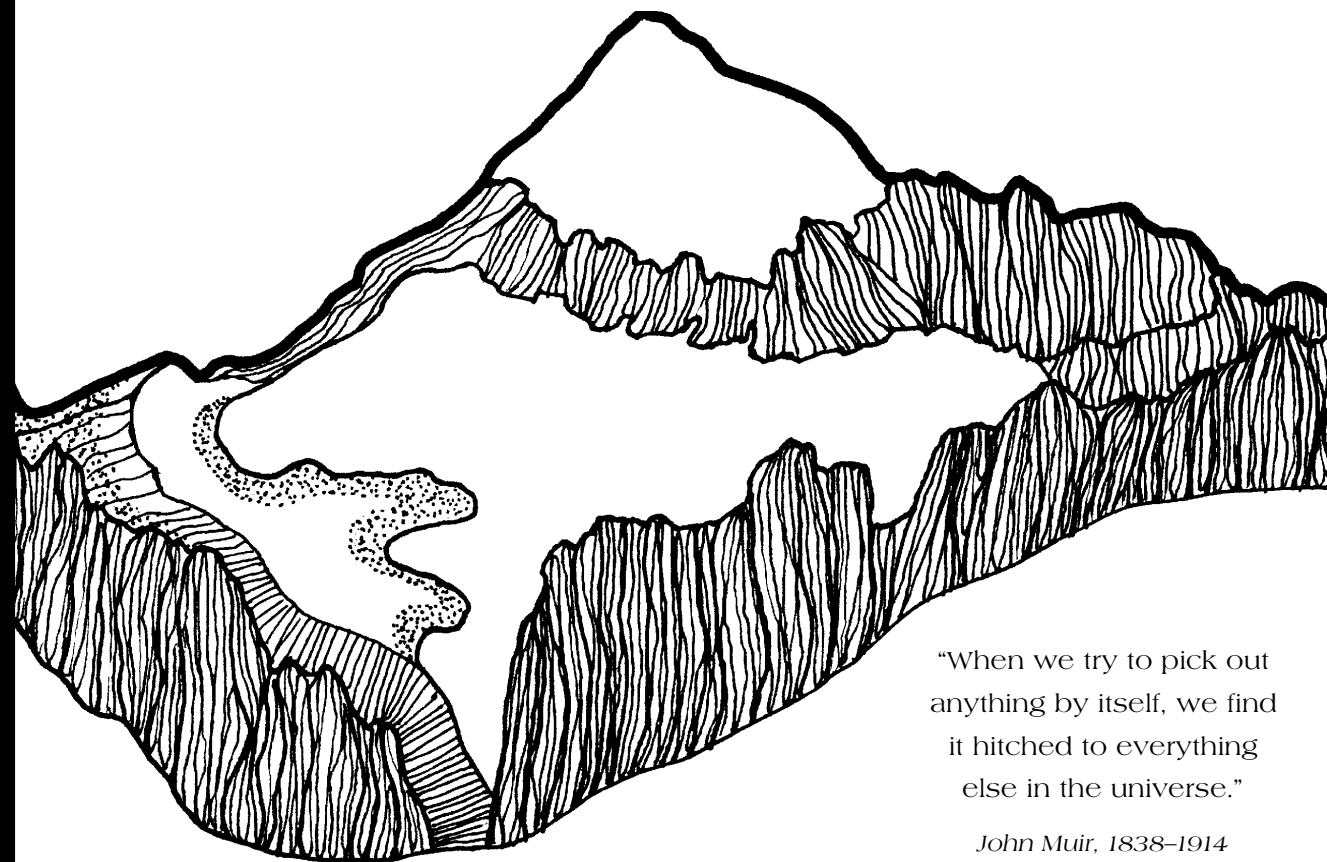


# JOHN MUIR DAY

## Study Guide



“When we try to pick out  
anything by itself, we find  
it hitched to everything  
else in the universe.”

*John Muir, 1838–1914*



## John Muir Day

### April 21

*Sierra Club California and California Department of Education*

# A Note to the Teacher

---

*“The Governor annually shall proclaim April 21st to be ‘John Muir Day.’”*  
California Government Code Section 6714

*“. . . All public schools and educational institutions are encouraged to observe . . . April 21 of each year as John Muir Day . . . and to conduct suitable commemorative exercises . . . stressing the importance that an ecologically sound natural environment plays in the quality of life for all of us, and emphasizing John Muir’s significant contributions to the fostering of that awareness and the indelible mark he left on the State of California.”*

California Education Code Section 37222 (a)(2) and (b)(2).

## Celebrating a Lifetime of Conservation

The *John Muir Day Study Guide* was prepared to help teachers commemorate John Muir Day each April 21 with their classes, implementing Education Code Section 37222. In addition, the guide is produced with the idea that it may be used throughout the school year, integrated with a variety of curriculum topics, to set a tone of caring about our environment. The goals of John Muir Day and this study guide are:

- **Raise awareness** of John Muir as “conservation’s exemplar,” a person whose values and actions virtually led to the modern environmental movement, and whose vision is still being followed today.
- **Increase understanding** through examples of Muir’s scientific endeavors and observations. His experiences contain an element of adventure as well as careful scientific observations, encouraging students to learn about their biophysical environment and to understand the impact we make upon it.
- **Take action** through illustrating Muir’s life and achievements, and helping students to make decisions and solve current environmental challenges in their community, state, nation, and world.

Please listen to your students for their views and interests to guide you, as well. Use the ideas for younger students for the older grades, if they have not been exposed to John Muir before.

Learning about John Muir’s life can serve as a launching pad to environmental studies through earthquakes, glaciers, trees, fossils, geology, resource management, biodiversity, air quality, urban and regional planning, and even astronomy, as we “hitch” up to everything in the universe!

Above all, we encourage you to personalize this unit and make it *yours*. We have incorporated extension ideas in each lesson plan, so feel free to explore John Muir’s life and legacy further when your students ask, “When are we going to learn more about John Muir?”

# Schoolwide Activities

Sponsor a **John Muir Day Celebration** at your school, public library, park, or community center. Invite a speaker, plant and care for trees, put on a skit portraying John Muir, or show a conservation video. Invite a local actor or teacher to portray John Muir.

Combine the recognition of John Muir with **Earth Day** activities for the week before or after Earth Day (April 22). Wear a different color each day to represent elements of the earth, and make friendship bracelets with different colored beads: yellow/sun, blue/water, clear/air, brown/earth, green/plants, and black as a reminder not to pollute.

Display a copy of the Governor's John Muir Day Proclamation. Write to Governor's Office, State

Capitol, Sacramento, CA 95814. Ask your county board of supervisors and city council or mayor to issue a John Muir Day Proclamation, written by your students. For sample forms, contact Sierra Club California (see Evaluation, page 32).

Sponsor a **poster contest** or display artwork that depicts John Muir on one of his adventures, such as crossing a glacier with the dog, Stickeen, climbing Mount Ritter, or climbing a tree during a wind-storm. Display original nature-related artwork by students. Exhibit students', teachers', and community members' work at school or at the library, shopping center, museum, or park for John Muir Day and Earth Day or History Day events.

## Biographical Timeline of John Muir's Life

- 1838 Born April 21 in Dunbar, Scotland.
- 1849 Emigrates to Wisconsin.
- 1860 Exhibits inventions at Wisconsin State Agriculture Fair.
- 1861 Enters the University of Wisconsin.
- 1863 Leaves University of Wisconsin.
- 1867 Temporarily blinded by eye injury. Once his sight is restored, decides to commit his life to nature study. Sets out on a 1,000-mile walk from Kentucky to the Gulf of Mexico.
- 1868 Travels to California. Visits Yosemite and the Sierra Nevada, "the most divinely beautiful of all the mountain chains I have ever seen."
- 1871 Undertakes intensive study of glaciation in the Sierra. Ralph Waldo Emerson visits him in Yosemite.
- 1874 Begins series of articles entitled "Studies in the Sierra," which launch his successful writing career.
- 1879 First of many visits to Alaska.
- 1880 Marries Louie Wanda Strentzel, April 14; moves to Martinez, California, to help manage family orchard business.
- 1890 Succeeds in campaign to create Yosemite National Park.
- 1892 Helps found Sierra Club to "do something for wilderness and make the mountains glad." President until his death in 1914.
- 1903 Tours Yosemite with President Roosevelt.
- 1904 Completes trip around the world.
- 1911 Travels to South America and Africa.
- 1913 Loses campaign to save Hetch Hetchy Valley in Yosemite.
- 1914 Dies December 24, in Los Angeles.

Source: Sierra Club

## Unifying Concept

John Muir, explorer, scientist, and author, studied ecosystems worldwide and expressed his views, helping establish the modern conservation movement.

### Conceptual Matrix and Table of Contents

Grade Levels	Grade Level Section Title	Grade Level Concept	Description of Lessons	Page Number
K - 1	John Muir: Long Ago and Now	John Muir showed he cared about nature by writing, drawing, and speaking to others.	<ul style="list-style-type: none"> <li>◊ Sort Natural Objects</li> <li>◊ Listen to Stories</li> <li>◊ Make a Booklet about John Muir</li> </ul>	Teacher Guide: 4 Student: 5
2 - 3	John Muir: One Person Who Made a Difference	John Muir had many experiences which gave him the vision to save wilderness areas.	<ul style="list-style-type: none"> <li>◊ Make Observations</li> <li>◊ Write in Journals</li> <li>◊ Make a Booklet about John Muir</li> </ul>	Teacher Guide: 6 Student: 7–8
4	John Muir in California	John Muir, an immigrant to California, encountered environmental problems and found solutions.	<ul style="list-style-type: none"> <li>◊ Read About Events in John Muir's Life</li> <li>◊ Plot Locations Important to John Muir on California Maps</li> </ul>	Teacher Guide: 9 Student: 10–12
5	John Muir in the United States	John Muir, an immigrant to the United States, spoke out about his experiences and his visions for conservation.	<ul style="list-style-type: none"> <li>◊ Read Examples of John Muir's Work</li> <li>◊ Compare John Muir's Life to Our Own Lives</li> <li>◊ Write About Nature Persuasively</li> </ul>	Teacher Guide: 13 Student: 14–15
6	John Muir: Around the World in 76 Years	John Muir traveled around the world to compare and contrast natural phenomena and to speak out about preserving ecosystems.	<ul style="list-style-type: none"> <li>◊ Play the "John Muir Day Game"</li> <li>◊ Create a Timeline</li> <li>◊ Plot Locations Important to John Muir on a World Map</li> </ul>	Teacher Guide: 16 Student: 17–19
7 - 9	John Muir in Yosemite	John Muir's vision led to the establishment of the National Park System.	<ul style="list-style-type: none"> <li>◊ Identify Different Perspectives on Valuing the Environment</li> <li>◊ Participate in a Simulated Historical Debate</li> </ul>	Teacher Guide: 20 Student: 21–23
9 - 12	John Muir's Vision Lives On	John Muir's vision for the preservation of an ecologically sound natural environment persists today.	<ul style="list-style-type: none"> <li>◊ Identify Issues and Values Concerning National Parks</li> <li>◊ Research and Debate Yosemite's General Management Plan</li> <li>◊ Develop Personal Responsibility on a Local Issue Through Citizen Action</li> </ul>	Teacher Guide: 24 Student: 25–29
			Resources	30–31
			Acknowledgments	32
			Evaluation	32

# Kindergarten and First Grade

---

## John Muir: Long Ago and Now

**Unit Concept:** *John Muir showed he cared about nature by writing and drawing and speaking to others.*

**Objective:** In two or three 45- to 50-minute sessions, students explore nature center objects, hear stories about John Muir's life, and make booklets.

**Preparation:**

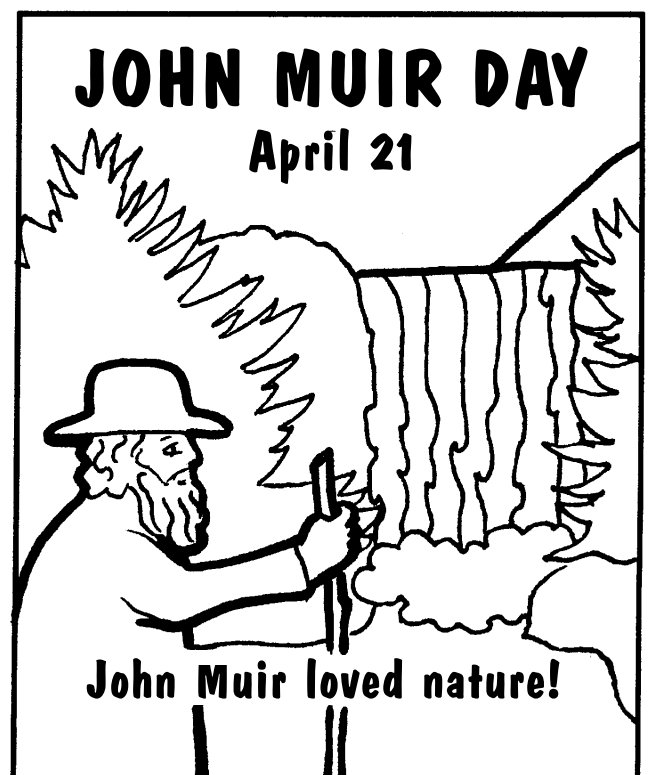
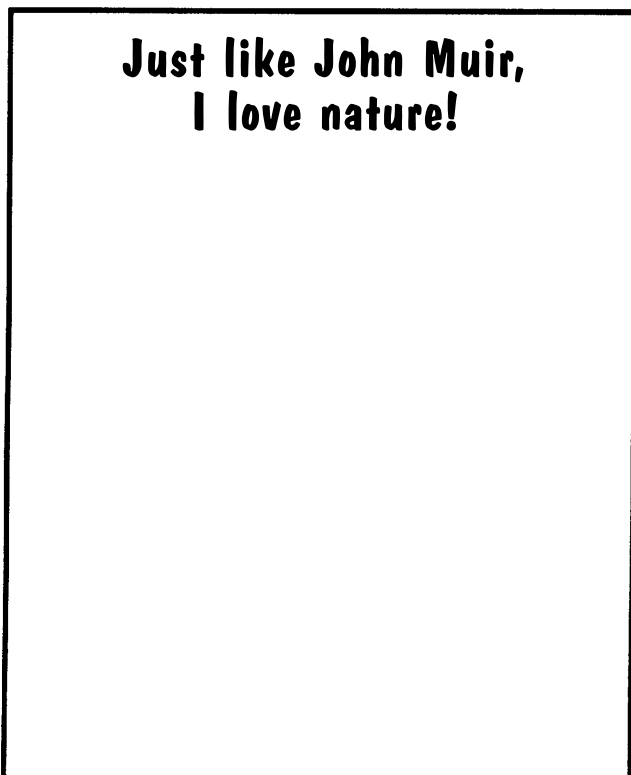
1. Create a simple indoor or outdoor nature center, including various rocks, seeds, leaves, shells, etc.
2. Make a master copy of page 5, John Muir Loved Nature, and then make copies for each student to make a booklet.
3. Review one or two stories about John Muir, preferably to tell to the children instead of reading.

**Procedure:**

4. Invite students to use the center to group the natural objects by kind, shape, color, or size (or do this as a group activity). Give the students a task, such as sequencing the objects or making patterns with them, then ask a buddy to guess how the pieces were sorted.
5. Ask the students where these things came from and, if they were pieces in a puzzle, what would that puzzle be? For example, a shell is part of a seashore picture and a twig is part of a forest picture.
6. Read the quote from John Muir on the cover of the Study Guide. Ask what else the nature items would be "hitched to." Invite them to draw a picture of an item and the bigger puzzle. Or, use chart paper and invite student volunteers to draw, for example, a stick from the center, the branch, the tree, the ground, air, sun, water, animals, other plants, and so on, to illustrate the stick's connections to the universe.
7. Ask the students to describe people they know who care about nature. Introduce John Muir by telling stories about his life. Explain that John Muir saw the "big picture" of living things in their habitats or homes, and cared enough to write, draw, and speak to people so they could save forests for future children.
8. Give directions for students to make their own booklets, by folding, writing, and drawing. Allow time for sharing students' work.

**Extensions:**

9. Ask the students to create their own page of their own experiences in a forest or park. Bind the pages together to make a big book for the class library. Include pages on how students care for nature, such as, "I am like John Muir. I care about nature by . . ."
10. Sing "The Green Grass Grows All Around" or "I Know An Old Woman Who Swallowed A Fly" from the songbook *Rise Up Singing* to sing sequencing songs about connections between living things.
11. As you study about other living things, create word webs or picture puzzles to show how they are connected to "everything else in the universe."



# Second and Third Grades

---

## John Muir: One Person Who Made a Difference

**Unit Concept:** *John Muir had many experiences which gave him the vision to save wilderness areas.*

**Objective:** In at least two 45- to 50-minute sessions, students will observe the natural world, make journal entries, and create booklets about John Muir.

**Preparation:**

1. Use journals or notebooks the students may already be using. If journals are not in use, staple lined paper onto cardboard with a construction paper cover for students to decorate. Have pencils ready to use.
2. Make a sample copy of the booklet John Muir: One Person Who Made A Difference, and copy a page for each student. Print on both sides of the paper with the top sides up. Cut sheets in half *horizontally*.

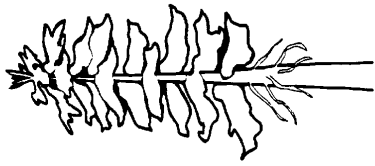
**Procedure:**

3. Let the children know that John Muir was "One Person Who Made a Difference," and explain how carefully and quietly he would observe nature and record in his journal with writings and drawings. Determine the boundaries outdoors for a special nature spot and prepare the students for observing, writing, and sketching living things. Ask the students what kinds of life they think they will see outside.
4. Take the children outside and allow 5–15 minutes for observations and recordings. Take a journal yourself to serve as an example. Upon returning, ask for volunteers to share from their work and see if they can persuade their peers to make a positive difference in the area they observed.
5. Make the John Muir booklets. Students put the pages in order; helpers staple the booklets.
6. Read the stories with the children. Ask students which stories are their favorites and whether they have had similar experiences.

**Extensions:**

7. Extend the work for third grade by exploring the native people John Muir met in California and Alaska. Ask how their lifestyles may have influenced John Muir's views on nature and his vision for conservation.
8. Sing "This Land is Your Land" by Woody Guthrie from *Rise Up Singing* and compare the different living things in the ecosystems in this song.
9. Identify special places outdoors to protect. Students might adopt a spot to keep free of litter and weeds or to plant wildflowers. Plan visitations each season and keep records of how their special spot changes with the weather and the seasons, and note whether different wildlife live there at different times of the year. Remind students that John Muir kept track of his observations in his journal over many years and that his journal was the basis of his written and oral work.

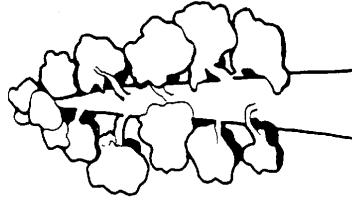
Sequoia trees are the largest living things. Coast redwoods may be the tallest living things, but the most massive is the giant sequoia. These trees were so big around, loggers couldn't use saws. They blasted the trees with dynamite.



Coast Redwood

6

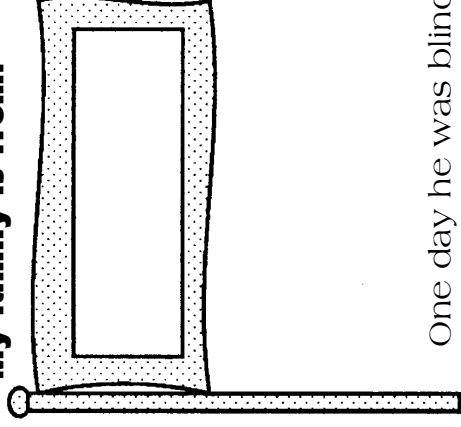
John Muir knew sequoia grew in only a few places of the world. He worked with others to save them from being cut down. You can visit groves of big trees in Yosemite, Kings Canyon, and Sequoia National Parks.



Sequoia

3

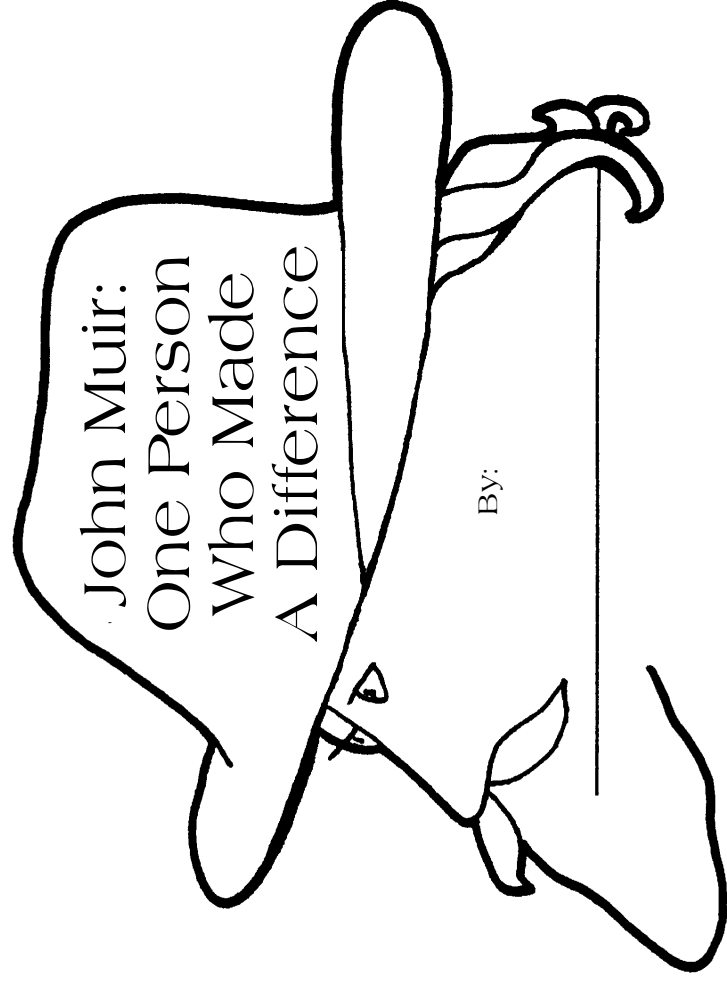
### My family is from:



As a child, John Muir worked hard on his family's farm. He cut down trees and plowed fields. He loved to read so much he would get up at one o'clock in the morning to read before work! He invented machines to tip him out of bed and open his books!

One day he was blinded at work. He promised himself that if he could ever see again, he would look at the beauty of nature as much as he could.

I am like John Muir because:

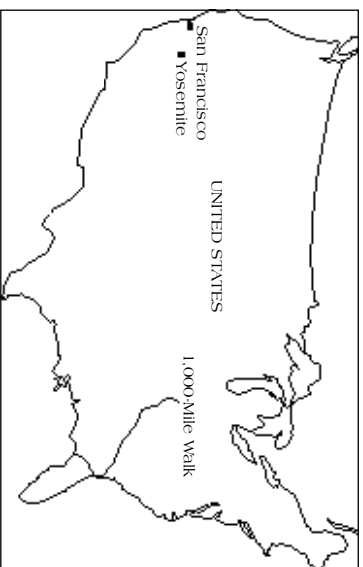


John Muir:  
One Person  
Who Made  
A Difference

By:

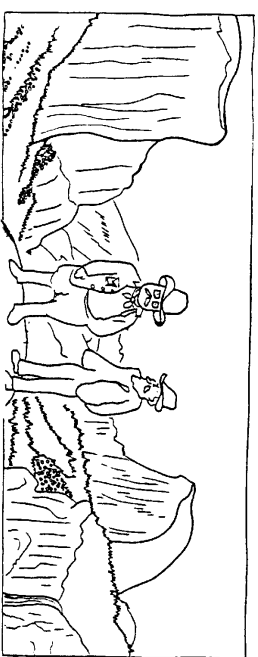


John Muir could see again! He took a 1,000-mile walk. He took a ship to San Francisco. Then he walked to Yosemite. He loved Yosemite's rock cliffs, waterfalls, plants, and animals.



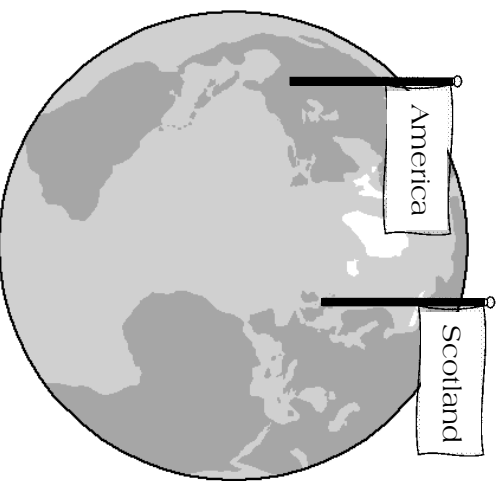
John Muir became angry that people cut down trees and grazed livestock in Yosemite. He learned from nature and taught others to care about nature.

Imagine camping in Yosemite with the President of the United States! John Muir understood nature so well, people came from far away to talk with him, even the President.

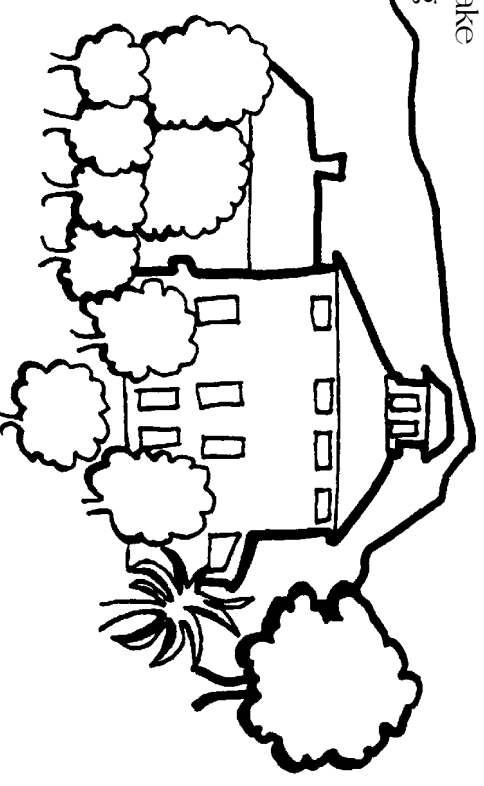


John Muir and President Roosevelt camped for three days. They talked about how to protect important places, such as Yosemite, which was one of our first national parks. John Muir is known as the father of national parks because he cared enough to protect the places he loved.

Many people came to America from other lands. John Muir came from Scotland. He learned to read there. He learned about the birds and trees of Scotland before he came to America. Where is your family from?



John Muir had a home in Martinez with his wife and two daughters. They had a large farm with many kinds of fruit trees. John Muir knew so much about plants, he made a fortune selling his fruit. He wrote about his travels in his "scribble-den" on the top floor of his home. He would roll bread up into balls and dry them on the roof. All he would take camping would be his bread and tea.



# Fourth Grade

---

## John Muir in California

**Unit Concept:** *John Muir, an immigrant to California, encountered environmental problems and found solutions.*

**Objective:** In two 45- to 50-minute sessions, students listen to key events in John Muir's life and plot locations on a California map.

**Preparation:**

1. Find a copy of a book about John Muir (see Resources), preferably *John Muir, At Home in the Wild*, by Katherine S. Talmadge, in the Earth Keepers series.
2. Make a copy of the following pages, entitled John Muir's California, for each student.
3. Make an overhead transparency of the map.

**Procedure:**


4. Create a class list on the board or on chart paper using students' ideas about what John Muir accomplished in California. Add to this list as students learn about Muir.
5. Distribute the maps and read about John Muir from the John Muir's California page. Use passages from literature to augment the lessons.
6. Plot the places on the map with pictures and names, using the overhead transparency as a master and giving verbal cues.

**Extensions:**

7. Read some of Muir's stories about the places identified on the map, using the Resources for Fourth Grade.
8. Use a large commercial map of California to locate and identify places named after John Muir. Ask students to retell stories to younger "buddy" students on John Muir Day.
9. Take conservation action at your school. Create a map of the school yard and plot places to protect. Plant and weed flowerbeds and plant and care for trees. Plant a butterfly garden with native flowers to attract butterflies.

# John Muir's California

## DIRECTIONS:

- A. Read about these California landmarks visited by John Muir.
- B. Locate each place on the map and label it with the number, name and date. Add the symbol from the map legend if there is one. **Example:**  1. Yosemite National Park, 1849
- C. On the back, write journal entries John Muir may have written about how a problem was solved.

### 1. Yosemite National Park

Muir lived in Yosemite, northeast of Fresno, for ten years when he first came to California in 1849. Years later, he visited the high country surrounding Yosemite Valley and saw sheep overgrazing the meadows and timber being cut. He wrote and spoke about his concerns, and Yosemite National Park was established in 1890.

### 2. Mount Ritter (13,157 feet)

In 1872, when much of California was still unexplored, John Muir was the first to climb Mt. Ritter, north-east of Fresno. He was inspired to preserve wilderness areas as his life's work.

### 3. Yuba River

In the 1850s to 1870s, many forests were being cut down. In 1874, during a strong wind storm, John Muir climbed a tall tree near the Yuba River, south-east of Chico, and swung in the storm. He decided to protect forests so others could enjoy nature's wild moods.

### 4. Inyo Earthquake

In 1872, Muir was awakened by an earthquake centered northeast of Bakersfield. Muir watched rocks and trees tumble down the sides of the valley and shouted, "A noble earthquake!" He believed that Yosemite Valley was formed by the scraping motion of glaciers, and that the earthquakes caused rockslides.

### 5. Mount Shasta (14,162 feet)

In 1888, John Muir and a friend were caught in a snowstorm on the volcano, Mt. Shasta, north of Chico. Muir led many other trips to encourage people to experience nature's wildness.

### 6. Yosemite Valley

In 1889, when he returned and saw the valley being harmed by grazing and development, Muir led an effort which added Yosemite Valley to Yosemite National Park.

### 7. Sequoia National Park

The giant sequoia trees, largest trees on earth, were being cut down in the Sierra, southeast of Fresno. Muir helped establish Sequoia National Park in 1890 to protect the Giant Forest and other groves of big trees.

### 8. Muir Woods National Monument

A valley of coast redwoods was going to be logged. In 1905, Congressman William Kent bought the land just north of San Francisco and donated it to the U.S. Government. President Theodore Roosevelt made it a national monument, named after John Muir.

### 9. Hetch Hetchy Valley

The officials of San Francisco needed more water for their growing city and wanted to make the Hetch Hetchy Valley, located in the northern part of Yosemite National Park, into a reservoir. John Muir fought the plan in Congress, but lost. The dam was built in 1914.

### 10. John Muir National Historic Site

John Muir lived with his wife, Louie, and two daughters, Wanda and Helen, on a ranch in Martinez from 1880 to 1914. Up in his "scribble-den," he wrote many articles and books on conservation and natural history. The house was designated a National Historic Site in 1964.

### 11. Kings Canyon National Park

After Muir died, his followers wanted to preserve an area he wrote about. They wanted to name the area east of Fresno "John Muir National Park." The park was established as Kings Canyon National Park in 1940.



# Resources for Fourth Grade

---

## John Muir's California

1. **Yosemite**—Shirley Sargent, *John Muir In Yosemite*, Flying Spur Press, 1971. A free leaflet about the park is also available from National Park Service, Yosemite National Park, Yosemite, CA 95389.
2. **Mt. Ritter**—For Muir's classic description of his first ascent in 1872, see Edwin Way Teale's *The Wilderness World of John Muir*, pp. 246-250. A booklet with historical illustrations reprinting Muir's 1880 *Scribner's Monthly* description of this climb, is entitled "In the Heart of the California Alps," published by Outbooks, Box 2006, Olympic Valley, CA 95730 [(916) 583-5315] (also available from John Muir National Historic Site).
3. **Yuba River**—See Muir's description of his exciting experience in a wind-storm (Dec.1874) in Edwin Way Teale, *The Wilderness World of John Muir*, Houghton Mifflin, p. 181.
4. **Inyo Earthquake**—See Muir's exciting description of the 1872 Inyo Earthquake, in Edwin Way Teale, *The Wilderness World of John Muir*, Houghton Mifflin, p. 165-169, taken from Muir's *Our National Parks*. A longer version may be found in Stetsons, *The Wild Muir*, pp. 73-81, excerpted from Muir's *The Yosemite*.
5. **Mt. Shasta**—For Muir's exciting account of his adventure atop Mt. Shasta in an 1875 snowstorm, see Teale's *The Wilderness World of John Muir*, pp. 251-265.
6. **Yosemite Valley**—"The Fight for Recession" of Yosemite Valley from the state to the federal government is described in Chapter 9 of *John Muir* by Eden Force. Innumerable writings about Yosemite Valley today are available.
7. **Sequoia National Park**—Compare Sequoia trees (largest) to Coast Redwood trees (tallest). Free descriptive brochure available from national Park Service, Sequoia-Kings Canyon National Park, Three Rivers, CA 93721. Check your library for many other references.
8. **Muir Woods**—Free descriptive brochure available from National Park Service, Muir Woods National Monument, Mill Valley, CA 94941. Also: *Muir Woods* by Jim Morely (Berkeley: Howell/North Books, 1968).
9. **Hetch Hetchy Valley**—The definitive account of the campaign to protect Hetch Hetchy is in Holway Jones, *John Muir and the Sierra Club*, Sierra Club Books, 1965. For a brief description explaining both the history and current issues, see article by Carl Pope in *Sierra* magazine, Nov.-Dec., 1987. For a full unit plan for this age group on the Hetch Hetchy controversy, past and present, see *A Child's Place in the Environment*, Unit 4, Lesson 13.
10. **John Muir National Historic Site**—Free descriptive brochure from National Park Service, John Muir National Historic Site, 4202 Alhambra Ave., Martinez, CA 94553. Also available for a small charge from the Site is a 15 page booklet with large color photographs of the Site, *John Muir National Historic Site* by Ariel Rubbisow.
11. **Kings Canyon National Park**—A reprint of an 1891 Century magazine article by Muir, published by Outbooks, Box 2006, Olympic Valley, CA 95730 [(916) 583-5315] described "A Rival of the Yosemite: The Canon of the South Fork of Kings River, California."

# Fifth Grade

---

## John Muir in the United States

**Unit Concept:** *John Muir, an immigrant to the United States, spoke out about his experiences and his visions for conservation.*

**Objective:** In several 45- to 50-minute sessions, students review information about events in John Muir's life, read some of his quotes, compare their lives to his, and create their own essay or speech.

**Preparation:** 1. Make a copy of the page Celebrating Our Lives for each student. Make six copies of the John Muir Power Quotes and cut them apart to distribute one or two quotes to each student.

**Procedure:**

2. Ask the students if they know why John Muir was a famous author and record their responses. Ask a few volunteers to read the John Muir Power Quotes. Discuss and record what the students like about John Muir's writing.
3. Ask each student to choose one Power Quote and complete the page, Celebrating Our Lives.
4. Ask students to think about a natural place they have been in and to write about it. They might include a description of the place, the plant life, animal life, and a persuasive argument for action to conserve their natural place.
5. Use writing techniques to improve essays or speeches and invite the students to present their speeches to the class.

**Extensions:**

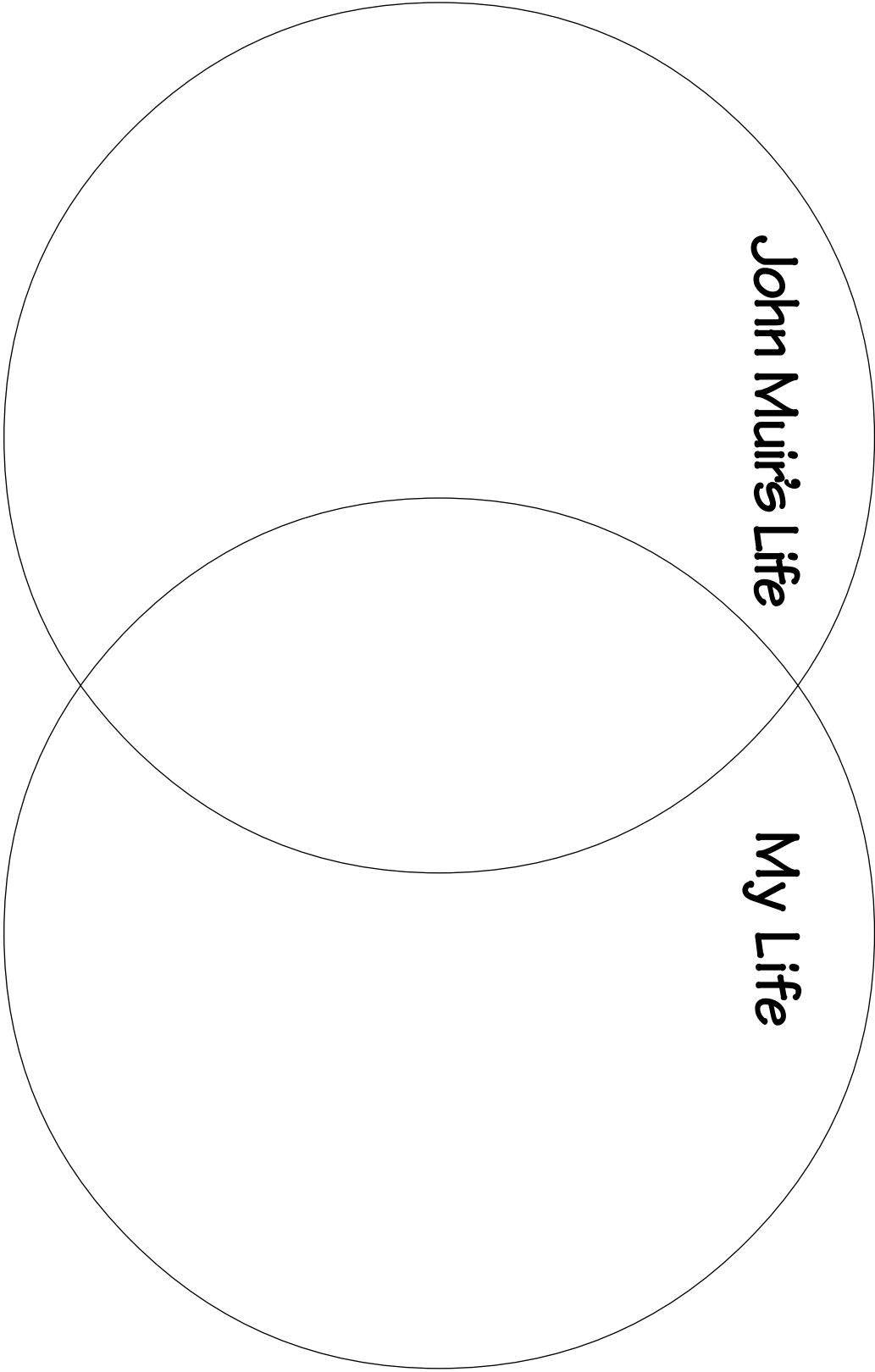
6. Hold a contest for the most persuasive speech in John Muir's style. Invite the winner(s) to address the student body and the school board on or near John Muir Day.
7. Write and submit letters on neighborhood conservation issues to the local newspaper.
8. Get involved in local efforts to protect and conserve natural areas in the community.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Celebrating Our Lives

John Muir Power Quote:



# John Muir Power Quotes

When we try to pick out anything by itself, we find it hitched to everything else in the universe.

*John Muir*

There is not a "fragment" in all nature, for every relative fragment of one thing is a full harmonious unit in itself.

*John Muir*

Keep close to Nature's heart . . . and break clear away, once in awhile, and climb a mountain or spend a week in the woods. Wash your spirit clean.

*John Muir*

The grand show is eternal. It is always sunrise somewhere; the dew is never all dried at once; a shower is forever falling; vapor is ever rising. Eternal sunrise, eternal sunset, eternal dawn and gloaming, on seas and continents and islands, each in its turn, as the round earth rolls.

*John Muir*

Everybody needs beauty as well as bread, places to play in and pray in, where nature may heal and give strength to body and soul alike.

*John Muir*

None of Nature's landscapes are ugly so long as they are wild.

*John Muir*

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*

I know that our bodies were made to thrive only in pure air, and the scenes in which pure air is found.

*John Muir*

When we contemplate the whole globe as one great dewdrop, striped and dotted with continents and islands, flying through space with all other stars all singing and shining together as one, the whole universe appears as an infinite storm of beauty.

*John Muir*

The clearest way into the Universe is through a forest wilderness.

*John Muir*

The astronomer looks high, the geologist low. Who looks between, on the surface of the earth?

*John Muir*



# Sixth Grade

---

## John Muir—Around the World in 76 Years

**Unit Concept:** *John Muir traveled around the world to compare and contrast natural phenomena and to speak out about preserving ecosystems.*

**Objective:** Create timelines of John Muir's life while playing a game based on John Muir's travels.

**Preparation:**

1. Copy one John Muir Day Game board (on heavy card stock, if possible) for every two or three students. Copy one set of Geography Cards for each student. Put one penny and two or three small pebbles in a ziplock bag for each group.
2. Have scissors, construction paper, adding machine tape and gluesticks available.

**Procedure:**

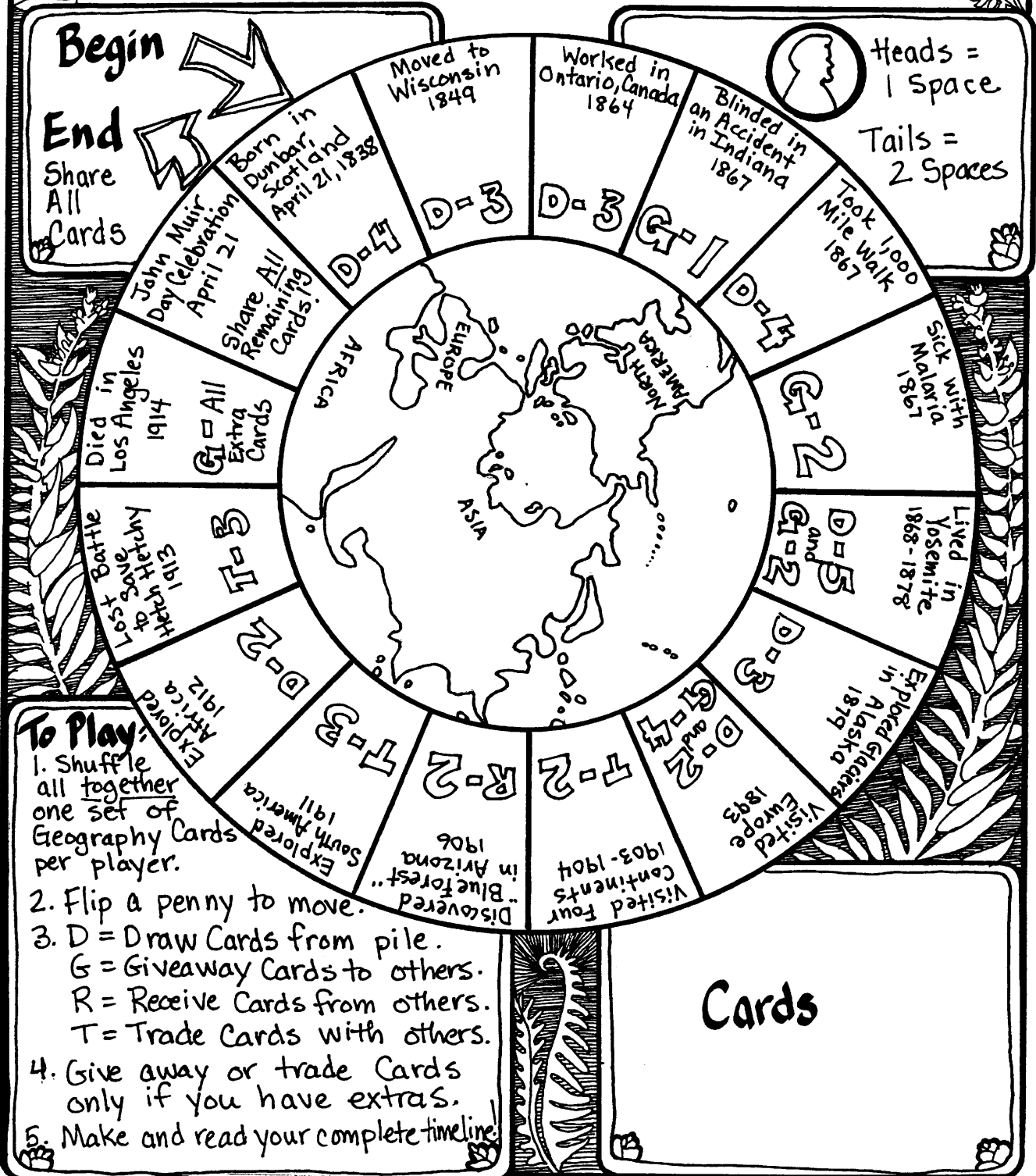
3. Create a class list of ideas about where in the world students think John Muir traveled and the different kinds of natural phenomena they think he saw, such as landforms, plant life, and wildlife. Add to the list as students' learning continues.
4. Distribute John Muir Geography Cards for students to cut out.
5. Students play in groups of two or three. Students in each group shuffle their Geography Cards with the other players' cards to make one large stack on their board.
6. Spin or flip the penny to see who goes first (call heads or tails), then spin or flip to move (heads=1, tails=2). Follow the directions on each space.
7. Add to the class list of where Muir's travels led him. Glue Geography Cards in sequence on construction paper or adding machine tape to create a timeline.

**Extensions:**

8. Contact local conservation resource persons in your area to visit your class as speakers and career models. Do a class project by joining in an existing effort, such as restoring a stream, raising salmon, or protecting a park.

# John Muir Day Game

## Around the World in 76 Years!



B. Keithcart 1995

# John Muir Geography Cards

<p><b>1838—Dunbar, Scotland</b></p> <p>John Muir was born April 21, 1838, in this small seaside village. As a boy, Muir ran through the highlands, climbed the ruins of ancient castle walls, and listened to the waves' "grand sounds" as he explored the rocky coast life.</p> <p>Today, the shoreline near Dunbar is named the John Muir Country Park and residents are establishing the "John Muir Conservation Centre."</p>	<p><b>1879—Alaska</b></p> <p>In 1879, Muir took his first of five trips to Alaska. The next year, he discovered what was later named the "Muir Glacier" in Glacier Bay.</p> <p>Today, Glacier Bay National Park consists of eight million acres of fiords, ice-capped mountains, and glaciers.</p>
<p><b>1849—Wisconsin, U.S.A.</b></p> <p>In 1849, while many joined the California Gold Rush, John Muir's father, Daniel, moved his family to the backwoods of Wisconsin to establish a farm.</p> <p>Today, the first Wisconsin homesite of John Muir at Fountain Lake Farm is a National Historic Landmark and a county park.</p>	<p><b>1893—New York and Massachusetts</b></p> <p>Muir visited many of New York's publishers and writers. He visited the homes and gravesites of Emerson and Thoreau in Concord, Massachusetts, and took a walk at Walden Pond, the setting of Henry David Thoreau's book, <i>Walden</i>.</p> <p>Today, New York still has great influence in the publishing industry, which can affect people's views about nature and conservation. In Concord, Massachusetts, conservationists advocate greater protection for Walden Pond and the surrounding woods.</p>
<p><b>1864—Province of Ontario, Canada</b></p> <p>After attending the University of Wisconsin, Muir went "botanizing" in the region north of the Great Lakes, finding various jobs in machine shops and factories.</p> <p>Today, the Province of Ontario is the second largest province in Canada, with many national parks.</p>	<p><b>1893—Europe</b></p> <p>John Muir began and ended this trip in Dunbar, Scotland. Muir enjoyed the great glacial fiords of Norway, south of Trondheim. He also visited England. Muir toured Switzerland and saw the Matterhorn and the Gorner Glacier. He crossed the mountains to northern Italy, then visited the Lakes of Killarney in Ireland. He returned to Scotland and left from his hometown of Dunbar.</p> <p>Many of these European places today are national parks, including the Lake District of England, Killarney, and parts of the Alps.</p>
<p><b>1867—1,000-Mile Walk from Kentucky to Florida</b></p> <p>Just after the Civil War, Muir took a 1,000-mile walk to the Gulf of Mexico. He walked from Louisville, Kentucky, through Tennessee southward to the Appalachian Mountains. He went across Georgia from Athens to Augusta to Savannah. He took a boat along offshore islands to northeast Florida, then walked through Gainesville to Cedar Keys.</p> <p>The story of this exciting trip is written in Muir's book, <i>A Thousand Mile Walk to the Gulf</i>. Modern day photographs of the natural places Muir visited are recorded in John Earl's book, <i>John Muir's Longest Walk</i>.</p>	<p><b>1903-1904—World Tour Card #1: England, France, and Germany</b></p> <p>John Muir took this trip with the Sargent family of New York. Muir saw so many museums and art galleries in London, Paris, and Berlin that he declared he had seen "enough for a life-time."</p> <p>These same museums and art galleries attract visitors from around the world. Art can provide a valuable perspective for the study of the natural world.</p>
<p><b>1868 - Yosemite</b></p> <p>When Muir first arrived in Yosemite Valley, he fell in love with the place, and lived there for over ten years, exploring the surrounding mountains, writing, drawing, and making observations.</p> <p>Today, Yosemite is one of our most visited national parks, with four million visitors every year!</p>	<p><b>1903-1904 - World Tour Card #2: Russia</b></p> <p>John Muir became weary of more tours to museums, art galleries, old churches, and palaces. He enjoyed the forests, the Caucasus Mountains, and the Black Sea. He took the train across Siberia, through the wheat fields of the Volga and then vast forests to Vladivostok.</p>

# John Muir Geography Cards

<p><b>1903–1904 —World Tour Card #3:</b> <b>China</b></p> <p>John Muir entered China three different times during his world tour: into Manchuria from Vladivostok, and later at Shanghai and Canton. However, Muir became ill, which prevented him from seeing much. He was anxious to depart for the Himalaya Mountains of India.</p>	<p><b>1903–1904 —World Tour Card #8:</b> <b>Japan and Hawaii</b></p> <p>After brief stops in Timor, Indonesia; the Philippines; and Canton, China, John Muir boarded the steamship <i>Siberia</i> of the Pacific Steamship Line to return home. He enjoyed the gardens of Shinto shrines near Nagasaki, and from Yokohama he could see the world-famous volcano Mt. Fujiyama.</p> <p>Muir stopped in Hawaii on his return trip, as millions do today, enjoying the lush tropical vegetation and views of scenic beauty such as Diamond Head near Honolulu.</p>
<p><b>1903–1904 — World Tour Card #4:</b> <b>India</b></p> <p>Arriving in Calcutta, Muir traveled first to Darjeeling, where he enjoyed magnificent sunrise views from Tiger Hill of the Himalayas, the tallest mountains in the world. Muir also traveled to Shimla, in northern India, to see the Indian cedar forests and more grand views of the Himalayas.</p> <p>Today, people from all over the world take treks through the Himalayas.</p>	<p><b>1906—Arizona</b></p> <p>While staying in northern Arizona with his daughter to benefit her health, John Muir explored the petrified forest region and discovered the “Blue Forest” of petrified wood. He later wrote to President Theodore Roosevelt asking him to protect it.</p> <p>Today, Petrified Forest National Park preserves forests which were alive in the Triassic Period, about 225 million years ago. It allows visitors to see the beautiful petrified wood, while prohibiting its destruction or collection.</p>
<p><b>1903–1904—World Tour Card #5:</b> <b>Egypt</b></p> <p>Taking a steamship from Bombay, India, Muir went to Cairo, Egypt, and saw the Pyramids and the Sphinx at Giza. After a steamer trip up the Nile River to Assiout and Assuan, he returned to Cairo.</p> <p>Today, visitors from all over the world go sightseeing in Egypt. The Nile River is the subject of on-going controversy over its use.</p>	<p><b>1911—South America</b></p> <p>Muir explored the Amazon River basin in Brazil, including the city of Manaus and the Rio Negro. In southern Brazil, he sailed on the Iguassu River into the heart of the Araucaria forests. In Buenos Aires, Argentina, many government officials, scientists, and reporters wanted to interview him, and he was surprised that he was famous there. From Santiago, Chile, Muir traveled 500 miles to Victoria, then inland to the Andes Mountains, where he found forests of the monkey-puzzle tree. In Montevideo, Uruguay, he was asked to speak to a small group about American forests, and as usual, a large crowd turned out to hear him speak about forest conservation.</p>
<p><b>1903–1904—World Tour Card #6:</b> <b>Australia</b></p> <p>John Muir visited zoological and botanical gardens and parks in Fremantle, Melbourne, and Sydney. He traveled inland to see the eucalyptus forests of the Great Dividing Range and took the train from Sydney to Mt. Victoria in the Blue Mountains to see the Jenolan Caves. He went to Queensland to see the Hoop Pine and saw the Great Barrier Reef from his ship.</p> <p>The Narbethong Special Purposes Reserve preserves some of the beech trees, eucalyptus, and tree ferns that Muir saw on his trip.</p>	<p><b>1912—Africa</b></p> <p>John Muir traveled by ship from South America to Cape Town, South Africa. He visited Victoria Falls on the Zambezi River and wanted to find baobab trees, which can live to 1,000 years. Although no one at his hotel knew where to find baobabs, a little barefooted Zimbabwe boy took Muir to a large grove of baobabs near the head of Victoria Falls. Muir took a steamer along the eastern coast to Mombasa, Kenya, where he made a trip inland to the source of the Nile River. He traveled to Lake Victoria where he saw the lake and nearby Ripon Falls. Muir returned to America across the Mediterranean Sea and Atlantic Ocean.</p>
<p><b>1903–1904—World Tour Card #7:</b> <b>New Zealand</b></p> <p>Arriving in Auckland on the north island, John Muir visited the Rotorua region of forests, hot springs, and geysers. Traveling southward, he was impressed by the volcanic peaks of Mounts Tongariro, Ngauruhoe, and Ruapehu. On the South Island, Muir visited Christchurch's botanical gardens and Mt. Cook with Mueller Glacier at its foot.</p> <p>Today, Mt. Cook, New Zealand's highest mountain, is one of several New Zealand National Parks, attracting visitors from around the world.</p>	<p><b>1914—Los Angeles, California</b></p> <p>After coming down with pneumonia in the California desert near Barstow while visiting his daughter, John Muir was taken to a hospital in Los Angeles. He had near his bedside the manuscript of his book, <i>Travels in Alaska</i>. John Muir died on Christmas Eve, 1914.</p> <p>Today, Los Angeles is one of the largest cities in the world, with many national parks and wilderness areas nearby. These areas were protected due to John Muir's efforts and those of his followers in the Sierra Club. The newest national parks near Los Angeles are Death Valley and Joshua Trees, established as part of the California Desert Protection Act of 1994. This Act also established the Mojave National Preserve and numerous wilderness areas in the California desert.</p>

# Seventh Through Ninth Grade

---

## John Muir in Yosemite

**Unit Concept:** *John Muir's vision led to the establishment of the National Park System.*

**Objective:** In at least two class sessions, students will explore different ways to value the environment and will participate in a simulation of a historical debate to protect Yosemite as a National Park.

**Preparation:** 1. Make copies of the Background Information and the Debate Cards. Make an overhead transparency of page 25, Ways to Value the Environment.

**Procedure:**

2. Assess the students' prior understanding: What are some ways to value the environment and what issues were addressed in creating Yosemite National Park? Use the Ways to Value the Environment overhead transparency to discuss different perspectives.
3. Divide up the roles on the Debate Cards among groups of students to research the various roles for the debate and read the Background Information. Give the teams at least one 40- to 50-minute session to research their position in the debate and become familiar with their characters' positions. Students should synthesize their information with their teammates in preparation for the debate.
4. Set up chairs in a circle with each group seated together with name cards for identification.
5. Invite the Facilitator to read the Background Information sheet again to the class prior to beginning the debate. Ask the Timer to read his or her instructions.
6. The Facilitator may introduce each group to Congress. Each group is allowed four minutes to convince Congress to vote in support of their position.
7. After Congress has heard all the represented sides on the issue, the Facilitator will ask them to vote and announce their decision.

**Extensions:**

8. The battle for the protection of Yosemite was largely one over economics. One of the points of the debate was that the land needed to be proven "useless" economically before Congress would declare it a national park. Similar issues concerning economics and the environment face today's citizens. Further discussion might include current topics such as:
  - a. Oil exploration in the Arctic National Wildlife Refuge;
  - b. Varying restrictions on land use by different agencies, such as Bureau of Land Management, National Parks, California State Forests, and National Forests;
  - c. Habitat loss and endangered species, such as cutting the spotted owl's old growth forests in the Pacific Northwest and the development of land for housing in California.

# Background Information

## 1890 Yosemite National Park Debate

Yosemite is one of our nation's most valued national parks. However, Yosemite's significance has not always been appreciated. Prior to 1890, only a small segment of today's 1,200-square-mile park was protected by government and, prior to 1864, none of it was protected by law. The dominant mind-set of the time was utilitarian: if it's there, use it. In other words, land served an economic purpose and was meant to be used for mining, agriculture, logging, or grazing livestock. Economic limitations often prevented the preservation of beautiful places.

Fortunately, there were people who sought to improve America's cultural recognition in the world through enjoying its natural wonders. There was also a vocal group of conservationists and thinkers such as John Muir who passionately believed in the importance of protecting natural areas. Through Muir's writing and lectures, many Americans became aware of the grandeur of Yosemite. By camping with President Theodore Roosevelt in Yosemite, Muir persuaded the

president to create the national park system and preserve America's natural treasures.

This debate allows you to enter John Muir's world of 1890. Through researching and role-playing the battle to protect Yosemite as a national park, you may gain an understanding of our nation's early voices debating the value of setting aside vast tracts of land as parks. Furthermore, you may gain insight into many of today's environmental arguments and understand the many factors affecting any land use decision.

Use the space below (or a separate piece of paper) to write your initial ideas for the debate. Develop each statement more clearly as you do your research. As you prepare for and simulate the debate, keep in mind the different ways of valuing the environment. Ask yourself which ways your character values the environment and how those values affect the course of the debate.

1. *My Role:*
2. *My Beliefs in this Role:*
3. *Ways I Value the Environment in this Role:*
4. *My Argument in this Role:*
5. *My Own Beliefs on the Debate:*
6. *The Ways I Value the Environment in My Own Life:*
7. *How Do I Agree or Disagree with the Beliefs and Views of the Role I Played in the Debate?*

# 1890 Yosemite Debate Cards—#1

## ***Facilitator***

Your role is to read the Yosemite National Park Debate Background Information to the class and to introduce each group before its members present their views.

## ***Timer***

You will allow each group four minutes to present its argument in the debate. You will call “Time” if a group’s presentation goes to four minutes.

## ***Frederick Law Olmstead***

You are a landscape architect and conservationist. You are active in California’s environmental issues. You have designed Central Park in New York. You feel strongly about protecting the scenic beauty of Yosemite.

## ***John Muir***

Your goal is to protect the entire ecosystems of Yosemite and to include two complete river systems in the boundaries of Yosemite. You have rallied a great deal of support for your vision to preserve Yosemite and other natural places.

## ***Israel Raymond Ward***

You are the state representative of Central American Steamship Transit Company of New York. You helped write the letter for the Yosemite land grant of 1864 and believe in the protection of areas of scenic beauty. You not only believe in the preservation of Yosemite, but you insist “the wonders be inalienable forever.”

## ***Josiah Whitney***

You are the state geologist for California and are a professor of geology from Harvard University. You have spent years exploring and surveying the state and preparing records for the federal government. You have labelled John Muir an “ignoramus” who disagrees with your geological theories.

## 1890 Yosemite Debate Cards—#2

### ***Private Landholders***

You own a small piece of land in Yosemite and believe in the right to private property. If Yosemite is declared a national park, you will have to move to a new place or pay to live where you do.

### ***Shepherders***

You graze sheep in the high Sierra meadows. You have been doing this for many years. If Yosemite is declared a national park, you will have to sell your sheep or find a new area for them to graze.

### ***Citizens***

As a citizen, your tax dollars will pay for land with which you will not be directly involved. You don't believe you should have to pay to support public land.

### ***Senator from California***

You will not support land being protected as a park until the land has been proven economically useless, with no possibilities of grazing, agriculture, mining, or logging.

### ***Railroad Company Owner***

You think that protecting Yosemite as a national park will bring tourism into the area and this will bring money to your company.

### ***Congress***

Your job is to listen to all sides of the debate and then vote to decide whether Yosemite should be protected as a national park.



# Ninth Through Twelfth Grades

---

## John Muir's Vision Lives On

**Unit Concept:** *John Muir's vision for the preservation of an ecologically sound natural environment persists today.*

**Objective:** In at least three class sessions, students identify perspectives on land management issues, research and debate Yosemite's General Management Plan, and develop personal responsibility on a local issue through citizen action.

**Preparation:**

1. Make copies for the students of the pages entitled Yosemite General Management Plan, National Park Service, and Viewpoints on Yosemite Management. Make an overhead transparency of Ways to Value the Environment.
2. Obtain posters, videos, slides or photography of Yosemite.

**Procedure:**

3. Find out what the students know about Yosemite. Explain that four million people visit Yosemite every year, impacting the park and putting pressure on wilderness and ecosystems.
4. Show a video, slides, and photos of Yosemite. Referring to the overhead of Ways to Value the Environment, ask the students to list the different perspectives people have about managing the park.
5. Distribute the National Park Service information and ask students how the national Park Service can provide for both use and preservation of the park.
6. Let the class know that Yosemite National Park's General Management Plan is under discussion for possible revision. People have many different perspectives on what the plan should include and how it should be implemented.
7. Form teams of students to research different perspectives on the management of Yosemite, using the Yosemite Management Viewpoints.
8. Each group has five minutes to present the viewpoint they researched and then may discuss the degree to which they personally agree or disagree with that perspective. The National Park Service team, which could include the whole class, evaluates the points of view and decides upon a course of action.
9. Each student should, as a homework exercise, take some action as a concerned citizen, such as writing a letter to the National Park Service with some input on the Yosemite Valley Implementation Plan, attending a public hearing on Yosemite or a local planning issue, creating an educational display or poster, composing a song, or writing a letter to the newspaper. The homework exercises may be presented in class.

**Extensions:**

10. Debate another national, state, or local park's management or another environmental issue, such as development of agricultural land, world population growth, and land use issues in your community.

# Ways To Value the Environment\*

## 1. Aesthetic Value

Appreciating beauty through the senses

## 2. Cultural Value

Maintaining the attitudes and practices of a specific group of people

## 3. Ecological Value

Maintaining the integrity of natural systems

## 4. Economic Value

Exchanging goods and services for money

## 5. Educational Value

Benefitting from learning and instruction

## 6. Egocentric Value

Focusing on self-satisfaction and personal fulfillment

## 7. Legal Value

Referring to the law and its enforcement

## 8. Recreational Value

Using leisure time

## 9. Social Value

Sharing human empathy, feelings, and status

\*Adapted from *A Child's Place in the Environment*, sponsored by the California Department of Education in cooperation with Konocti Unified School District.

# Yosemite General Management Plan

## *Citizen Involvement in Government Decision-Making*

### **Introduction:**

In this exercise, you will explore issues concerning national parks and draw your own conclusions. You will then choose a way to convey your ideas to government decision-makers, recognizing that in American society we have the right to vote and also to participate in the decisions being made by governmental agencies.

### **Description of the Issues:**

Yosemite National Park is a spectacular landscape of high granite cliffs, waterfalls, forests, meadows, and wildlife. It is a part of our national pride and heritage. Four million people from all over the world come to Yosemite every year. This large number of people puts great pressure on the park, particularly on Yosemite Valley. Other problems facing Yosemite Valley include excessive commercialization and traffic congestion. The result is damage to the park's natural resources and interference with the natural experience for many people.

People disagree about the competing economic uses of national parks like Yosemite and about which of the national park values are the most important. Where to draw the line between the preservation and the use of natural resources is the most enduring of all the debates affecting America's national parks.

In 1980, a General Management Plan (GMP) was drafted in response to the problems of Yosemite. The GMP stated that too much development has occurred in the park and is colliding with our ability to preserve Yosemite's unmatched natural resources for the future. In the last few years, amendments and refinements to the GMP have been made, and further amendments are currently being studied. Today, some argue the 1980 GMP went too far, while others would like to see it strictly enforced. As a concerned citizen, you can find out more about these issues and formulate your own vision as to what you think the government should do in making an appropriate balance between preservation and use.

### **Project Assignment:**

1. Individually or as a team, research at least two of the statements provided in the attached "Yosemite Management Viewpoints" and become familiar with the viewpoint of the author. Prepare yourself to:
  - a. Describe the assumptions, values, beliefs, and economic motivations attached to your viewpoint, and give your estimate of the number of people who might feel the same way;
  - b. Discuss your personal evaluation of the viewpoint and to what extent it should be considered in the government's ultimate decision.
2. Share your research with other class members in a panel discussion. Learn from your classmates what they have learned about the point of view they researched, and ask them questions during the debate. Try to understand the assumptions, values, beliefs, and economic motivations for each point of view.
3. Take a stand as a concerned citizen on the revision of Yosemite's General Management Plan and act upon your position. You might choose an appropriate action such as writing a letter to the National Park Service expressing your view, attending a public hearing or workshop on Yosemite or a similar planning issue, creating a display to educate other people about the issues, writing a letter to the editor of your local newspaper, composing a song, or doing any other creative effort approved by your teacher as modeling responsible citizen action.

### **For Further Information:**

For information about the revision to the General Management Plan, the National Park Service request for public involvement, and sending your input to the government decision-makers, write to: Superintendent, National Park Service, P.O. Box 577, Yosemite, CA 95389.

# National Park Service

## ***National Park Service Mission***

***“To conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.”***

*(from the 1916 Organic Act)*

## ***National Park Service 1980—General Management Plan Goals***

### ***Reclaim Natural Beauty***

Yosemite is too valuable to use for administration, maintenance, parking, or any commercial services that do not contribute directly to a quality park experience. All facilities not contributing directly to a quality park experience, including non-essential staff housing, office space, National Park Service and concessionaire headquarters are to be removed.

### ***Markedly Reduce Traffic Congestion***

The single greatest threat to the enjoyment of the natural and scenic qualities of Yosemite is automobile traffic. The ultimate goal of the National Park Service is to “remove all private vehicles from Yosemite Valley” and substitute public transportation.

### ***Promote Visitor Understanding and Enjoyment***

The amount and kinds of information and traditional interpretive programs for visitors should greatly increase. Creative audiovisual programs and park displays will help visitors to understand the processes and events that have shaped Yosemite’s natural features and the relationship of our cultural values to preservation of the park.

### ***Reduce Crowding***

Relocate most visitor facilities outside the national park, where local businesses can compete for visitor dollars, in the best spirit of the American free enterprise system. Allow visitors to tour the Park for the beauty of the natural wonders, not because they are attracted to concession activities, food services, or “profit centers.”

### ***Allow Natural Processes to Prevail***

The primary objective of natural resource management is to restore and perpetuate the natural processes of the park’s ecosystems, recognizing that Yosemite is a dynamic natural system of interrelated and evolving forms, and not a static accumulation of geologic and biologic features. In developed areas like the Valley, facilities should be removed from flood-plains and geologic hazard areas in deference to these natural phenomena.

### ***National Park Service General Management Plan Examination Report:***

In a review, published in August 1990, of the status of implementing the 1980 General Management Plan, the NPS received 19,035 letters and comments from individuals. Of these responses, over 54% supported the 1980 GMP as is, 10% asked for revisions, and 37% had no opinion. As to transportation, while two individuals stated that more cars and congestion were acceptable to them, 37% preferred fewer cars and less congestion, and 13% believed existing levels are acceptable.

### ***National Park Service Task Directive:***

March, 1993: In a Yosemite Valley Implementation Plan, the NPS will, with public involvement, create “a detailed zoning plan for Yosemite Valley that will provide more definition than the zoning included in the 1980 GMP, a cultural landscape plan, a transportation plan, and an analysis to determine what essential functions must remain in the Valley. All existing and approved plans for Yosemite Valley will be used as planning constraints and will not be substantially altered by the new plan.

# Viewpoints on Yosemite Management

<p><b>Tourist In Yosemite</b></p> <p>You've been coming to Yosemite for many years. You enjoy the accommodations at the lodge and the opportunity to go out to dinner. On the other hand, you resent the crowds and traffic you have attempted to escape by coming to the mountains.</p>	<p><b>Delaware North (Yosemite Concession Services Corporation)</b></p> <p>You operate the hotels and business operations for a contract worth more than \$1 billion in gross revenue. You will turn back 20.2% to the federal government, which will own all major buildings in Yosemite.</p>
<p><b>Concession Worker</b></p> <p>You work at the lodge and have worked in the park for ten years. You like the luxury of living in Yosemite Valley. If the lodge is moved, your job will be eliminated.</p>	<p><b>National Parks and Conservation Association</b></p> <p>You are a member of an organization dedicated to preserving Yosemite and other national parks. You believe facilities and development should be located outside the park and that a regional transportation system should be set up, using concession fees.</p>
<p><b>Yosemite Institute Instructor</b></p> <p>You are an instructor at an educational institute in the park and teach people how to protect Yosemite and other wilderness areas. You are a conservationist, but if all development is moved out of the park, your organization will be affected and will need to relocate.</p>	<p><b>Artists, Photographers and Writers</b></p> <p>You visit Yosemite by yourself to gain inspiration for your artistic work. You also participate in annual workshops offered in the park and meet old acquaintances. You would be willing to use public transportation if it meant less congestion in the park.</p>
<p><b>Resident of El Portal</b></p> <p>Your small town outside the park may become a much larger city if all the development in the park is relocated. The town is on a Wild and Scenic River, which would be affected by development.</p>	<p><b>Business Owners in Outlying Areas</b></p> <p>If there is a reduction in the number of people allowed in Yosemite Valley, your business could suffer. On the other hand, more people might seek your services if services inside the park were limited.</p>
<p><b>Biologists</b></p> <p>You study the restoration of impacted ecosystems in the park. You believe that a general reduction in commercialization and the number of cars will enable the park to restore some of its already impacted ecosystems.</p>	<p><b>Tour Bus Company</b></p> <p>You are the owner-operator of a tour bus company, and many of your visitors are from Japan, Germany, Holland, and England. Currently, the Park Service limits the concessionaire to only 18% of its rooms for tour bus groups. You believe that if the Park Service would raise this to 22%, there would be 120 fewer cars overnight in the park and less congestion.</p>
<p><b>Sierra Club Members</b></p> <p>You belong to the conservation organization founded by John Muir, whose primary goal is to preserve the natural systems in the park. You believe that development in the park should not exceed the limits set by the General Management Plan and support innovative, regional transportation possibilities.</p>	<p><b>National Park Service</b></p> <p>Your job, as a team, is to listen to all sides of the General Management Plan debate and vote on a plan for how the valley should be managed. Consider all the perspectives presented in the debate and decide on the best plan of action to fulfill the mission and goals of the National Park Service for future generations.</p>

# Resources for Seventh to Twelfth Grade Projects

Brower, Kenneth, *Yosemite: An American Treasure* (National Geographic Society, 1990)

Everhart, William C., *The National Park Service* (New York: Praeger Publishers, 1972)

Frome, Michael, *Regreening the National Parks* (Tucson: The University of Arizona Press, 1992)

Huth, Hans, *Yosemite: The Story of an Idea*

National Parks and Conservation Association, *Our Endangered Parks: What You Can Do to Protect Our National Parks* (San Francisco: Foghorn Press, 1994)

Runte, Al, *Yosemite: The Embattled Wilderness* (Lincoln: University of Nebraska Press, 1990)

Sax, Joseph, *Mountains Without Handrails: Reflections on the National Parks* (Ann Arbor: Univ. of Michigan Press, 1980)

*Yosemite: The Fate of Heaven* (video, narrated by Robert Redford)



# Resources

## For Schools and Classrooms

### "John Muir Fact Sheet"

(available in English, Spanish, German, or Japanese)  
Sierra Club, 730 Polk St., San Francisco, CA 94109

### John Muir 1838-1914 Bookmark

Beige bookmark includes a photo of Muir, a one-paragraph synopsis of his life, a Muir quote, and important events for various years of Muir's life, Sierra Club logo and address. \$1.00, 2 3/4" x 8 3/4."

Sierra Club, 730 Polk St., San Francisco, CA 94109.  
(415) 776-2211.

### Muir Quote Bookmarks

Select one of eight Muir quotes, each with a different photograph of Yosemite or other wilderness scene. 2 1/4" x 7."  
Mark My Words™, P.O. Box 240, Seal Beach, CA 90740.

### "John Muir Exhibit," World Wide Web Site

This Internet resource contains fact sheets, bibliographies, graphics files, quotes, the John Muir Study Guide, information on the John Muir National Historic Site, and more.  
URL: [http://ice.ucdavis.edu/John\\_Muir/](http://ice.ucdavis.edu/John_Muir/)

### Encountering Conservation's Exemplar: Cross-Curricular Activities Based on the Life of John Muir

by Care Butler, 1990.

Available for \$6.00, this curriculum guide is designed for fourth through sixth grades. A variety of activities are presented, focusing on developing science process skills.  
Care Butler, 2131 South 21st St., Rogers, AR 72756.

### John Muir T-Shirts

(\$14.00 ea, available in s-m-l)  
John Muir Memorial Association, P.O. Box 2433, Martinez, CA 94553

### Tours of Muir's ranch house, brochures, booklets, environmental living programs, bookstore with posters, medallions, etc.

John Muir National Historic Site, National Park Service,  
4202 Alhambra Ave., Martinez, CA 94553. (510) 228-8860

## Audiotapes

### "Muir Power To You"

Music by Bill Oliver, on *Better Things to Do and Audubon Adventures*.  
Live Oak Records & Tapes, 515 E. 40th St., Austin, TX 78751

### "John of the Mountains"

Music by Matthew Werner, on *Mariposa's First Light of Dawn*  
Catalpa Records, P.O. Box 1314, Santa Cruz, CA 95061

### Lee Stetson, Dramatic Presentations of "Conversations with a Tramp," "John Muir's Stickeen," and "The Spirit of John Muir"

Stetson is also available for live presentations for schools or special events.  
Wild Productions, P.O. Box 811, Yosemite, CA 95389

## Audiovisuals

### Lee Stetson, "Conversation with a Tramp"

VIDEOCASSETTE. A KQED-TV S.F. production. 1992.  
Wild Productions, P.O. Box 811, Yosemite, CA 95389

### "John Muir: The Man, The Poet, The Legacy"

VIDEOCASSETTE. A KRON-TV S.F. Production in Association with Chronicle Productions, 1981. Produced by Ziggy Stone.

Panorama West Productions, P.O. Box 1255, Beverly Hills, CA 90213. Color w/ b & w sequences, VHS format, \$24.95

## General Bibliography

Fox, Stephen, *John Muir and His Legacy: The American Conservation Movement* (Boston: Little, Brown & Co., 1981).

Muir, John, *The Wilderness World of John Muir* edited by Edwin Way Teale (Boston: Houghton Mifflin, 1954, pap. reprint).

Muir, John, *The Wild Muir—Twenty-two of John Muir's Greatest Adventures* selected and introduced by Lee Stetson, illustrated by Fiona King (The Yosemite Association, 1994).

Miller, Sally R. Editor. *John Muir: Life and Work* (Univ. of New Mexico Press, 1993).

Turner, Frederick W., *Rediscovering America: John Muir in His Time and Ours* (San Francisco: Sierra Club Books 1985).

Wolfe, Linnie Marsh, *Son of the Wilderness: The Life of John Muir* (Madison: Univ. of Wisconsin Press 1978).

## Student Bibliography

### (☞ indicates currently in print.)

☞ Albay, Diana T., et al., *John Muir: Life and Journeys/Vida y Viajes* (Earlimart, CA: Earlimart School District, 1990). Illustrated by Edward Campos, Jr.

Contact Bruce Booz (805)849-2611.

This paperback biography is bilingual, with both English and Spanish text. Chapters include "Early Years," "The 1,000-Mile Walk," "California," "Earthquake," "Stickeen," "More Adventures," and "The Sierra Club." Includes an excellent one-page chronology listing events in Muir's life and specifying years, U.S. president, and notable contemporaneous historical events.

Clark, Margaret Goff, *John Muir, Friend of Nature* (Champaign, Illinois, Garard (Discovery Books), 1974). Illustrated by Cary. A short, illustrated biography, suitable for third to fourth grades or for reading aloud to younger grades. 80 pp.

☞ Cobblestone Magazine, "John Muir: Friend and Protector of Nature," August, 1989. Available from Cobblestone Publishing, 30 Grove St., Peterborough, NH 03458.

In addition to the story about Muir, this special issue highlights other conservationists such as Aldo Leopold and Rachel Carson along with a highly readable account of the environmental movement. Includes student project ideas.

Dines, Glen, **John Muir** (See & Read Biography) (New York: Putnam 1974).

*Another short, heavily illustrated biography suitable for primary grade children. 64 pp.*

❖ Douglas, William O., **Muir of the Mountains** (San Francisco: Sierra Club Books, 1993). Illustrated by Daniel San Souci. Hardcover, \$15.95.

*A reprint of the 1961 classic children's biography of Muir by the late U.S. Supreme Court Justice William O. Douglas, himself a noted mountaineer and conservationist. Ages 9-12. 183 pp. New illustrations.*

Dunham, Montrew, **John Muir: Young Naturalist** (Indianapolis: Bobbs-Merrill Co., 1975). Illustrated by Al Fiorentino. *This children's biography, part of a "Childhood of Famous Americans" series, is suitable for third to sixth grades. Includes appendices entitled "When John Muir Lived" (other events in history during Muir's lifetime); "Do You Remember" (questions testing the reader's memory about Muir's life); "It's Fun to Look Up These Things" (leading questions about geography and conservation); "Interesting Things You Can Do"; "Other Books You May Enjoy"; and "Interesting Words in This Book."*

❖ Force, Eden, **John Muir** (Englewood Cliffs: Silver Burdett Press, 1990). Part of "Pioneers in Change" series. Paperback, \$7.95, 145 pp. *This children's biography is suitable for older elementary through junior high readers. Includes a chronology of Muir's life, a bibliography, and an index.*

Graves, Charles, **John Muir** (New York: Thomas Crowell Co. 1973). Illustrated by Robert Levering. *This children's book, well-written with a modern theme of ecology, is especially suitable for second to fourth grade readers.*

❖ Greene, Carol, **John Muir: Man of the Wild Places** (Chicago: Children's Press, 1991) A Rookie Biography. 48 pp., illustrated, paperback, \$4.95. *Color and black-and-white photographs on literally every page enhance this simple biography suitable for grades 1-3. Large print. Includes chart of Important Dates and Index.*

Grossman, Adrienne Moss & Beardwood, Valerie, **Trails of His Own: The Story of John Muir & His Fight to Save Our National Parks** (New York: Longmans, Green & Co. 1961) *An imaginative biography of Muir, suitable for 6th to 8th graders. 206 pp.*

Morrill, Madge Haines, and Morrill, Leslie, **John Muir: Protector of the Wilds** (New York: Abingdon 1957). Illustrated by Avery Johnson. *This biography is suitable for fourth to sixth grade children. 128 pp.*

❖ Ledbetter, Cynthia E. & Richard C. Jones, **John Muir** (Vero Beach, FL: Rourke Publications, Inc., 1993). Rourke Biographies: Pioneers, 112 pp., 14 color & 16 b & w photographs, index, hardcover. *This book (Grades 5 & up), is less a pure biography than a persuasive argument for environmental protection, using Muir's life as the inspiration. The final chapter, Muir's Legacy, describes modern environmental issues, highlighting those in which the Sierra Club is active. Appendices include: Organizations, Time Line, Glossary, Bibliography, Media Resources.*

❖ Naden, Corrinne J. and Blue, Rose, **John Muir: Saving the Wilderness** (Brookfield, CT: The Millbrook Press, 1992) (Distributed by Houghton Mifflin) A Gateway Biography, 48 pp., illustrated, paperback, \$4.95.

*This well-illustrated biography is suitable for the late primary grades. Excellent choice of modern and historical photographs, except for one mistakenly identifying a much larger reservoir as Hetch Hetchy. Includes "Important Dates" in Muir's life, bibliography, and index. The bibliography emphasizes not history but current conservation issues.*

Norman, Charles, **John Muir, Father of Our National Parks** (New York: Messmer 1957).

*Although currently out of print, still widely available in many libraries; this biography is suitable for junior high to adult readers.*

Silverberg, Robert, **John Muir: Prophet Among the Glaciers** (New York: Putnam 1972).

*Part of the publisher's "Lives to Remember" series, this modern biography is suitable for sixth to eighth grade students. 255 pp.*

Swift, Hildegard Hoyt, **From the Eagle's Wing: A Biography of John Muir** (New York: William Morrow & Co. 1962). Illustrated by Lynd Ward.

*An excellent biography for older elementary and junior high to high school readers.*

❖ Talmadge, Katherine S., **John Muir: At Home in the Wild** (New York: 21st Century Books, Henry Holt & Co., 1993). Illustrated by Antonio Castro. Hardcover, 80 pp.

*Suitable for grades 3-5, this new biography is a good introduction to Muir. Part of the publisher's "Earth Keepers" series which portrays many noted historical and contemporary environmentalists, it includes numerous black and white sketches, a glossary and an index.*

❖ Tolan, Sally, **John Muir: Naturalist, Writer, and Guardian of the North American Wilderness** (Milwaukee: Gareth Stevens Children's Books, 1990). Part of "People Who Have Helped the World" series. Hardcover, \$12.95, 68 pages.

*An excellent biography for fifth and sixth grade readers. Illustrations include color and black and white photographs, charts, and maps. Also includes quotations by and about Muir and conservation philosophy. Includes addresses for further information, a short bibliography, a glossary, a chronology of Muir's life, and a one-page index.*

❖ Wadsworth, Ginger, **John Muir: Wilderness Protector** (Minneapolis: Lerner Publications Co., 1992). Hardcover, \$15.95, 144 pages.

*Superb modern biography of Muir, with emphasis on his conservation efforts. Grades 5 & up. Includes index, quotation sources, historical map of Muir's Yosemite, and bibliography.*

❖ Weitzman, David, **The Mountain Man and the President** (New York: Steck-Vaughn Co., 1993). Illustrated by Charles Shaw. Paperback (also available in hardcover), \$4.95, 40 pages.

*This short storybook for elementary school readers focuses on the 1903 Yosemite camping trip shared by John Muir and President Theodore Roosevelt. The book is excellent in explaining how this historical event relates to the importance of wilderness in our lives today, and the continuing need to protect wilderness for the future.*



# Acknowledgments

## *Edited and Illustrated by:*

**Betsy Keithcart**

## *Designed and Written by:*

**Harold Wood**

Coordinator, Sierra Club California  
John Muir Education Project

**Betsy Keithcart**

Science Resource Teacher, Elk Grove Unified School District

**Pete Devine**

Education Director, Yosemite Institute

**Janie Chodosh**

Instructor, Yosemite Institute

**Frank Helling**

Teacher, Chawanakee School District

## *Funded by:*

**The Environmental Education Grant Program**

**California Department of Education**  
Science and Environmental Education Unit

## *Project Concept and Implementation:*

**Sierra Club California**

## *Educational and Technical Advisors:*

**Yosemite Institute**

**John Muir Center for Regional Studies,  
University of the Pacific**

**John Muir National Historic Site**

## *Additional Contributions by:*

**Bill Andrews**

Consultant, California Department of Education

**Erik Beever**

Project Assistant, California Department of Education

**Dr. Ronald Limbaugh**

Professor of History, University of the Pacific

**Vanessa Olson**

Third Grade Student, Elk Grove Unified School District

**Anna Williams**

Teacher, Standard School District

## *Copy Edited by:*

**Marian Eby**

Editorial Consultant, Tulare County Office of Education

## *Desktop Publishing by:*

**Susi Gleffe**

Information Officer, Tulare County Office of Education

An electronic version of this document, as well as related information about John Muir, is available through the Internet. Use World Wide Web:

URL:[http://ice.ucdavis.edu/John\\_Muir/](http://ice.ucdavis.edu/John_Muir/).

(Information Center for the Environment, University of California, Davis)

Printed on 100% recycled fiber.

©Copyright 1995 by Sierra Club. Permission to reprint for school purposes is granted to all public and private school teachers. All other rights reserved.

## Evaluation

What do you think about the John Muir Day Study Guide? Please send your written comments to: Sierra Club, Attn: John Muir Day Study Guide, P.O. Box 3543, Visalia, CA 93278 or e-mail your responses to: [harold.wood@sierraclub.org](mailto:harold.wood@sierraclub.org)

	<b>Appropriate</b>		<b>Easy to Understand and Use</b>		
	yes	no	yes	no	
1. Are the grade level topics:	yes	no	yes	no	
2. Are the student materials:	yes	no	yes	no	
3. Is the teacher information:	yes	no	yes	no	
4. Are the resources:	yes	no	yes	no	
5. Grading 1 to 5 (5 being the highest) how would you rate the John Muir Study Guide?			1	2	3 4 5
6. What worked successfully for you and your students?					
7. What recommendations would you make for a revision?					