



Table Rocks Curriculum

Public Land Management: You Decide!

Objective: Students will evaluate a variety of land use activities and consider how each can affect the landscape. Students will work in groups to write a land use plan for the Table Rocks and groups will debate their plans. Students will gain an understanding of management issues on *public lands* and how *land managers* balance human and environmental needs.

Benchmarks Targeted: 2 and 3 (Grades 5-8)

Oregon Standards:

Subject Area: English/Language Arts

Common Curriculum Goals: Speaking and Listening: Communicate supported ideas across subject areas using oral, visual, and multimedia forms in ways appropriate to topic context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques.

Subject Area: Scientific Inquiry

Common Curriculum Goals: Forming the Question/Hypothesis: Formulate and express scientific questions.

Benchmark 2: Make observations. Based on these observations, ask questions.

Benchmark 3: Based on observations and scientific concepts, ask questions.

Common Curriculum Goals: Collecting and Presenting Data: Conduct procedures to collect, organize, and display scientific data.

Benchmark 2: Collect, organize, and summarize data from investigations.

Benchmark 3: Collect, organize, and display sufficient data to support analysis.

Common Curriculum Goals: Analyzing and Interpreting Results: Analyze scientific information to develop and present conclusions.

Benchmark 2: Summarize, analyze, and interpret data from investigations.

Benchmark 3: Summarize and analyze data including possible sources of error. Explain results and offer reasonable and accurate interpretations and implications.

Length of Lesson: One to three 45-minute class periods (depending on whether the lesson extensions are incorporated)

Materials:

- ✓ Pictures representing various land uses and values placed on the land: biodiversity, educational value, aesthetic value, recreation (camping, hiking, hunting, off highway vehicle use), cultural and historical value, timber harvest, mining, agriculture, and grazing
- ✓ Paper and pencils for writing

Key Vocabulary: *land management, multiple use, public lands*

Background:

See Chapter Introduction.

Procedure:

Preparation:

Lead a class discussion on the meaning of the term *public lands* and the various values of *public lands*. You might begin by posing the question, “Who owns the Table Rocks?” Guide students to the understanding that the Table Rocks and other *public lands* such as National Forests and National Parks are owned by all citizens of this country. They are managed by the government so we all can enjoy their benefits and so they will be preserved for future generations.

Next ask students to brainstorm some of the various uses and values of *public lands*. Prompt them as necessary until they have touched upon all the values discussed in the Chapter Introduction provided. Explain that different *public lands* are managed for different values. For example, National Parks are managed exclusively for their scenic, ecological, recreational, and educational values, and no resource extraction is allowed. BLM lands, on the other hand, are managed with *multiple uses* in mind, which means the BLM must balance all the various uses and values of the land, including their capacity to meet our need for natural resources. Depending on the characteristics of each site, the BLM must decide what values are most pertinent at each site and what activities are allowed.

Activity:

Tell students they are now BLM *land managers*. It will be up to them to decide how the Table Rocks should be managed. Have students refer to the Table Rocks website at: <http://www.blm.gov/or/resources/recreation/tablerock/index.php> for background information of the wildlife, plants, and cultural significance of the Table Rocks. Instruct students to consider all the land uses and values discussed in the Preparation. Which of these values do the Table Rocks offer? What activities should be allowed? For each potential activity, ask students to consider its costs and benefits. How would each potential activity affect the site? Can all these various activities be allowed at the Table Rocks or are some incompatible with others?

Have students spend 20-30 minutes writing a *land management* plan for the Table Rocks, addressing the questions above.

Scientific Inquiry:

Prior to writing their *land management* plans, have students conduct a survey of their schoolmates, teachers, or neighbors to gauge the demand for various activities at the Table Rocks. Survey questions might include, “How often do you hike at the Table Rocks?”, “Would you like hunting to be allowed at the Table Rocks?”, “Why are the Table Rocks important to you?”, etc. Have students incorporate data from their surveys into their *land management* plan. Students could also present the data from their surveys

in graph form. They could work individually or data could be compiled and students could work together on graphs representing the class as a whole.

Extensions:

- After students have written their land use plans, divide the class into groups of four or five. Students should compare their plans and formulate a group plan. Have each group present its plan to the class. If groups' plans are sufficiently different, you might hold a debate discussing the differences in the plans and why these may occur.
- Select several other locations on BLM land with various environment types and have students develop land use plans for these sites. Have students compare and contrast these locations and the different ways to manage them.
- Have students make a map of the Table Rocks that indicates where different activities and uses could occur. The map can be used as a supplement to their written management plan.

Discussion Questions:

Define the term *public lands*. Why do we have *public lands*?

*Public lands are lands that belong to all citizens of our nation and are managed by government agencies such as the BLM, Forest Service, and National Park Service. We have **public lands** so all citizens can benefit from their values. Not only do we extract crucial resources from **public lands**, we also enjoy their scenic, aesthetic, educational, and recreational values. Important historical sites are preserved on **public lands** and **public lands** provide areas where ecological values such as biodiversity can be preserved.*

Of the land values and uses discussed in the Chapter Introduction, which do you think are the most important?

Allow students to share and defend their opinions. Resource extraction and ecological values are probably the two most indispensable land values. Make sure students understand that functioning ecosystems are just as crucial to human survival as resource extraction.

References:

About the Bureau of Land Management. USDI BLM. 7 December 2007
<<http://www.blm.gov/or/blmfacts.php>>.

Impacts of Livestock Production on our Public Lands: Ecological Impacts. Sierra Club Foundation. 7 December 2007
<<http://www.sierraclub.org/grazing/livestock/ecological.asp>>.

Oregon and Washington Forests. USDI BLM. 16 October 2007

<<http://www.blm.gov/or/resources/forests/index.php>>.

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<<http://www.blm.gov/or/resources/recreation/tablerock/index.php>>.

Westerners for Responsible Mining. 2004. 31 October 2007

<<http://www.bettermines.org>>.