Public Lands Timeline

Topic: Public Lands Timeline

Grade Level: middle to high school

Time to teach lesson: 2-3 days

Social studies concept or theme: Enable students to acquire and organize information about the history of public lands.

Overview: Students will research major events in the history of public lands in the US including acquisition, land grants, and history of the park service.

Objectives/ Goals: Students will:
1. understand events and their relationships in time.
2. summarize information from a variety of sources.

Materials:
Butcher paper
art supplies
resource books from school or public library
websites:
http://usparks.about.com/blpkfl.htm
http://www.np.gov

Procedures:
Initiating Activity: Create a graphic organizer of what land is public land? Ask students how and when this land became public and who were the people involved in the creation of national parks, etc.

Strategies:
1. Divide students into groups. Give the class a list of historical events to research and create a timeline. (suggested list attached)
2. Events should be divided amongst the group with each student responsible for looking up the date of an event and writing a brief synopsis of the event and how it relates to public lands including people and forces that led to the event and create an icon or graphic for the timeline.
3. As a group, students should sequence their events laying out a timeline. Students should draw a timeline on butcher paper and glue event synopsis paragraphs chronologically. Illustrations should be added for each event.

Culminating Activity: Two groups should pair and share their timelines by lining up holding their timelines and facing each other. Each student should present the event he/she researched and ask comments of the other group’s presentation.
Evaluation: Student synopsis paragraphs, timelines and student presentations.

Sunshine State Standards:
SS.B.2.4.1: The student understands how social, cultural, economic and environmental factors contribute to the dynamic nature of regions.
SS.B.2.4.3: The student understands how the allocation of control of the Earth’s surface affects interactions between people in different regions.
SS.B.2.4.6: The student understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
SS.A.5.4.8: The student knows significant political events and issues that have shaped domestic policy decisions in contemporary America.
SS.A.1.4.4: The student uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.
SS.C.1.4.4: The student understands the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.
LA.B.2.4.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

FCAT benchmarks:
Reading Skills: Students will:
- read and organize information for multiple purposes.
- use reference materials.
- cause and effect relationships

Possible Dates to Explore:
Lands of public domain west of the Appalachians (1781)
Yosemite National Park (1872)
The Antiquities Act of 1906
Organic Act (1916)
1823 Act of Congress providing the state townships for learning and ownership of water bodies
1845 lands provided for a seat of government Section 16 of townships
Tea Pot Dome Scandal 1924
Civilian Conservation Corps (1930s)
Morrill Act (1862)
Homestead Act (1862)
Land and Water Conservation Fund Act of 1965 (1964)
Wilderness Act (1964)
National Historic Preservation Act (1966)
Federal Land Policy and Management Act of 1976
Alaska wilderness legislation 1980
California Desert Protection Act 1994