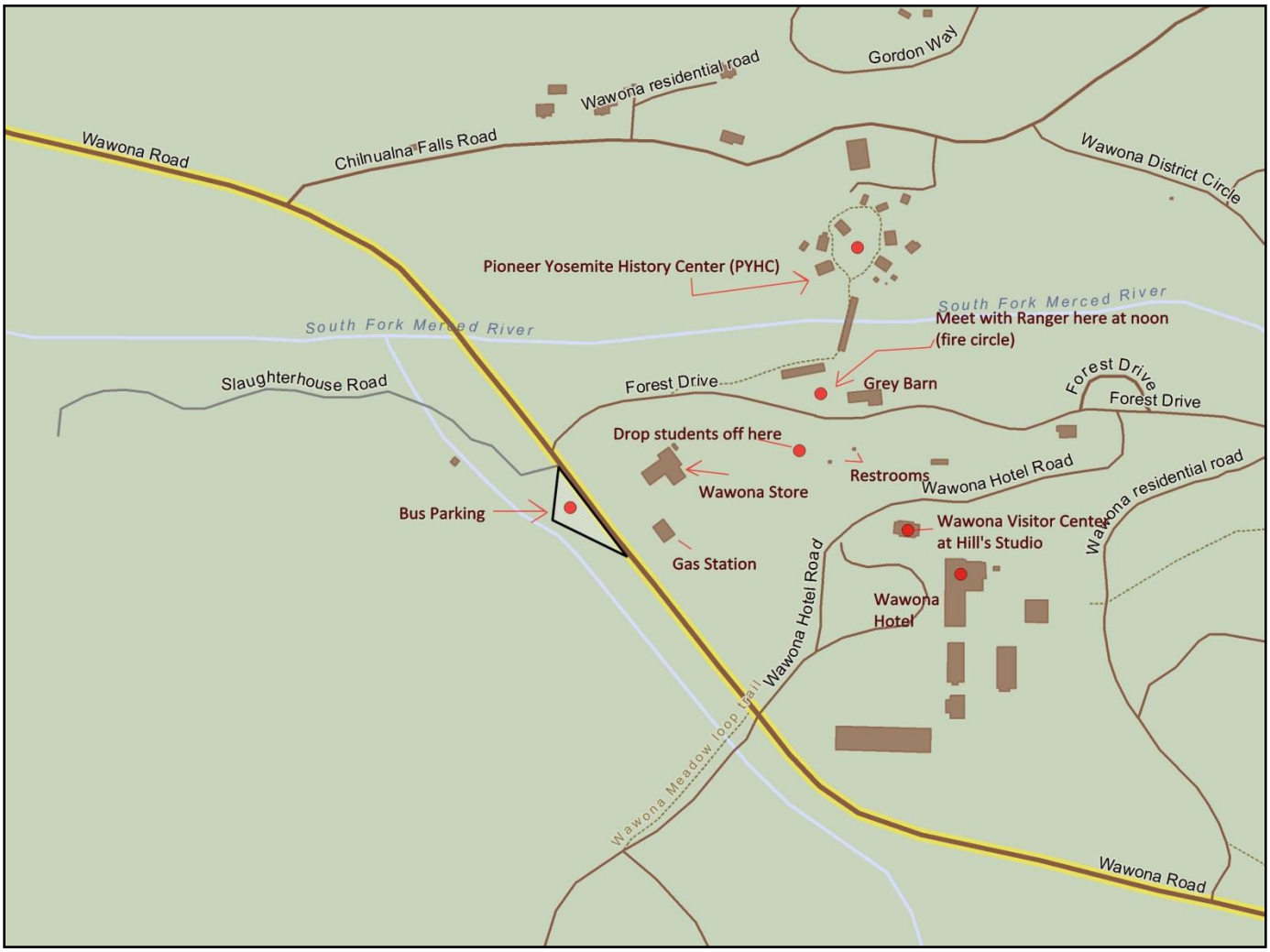
Program Information, Application and Regulations

The Yosemite Environmental Living Program (YELP) overnight season is usually late April through the end of May, and occasionally includes early June. A teacher workshop takes place in the fall (see details on page 20).

YELP takes place at The Pioneer Yosemite History Center in Wawona, located 27 miles south of Yosemite Valley and 6 miles north of the south entrance along Hwy. 41 (see map bottom of this page).

This program is history-based and is designed to address Common Core for students in grades 4 and 5. See the ***Curriculum Handbook*** for more information regarding these standards. Public, private, and home school groups are eligible to apply. Only one class uses the history center at a time.

Map



Yosemite Environmental Living Program
Application Information

Dear Applicant,

To apply for participation, please:

1. Read the information packet so you are knowledgeable about the program goals and requirements.

2. Discuss the program with school and district level administrators to ensure that there is support for your participation.

3. Complete the application and sign the policy agreement.

4. Return the completed application to the address listed below. Applications must be postmarked by August 1.

Applications will be reviewed and selections will be made by August 15. If you are selected, you will be notified by telephone at that time and an email of confirmation addressed to you at your school will follow.

If you have questions or need clarification on any aspect of the program, feel free to contact the program supervisor Dean Shenk at 209/375-9504.

Yosemite Environmental Living Program Requirements

1. Participation is limited to public and private 4th through 8th-grade school groups. Applications from community groups such as Girl Scout and church groups cannot be accepted.

2. Program participation is limited to one class per night; classes should have a minimum of 20 and a maximum of 45 students.

3. All participating and waiting list teachers must participate in a 24-hour orientation workshop in the fall.

4. Teachers must have the support of school and district administrators, as well as parents. The level of support should be explored and evaluated prior to application.

5. At least five adult helpers or parents need to be selected and trained and must attend the entire program. Adults assist the teacher with activities and in maintaining control. Adults must remain at the Yosemite Pioneer History Center during the entire overnight. Siblings and children who are not in the class must be left at home.

6. Each group must bring an adult who is currently certified in Cardio-Pulmonary Resuscitation (CPR) and Standard or Multi-Media First Aid. Proof of certification is required prior to the overnight.

7. All correspondence with the YELP Coordinator requiring a response (i.e. application, first aid information, etc.) will be returned by the due date.
   Teachers who do not meet deadlines may be eliminated from the program at any time.

8. There is a $400 fee for the program, payable to Yosemite Conservancy and due by March 15. Schools are responsible for all transportation, food, and supplies and materials.

Selection of Participants

The number of applicants may exceed the number of groups that can be accommodated. Considering Yosemite's climate, the impact the program has on the historic structures, and working around the Yosemite Pioneer History Center's summer program schedule, the National Park Service schedules four ELP's each week from the 2nd or 3rd week of April through the first week of June (dependent upon Memorial Day). This schedule accommodates a maximum of twenty school groups.

In an effort to ensure a fair and equitable selection, the National Park Service has identified goals for this difficult selection process. The selection process has been designed to ensure that:

1. Maximum numbers of students are allowed to participate in the program.

2. The final selection represents a broad and equitable cross-section of California's elementary school children.

3. The selection process, combined with the orientation and training program will result in the best possible use of the resource and the staff.

4. Both new and returning teachers are selected, thus ensuring continued development of the program.

Selection Procedures

1. Applications are returned to the coordinator postmarked by August 1.

2. Selections are made by August 15 and teachers notified of their status soon after.

3. Teachers who are not selected will be placed on a waiting list from which names will be selected if vacancies occur. Teachers who are on the waiting list must attend the workshop to qualify for vacancies.

Selection Criteria Applied To All Applicants

1. Required application/policy agreement forms must be postmarked by the application deadline. Applications are evaluated on the basis of response to application questions and previous environmental living experience.

2. If demand for participation exceeds the number of groups that can be accommodated, a minimum of 30% of selections will be new teachers, and 70% will be returning teachers.

3. An attempt will be made to balance grade level, type of school/class, and geographic location. Since Yosemite is of national significance, no single geographic preference will be made; however, an effort will be made to represent all areas of California.

4. If multiple teachers from one school are selected to participate, there is no guarantee that they will be assigned consecutive overnight dates.

5. Teachers from the same school who wish to apply must submit separate applications. Teachers who team-teach one class of not more than 45 students may submit one application. Schools may not combine classes, nor may school districts combine classes from different schools. Schools with enrollments that do not meet the 15 student minimum should contact the YELP Coordinator to discuss alternatives.

6. Program reservations are given to teachers, not schools. Reservations are not transferable between teachers. If a teacher leaves the class after being accepted in to the program, the replacement teacher must contact the YELP Coordinator immediately.

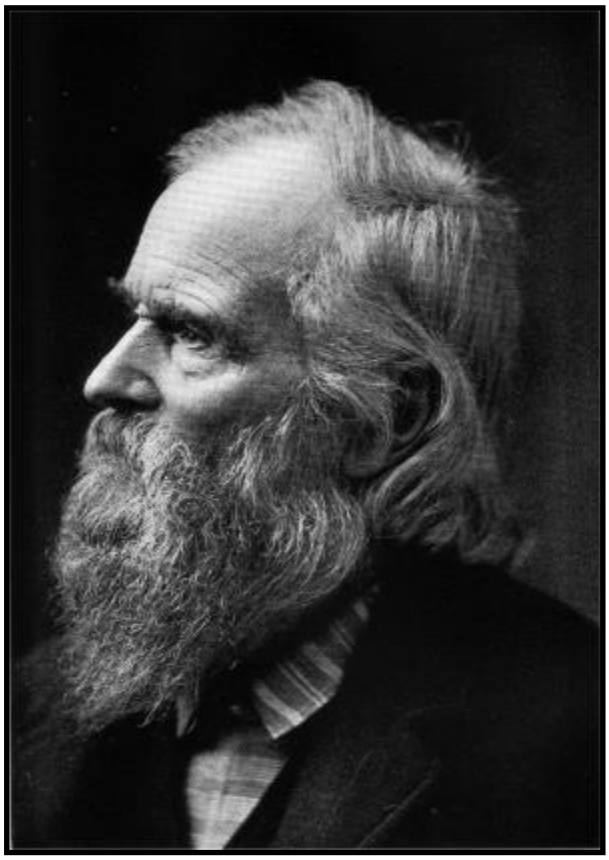
7. Special consideration will be given to classes partially or entirely composed of "special needs" students.

8. Teachers and classes participating in another ELP (including those offered by state, federal, county and private sites) will not be selected for the Yosemite ELP during the same school year.

Additional Criteria Applied To Returning Teachers

1. Teachers must have met or exceeded all program requirements, including deadlines, during previous participation.

2. Teachers who were selected the previous year but dropped out of the program are considered returning teachers.



Galen Clark

Yosemite Environmental Living Program Application

Application deadline is August 1

Teachers from the same school who wish to have more than one class participate need to complete and submit separate applications. Teachers who team teach the same class of not more than 45 students will submit one application.

Name: _____

School: _____

School Phone: _____ FAX: _____ Home Phone: _____

Email _____

School Address (include city and zip): _____

_____

Home Address: (Include city and zip): _____

_____

Grade you teach: _____ Projected Class Enrollment: _____

Best time to be reached at school: _____ At home: _____

Type of School: Public Private

Is your school on a year-round schedule: Yes No

Please list your vacation schedules: _____

You are required to attend one workshop in the fall. Dates will be announced in late summer.

****

POLICY AGREEMENT: I have read and understand the Environmental Living Program requirements. I agree to meet all requirements if my class/school is selected to participate.

_____

Teacher's signature Date

_____

Signature of school principal Date

Please return your completed application to: Dean Shenk, Yosemite National Park, PO Box 577, Yosemite, CA 95389 **OR** email it to dean_shenk@nps.gov.

Teacher/Parent or Adult Helper
Contract

As an adult helper for the Yosemite Environmental Living Program, I agree to follow these recommendations:

1. I will learn the research information I have been given. I will remain in character and in period clothing during the entire program. I will discourage my son/daughter from calling me "mom" or "dad" during the program.

2. I will ensure that all students under my supervision are with me or left with another adult at all times.

3. I will not use inappropriate language and/or mannerisms in front of the students at any time.

4. I will not smoke or drink alcohol during the overnight program. (I will not visit the Wawona Hotel for a break during the program.)

5. When working with the students, I will allow them to do the work. I will not DO any work for the students. I will only intercede if a student is about to put themselves or others in danger. I will remember to direct students by asking questions rather than giving answers.

6. I will remember that the students are responsible for the results of their work.

7. I will not take responsibility for the timing of dinner.

The undersigned have read and agree to the recommendations presented.

_____ _____

Adult's signature *Teacher's signature*

Program Fees and Financial Commitments

The National Park Service charges $400 per group to participate in the Yosemite Environmental Living Program (YELP), which partially offsets costs. The total fee is due by **March 15** to the ranger in charge of the program. After March 15, the fee is $450. If your payment is not received by the ranger in charge by April 15, your program could be cancelled. Checks should be made out to the **Yosemite Conservancy** and mailed to:

Dean Shenk
PO Box 577
Yosemite, CA 95389. Receipts are available.

Groups bear all costs for transportation, food, and supplies and materials. Some groups choose to rent buses, some bring personal vehicles. Food usually costs a few hundred dollars, and supplies for stations may cost $100 or more. Examine your finances early in the year so that you can plan fundraisers if necessary. You may be able to get donations. Some teachers ask each student to contribute.

YELP Scholarship

Mary Collier, her family, and friends fund a scholarship in the memory of Rod Collier. Rod helped develop the original program and was a longtime supporter and participant in the Yosemite ELP. Scholarship applicants are asked to specify need, identify how the scholarship will be used, and list fund–raising efforts underway. Recipients are expected to write Mary, her family, and friends to thank them for their support.

Cancellation Policy

Occasionally, groups drop out of the program because they do not have enough support, can't afford the trip, or have other conflicts. If you must cancel your program, contact the YELP coordinator as soon as possible so that another class can take your place. If you drop out before your fee is due, no charge will be made. If you drop out after the deadline, or after your payment has been made, half of the fee ($200) will be charged.

Teacher Workshop

All YELP teachers are required to attend a teacher's workshop in Yosemite (Pioneer Yosemite History Center) typically held during the last two weekends in September. The charge for the teacher workshop is $25 per person, which includes all training materials, dinner, and breakfast.

The workshop is a hands-on run through of the program. If a teacher cannot be at the workshop, s/he will not be able to participate in the program. It is mandatory that the *Kitchen* and *Blacksmith Station* leaders attend the workshop, as these two stations require the most preparation and training. All other station leaders and adult group leaders are encouraged to attend the workshop, in order to better prepare for your trip and allow for things to run more smoothly.

Teacher's Section

Program Philosophy

Students who complete the Yosemite Environmental Living Program (YELP) have strong feelings of pride of accomplishment and a sense of stewardship for national parks. These feelings develop because students are allowed to find solutions to their problems, make mistakes, and discover ways to fix those mistakes. Success depends on the extent to which students are allowed to work independently. The good intentions of teachers and adult helpers can be contrary to this philosophy. **The role of the adult helpers is to facilitate the experience, not to do the work for the students.** There will be times when you are tempted to step in and take over, to correct them when they are about to make a mistake, or to suggest an easier way of completing a task. When this happens, ask yourself:

> If I do not step in, will someone get hurt?
>
> If I do not step in, will park resources be damaged?

If the answer to these two questions is "no," then utilize a hands-off approach to facilitating the experience at hand.

Students working at the kitchen, blacksmith shop, and wood chopping area are provided with safety equipment and clothing and will receive a safety talk prior to beginning their tasks. This will help eliminate the need for you to hover or take over the activity for the students.

Fires must never be left unattended. All adults are responsible for checking on fires (including lanterns), but it is the fire marshal's job to ensure that all fires are out when the group leaves an area. This does not mean that all fires should be drenched. There will usually be a new group following you within a short time; please be considerate.

Students may ask you for your opinion. It is often best to respond with a question allowing them to look within themselves and analyze the situation. By asking the students what **they** think they should do, **you allow students to find their own answers and come up with their own solutions to problems or complex situations**.

Getting Started

Each teacher should discuss the program and its goals with school administrators. In addition to financial support, school administrators must allow teachers to incorporate the Yosemite Environmental Living Program with the school curriculum. Teachers need to be allowed to commit several months of effort to the program in order to make it truly successful.

Finding Adult Helpers

One of the first things you will want to do is find the parents/adults that will help both in the planning and on-site program. The help of dedicated adults is critical. Teachers should assess the level of support early in the school year and solicit as much assistance as possible. Prior to the fall workshop you will want to sign up as many adults as are willing to help and encourage them to attend the workshop with you.

Some schools have a difficult time finding adults who will come to the overnight. For others, there are too many adults who want to accompany the group. Choose only responsible, mature adults who can make sound decisions, who understand the YELP philosophy, and who will keep their commitments. Parents are not always the best choice. Some adults may be unable to remove themselves from their parent roles and may repeatedly try to influence their child's decisions instead of allowing the YELP to be the students' program.

Some groups bring a combination of parents and co-teachers, while others bring all parents or all co-teachers. Choose the combination that will work best for you and your students.

It is important that the parents/adults that sign-up to assist in the program truly know what they are getting themselves into and that they will be responsible enough to carry through any pre-site projects you assign them. Make sure they are aware that as adult helpers they must be in character. They will be known by their character name during the overnight and dress in period clothing. Also, make sure that the adult helpers that sign up to come to Yosemite understand that they will have an important and responsible job to do once here. Parents/adults cannot expect to be on vacation when in Yosemite – and must be with the students at all times during the onsite visit, as they are responsible for the welfare of the students. In the application section (page 18) you'll find a contract form that you can require all adult helpers to sign to reinforce these expectations. See below for more information regarding the role of adult helpers.

Classroom Preparation

Classroom preparation should include Yosemite history, including the individuals who made an impact on the park. People from all walks of life (and from many cultures) have affected Yosemite.

Students should be assigned to role groups by character (See the ***Curriculum Handbook*** for which role group each person belongs in.) The role groups (Early People, Artisans, Transportation, Living Services, and Guardians) can be used as units of study in the classroom, and all students should be familiar with each group. Many historical figures played parts in several role groups and can be used to balance the group sizes or to illustrate the complexity of early Yosemite life. Sample lesson plans on how to incorporate these figures into your classroom learning experience can be found in the ***Curriculum Handbook*** (this will be an evolving portion of the handbook).

At least one month prior to the overnight, teachers should ensure that each student has selected (or been assigned) a historical figure, but teachers may have to guide selections to balance group size. **Girls always portray women and boys always portray men.** Students work in these

groups during the preparation for the overnight, for the entire day while in Yosemite, and during a group presentation the following morning. In order to have a successful experience, it is important for teachers to make sure that each of the five role groups has approximately the same number of students (i.e. 30 students = 5 groups of 6 students). There are ways of rearranging groups if necessary for smaller class sizes. Contact the program coordinator (Sue Michael) with questions regarding this.

Students should be able to answer the following questions about their historical figure (some of these may be difficult to answer depending on information available about lesser known figures):

- What did this person do in Yosemite?
- When did they do this in Yosemite?
- When and where was this person born?
- What did this person look like?
- When and where did this person die?
- Was this person married and to whom?
- Did this person have children? What were their names?
- Who were this person's friends?
- What did this person think should be done with Yosemite?

It is strongly recommended that each student complete a report on their historical figure. This helps them to not only research their chosen/assigned figure, but allows them to feel more connected to their person, understanding the information on a more developed level from the start.

A Yosemite history bibliography is included as part of this handbook. Please use this as a guide for finding information about the historical figures. Remember that it is not the role of National Park Service staff or the park's research librarian to conduct research for the students. This is part of the learning process and preparation that students will need to do on their or own or during class projects. See the ***Curriculum Handbook*** for more information on the people in Yosemite's past that can be used for this program.

In addition, students should learn all they can of the historic period, including the styles of dress, the types of food, and the hobbies of the era. They could also research salaries, transportation costs, food and supply needs and expenses, and travel routes. Participants should be able to use the manners of 1870, refer to each other by historical figure names, and be able to think and respond as if it really were 1870.

Students present the products of the role task station to the group and answer questions on the second day of the program, so students should practice making presentations in the classroom and illustrating issues to each other. Experience expressing opinions and defending different points of view (including those with which they personally disagree) is important. They should also be encouraged to seek compromises and solutions. Public speaking activities in the classroom are good preparation for this portion of the program experience.

It is recommended that groups not debate the same issues in the classroom that will be discussed during the overnight. Practiced and pre-planned presentations can result in uninspired and disinterested discussions in Yosemite.

See the ***Curriculum Handbook*** for sample lesson plans and other useful information on how to best incorporate some of these things into classroom learning.

Tent Addendum to YELP

Yosemite Environmental Living Program groups will sleep in the corralled meadow behind the pump. We refer to this area as 'Camp A. E. Wood.' Each group is responsible for bring their own tents, setting them up, and taking them down.

1. Bring a couple of extra parents that will be your Tent Parents. They will be in charge of setting up the tents and taking them down.

2. Practice setting up the tents before you come to ELP. This makes sure all parts of the tents are there and removes the guess work in how each tent is assembled during the busy morning set up.

3. If you are buying tents for your group, get one type of tent. It makes tent setup much easier.

4. DO NOT expect your Station Leaders to help set up tents. They have way too much to do to be able to help. Instead, send your Group Leaders over to help set up.

5. Vehicles with tents should access the north side of the History Center by driving around to Chilnualna Falls Road and parking in the paved lot to the west of the Stables.

6. Decide during your planning phase at school who will be in each tent and in what order you want the tents. Clearly communicate this to your Tent Parents.

7. Although students will hear this more than once, please clearly explain to all parents that there is no food/no eating in Camp A.E. Wood.

8. Tents must be set up with clear paths between them so that students can get out easily in case of a fire.

9. Lead teachers can decide to have the adults unload the student's gear on the History Center side of the bridge. If you decide to do this, we HIGHLY recommend that you tag the tents and gear so that your Tent Patents know which tent the gear belongs in.

10. On the second morning, make sure the students get their gear out of the tents when they get up (especially the Living Services group that cooks breakfast) so that the tents can be packed away in a timely manner.

The Role of the National Park Service

The National Park Service (NPS) staff and the program coordinator have the overall responsibility of facilitating, guiding, and coordinating the program. The program coordinator establishes the calendar, plans and helps conduct the workshops, receives and sends all paperwork, prepares the history center at the beginning of the season, assists as much as possible during the overnights, and closes the center at the end of the season.

At the start of each overnight, a NPS ranger will provide each group with an introduction and safety talk. No rangers are assigned on site overnight at the history center, so the teacher and adult helpers must ensure student safety and adequate care of the center while facilitating the program. A ranger or park volunteer is usually onsite to assist during the day throughout the hours of station rotations. Before your departure, the center will be inspected for cleanliness by a ranger or other park representative. The ranger will also take part in facilitating the town hall meeting and debate, as well as provide an appropriate conclusion of the program for the students.

The Roles of Adult Helpers

*** Each group must bring a minimum of five and a maximum of eleven adults to the overnight.* These adults help conduct activities, provide supervision, and maintain control. However, it is often seen that the greater the number of adults, then the more decisions are made by adults and the greater the influence exerted on the students. It is the student's program, not a family activity. Siblings need to be left at home.

Don't turn down any help at the beginning of the school year. Anything can happen between October and May, and you might end up needing those "extras" after all. You may get requests from parents who want to visit the group in Yosemite. They may be allowed to visit briefly, but they must only observe the activities; they may not join in or influence the outcome of any decision or task. They must not be allowed to pose the students for photographs or otherwise intrude.

Activities Requiring Adult Helpers

Students rotate through five station activities: role task, cooking/wood chopping, blacksmithing, wagon, and skills. Each station lasts approximately 1 hour. An adult at each station assists students with tasks (Station Leaders). Each group should also have an adult helper that chaperones their one group throughout the day, walking with the group of students from one station to the next, accompanying them on the walk to the restroom, etc. (Group Leaders). If desired by the teacher, each class group needs only one photographer. This person will rotate around throughout the day taking un-posed pictures of the students at work. The following outline of the stations indicates how many adults are needed **at a minimum** to run the stations. This list does not include the group leaders.

- Kitchen/wood chopping: Students prepare dinner, keep the woodstove going, and chop wood. (2 adults; **1 in the kitchen who was at training this year**, 1 at wood chopping)

- Blacksmithing: Students work at the forge creating objects out of iron. (1 or 2 adults; **1 in blacksmith shop who was at training this year**, 1 with students outside)
- Skills: Students demonstrate a typical pioneer skill or craft, play traditional games, sing traditional songs, and/or write in a journal. (1 adult)
- Wagon: Students learn about horses and historic transportation from an NPS employee. A station leader is not needed for this station. However, a group leader must be with the students on the wagon. (1 adult)
- Role Task: Students simulate the establishment of Yosemite National Park. (1 adult - the teacher)

General Assistance: Adults must maintain order, keep students on task at activity stations, and encourage all students to participate. Students must stay at activity stations for the assigned time, and adult helpers must be able to provide additional activities if the original is completed too quickly. It is helpful to have a floater available to move freely around the center offering assistance where needed.

Cleanup: Students are responsible for all aspects of cleanup: from scrubbing pots to carrying trash across the bridge. Adults need to provide supervision to ensure students are actively involved in all cleanup tasks. Before the group leaves, a representative of the group (a student) will tour the site with the park ranger to ensure that the area is clean.

Fire / Safety. Each group is required to designate an adult who will be responsible for fire safety and another adult who is certified in First Aid/ CPR and who can administer first aid in the absence of NPS staff. Teachers should select someone who has training and experience with first aid emergencies. Teachers may select one person to serve both as fire marshal and first aid responder. The fire marshal will ensure that no fires or lanterns are left unattended at any time during the YELP. This person is also responsible for giving instructions about where to go and what to do in case there is a fire.

The fire marshal and first aid responder will be required to read and sign a safety policy provided by the National Park Service prior to the overnight.

Maintaining the Historic Atmosphere

In order to make the YELP experience as authentic and successful as possible, students should experience as nearly as possible the life of early Yosemite residents. They need to dress in period appropriate clothing and use Yosemite historical figure names. Teachers will be responsible for providing all adults and students with durable nametags printed with the historical figure names. This can often be part of the classroom preparation beforehand. If the teacher elects to use wooden name tags similar to the ones used at training, the historical figure names must be on both sides of the nametag, as it often gets twisted around while working at the various stations. Adults working in the kitchen should keep all modern items hidden by covering them with cloth or placing them in baskets or crates. Food and other materials should be brought wrapped in paper or packed in cloth sacks, burlap bags, wooden crates, or baskets. Tin cups and plates are

easiest and recommended. No paper plates or plastic should be used. Sturdy ceramic ware was found in the hotels and camps of the day and may be used during the YELP, but is not highly recommended as breakage is likely.

Good manners were even more important in that era than they are now. "Sir" and "Madam" were used routinely, and children never addressed adults by their first names. Men and boys never wore hats indoors, men and women always had their shirts tucked in, men seated ladies at the table, and good table manners were used even at picnics.

Costume Information and Websites

Good costumes are important to an authentic, historic atmosphere. When children get into costume, their demeanor often changes to fit the historical figure – it helps them to better fit the role of their chosen person. There should be no t-shirts, tennis shoes, or baseball caps. People in Yosemite wore the late Victorian style, or Edwardian style, rather than the prairie style often seen in western television.

When women came to Yosemite, they were not traveling across the prairie in covered wagons. They did not wear long calico skirts, aprons, or sunbonnets. Between 1855 and 1920 women were very fashion–conscious. Female historical figures for the YELP have many options for great costuming: from beautiful, flowing dresses to riding breeches and from high–collared matronly looks to pinafores. Genteel dignity was sought.

Costuming for boys can far exceed the usual cowboy image. Many of the men wore 3-piece suits. Working men often removed their jackets and worked in shirtsleeves, vests, and suspenders and trousers. Hats were worn when outside. The most popular styles were bowler hats for dress occasions and felt wide-brimmed hats for work.

As your students research their historical figures they will pick up authentic details about their way of dress.

Groups with limited budgets can have great costumes. Thrift stores hold a treasure trove of costume components. Your students might find a complete outfit in a thrift shop for very little money. Look for old costume jewelry, old hats, bows, bands, vests, or pants. Lace collars, gloves, purses, cases, spectacles, and canes can all add to a costume. Woven patterns in solid colors are good. Plaids and stripes were often used. Hem skirts and dresses above the ankle for safety and cleanliness. Stay away from knits and shiny polyesters.

Grandparents, parents, and other relatives can help. Some attics and closets are full of old treasures. However, this doesn't mean that a child should wear a unique heirloom or something of great importance to their family. After living as pioneers, often things will come home dirty, damaged, or lost. If one of your students has a parent or friend who sews, encourage them to enlist their help.

The following is some helpful information if you are looking for patterns or images regarding period appropriate clothing.

- Some good sources for patterns are:

  - Simplicity
    For adults: 9723, 4551, 9761, 5023, 9764, 4078, 4156, 4244, 3727, 5794, 3791, 3855, 4083, 4400, 4510, 5033, 5035, 5037
    For students: 4479, 8953, 3725, 5372, 9074

  - Butterick
    For adults: B3830, B4952, B4954, B4955, B4669, B4484, B4419, B4210, B3992, B3836, B3721, B3737, B3418, B6195, B6630
    For students: B4569, B4570

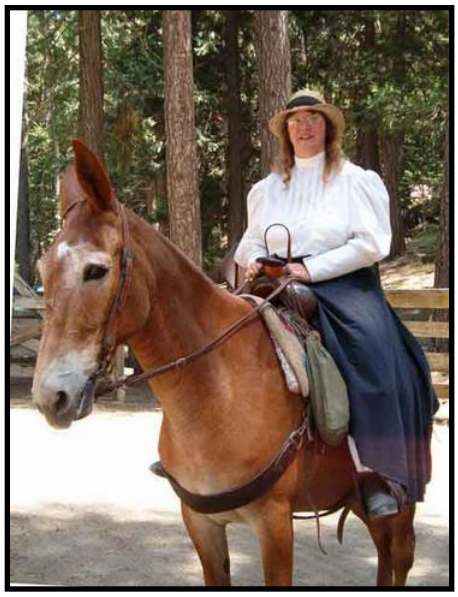
  - McCall's
    For adults: M5132, M4745
    For Students: M2337, M8337

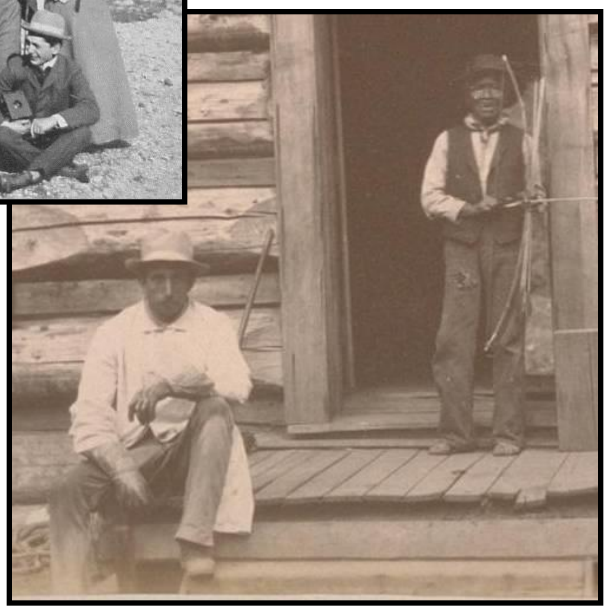
- Websites that are useful for images and patterns:

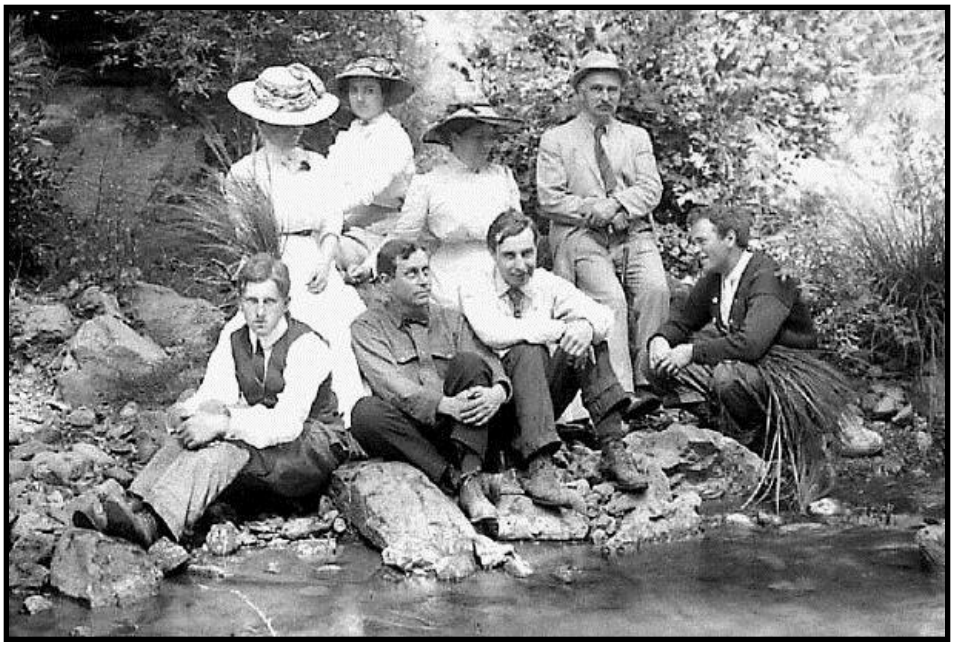
  - *Ageless Patterns*: Victorian Reproduction Patterns 1867 – 1915 - http://www.agelesspatterns.com/
  - *Buckaroo Bobbins* - http://www.buckaroobobbins.com/
  - Laughing Moon Mercantile: Purveyors of Sewing Patterns, Clothing & Accessories - http://www.lafnmoon.com/
  - The Pincushion: Vintage Patterns - http://www.cynthiasews.com/vintagepatterns.htm
  - Reproduction Cotton Fabrics: http://www.reproductionfabrics.com/
  - Saundra Ros Altman's: Past Patterns - http://www.pastpatterns.com/
  - Sense and Sensibility: Winsome Clothing Patterns With an Old-Fashioned Appeal - http://www.sensibility.com/mainpage.htm
  - *Truly Victorian*: Costume patterns from the 1840's to the 1890's Specializing in the Bustle Era -http://trulyvictorian.netfirms.com/
  - *Wingeo*: Patterns for Period Costuming & Millinery - http://www.wingeo.com/

Costume Examples

Below and on the following page you will find photographic examples of clothing worn that is appropriate for both the time period and location taking place during the Environmental Living Program. Clothing worn by men and women in the Yosemite region were not such as you'd see on the prairie as you'll notice below. Have fun with your costume and make them as appropriate as possible.







Photos of Kevin Crivelli's class from spring of 2009

Environmental Living Program Equipment List

Yosemite weather is impossible to predict for your overnight. Days can be hot, sometimes exceeding 90°, but it can rain, and it can even snow. Participants should bring warm sleeping bags and clothing that can be layered under costumes. Additionally, participants should bring:

- A group first aid kit
- A blanket or pad to use under the sleeping bag
- Metal or wood plates and bowls, and metal or wooden utensils. Each child should have **a metal cup with a closed handle** and a piece of string or rope to tie the cup to a belt loop or around the waist. The tie should be long enough to allow for drinking while attached.
- Cloth napkin
- Flashlight (adults only)
- Medication (anything that the students require is allowed, including inhalers or other modern treatments or equipment)
- Soap, toothbrush, toothpaste
- Sweats to wear to bed or under settler clothes in cold weather
- Warm jacket
- One extra pair of shoes, a few extra pairs of socks, and a change of clothing for the trip home

Students should not bring frisbees, radios, cameras, cell phones, or other modern items. Camera use during the program should be limited to the official photographer. Time can be allowed at the close of the program or at the end of station rotations for children and parents to retrieve cameras and pose for photographs

Each year a few groups experience cold, wet weather. If the weather is poor, activities still continue, but sometimes with modifications. For example, instead of hosting the skills/crafts station outside, there is an indoor option if necessary that still maintains the historic atmosphere. There is also a large canvas tent that is set-up each season in the clearing of the role task station. This is useful in cold and wet conditions.

Keep in mind that settlers also suffered poor weather, and students may end up having an authentic, if uncomfortable, experience. Extra shoes, warm jackets, spare socks and extra pants or sweats can mean the difference between a difficult but manageable situation and an unbearable one. In the rare event that extra warm and dry clothing proves inadequate for basic comfort, arrangements can be made and historical accuracy sacrificed if the cold is extreme. Programs will be cancelled only if the highways into Yosemite are closed (this has never happened during YELP). All vehicles traveling to Yosemite during the ELP season should carry tire chains because they may be required during snowy weather and road access can be denied if they are not available in your vehicle or bus.

On the other hand, each year a handful of groups may experience very hot, dry weather. Due to the altitude (about 4,000 feet), the heat can potentially cause dehydration and illness. Ensure that each student has a cup that can be filled easily throughout the day with the water available. Students may be encouraged to use "pioneer air conditioning" (dumping water over their heads) during the heat of the day. They should be reminded often to drink at least a cup of water during each station. Again, if necessary, authenticity can be sacrificed. The students who are dressed in sheepskin jackets or furs or woolen campaign coats can remove those pieces of their costumes that make them miserable or likely to become ill from heat exhaustion.

A young John Muir pumps water on a warm day in the Pioneer Yosemite History Center.

Yosemite Environmental Living Program Safety Requirements

To ensure safety during the Yosemite Environmental Living Program (YELP) onsite visit, the following safety requirements need to be met. The teacher is responsible for ensuring that your group understands and complies with these safety requirements.

You are **required to initial each page, sign the policy statement, and return this section of the handbook.** Additionally, you must send a photocopy of current CPR and Standard/Multimedia First Aid cards of the adult(s) who will administer first aid. Photocopies need to indicate date of expiration and certificates must be current at the time of the overnight. The coordinator must receive this packet and photocopies by **March 15.**

During the overnight, the National Park Service staff will stop any activity considered unsafe. Adults and teachers are expected to do the same.

General Safety Requirements

No child should ever be alone in or around the history center. Every child should be accompanied by an adult at all times. No child should be allowed near the river at any time under any circumstances, with or without an adult. Spring runoff peaks during YELP season and the river is dangerously swift and powerful, not to mention cold (pure, fresh snowmelt). Historically, most water-related accidents in the park have occurred during this time.

Encourage the children to walk, not run. It's safer and more appropriate for the historic time.

Ensure that the children respect all park resources; we even respect the insects in national parks.

Each group needs to bring a first aid kit, and all group members should know where the kit will be during the overnight. Your kit should include compresses and bandages of assorted sizes (including triangular bandages), tape, scissors, tweezers, instant cold packs, soap, and bee sting swabs. All injuries and near misses needs to be reported to NPS staff.

During the blacksmith station, the adult group leader needs be present and observant at all times, in addition to the station leader who will be inside the forge building with the students. All prescribed safety procedures are to be followed and safety clothing is to be worn. Following station activities, the forge (fire) needs to be extinguished (do not drench the fire!) and the blacksmith shop needs to be locked for the evening.

Sleeping for students is allowed meadow adjoining the history center.

Safety Section 1 of 4, Teacher initial: _____

Students must stay out of the horse corral area except during the wagon station activity, scheduled feeding of the horses, and cleaning of the corral. It is important for students to follow safety directions given by the stage operator.

A telephone for emergency use is located in the Wells Fargo Office. All emergencies should be reported by dialing 9-1-1. The phone number of the Wells Fargo Office is 209/375-6259 (will only be answered during the time when the history center is occupied with classes or staff).

An adult must be present at the wood chopping station at all times, maintaining the safety of the station and reinforcing proper wood chopping procedures. It is important for the adult at this station to check the condition of the tools often. If you notice a defect, report it immediately. Immediately following the station activities, all axes, saws, sledgehammers, and wedges will be locked up for the night by the ranger on duty. Woodcutting will take place only during station activities.

Safety Section 2 of 4, Teacher initial: _____

Young pioneer bending iron at the Blacksmith Station 2009

Fire Safety Requirements

- ✓ Fireplace fires are prohibited within the history center buildings. The buildings in the history center are old and tinder dry. No smoking is allowed in any building.
- ✓ Full water buckets (provided) must be kept near all fires, including the wood burning cookstove.
- ✓ Any use of kerosene lanterns must be supervised by an adult.
- ✓ No fires, including lanterns and the cookstove may be left unattended. If you wish to have a fire burning when your group returns from the barn at night, an adult must tend the fire at all times.
- ✓ Fires, including open fires, cookstove, lamps, and lanterns, need to be completely extinguished (not drenched) at bedtime.
- ✓ Open fires must be in one of the two established fire rings.
- ✓ The cookstove firebox must be emptied into a fire ring before bedtime and prior to departure.
- ✓ Wood for fires, including the cookstove, must be kept at least 3 feet from the fire.
- ✓ Candles may not be used.
- ✓ The only cookstove that may be used is in the Hodgdon building.

Each group must designate and adult "fire marshal." In this capacity, he/she will:

1. Supervise the lighting of kerosene lanterns. If lanterns are taken to the barn for the evening activity, extinguish the lanterns when the group reaches the barn.
2. Instruct the students in procedures to follow if there is a fire in the barn. Students are to cross the road and go to the paved parking area.
3. Go to each sleeping area at bedtime, point out exits to students, and tell them where to go if a fire occurs. Students should go to the far end of the dirt parking area that borders the history center and stand clear of the dirt road into the History Center. The History Center has a fire alarm. Call 911 for any emergency needs.
4. Perform a final inspection of the History Center complex, including the barn area, at bedtime and prior to departure to ensure lanterns are extinguished, all fires are cold, and ashes have been removed from the cookstove firebox.
5. Ensure that there are full water buckets near all fires, including open fires and the cookstove.

Safety Section 3 of 4, Teacher initial: _____

POLICY STATEMENT

Complete and sign this policy statement. Return the completed packet and photocopies of certificates to the Interpretation Division/ Attn: Dean Shenk, by **March 15**. Retain a copy for your reference during the overnight. The Fire Marshal and First Aid provider must also sign. Please print or type all information except signatures.

School: _____

Teacher: _____

I have read and understand the Yosemite Environmental Living Program safety requirements. I will communicate these requirements to adults and students, and I will enforce them during the overnight.

Our designated Fire Marshal is_____, who has been informed of the duties and responsibilities of the position and has agreed to them.

_____
Signature of Fire Marshal

Our designated first aid provider is _____, who has been informed of the responsibilities of the position and has accepted them. I have attached a photocopy of current first aid and CPR certificates. The photocopy indicates the name of the first aid provider and the date of expiration.

_____
Signature of the First Aid Provider Date

_____
Signature of the Teacher Date

Dean Shenk, YELP Supervisor
P O Box 577
Yosemite National Park, CA 95389
Summer: 209/375-9504
Winter: 209/372-0620

Safety Section 4 of 4, Teacher initial:_____

Yosemite Environmental Living Program Research Materials

When you have students research their respective historical figures you will find that there is not a lot of information on the web. However, there are many books available. There are a few that are out of print that are also good references and can be found in libraries. Below is a list of books – most of which are in print at this time.

* = books that are available online through the Yosemite Conservancy at the following website: http://www.yosemiteconservancystore.com/

The following are the most useful and necessary books; they cover the greatest number of people:

- Art of an American Icon – Yosemite*
- One Hundred Years in Yosemite*
- Pioneers in Petticoats*
- The Yosemite Grant 1864-1906
- Tradition and Innovation (***out of print***)
- West of Eden by David Robertson ***(out of print)***
- Yosemite's Historic Wawona*
- Yosemite's Innkeepers ***(out of print)***
- Yosemite – It's Discovery, It's Wonders and It's People ***(out of print)***

Many veteran teachers also have these, however they cover fewer characters:

- Direct From Nature: The Oil Sketches of Thomas Hill ***(out of print)***
- Discovery of Yosemite and the Indian Wars*
- Galen Clark – Yosemite Guardian*
- Indians of Yosemite*
- John Muir in Yosemite*
- Meadow in the Sky*
- Nature's Army*
- Protecting Paradise ***(out of print)***
- The Big Oak Flat Road*
- The Miwok in Yosemite*
- Trails and Tails of Yosemite and Central Sierra*
- Yosemite's Forgotten Pioneers – The Bruces of Wawona

Recommended Reading

Barrett, Bob. 1980. *Yosemite: Where Mules Wear Diamonds* Los Banos, CA: Loose Change Publications.

Bingaman, John W. 1961. *Guardians of Yosemite.* Yosemite: Yosemite Natural History Association. **Out of Print.**

Bates, Craig D. and Martha J. Lee. 1991. *Tradition and Innovation:* A *Basket History of the Indians of the Yosemite Mono Lake Area*. Yosemite: Yosemite Association.

Bates, Craig D. 1996. *The Miwok in Yosemite –Southern Miwok Life, History, and Language in the Yosemite Region*. Yosemite Association, El Portal, CA.

Browning, Peter 1988. *Yosemite Place Names: The Historic Background of Geographic Names in Yosemite National* Park. Lafayette, CA: Great West Books.

Bunnell, Lafayette H., M.D. 1990. *Discovery of the Yosemite and* the *Indian War of 1851 Which Led to* That Event. Yosemite: Yosemite Association.

Chartier, JoAnn and Enss, Chris. 2000. *With Great Hope: Women of the California Gold Rush*. Falcon Publishing, Inc.

Danneburg, Julie. 2003. *Women Writers of the West - Five Chroniclers of the American Frontier*. Fulcrum Publishing.

Demars, Stanford E. 1991. *The Tourist in Yosemite, 1855-1985*. Salt Lake City, Utah: University of Utah Press.

Deep River Jim. Unknown. *Sierra Campfire Yarns- tales, Skits, and Songs.* Yosemite Association

Farabee,Butch. 2003. *National Park Ranger*. Roberts Rinehart.

Johnston, Hank. 2000. *Ho! for Yo-Semite!*, Yosemite Association

Johnston, Hank. 1995. *Railroads of Yosemite Valley*. Yosemite Association.

Johnston, Hank. 1995. *The Yosemite Grant, 1864-1906: A Pictorial History*. Yosemite: Yosemite Association.

Johnston, Hank. 1989.*Yosemite's Yesterdays*. Yosemite: Flying Spur Press.

Johnston, Hank.1991. *Yosemite's Yesterdays, Part II*. Yosemite: Flying Spur Press.

Johnston, Hank and Martha J. Lee. 1997. *Guide to the Yosemite Cemetery*. Yosemite: Yosemite Association.

Kaufman, Polly Welts. 1996. *National Parks and the Women's Voice.* University of New Mexico Press.

La Pena, Frank, Bates, Craig, and Medley, Steve. 1993. *Legends of the Yosemite Miwok.* Yosemite Association.

Leckie, William H. 1967. *The Buffalo Soldiers- A Narritive of the Negro Cavalry of the West.* University of Oklahoma Press.

Littell, Katherine M. 1988. *Chris Jorgensen, California Pioneer Artist.* California: Fine Arts Research Publishing Company.

Meyerson, Harvey. 2001. *Nature's Army*. University Press of Kansas.

Olmsted, Frederick Law. 1995. *Yosemite and the Mariposa Grove: A Preliminary Report 1865.* Yosemite Association.

O'Neill, Elizabeth Stone. 1984. *Meadow in the Sky*. Fresno: Panorama West Books.

Penalosa, Fernando. 2004. *The Joy of Yosemite – Selected Writings of Enid Michael.* Quaking Aspen Books.

Radanovich, Leroy. 2004. *Images of America Yosemite Valley*. Arcadia Publishing.

Radanovich, Leroy. 2006. *Images of America Yosemite National Park and Vicinity*. Arcadia Publishing.

Reynolds, Annie and Albert Gordon. 1994. *Stage to Yosemite: Recollections of Wawona's Albert Gordon*. El Portal: Big Tree Books.

Reynolds, Annie and Thomas Bruce Phillips. 1999. *Yosemite's Forgotten Pioneers, The Bruces of Wawona*. El Portal: Chilnualna Books.

Robertson, David. 1984. *West of Eden*. Yosemite Natural History Association, El Portal, CA

Rose, Gene. 2006. *Yosemite's Tioga Country – A History and Appreciation.* Yosemite Association.

Russell, Carl Parcher. 1992. One *Hundred Years in Yosemite: The Story of a Great Park and Its Friends (Omnibus* Edition). Yosemite: Yosemite Association.

Sargent, Shirley. 1993. *Enchanted Childhoods: Growing Up in Yosemite, 1864-1945*. Yosemite: Flying Spur Press.

Sargent, Shirley. 1966. *Pioneers in Petticoats: Yosemite's Early Women, 1856-1900*. Yosemite: Flying Spur Press.

Sargent, Shirley. 1970. *Yosemite's Famous Guests.* Yosemite: Flying Spur Press.

Sargent, Shirley. 1975. *Yosemite and Its* Innkeepers: Me *Story of a Great Park and Its Chief Concessionaires*. Yosemite: Flying Spur Press.

Sargent, Shirley.1981. *Galen Clark: Yosemite Guardian.* Yosemite: Flying Spur Press.

Sargent, Shirley. 1983. *Foresta Big Meadow Yosemite's Rustic Outpost*. Yosemite: Flying Spur Press.

Sargent, Shirley. 1987. *Yosemite's Historic Wawona.* Yosemite: Flying Spur Press.

Sargent, Shirley. 1998. *Protecting Paradise: Yosemite Rangers, 1898-1960*. Yosemite: Ponderosa Press.

Scott, Amy. 2006. *Yosemite - Art of an American Icon.* UC Press/Autry National Center, Museum of the American West.

Snyder, Susan. 2006. *Past Tents- The Way we Camped*. Heyday Books/ Bancroft Library.

Sontag, William H. 1990. *National Park Service The First 75 Years.* Eastern National Park And Monument Association.

Turner, Erin H.1999. *More Than Petticoats: Remarkable California Rangers*. Helena: Falcon Publishing.

Your Yosemite Environmental Living Program Comes to Life

The Fallen Monarch with Troop F, Sixth Cavalry, U.S.A. Mariposa Big Tree Grove California, 1899.
Photographer: Tibbitts, H.C.
Photo courtesy of: National Park Service Historic Photograph Collection

The Overnight Visit

This is the ideal schedule – we do our best to adjust to accommodate any unforeseen circumstances (construction delays, chain requirements, etc.).

DAY ONE	
10:30 am	**The day has come – your group arrives!**
	Begin the day by parking on the south side (gray barn side) of the covered bridge where you'll unload students and their personal gear in the parking lot (see map on page 13). The teacher and adult station leaders will get keys from the program coordinator or park ranger on duty. These keys will be used for the Kitchen Station leader, Blacksmith Station leader, Skills Station leader, and the lead teacher. The bus (or cars) should then go to the other side of the Pioneer Yosemite History Center to unload group gear (cooking materials, craft supplies, iron, etc.) See map on page 13. Station leaders should get into costume, prepare their stations, and eat lunch during this time. Tents should be set up for sleeping in the fenced area East of the history center. The historic covered bridge is not open to traffic, so cars must drive back to the Wawona Road (Hwy. 41) and turn on Chilnualna Falls Road to access the history center. If you are with a bus, after unloading, the bus can be moved to the oversized vehicle parking across Hwy. 41 from the Wawona Store. Cars or vans can remain parked near the stables and history center in the dirt parking area, or in the main parking lot near the Gray Barn. **Make sure your car is unattractive to bears. Remove all scented items (food, toiletries, garbage, recycling, etc.) If you have extra food or supplies, these can be stored in Degnan's Cabin (Skills Station). During this time, students should get into costume (if not already) and eat lunch. Students should not go into the history center until the entire group crosses the bridge with the park ranger. It is recommended that you have an activity planned for students, such as a short nature discovery walk if you arrive early. Just before noon, students can carry their gear to the rounds in front of the gray barn.
11:55 am	**Setup in the history center should be complete.**

Noon	**Everyone meets at the gray barn.**
	Students and teacher will meet the park ranger outside of the gray barn, near the rounds/campfire circle. Introduction and demonstration of activities will be conducted. The ranger will lead the safety and overview discussion both at the gray barn, and in the history center, until the start of the station activities. All adults will meet with the program coordinator inside the gray barn. Final instructions will be given and any remaining questions will be answered. This is the best time to make sure you have all of your last minute questions answered and you are clear on your roles and responsibilities.
1 pm	**Students begin their rotations through the activity stations.**
	Note: If you serve a snack in the afternoon, it has worked best in the past to not bring the whole group together for the snack; instead have those working in the kitchen take snacks around to the other role groups. Please don't choose snacks that result in litter or may become food for wild animals (e.g. peanuts in shells, cherries with pits, apples with cores). Fruit slices or cookies work well. Snacks are often served during the third station rotation.
6 pm	**End of station rotation. Dinner and dishes.**
	*Some groups like to take a group picture during their stay. A good time to do this is when everyone is still in full costume, and well into their character –which is now. A nice location for a picture is in front of the Wells Fargo building. After the last station rotation, it is a good idea to have the students set up their sleeping areas in the cabins and retrieve their place settings for dinner. The *Living Services* group, which usually prepares breakfast, often sleeps in the *Kitchen Station* cabin; as they rise to begin breakfast preparations at 5:30am! The final group working in the kitchen typically serves dinner. After dinner, students clean up, washing their own utensils. One or two groups are responsible for scrubbing pots and pans and cleaning the kitchen. If desired, a schedule of tasks, including groups responsible for each task, can be posted. These may include: • Scrape leftovers into trash. • Scrub pots and pans; put everything in its proper place. • Clean up litter and food scraps and sweep kitchen. • Clean kitchen and stovetop.

	• Take garbage across bridge to dumpster (with adult). • Refill wood box. It is important that lots of hot wash and rinse water be available to students while cooking and immediately after dinner as well as proper scrubbing tools. A four-bucket wash system is used that includes soap in the second bucket and bleach in the third bucket. Any surface touched by meat should be cleaned with bleach. After dishwashing, an activity (perhaps journal writing or singing) for those who are not still cleaning, should be provided.
7 pm	**Adults should ensure that the trash goes to the dumpster across the bridge before retiring for the night.**
7:30 pm	**Evening activities.**
	Evening activities could include a barn dance, singing, skits, stargazing, or melodramas. See the Curriculum Handbook for barn dance calls or other suggested activities.
9:30 pm	**Lights out.**
	Lights out is usually 9:30pm, but can vary. Students should use the restrooms before retiring for the night. Communicate again any procedures students should follow if they need to use the restroom (they must never go alone; they need to always wake an adult). The fire marshal should go to each sleeping area, identify fire exits (doors), and explain what should be done if there is an emergency during the night. He/she should also make sure that all lanterns are extinguished and that all fires are out.

DAY TWO	
6 am	**Living services group (or other students chosen by teacher) prepares breakfast.**
	It is important for all participants (students and adults) to remain dressed in costume during this second day. It seems that often students rise before breakfast is ready. They should use whatever down time they have in the morning to roll their sleeping bags and pack up their personal gear. Mornings tend to be busy, so it is best to keep menus simple.
7 am	**Breakfast, cleanup, pack.**
	As with dinner, all students should wash their own utensils, then take their personal gear and place it on the porches of the cabins they slept in. Two groups typically scrub pots and pans and clean the kitchen while the other three groups perform other cleanup tasks. If desired, post a list of tasks so adults and students know what they should be doing. When all tasks are done, the ranger and coordinator will inspect the history center and when that is complete, the buildings will be locked. Typical, after breakfast tasks include: • Sweep out all buildings and porches • Patrol site for litter and food scraps • Stack wood neatly • Feed horses & clean corral (w/Buckshot) • Take trash to dumpster • Clean and organize pots/pans • Straighten up kitchen • Refill wood box in kitchen • Clean woodburning cookstove* * Due to the amount of time it takes for the stove to cool, adults may clean the stove while students are preparing for their presentations.
7:30 am	**Transportation group helps Buckshot with the horses and often takes him breakfast.**
8 am	**Preparation of presentations.**
	When cleanup is complete, students should meet in their role groups with their adult helper/group leader and prepare for their presentations.

9:00 – 9:30 am	**Town meeting/group presentations (gray barn).**
	Students will carry their gear across the bridge and load it in the gray barn to be left until after the meeting. The ranger will lead the town meeting/debate. Throughout the meeting, each student will introduce him or herself in character with a description of what they contributed to Yosemite, and what work they have completed while at the Role Task Station (from the previous day). When all presentations have been made, a friendly debate will ensue, facilitated by the ranger. The ranger will also provide final closure for the program.
11 am	**Departure**
	After the meeting and debate are over, so will your time as pioneers. Departure from the history center should be no later than 11 am. This is important because a new group will be arriving to start their Yosemite Environmental Living Program experience!

Students meet in the Gray Barn for the Town Hall Meeting.

Station Rotation

The activities conducted through each of the stations are the essence and the heart of the Yosemite Environmental Living Program. Not only to they provide structure for the program, but they help to support the underlying goals of the program, while meeting National Park Service requirements and desires. Not to mention that students really enjoy them! Students will be doing things they have never done before and may never do again, such as working with a horse-drawn wagon and the animals themselves, bending iron at a 1900s forge, and cooking on a woodstove after chopping the wood themselves. Each station lasts one hour and each group rotates through every activity. It is important to rotate through the stations according to the schedule shown below. We recommend that you do not change the order of the stations. This rotation has been proven to be the most effective for the students and makes the most logical sense in having them progress through the *Role Task Station* in chronological order. This allows for the Role Task station to be more successful in allowing for the ongoing "discovery" and decision-making regarding the future of the meadow/clearing.

Adults that are conducting stations should receive a detailed description of each activity from the teacher at least a month before the overnight. It will be the responsibility of the teacher to provide the adults with all needed materials. At each station adults usually will spend the first 5-10 minutes explaining to students what they will be doing. See the ***Curriculum Handbook*** for detailed descriptions of each station and associated activities or suggestions for activities.

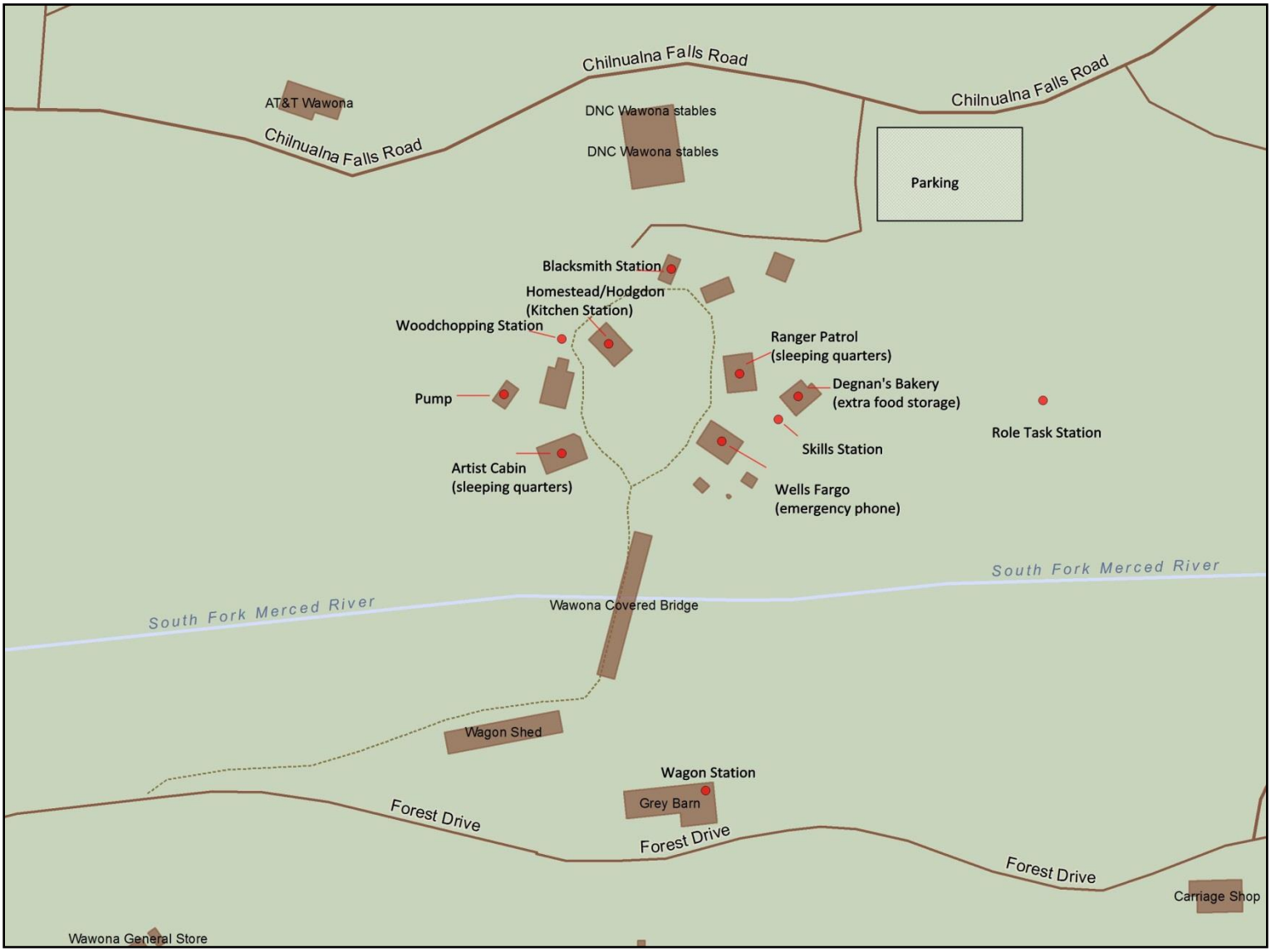
Teachers should let students know that adults conducting activities have the same authority as the teacher, and that their instructions must be followed. This authority is especially needed for safety concerns at each station.

There is a map of the Pioneer Yosemite History Center on the following page that shows the location of each station.

Groups	**1:00**	**2:00**	**3:00**	**4:00**	**5:00**
Early People	Role Task	Blacksmith	Cook	Skills	Wagon
Artisans	Wagon	Role Task	Blacksmith	Cook	Skills
Transportation	Skills	Wagon	Role Task	Blacksmith	Cook
Living Services	Cook	Skills	Wagon	Role Task	Blacksmith
Guardians	Blacksmith	Cook	Skills	Wagon	Role Task

Map

*Note: This map inaccurately shows the sleeping quarters. Tents will be set up beyond the pump area.



Post-Visit Activities

Claire Marie Hodges served as a seasonal Ranger in Yosemite National Park in 1918. She rode mounted patrol in the Yosemite Valley and reported directly to the Chief Ranger.
Photographer: Unknown, 1918.
Photo courtesy of: National Park Service Historic Photograph Collection

Post-Visit Activities

Back in the classroom, a review of land management issues and associated points of view would allow the students to continue to be involved in Yosemite's planning process, thus creating a feeling of stewardship. Follow up on the discussions initiated during the overnight and make connections between historic and current land use issues.

→ **Letter to the Future**
Students work to envision themselves as adults and as parents, taking their own children to Yosemite. They write letters expressing their wishes and offering their own ideas about the steps needed to keep Yosemite National Park unimpaired for future generations.

→ **Return to Yosemite**
Students can plan a visit to Yosemite from the prospective of a tour guide. The purpose of this project is to transfer the knowledge and experiences gained from ELP to the issues facing Yosemite today. The project focuses on enjoyment, education, and preservation.

→ **Letter to a Leader in Your Community at Home**
Students can write a letter to an important leader in the community in regards to some issue facing their home town.

Other activities that might add to the students' experience are listed below. Follow–up activities help to reinforce the lessons taught during the overnight.

Early People
1. Visit the Ahwahneechee Indian Village in Yosemite Valley and the Yosemite Museum.
2. Explore the area south of Sentinel Bridge to find the original site of the Hutchings Hotel.
3. Write a poem comparing past and future.

Artisans
1. Walk to Mirror Lake to sit in the meadow and sketch Half Dome.
2. Write a postcard to a friend or relative.
3. Write a poem.
4. Visit the Museum Gallery or the Ansel Adams Gallery to see exhibits of various artists' work.
5. Visit the Art & Education Center in Yosemite Valley to participate in an art program with an artist.

Transportation
1. Hike or ride horses around Mirror Lake.
2. Take a bike ride along the bicycle/pedestrian trail in Yosemite Valley.
3. Take a ride on the Yosemite Valley hybrid shuttle bus and write about compare current travel to past travel in and around Yosemite.
4. Return to Wawona and ride the stage with Buckshot.

Living Services

1. Play golf in Wawona.
2. Go shopping for keepsakes.
3. Compare service, cost, and quality at Degnan's, Wawona Hotel, and The Ahwahnee Hotel, and Curry Village.
4. Identify different recreational opportunities and services available at each hotel listed above and discuss pros and cons of each.

Guardians

1. Join a nature hike in the Valley, identifying plants and animals found.
2. Interview a ranger about the greatest concerns for the park's future.
3. Write a letter to the superintendent offering possible solutions to transportation problems.
4. Visit the park's website and read about one of the current plans in Yosemite and write a comment sharing your opinion about it (www.nps.gov/yose/parkmgmt/planning.htm).