NP Land Use Jigsaw/Lab

**Objectives Students will:**

• Compare and contrast the characteristics of various public land; including National Forests, National Seashores/Lakeshores, National Parks, National Trails, National Battlefields, National Memorials, National Monuments, National Refuges, National Historic Sites, National Recreation Areas, National Conservation Areas.

• Consider the best use for pieces of public land

• Create a proposal to persuade legislators and the public about the best use for public land by emphasizing its cultural, economic, and environmental values

**Opening**

Think of places you have seen on vacations, on television, in photographs, or in movies. As you are conjuring up those images, think of the ways the land is used at each of these locations; list these on your paper and we will also list them on the board. Possible responses may include extracting natural resources from forests or bays, growing and harvesting crops on farms, building or developing homes and businesses in towns and cities, preserving beaches and parks for recreation purposes or for aesthetics, and leaving natural ecosystems alone.

You will need to know who decides how land is used; this will require some research on your part from a factual website (not Wikipedia). During this lesson you will be examining the problems and challenges associated with protected public & private land. Think about how the government currently uses the land and also how they should use the land in the future.

You will work in pairs (or you may work by yourself) to research and analyze a type of public land and how the land is used. Think of these uses for the land (either present time or past time) and chose which viewpoint you will use for your type of public lands:

* Farmers
* Native Americans
* Biologists/Geologists
* Long term visitors
* Recreationalists

Once you have chosen the public land and the viewpoint you are using, begin identifying characteristics of your land, including the terrain, climate, and location.

Is the land in a city, a suburb, or a rural area?

Is the area surrounding it residential, commercial, or open space?

Are there public lands nearby?

What roads provide access to this land?

Are there forests, fields, creeks, or rivers on the property?

What type of vegetation is found on the property?

What wildlife lives in this area?

Are there any buildings already on the property?

Once you have familiarized yourself with your type of national land, conduct a brainstorming session about possible uses for the public land you chose. Your ideas might include the following: Preserve its natural environment. Setting up natural preserves on the land with limited human intrusion would allow native species to return, preserve the land’s biodiversity, and benefit the health of the inhabitants of the entire surrounding area.

Is there a place for recreation that would guarantee open spaces for hiking, swimming, and other outdoor activities, and would provide the community with a safe and scenic place to gather?

Maybe there is a museum, statue, and/or preserved historic building on your national land that could teach visitors about the history and ecology of the community.

Thinking into the future, will businesses be allowed to develop? What problems could this create or would this create revenue for the national land?

Proposals should include a description of the national land, a map of the space, your view point, and facts that support your viewpoint (bullet your facts). Add your information to your table; then design your information on ONE side of a piece of manilla paper so others will be able to fill in their tables as well.

(You may need to add additional lines for viewpoints if the type of land is different)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| VIEWPOINT | TYPE OF LAND | TERRAIN/LOCATION | CLIMATE | HOW LAND IS USED |
| * Farmers
 |  |  |  |  |
| * Native Americans
 |  |  |  |  |
| * Biologists/ Geologists
 |  |  |  |  |
| * Long term visitors
 |  |  |  |  |
| * Recreationalists
 |  |  |  |  |

\*\* Your grade will be based on YOUR research – YOUR CONTRIBUTION to research - WHAT YOU RECORD on your manilla paper – WHAT IS FILLED into your chart! It is a 4-part grade, each part is worth 25%. \*\*