

Through the Eyes of John Muir



**A MULTI-DISCIPLINARY APPROACH
TO LOOKING AT THE WORLD**

Goals



- Why study John Muir?
- Purpose of Project
- Content Overview



Why Study John Muir?



- What makes John Muir singularly important to study within the context of history, geography, social studies and science?
- Why is he the connecting point?
- Why is he relevant to contemporary students?

We Discover...



- John Muir is deeply connected to all subjects.
- *Rancher, immigrant, scientist, writer, activist, naturalist and inventor*
- Contributed to numerous significant and positive changes in US and abroad.
- *His influence, ideology and legacy of environmental activism continues through the lives of individuals around the world nearly 100 years after his death.*



- When we study John Muir, we find ourselves.
- *His timeless quotes and deeds can serve as a guide for own actions.*

“Climb the mountains and get their good tidings. Nature’s peace will flow into you as sunshine flows into trees. The winds will blow their own freshness into you, and the storms their energy, while cares will drop off like autumn leaves.”



John Muir teaches us...

- We all have the ability to make a difference in our world.
- We all have the power to choose the world we want to live in.



Developing an Environmental Ethic



- Environmental education can help *foster greater understanding and appreciation* of the environment.
- Provide students with *basic knowledge and experiences; a core of information to build up and apply* throughout their lives as they make choices and decisions that affect the environment.
- Teach students *how to think* about environmental issues, and *not what to think* about them.

excerpted from *Environmental Service Learning*,
Tree Trust, St. Louis Park, MN

Inquiry-Based



- Content-standards and Common Core standard-based studies and experiences.
- Curriculum includes:
 - Orientation to John Muir
 - Series of field study activities
 - Inquiry-based and multi-disciplinary classroom lessons



Key Topics

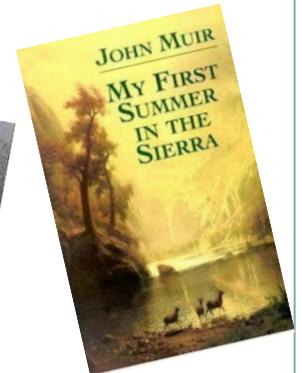
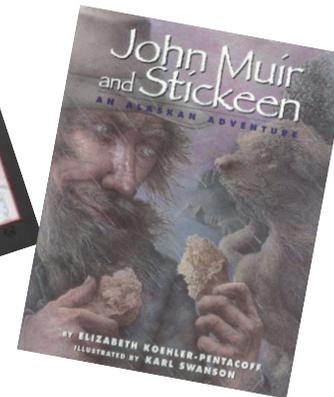
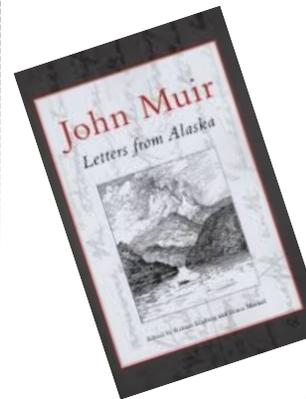


- Significance of national park site
- Early CA agricultural history and how the ranch fit into the evolution of agricultural practices
- Urbanization of the Alhambra Valley / Martinez history



Making a Difference

Profile of John Muir's life and accomplishments



Three Sides of John Muir



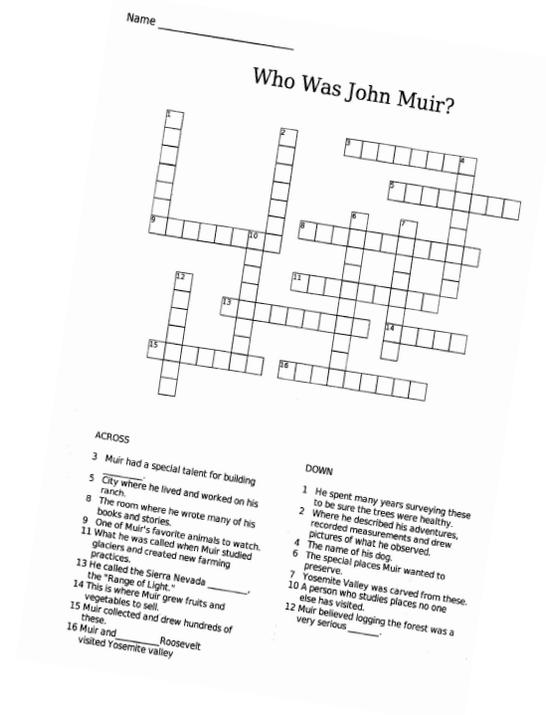
- **The Scientist:** inventions, agriculture, botany
- **Life History:** immigrant history and family
- **Activist:** author, explorer, advocacy for new laws & policies

Orientation



Orientation to John Muir and site

- Reading Reflections Unit
- Puzzles & Word Search



Field Experience

- Place-based and Problem-based inquiries
- Agriculture and nature-based games
- Storytelling

- “Explore a Special Place”
 - Questions to explore a microhabitat.



Classroom Follow up



- **Focus on the student and his/her personal responsibility**
 - **History** –student history, people of the past, immigrants and how community has changed
 - **Science and stewardship** – learning about resource agencies, “modern day” John Muir professions and personal responsibility

Sample Lesson Plan



Inquiry-based

- Goal
- Objectives
- Procedure
- Preparation
- Supplies

Meets Common Core

- Follow up / evaluation
- References
- Learning standards
- Assignment Sheet
- Discussion questions & answers

Sample Lesson Format



Lesson Two : John Muir Quotations Reflection Project

Background

John Muir's quotations are printed in books, magazine articles, websites and numerous collateral materials. The topics are vast – ranging from political challenges to the awe he experienced from the forces of nature.

Objectives

Discuss the relevancy and meaning of John Muir's basic values of the natural world as expressed through his quotations.

Create a tangible product, such as a poem, collage, journal illustration or narrative, photograph or short story that represents the essence of the quotation's meaning.

Procedure

Identify a quote from the list provided in this guide

Every week give students a new quotation and lead a brief class discussion.

Common Core Standards

Third grade. Reading Standards for Literature. 1,3,4,6,7

Fourth grade. Reading Standards for Literature. 1.3.4

Resources for more information



- **Student bibliography**
 - reading and further study
- **Teacher resources**
 - additional references
- **Research & Curriculum Development Bibliography**

For more info...



Questions or comments?

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