



## “Save the Big Trees”

**Grade Level:** Middle and High School

**Concept/Strand:** With the dramatic increase in population, rapid technological change and unchecked human consumption, there was a realization for the need to protect natural areas. Dr. Braun’s perspective of the unmitigated use of natural resources led her to become a champion of preservation.

**Subjects:** Science, English Language Arts, Social Studies, American History, Geography, Contemporary World Issues, American Government

**Objectives:**

Students will be able to:

- Explain preservation and conservation of natural areas,
- Discuss the historical context of preservation/conservation,
- Recognize challenges of preservation/conservation,
- Identify preservation/conservation organizations internationally, nationally, and locally,
- Describe the reasons why an area has attained some level of protected status,
- Identify, visit, and experience a locally protected area.

**Teacher’s Notes:**

**Access:** The number of persons allowed to visit a site and where on the site they are permitted.

**Use:** The types of activities allowed on a site such as hiking, biking, ATV riding, and hunting.

**Preservation** and **conservation** have always existed on a continuum with extreme examples on both ends. The extent of the access and use of each area is determined largely by the entity or individual who owns the natural area and current societal pressures. For additional information, refer to the web links in the reference section.

**Background:** **Conservation** and **preservation** are two words that are inextricably linked. During the early twentieth century when E. Lucy Braun was educated and ascended to her career, views on the preservation of natural areas differed than that of today. From E. Lucy’s perspective, logging, dam and road building, and other forms of development led to the total destruction of high quality natural areas. E. Lucy was resolved to save natural areas from those kinds of destructive forces. Early views of preservation have evolved and now have much in common with the conservation values of today. A wide range of **access** to and **use** of land and water is found across protected areas reflecting differing views on how best to care for the natural world.

**Discussion Questions:**

1. What was preservation and conservation of natural areas in the context of the early 20<sup>th</sup> century?
2. What is preservation and conservation of natural areas in the context of contemporary times?
3. What kinds of challenges do conservationists/preservationists face?
  - a. Are those challenges different today vs. E. Lucy’s time?
  - b. Are there aspects of conservation/preservation that are easier today than in the early 20<sup>th</sup> century?
4. What types of organizations were discussed in the film which were involved with conservation/preservation issues?
  - a. Of those organizations, which are still in existence today?
  - b. How do nationally based conservation organizations differ from locally based ones?
5. What are some of the ecological benefits and/or human centric benefits of conservation?
6. How would life be different today without the conservation and preservation of natural areas?

## Research Topics:

1. History of protected natural areas in the United States. Areas of focus could include:
  - a. Acquisition of National Parks/Monuments/Forests,
  - b. Conservation supported by sportsmen,
  - c. Formation of national conservation organizations,
  - d. Environmental and human health influences on conservation.
2. How conservation organizations were funded and what current financial challenges exist.
3. Dr. Braun's efforts to protect Lynn Fork and Lynx Prairie.
4. The origins of the National Natural Landmark program. What places have been designated in your local area?

## Student Projects:

1. Visit a local conservation organization that maintains sites open to the public. It might be a local park or preserve, state forest or wildlife area, or a national park, forest or monument. Have students document their experience by writing in a journal, taking pictures/video, and/or drawing/sketching. During the visit do some of the following:

- Interact with any staff that may be at the site and ask questions about the site or their job,
- Read interpretive signage,
- Walk at least one of the trails,
- Observe how others are utilizing the site.

After the visit, do one or more of the following to share the experience with others:

- Write a report, create a slide show or make a video to share in class,
- Create a digital or print advertisement to encourage others to visit the site,
- Create a top 10 list of interesting things or experiences from the their visit,
- Write a poem, rap, or song about the visit,
- Create an art project that replicates a scene from the visit.

## Resources:

### Books:

Conservation: History and Future <https://www.environmentalscience.org/conservation>

*Conservation, Preservation, and Environmental Activism: A Survey of the Historical Literature*  
<https://www.nps.gov/parkhistory/hisnps/NPSThinking/nps-oah.htm>

*How do They Help? The Nature Conservancy* by Katie Marsico (for lower elementary)

*Earth's Last Great Places, Exploring The Nature Conservancy Worldwide* by Noel Grove

*American Sportsmen and the Origins of Conservation* by John F. Reiger

*The National Audubon Society, Speaking for Nature, A Century of Conservation* Edited by Les Line

*Conservancy, The Land Trust Movement In America* by Richard Brewer



**Web Links:**

Edge of Appalachia Preserve System:

[www.cincymuseum.org/nature](http://www.cincymuseum.org/nature)

<https://www.nature.org/en-us/get-involved/how-to-help/places-we-protect/edge-of-appalachia-preserve-system/>

Ecological Society of America <https://www.esa.org/esa/>

American Forestry Association – now known as American Forests [www.americanforests.org](http://www.americanforests.org)

Ohio Academy of Science <http://www.ohiosci.org/>

Cincinnati Wildflower Preservation Society <http://cincywildflower.org/>

National Park Service [www.nps.gov](http://www.nps.gov)

Kentucky Old Growth <http://www.kentuckyoldgrowth.org/index.html>

National Natural Landmarks <https://www.nps.gov/subjects/nnlandmarks/index.htm>

E. Lucy Braun State Park Nature Preserve <http://naturepreserves.ky.gov/naturepreserves/Pages/elucybraun.aspx>

Kentucky Natural Lands Trust <http://knlt.org/news/new-pinemtn-preserves/>



*E. Lucy Braun stands next to a plaque dedicating Lynx Prairie in Adams County, Ohio, as a National Natural Landmark in 1967. Courtesy, Lloyd Library and Museum*