

A FILM BY KEN BURNS
THE NATIONAL PARKS
America's Best Idea

THE NATIONAL PARKS: AMERICA'S BEST IDEA
LESSON PLANS

PEOPLE BEHIND THE PARKS

For more information, visit

www.pbs.org/nationalparks/for-educators/

PEOPLE BEHIND THE PARKS

Overview

One of the most fundamental aspects of America is the role of ordinary Americans exhibiting extraordinary effort in the practice of democracy. Like the idea of freedom itself, the national park idea has been constantly tested, is constantly evolving and is inherently full of contradictory tensions: between individual rights and the community, the local and the national; between preservation and exploitation, the sacred and the profitable; between one generation's immediate desires and the next generation's legacy.

As America expanded westward, pioneers would “discover” landscapes of such breathtaking and unusual beauty that written descriptions of the lands were sometimes assumed by people in the East to be works of fiction. Eventually, there emerged a belief that these special places should be kept untarnished by development and commerce so that they could be experienced by all people. In this lesson, students work in small groups to research individuals working in concert to preserve land of exceptional natural beauty and wonder as national parks.

Objectives

The student will:

- document the actions taken, setbacks encountered, and outcomes of individuals whose efforts to help create a national park
- create presentations that chronicles these efforts
- compare and contrast similarities and differences in how several national parks were created
- explain how the story of the national parks is a story of the American people

Estimated Time

- Two to three class periods with outside homework

Materials Needed

- Internet access, student handouts

Activity/Procedure

Students work in small groups to research information on examples of individual contributions to the establishment of a national park.

Part 1: Research

- This activity has students working in their groups reviewing designated video segments of *The National Parks: America's Best Idea* that describe the efforts of individuals who worked toward preservation of the parks. Divide the class into seven groups and assign each group one of the national parks.
- Distribute the appropriate student handout to each member of each group. Review the general directions with students and have them research the work. Students can share research responsibilities by dividing the questions among members of the group.
- Each group will access their assigned video segments and take notes on the research questions from their packet. They may also access additional information on their designated national park at pbs.org/nationalparks/parks.

Part 2: Project development

- Have students work in their group to develop a multimedia presentation (or an optional poster presentation) following the instructions on their student handouts at the end of their research questions.

Part 3: Presentation

- Have students can make their presentations to the class. Distribute the **Master Chart** to all students prior to the presentations.
- Have students take notes during the presentations and ask questions to complete the charts.
- After presentations, debrief students with the following questions:
 - What patterns or similarities do you see in how individuals became involved in preserving an area for a national park?
 - Which examples do you see that stand out as exceptions?
 - What role did the media play in several of these examples and how was it used?
 - Describe how the people featured in the video clip were practicing democracy.

Part 4: Assessment

- Use the topic areas from the **Master Chart** to assess the completeness of students' presentations.
- For individual assessment, have students write an essay reviewing each of the examples presented to answer the following statement:

The story of the national parks is a story of people from different backgrounds whose commonality is their desire to preserve America's natural wonders for current and future generations.

Related Academic Standards

This lesson meets the following curriculum standards set by McREL – Mid-continent Research for Education and Learning:

United States History

- Standard 20: Understands how Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption

Historical Understanding

- Standard 1: Understands and knows how to analyze chronological relationships and patterns
- Standard 2: Understands the historical perspective

Language Arts

- Standard 8: Listening and Speaking – Uses listening and speaking strategies for different purposes
- Standard 9: Viewing – Uses viewing skills and strategies to understand and interpret visual media

Civics

- Standard 19: Understands what is meant by “the public agenda,” and how it is set, and how it is influenced by public opinion and the media
- Standard 21: Understands the formation and implementation of public policy:
- Standard 27: Understands how certain character traits enhance citizens’ ability to fulfill personal and civic responsibilities
- Standard 28: Understands how participation in civic and political life can help citizens attain individual and public goals

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Chaco Culture National Historical Park Student Handout

Background:

The Wetherill brothers were five cowboys from a Quaker family that moved from Kansas to a ranch in southwestern Colorado in the early 1880s. In 1888, the oldest brother, Richard Wetherill, and his brother-in-law Charles Mason, discovered Cliff Palace, the largest cliff dwelling in North America, in what is now Mesa Verde National Park. Al Wetherill, the second oldest of the brothers, may have seen Cliff Palace as early as 1885, but it was Richard and Charles Mason who entered the dwelling three years later.

Richard and his brothers excavated artifacts for sale to museums and were hired by the Swedish nobleman Gustaf Nordenskiöld to do more digging at Mesa Verde; the uproar over Nordenskiöld, a foreigner, extracting ancient American treasures for shipment to Europe helped fuel the movement to protect Mesa Verde as a national park. Richard Wetherill then went on to make excavations in other parts of the Southwest, and though not a professionally trained archaeologist, made important discoveries. His biggest was at Chaco Canyon in New Mexico, where he undertook extensive excavations as carefully and scientifically as possible. But once again, his activities created a furor in the professional community, leading to the passage of the Act for the Preservation of American Antiquities in 1906, perhaps the most important single law in conservation history. The act gives presidents the unilateral authority to set aside parcels of the public domain for historic or scientific reasons.

Though originally disparaged by professional archaeologists and, at times, the National Park Service, Wetherill is now seen as vital to the protection of Mesa Verde and other southwestern ruins. He and his family had proposed that Mesa Verde become a national park early on, and their suggestions were ignored. At Chaco Canyon, he had offered to give up his homestead claim if the government would take over the ruins and protect them properly - which happened in 1907, when President Theodore Roosevelt used the Antiquities Act to create Chaco Canyon National Monument.

Directions:

Watch the video clip for each section of questions. Take notes on the following questions. You can share research responsibilities in your group by dividing up the questions among the different members.

The Wetherill brothers discover ancient ruins in Mesa Verde

Video Link: "People Behind the Parks, Clip 1"

(pbs.org/nationalparks/for-educators/lesson-plans/#people)

1. From what you saw in the video clip on Mesa Verde, describe what would have been your reaction if you had found the ancient pueblo ruins? What would have been your emotions? What questions would you have? What assumptions would you make about the area and the people who once lived there?
2. What was the Wetherill brothers' plan and rationale for digging among the ruins?
3. Who was Gustaf Nordenskiöld? Describe in detail the different archeological techniques he taught the Wetherill brothers and how these techniques were crucial to discovering important information about who had inhabited the area of Mesa Verde.

4. Why was Nordenskiöld arrested? Why was he released? What do you think should have happened to Nordenskiöld and why?

Richard Wetherill becomes an amateur archeologist

Video Link: "People Behind the Parks, Clip 2"

(pbs.org/nationalparks/for-educators/lesson-plans/#people)

1. From the description in the video segment on the ruins of Chaco Canyon, what conclusions can you draw about the ancient people who lived there from its size, the descriptions of some of the rooms and the surrounding area?
2. Why do you think professional archaeologists dismissed Wetherill as a "pothunter"?
3. As you get to the end of this video segment, how had Richard Wetherill's attitude changed regarding his reasons for excavating from when he first started out with his brothers at Mesa Verde? Why do you think this change in attitude occurred?

The controversy over public lands continues and an act of Congress changes park history

Video Link: "People Behind the Parks, Clip 3"

(pbs.org/nationalparks/for-educators/lesson-plans/#people)

1. What was the bill Representative John F. Lacey sponsored? Why did it give the president so much authority to manage public lands? Why might such authority affect the balance of power between the legislative and executive branches? Why might this law be controversial to people who might want to use such lands for private use?
2. Why was it fortunate for those who wanted to preserve public lands that Theodore Roosevelt was president of the United States?
3. Why did this act please Richard Wetherill, and how was it in a way validation for the work he had been doing at Chaco Canyon?

You can find additional information on your national park at: pbs.org/nationalparks/parks.

Presentation Development Instructions

Once you've developed your notes, you can begin to outline your presentation. Decide whether you will make a multimedia presentation or an informational poster. Include the following items in your presentation:

- A map of the general area and the national park.
- Background information on area prior to becoming a national park (information from the video notes and additional research at the national park website).
- In your own words, the story of how the region became a national park or monument. Highlight individuals who contributed to the park's development by describing the following:
 - The initial motivation or concern the person had to take interest in the area.
 - The method used to bring attention to about the issues of concern.
 - Problems encountered in trying to preserve the area.
 - The results or outcome of the person(s)' efforts.

(Tip: try using the *Scrapbook* feature on this Web site)

Mesa Verde Video Research Questions Student Handout

Background:

Virginia McClurg, a well-known writer, poet, and lecturer, took up the cause of protecting Mesa Verde's treasures. She formed the Colorado Cliff Dwellings Association, whose members were all women, and threw herself into the work at hand. She built up the organization's treasury by offering \$100 lifetime memberships that could be passed down from mother to daughter.

McClurg organized petitions, wrote personal letters to the president, and created national support for protecting Mesa Verde. But just when Congress seemed ready to create a new national park, it became clear that McClurg had a different vision of how Mesa Verde should be preserved. She wanted it to be a "woman's park," to be administered by her own association: "a body of 125 women, with hereditary membership, who know more about the matter and care more about the matter than anyone else."

McClurg's proposal drew fierce criticism and threatened to derail the bill in Congress. Lucy Peabody, the association's vice regent, along with other members, felt compelled to resign. Peabody believed that only as a *national* park could Mesa Verde be properly saved for future generations.

On June 29, 1906, President Roosevelt signed the law creating Mesa Verde National Park. Mesa Verde was a new kind of national park, meant to celebrate not majestic scenery, but a prehistoric culture and its people.

Directions:

Watch the clips and take notes on the following questions. You can share research responsibilities in your group by dividing up the questions among the different members.

Video Link:

"People Behind the Parks, Clip 4" and "People Behind the Parks, Clip 5"
(pbs.org/nationalparks/for-educators/lesson-plans/#people)

Student Questions:

1. From what you saw in the video clip on Mesa Verde, describe what your reaction would have been if you had found the ancient pueblo ruins? What would have been your emotions? What questions would you have? What assumptions would you make about the area and the people who once lived there?
2. Describe the character of Virginia McClurg. Considering the time period (early 1900s), in what ways is she atypical of most women of this period? In what ways is she a prime example of the women's movement of the early 20th century?
3. What actions did she take initially to help preserve the Mesa Verde area?
4. Review McClurg's statement below that essentially outlines her plan for Mesa Verde. Comment on the strengths and weaknesses of this plan.

I do not see . . . why this small and compact tract . . . in the proposed park . . . should not be under the protective care of a body of 125 women, with hereditary membership, who know more about the matter and care more about the matter than anyone else.

5. Why do you think Virginia McClurg believed the best way to preserve the Mesa Verde site was through this plan?
6. How had Virginia McClurg lost sight of the goal to preserve Mesa Verde?
What are the lessons learned by the story of Virginia McClurg?

You can find additional information on your national park at pbs.org/nationalparks/parks.

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(Tip: try using the *Scrapbook* feature on this Web site)

Great Smoky Mountains National Park Student Handout

Background – Horace Kephart:

America's wilderness regions have served as a refuge for many peoples. The Smoky Mountains of North Carolina and Tennessee are such a place. For centuries the region had been the home of the Cherokees, until they were forced from their home in what became known as the Trail of Tears. Soon, others came in their place – farmers, moonshiners, Confederate deserters and Union sympathizers from the Civil War – all seeking the asylum of isolation and privacy. Horace Kephart was one such person. He came to the Smoky Mountains in 1904 a broken man. Brilliant in his youth, he entered college at age 13 and then Cornell graduate school at age 17. Married at age 25, he took a prestigious position as head of the St. Louis Mercantile Library and made a name for himself as an expert on early western exploration. But his marriage proved unhappy and he turned to heavy drinking. He lost his job and his wife left him, taking their six children with her. Kephart soon suffered a breakdown. At age 42, he decided to start his life over, seeking refuge in the wilderness of the Smoky Mountains.

Horace Kephart found redemption in writing about the Smoky Mountain region. His first book, *Camping and Woodcraft: A Guidebook for Those Who Travel in the Wilderness*, published in 1906, became known as the "camper's Bible." He quickly published another book on the people living in the place he now called his home. But his sanctuary was rapidly changing as giant lumber companies began to systematically strip the mountains of their forest canopy. By the mid-1920s, more than 300,000 acres had been clear-cut. But 100,000 acres of virgin forest remained. Kephart and others wanted them saved and proposed that the Smoky Mountains be made into a national park.

Background – George Masa:

George Masa was born Masahara Iizuka in Osaka, Japan, in 1881. He had come to the United States to study mining, though by 1915, he had quit college and was wandering the country looking for work when his travels brought him to Asheville, North Carolina at the edge of the Smokies. He changed his name to George Masa and took a position in the laundry room of the Grove Park Inn, Asheville's exclusive hotel. He soon was promoted to the valet desk, where his intelligence and gentle friendliness made him a favorite of the hotel's elite clientele.

He became interested in photography and started his own business as a professional photographer. The local chamber of commerce bought many of his photos to promote the region in its brochures, and Masa turned some of the photos into postcards to sell to the tourists. His love for the mountains inevitably brought him in contact with Horace Kephart. The two became close friends and joined forces on the crusade to save the Smokies.

Directions:

Watch the video clips and take notes on the following questions. You can share research responsibilities in your group by dividing up the questions among the different members.

Video Links:

"People Behind the Parks, Clip 7" and "People Behind the Parks, Clip 8"
(pbs.org/nationalparks/for-educators/lesson-plans/#people)

Student Questions:

1. Describe the efforts made by the Great Smoky Mountain Conservation Association to raise awareness of the need to preserve the Smoky Mountains. What advantages did this group see in establishing the Smokies as a national park?
2. Explain the provisions that authorized the creation of the Smoky Mountain National Park. Describe how the people and businesses of North Carolina and Tennessee responded to this challenge.
3. Explain how the actions taken by the logging industry put Kephart, Masa and other park supporters in a precarious situation.
4. Explain how the park boosters were finally successful in raising the needed \$5 million to purchase the land for the Smoky Mountains National Park. How did the successful raising of funds affect the lives of those who lived in the area?
5. How did the timber companies respond to this turn of events? What is your opinion of their actions?
6. How does such an outcome compare with the National Parks mission of managing the parks for the enjoyment of the American people, and at the same time keeping them unimpaired for the enjoyment of future generations.
7. Review William Cronon's comment on the tension created between federal and local control of our public lands (see below). Explain in your own words how the desires of people like Kephart, Masa and the Great Smoky Mountain Conservation Association reflect a tension throughout the country over who controls our democracy.
8. What happened to George Masa and Horace Kephart, and how are they honored in the Smoky Mountain? Do you feel this is an appropriate tribute to their efforts to save the region?

You can find additional information on your national park at pbs.org/nationalparks/parks.

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Everglades National Park Student Handout

Background:

The Florida Everglades, described by Marjory Stoneman Douglas as “a river of grass,” are comprised of sawgrass marsh punctuated by cypress swamps and mangrove forests – a unique ecosystem, unlike anything else on earth. The rich landscape supports over a thousand different species of plants and is the only place where alligators and crocodiles can be found living side-by-side. It is also the critical breeding ground for a large variety of wading birds.

In the 1800s, the Seminole Indians, who had been driven out of Florida, sought refuge deep in the cypress trees, as did the Miccosukee tribe and hundreds of runaway slaves.

By 1900, the long, white plumes of egrets that lived in the Everglades had become more valuable than gold. Feathers were in fashion and no woman’s hat, it seemed, was complete without an array of plumes - some hats even included entire stuffed birds. To satisfy the demands of this fashion trend, more than five million birds a year were being slaughtered. Nearly ninety-five percent of Florida’s shore birds had been killed by plume hunters.

The Audubon Society tried unsuccessfully to persuade women not to buy hats with feathers, but the powerful millinery industry used its influence in Congress to defeat a series of national laws aimed at stopping the slaughter of birds.

An unlikely champion stepped forward in the form of Representative John F. Lacey. Despite being part of a group of die-hard conservatives, when it came to defending wildlife, Lacey was one of the most progressive politicians of his day. After years of ceaseless effort, he won passage of the Lacey Bird and Game Act of 1900. The bill made it a federal crime to transport birds killed in violation of any state law and soon government agents were confiscating huge shipments of bird skins and feathers.

But in the lawless Everglades, the Lacey Act did not put an end to plume hunting. Poachers hid out and slaughtered the birds there with impunity. Five years after the bill’s passage, a game warden was murdered by poachers and three years after that, another one was gunned down.

But an even greater danger threatened to destroy the entire Everglades: proposals to drain the marshes and turn the vast wetland into a developer’s dream. While mechanized dredges dug drainage canals, real estate speculators began selling land at steadily increasing prices. Some of the land sold was still under water.

With the real estate boom, much of the northern Everglades was turned into sugar cane plantations, vegetable fields and cattle ranches.

In the late 1920s, a small movement began to save the remaining Everglades. The Florida Federation of Women’s Clubs had already preserved a one hundred twenty acre parcel called Royal Palms and given it to the state.

When Ernest Coe, a new arrival to Miami, learned that rare plants and birds were being destroyed, he decided to dedicate his life to the creation of a much larger national park. He was

joined in the fight by journalist Marjory Stoneman Douglas, who, despite not being much of an outdoor person, soon became the movement's most powerful public voice. She agreed with Ernest Coe that the Everglades' combination of water, wildlife, and plants needed federal protection.

However, without the distinguishing features of dramatic landscapes, many doubted whether the Everglades was worthy of being a national park. Respected zoologist William T. Hornaday noted that there was nothing picturesque or beautiful about the Everglades. When Frederick Law Olmsted Jr. was sent to Florida to assess the Everglades, he commented that the scenery was "monotonous" but he was struck by the "unforgettable sight" of thousands of birds returning at dusk from their feeding grounds.

Skeptical National Park Service leaders, including Horace Albright, made a series of official trips to evaluate the Everglades. So did George Melendez Wright, director of the service's new wildlife division. When Wright and his party viewed the Everglades from the Goodyear blimp, they were astonished by the wildlife they saw below and urged for the Everglades to be established as a national park before the wildlife became extinct.

A bill to create Everglades National Park passed Congress by the narrowest of margins in 1934. For the first time in history, a park had been created solely for the preservation of animals and plants and the environment that sustains them.

Directions:

Watch the Everglades National Park video clip and take notes on the following questions. You can share research responsibilities in your group by dividing up the questions among the different members.

Student Questions:

1. From what you saw in the video clip on the Everglades, describe what would have been your reaction if you were one of the first to discover the Everglades? What would have been your emotions? What questions would you have? What assumptions would you make about the area and the animals that live there?
2. For a time, the trackless impenetrability of the Everglades made it "worthless" for most Americans, save as a sanctuary for displaced Seminole Indians and runaway slaves. Describe how this changed with the election of Napoleon Bonaparte Broward as governor of Florida.
3. Describe how the real estate boom in Southwest Florida was transforming the environment from wilderness to commercial enterprise.
4. Explain what initially drove Ernest Coe to become involved in preserving the Everglades and what actions did he take to persuade others to join his crusade?
5. Review Marjory Stoneman Douglass's background and attitude toward the Everglades. Why can it be said that she was an unlikely candidate to be a champion of the Everglades? How would her job on the newspaper and connections help Ernest Coe in his efforts to protect the Everglades? What was the main difficulty this group had in convincing people that the Everglades were worthy of being a national park?
6. How did actually being there help convince park officials like Frederick Law Olmsted Jr., Horace Albright, and George Melendez Wright that the Everglades should be made into a National Park?

7. How was the establishment of the Everglades National Park different than other parks?

You can find additional information on your national park at pbs.org/nationalparks/parks.

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- In your own words, the story of how the region became a national park or monument. Highlight individuals who contributed to the park's development by describing the following:
 - The initial motivation or concern the person had to take interest in the area.
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(Tip: try using the *Scrapbook* feature on this Web site)

Biscayne National Park Student Packet

Background:

By the 1960s, no one knew Biscayne Bay, off the southeastern tip of Florida, better than Lancelot Jones. He had been born in the bottom of a small boat there in 1898, while his father was frantically sailing his pregnant mother toward a hospital in Miami. From that time on, the bay had been his home. Just across a small channel from Jones' modest home on Porgy Key was the Cocolobo Club, an exclusive retreat. The likeable Lancelot Jones became the favorite fishing guide of many well-connected people.

But developers had long been eyeing the bay and its chain of pristine islands. In 1961, a shipping tycoon announced plans to construct a deep-water port, an oil refinery and an industrial complex. Another group of developers proposed a bridge linking the mainland to the islands, where they intended to build high-rise hotels, shopping centers and beachfront homes. The developers convinced authorities to create the city of "Islandia" and ferried a voting machine to Elliott Key, where they staged an election attended by 14 of the 18 registered voters – all of them absentee landowners hoping to cash in on the anticipated real estate boom. Lancelot Jones, one of only two full-time residents of the new city, did not vote; he was against the development plans and wanted the land to stay as it was. He had also turned down offers from the refinery developer to buy Porgy Key.

Meanwhile, a small group had formed to fight both the refinery and bridge proposals. Avid fisherman Lloyd Miller, *Miami Herald* writer Juanita Greene and ecologist Art Marshall decided that the only way to stop the development of the islands was to make the area a national park. Their movement slowly gained strength. After visiting the bay, Secretary of the Interior Stewart Udall came out in favor of protecting it, and in October 1968, President Johnson created Biscayne National Monument, saving 173,000 acres of the bay, coral reefs and islands.

Directions:

Watch the clip and take notes on the following questions. You can share research responsibilities in your group by dividing up the questions among the different members.

Video Link:

"People Behind the Parks, Clip 9"
(pbs.org/nationalparks/for-educators/lesson-plans/#people)

Student Questions:

1. Describe Lancelot Jones' background and how he got his name. How did an unfortunate natural disaster change his livelihood and place him in a potentially influential situation with some of the nation's wealthiest people?
2. Describe in detail the commercial plans many industrialists and developers had for Biscayne Bay in the early 1960s. Why was Lancelot Jones against their plans?
3. Describe the concerns of Lloyd Miller and Juanita Greene about the development in Biscayne Bay. Describe the opposition they encountered.
4. Explain how Juanita Greene used her position at the *Miami Herald* to inform the public about the plans for development of Biscayne Bay.

5. Describe the political process that turned the public against the development and led to the establishment of Biscayne National Monument in 1968.
6. Explain how in his own way Lancelot Jones fulfilled his father's wish that he become a great man.

You can find additional information on your national park at pbs.org/nationalparks/parks.

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(Tip: try using the *Scrapbook* feature on this Web site)

The Animals of Yellowstone National Park Student Handout

Background:

George Bird Grinnell became one of the most important advocates for national parks in the late 1800s. A well-educated New Yorker, trained in ornithology and paleontology, as a young man he made a number of trips to the West — as official zoologist to George Custer’s expedition to the Black Hills in 1874 and then with a government survey to Yellowstone in 1875. As editor and publisher of *Forest and Stream*, an influential sportsman’s magazine in New York City, Grinnell used its pages to champion protection of Yellowstone, which he called “the people’s park.” His efforts were particularly crucial in 1894 in getting Congress to pass laws giving legal teeth to regulations against poaching and vandalism in Yellowstone. The bill saved America’s last wild herd of buffalo from extinction.

Among his many contributions to the cause of conservation, Grinnell founded the Audubon Society; partnered with Theodore Roosevelt to establish the Boone and Crockett Club; and helped organize the New York Zoological Society. As a mentor to the younger Roosevelt, his influence was even broader. In later life, Grinnell became well known as an ethnographer of Plains Indian tribes, but he never stopped supporting national parks.

Directions:

Watch video clip and take notes on the following questions. You can share research responsibilities in your group by dividing up the questions among the different members.

Video Link:

“People Behind the Parks, Clip 10”
(pbs.org/nationalparks/for-educators/lesson-plans/#people)

Student Questions:

Explain how George Grinnell’s earlier experiences in the West had given him a unique perspective and understanding of the devastating effects of westward expansion.

1. What was Grinnell’s attitude toward hunting? Do you feel this attitude was in agreement with what he felt was needed to save the wildlife of the West?
2. What was the first action he took to save wild birds? Why do you think he named the organization after John James Audubon? How was he able to use his ownership of *Forest and Stream* to his advantage in creating this organization?
3. Why do you think George Grinnell saw young Theodore Roosevelt as an ally in his quest to preserve wildlife in Yellowstone National Park?
4. How did the episode of Edgar Howell, poaching buffalo in Yellowstone, give Grinnell the story he needed to further his efforts to protect the wildlife of the park?
5. In the video segment, Paul Schullery refers to “the sleeping giant, the American public.” What does he mean by this term, and how do you think George Grinnell was able to use his connections and his magazine to arouse the “sleeping giant”?
6. How was passing a law that protected Yellowstone Park, its geysers and its wildlife, an act of protecting the park’s complete ecosystem? Why do you think it is important to protect all and not just some parts of an ecosystem?

You can find additional information on your national park at: pbs.org/nationalparks/parks.

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**Master Chart
Student Handout**

Directions: As students present their findings on their park, take notes on the following areas.

People	Occupation	Location or area of concern	Initial motivation or concern	Method used to bring attention to the issue	Problems encountered trying to preserve the area	Outcome-what was the result of the person's efforts?	How was this person practicing democracy?
Richard Wetherill							
George Bird Grinnel							
Virginia McClurg							
Charles Sheldon							
Horace Kephart							
George Masa							

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Marjory Stoneman Douglas							
Ernest Coe							
Lancelot Jones							
Lloyd Miller							
Juanita Greene							