

Time Frame
5 Class periods +
Web Research

Key Words
Arbor Day
Conservation
Earth Day
Environmentalist

Teacher Pages

Overview	1
Objectives.....	1
Lesson Plan	2
Class Extensions.....	2
Team Teaching.....	2-3
Links	3
References	3
Application.....	4
Answer Key.....	5-6

Student Pages

Essay.....	1- 4
Worksheet 1	5
Worksheet 2	6
Worksheet 3	7
Bibliography	8
List of Characters	9
Worksheet 4	10
Sample Sketches	11-12
Test	13
Reflection.....	14

OVERVIEW

From Arbor Day to Earth Day has students analyze the influence of diverse forms of public opinion on the development of environmental public policy and decision making from the early industrial age through the postwar era. Students will understand the effects of rapid industrialization on the environment and the emergence of the conservation movement and then compare it to the modern environmental movement.



1882 Celebration of Arbor Day at Garfield Place. *Frank Leslie's Illustrated Newspaper*

OBJECTIVES

National Standards for History

- The student will understand the effects of rapid industrialization on the environment and the emergence of the first conservation movement.
(Era 6, The Development of the Industrial United States: Standard 1D)
- The student will compare the environmental movement with the conservation movement.
(Era 9, Postwar United States: Standard 3b)

National Council for Social Studies Standards

- The student will relate personal changes to social, cultural, and historical contexts.
(Standard IV, Individual Development and Identity)

Lesson Plan

Day 1

Set the stage for this activity by leading a group discussion answering the following questions.

1. Who has heard about Arbor Day? What is it?
2. Who has heard about Earth Day? What is it?
3. When did people begin celebrating these informal holidays?
4. What is unique about these two celebrations?
5. Should they become official national holidays? Why or why not?

Have students read the Essay and complete Worksheet 1 and Worksheet 2. **(Student Pages 1-10)**

Day 2

Hand out Worksheet 3, How to Create a Bibliography and the List of Characters. Assign students their characters (or let them choose) and send them to the web to begin their bibliographic research. Have students complete Worksheet 3 for homework. **(Student Pages 7-9)**

Day 3

Hand out Worksheet 4 and the Sample Biographical Sketches. Have students compile this for home. **(Student Pages 10-12)**

Day 4

Teachers can choose one of three types of assessments.

- The Application and Integration Exercise has been designed to allow students to integrate the content into broader contexts. **(Teacher Page 4)**
- The Test has been designed to measure how well students master the History objectives. **(Student Page 13)**
- The Reflective Exercise has been designed to measure how well students master the Social Studies objectives. **(Student Page 14)**

Use Teacher Answer Key to grade assessments. **(Teacher Pages 5-6)**

CLASS EXTENSIONS

- Stage the "Cross-time Conversation" for the whole school on Earth Day.
- Stage Earth Day 2050 and have students take positions on future issues.

TEAM TEACHING POSSIBILITIES

Technology: Ask students to design their own database using Microsoft Access or a similar software that includes the names and pertinent information (such as publications, accomplishments, awards, etc.) about American conservationists and environmentalists.

English: Worksheet 4 asks students to choose a conservationist or an environmentalist and write a biographical sketch about the person. As an extension of this exercise in an English class, ask students to read a book written *by* the person they chose (Rachel Carson's *Silent Spring*, for example) or *about* the person they chose. Additionally, have students present a short report to the class describing both the conservationist or environmentalist and the book they read.

Math: Ask students to use the essay and outside sources if necessary to compose and solve two word problems describing the motivation for people to join the conservation and environmental movements respectively. For example, the essay includes some statistics explaining the decline in the number of trees in the U.S. – "During the sixty years between 1850 and 1910, the nation's farmers cleared an average of 13.5 square miles a day."

Science: Identify a current local or state environmental issue (toxic waste dumping into a river by a local company, for instance) and have students analyze the potential short-term and long-term impacts on the environment.

LINKS

Forest History Society--Bibliographic resources on forestry, conservation and environmental history. <http://www.foresthistory.org>

Conservation Movement--The Library of Congress American Memory Project has extensive archives of the conservation movement on line.
<http://www.locweb2.loc.gov/ammem/amrvhtml/conshome.html>

Arbor Day--The National Arbor Day Foundation maintains this site and has extensive information about tree planting. <http://www.arborday.org/>

Earth Day--The Wilderness Society maintains a web site devoted to Earth Day activities and information. <http://www.earthday.wilderness.org>

REFERENCES

Axelrod, Alan and Charles Phillips. *The Environmentalists: A Biographical Dictionary from the 17th Century to the Present*. New York: Facts on File, 1993.

"Champions of Conservation." *Audubon* 100 (November-December, 1998): 80-91, 120-122, and 124-134.

Merchant, Carolyn. "Women of the Progressive Conservation Movement, 1900-1916." *Environmental Review* 8 (Spring 1984): 55-85.

Nash, Roderick. *American Environmentalism: Readings in Conservation History*. New York, N.Y.: McGraw-Hill, 1990.

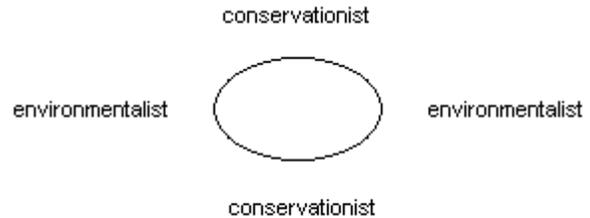
Stroud, Richard. ed. *National Leaders of American Conservation*. Washington, D.C.: Smithsonian Institution, 1985.

Wild, Peter. *Pioneer Conservationists of Western America*. Missoula, Mont.: Mountain Press, 1979.

Wild, Peter. *Pioneer Conservationists of Eastern America*. Missoula, Mont.: Mountain Press, 1985.

ASSESSMENT 1: APPLICATION AND INTEGRATION

Cross-Time Conversation



Staging the Role-Play

- A. Arrange students in groups of four, with two conservationists and two environmentalists.
- B. One at a time, each student is to interview the person to their right so everyone in their small group can hear.
- C. After interview questions #1-5 are asked of each student, the group is to discuss as a group.

Interview Questions

1. Tell us about your home, upbringing, and family life.
2. What issues and events were being discussed in newspapers and coffeehouses?
3. What personal achievements are you proud of and why?
4. What is the essence of your conservation or environmental opinion?
5. What is different today because of your contribution?

Small Group Discussion

What environmental issues do you think we will be facing in 2050 and how do you think we should be preparing for them?

TEACHER'S ANSWER KEY

Worksheet 1: Keywords

Arbor Day

1. When the first Arbor Day was celebrated on April 10, 1872, Nebraska schoolchildren planted more than a million trees.
2. A day set aside for tree planting.

Conservationist

1. Conservationists like Gifford Pinchot wanted to harvest timber, but more scientifically.
2. Someone who believes that resources should be used in moderation.

Earth Day

1. On April 22, 1970, when the first Earth Day was celebrated in the United States, twenty million people participated in demonstrations and teach-ins around the country.
2. A day set aside to learn about the environment.

Environmentalist

1. Perhaps most important, more than 80% of Americans now regard themselves as concerned environmentalists.
2. Someone concerned with the state of air, water, waste, energy, and public lands.

Worksheet 2: Essay Analysis

1. What was the purpose of the first Arbor Day?
To get timber for homebuilding, fuel, shade, and windbreaks.
2. What did Sterling Morton say was unique about the celebration of Arbor Day?
It is the only anniversary established which looks entirely to the future instead of the past.
3. How had the scale of Arbor Day celebrations changed by 1908?
It was celebrated in every state of the nation.
4. What did President Roosevelt say to schoolchildren in 1908?
"When you help to preserve our forests or to plant new ones you are acting the part of good citizens."
5. What was the purpose of the first Earth Day?
To stage a series of simultaneous set of national "teach-ins" to address "the most critical issue facing mankind."
6. What did Gaylord Nelson say was the most important result of the celebration of Earth Day?
That more than 80% of American's now regard themselves as concerned environmentalists.
7. How had the scale of Earth Day celebrations changed by 1990?
It was celebrated in 141 countries around the world.
8. What do the variety of Earth Day websites say about the current celebration of Earth Day?
The Earth Day celebration is less centralized, but more locally controlled and diverse.

Assessment 1: Test

1. Describe the origin of Arbor Day.
Arbor Day was first proposed by a Nebraska farmer in 1872 as a quick way to get timber to the new settlers on the treeless, tall grass prairie ecosystem. More than a million trees were planted across the state the first year.
2. Who were the primary participants in the first Arbor Day celebrations?
Primarily school children.
3. Who was President of the United States in 1908 and how did he respond to Arbor Day?
President Theodore Roosevelt embraced the ideas as part of his conservation agenda.
4. Describe the origin of Earth Day.
Earth Day was first proposed by Wisconsin Senator Gaylord Nelson to be a set of simultaneous "teach-ins" to educate the public about the increasing pollution of America's air, water and soil.
5. What was the impact of rapid industrialization on the environment and the emergence of the first conservation movement? **The rapid clearing of the forest due to industrialization startled people into action.**
6. Who were the primary participants in the first Earth Day?
Primarily young adults on college campuses.
7. Who was President of the United States in 1970 and how did he respond to Earth Day?
Richard Nixon signed the Clean Water, Clean Air and the Environmental Quality Acts into law and established the Environmental Protection Agency.
8. List one similarity between Arbor Day and Earth Day. **Both Arbor Day and Earth Day are events focused on the future.**
9. List one difference between Arbor Day and Earth Day. **Arbor Day focused on loss of forests. Earth Day focused on air and water pollution**