

# Teaching *Environmental History*: Global Perspectives on Wilderness

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## Introduction

These lesson plans will encourage students to better understand the significance of *The Wilderness Act* as well as how global perspectives on wilderness differ from the American paradigm. More specifically, these lesson plans look at the impact of changing perspectives on wilderness in the United States, exclusionary practices regarding native peoples, global perspectives on wilderness looking specifically at Africa, Latin America, and Australia, and the importance of *The Land and Water Conservation Fund Act*.

These lessons were created to benefit university educators from multiple disciplines and they can be utilized individually or as a unit. The lesson plans contains analytical questions for class discussion followed by activities. While the activities were created for groups, many of them can be made into individual projects or assignments. When used as a unit, these lessons encourage students to analyze the global impact of *The Wilderness Act*. “50 Years of Wilderness in the United States” and “Can Humans Coexist with Wilderness?” encourage students to look at the significance of *The Wilderness Act* and think about the concept of wilderness. “Native Peoples and Wilderness: A Study on Exclusionary Practices in Canada” examines the precarious state of affairs regarding indigenous peoples and national parks in North America. “A Modern, American Perspective on Wilderness” analyzes wilderness in an increasingly politically polarized American society and evaluates the impact of *The Wilderness Act* in the United States. “An African Perspective on Wilderness,” “A Latin American Perspective on Wilderness,” and “An Australian Perspective on Wilderness” compare and contrast the American paradigm of wilderness with global examples in Africa, Latin America, and Australia, respectively. “Pictorial Perspectives on Wilderness and the Land and Water Conservation Fund” examines the importance of the oft overlooked, and arguably more significant *Land and Water Conservation Fund Act*. As a whole, these lessons encourage students to analyze the significance of *The Wilderness Act* in the United States while examining how preservation of wilderness differs from the prevailing American paradigm around the globe.

## 50 Years of Wilderness in the United States

Primary source

Excerpts from “The Wilderness Act,” public Law 88-577

### *AN ACT*

*To establish a National Wilderness Preservation System for the permanent good of the whole people, and for other purposes.*

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

### SHORT TITLE

Section 1. This Act may be cited as the "Wilderness Act".

### WILDERNESS SYSTEM ESTABLISHED STATEMENT OF POLICY

Sec. 2. (a) In order to assure that an increasing population, accompanied by expanding settlement and growing mechanization, does not occupy and modify all areas within the United States and its possessions, leaving no lands designated for preservation and protection in their natural condition, it is hereby declared to be the policy of the Congress to secure for the American people of present and future generations the benefits of an enduring resource of wilderness. For this purpose there is hereby established a National Wilderness Preservation System to be composed of federally owned areas designated by Congress as "wilderness areas", and these shall be administered for the use and enjoyment of the American people in such manner as will leave them unimpaired for future use as wilderness, and so as to provide for the protection of these areas, the preservation of their wilderness character, and for the gathering and dissemination of information regarding their use and enjoyment as wilderness; and no Federal lands shall be designated as "wilderness areas" except as provided for in this Act or by a subsequent Act.

(b) The inclusion of an area in the National Wilderness Preservation System notwithstanding, the area shall continue to be managed by the Department and agency having jurisdiction thereover immediately before its inclusion in the National Wilderness Preservation System unless otherwise provided by Act of Congress. No appropriation shall be available for the payment of expenses or salaries for the administration of the National Wilderness Preservation System as a separate unit nor shall any appropriations be available for additional personnel stated as being required solely for the purpose of managing or administering areas solely because they are included within the National Wilderness Preservation System.

## DEFINITION OF WILDERNESS

(c) A wilderness, in contrast with those areas where man and his own works dominate the landscape, is hereby recognized as an area where the earth and its community of life are untrammelled by man, where man himself is a visitor who does not remain. An area of wilderness is further defined to mean in this Act an area of undeveloped Federal land retaining its primeval character and influence, without permanent improvements or human habitation, which is protected and managed so as to preserve its natural conditions and which (1) generally appears to have been affected primarily by the forces of nature, with the imprint of man's work substantially unnoticeable; (2) has outstanding opportunities for solitude or a primitive and unconfined type of recreation; (3) has at least five thousand acres of land or is of sufficient size as to make practicable its preservation and use in an unimpaired condition; and (4) may also contain ecological, geological, or other features of scientific, educational, scenic, or historical value.

Source: 88th United States Congress. "The Wilderness Act, Public Law 88-577." Wilderness.net, a collaborative partnership between the College of Forestry and Conservation's Wilderness Institute at the University of Montana, the Arthur Carhart National Wilderness Training Center, and the Aldo Leopold Wilderness Research Institute. Last Modified 2011.  
<http://www.wilderness.net/nwps/legisact>

### Class discussion / analytical questions

1. What motivations were behind the creation and passing of this act? Think about the purpose as well as the statement of policy in answering this.
2. How does the act define wilderness?
3. What are the positive implications of this definition? What are its negative implications?
4. What is the significance of this act? Think about how it has shaped the nation for the past 50 years, physically, politically, and intellectually.

### Activities

**Analyzing the Wilderness** – Have the students, in groups or as individuals, research the entire act in order to find how the act was implemented. Without the ability to enforce their declarations, acts are merely idealistic overtures that do nothing more than call attention to their cause. In a page or two, the students should explain the implementations provided by Congress and the President to fulfill the act's purposes.

**Personal Reflections on Wilderness** – After discussing the Wilderness Act, have the students write a reflective essay on what wilderness means to them. In their answer, the students should offer their own definition of wilderness.

## Can Humans Coexist with Wilderness?

### Article

William Cronon, "The Trouble with Wilderness, or Getting Back to the Wrong Nature," *Environmental History* 1.1 (1996) DOI: 10.2307/3985059.

### Class discussion / analytical questions

1. Describe Cronon's concepts of sublime wilderness and wilderness as frontier in his attempt to portray wilderness as a contemporary social construct.
2. Explain why Cronon believes that society's wilderness vision is so troubling.
3. Why does Cronon question wilderness environmentalism? Explain how ideas about wilderness have changed over time in constructing your answer.
4. How do humans fit into Cronon's wilderness ideal?

### Activity

Critiquing Cronon – Break the class into small groups and have them critique Cronon's article while creating a plan on how to recreate a wilderness vision in which humans can coexist. The following question could serve as their writing prompt:

Given that wilderness protection is only one aspect of environmentalism and that humans are reasonably unwilling to destroy themselves in hopes of helping nature, how can humans coexist with nature? Be sure to address the article in constructing your answer.

Each group should write a short essay in answering the prompt. This can also be made into individual projects or assignments.

## Native Peoples and Wilderness: A Study on Exclusionary Practices in Canada

### Article

Theodore Binnema and Melanie Niemi, “‘Let the Line be Drawn Now’: Wilderness, Conservation, and the Exclusion of Aboriginal People from Banff National Park in Canada,” *Environmental History* 11.4 (2006) DOI: 10.1093/envhis/11.4.724.

### Primary sources

Treaty No. 1, Treaty, No. 3, Treaty, No. 6, and Treaty No. 10

#### Treaty No. 1

ARTICLES OF A TREATY made and concluded this third day of August in the year of Our Lord one thousand eight hundred and seventy-one, between Her Most Gracious Majesty the Queen of Great Britain and Ireland by Her Commissioner, Wemyss M. Simpson, Esquire, of the one part, and the Chippewa and Swampy Cree Tribes of Indians, inhabitants of the country within the limits hereinafter defined and described, by their Chiefs chosen and named as hereinafter mentioned, of the other part.

Whereas all the Indians inhabiting the said country have pursuant to an appointment made by the said Commissioner, been convened at a meeting at the Stone Fort, otherwise called Lower Fort Garry, to deliberate upon certain matters of interest to Her Most Gracious Majesty, of the one part, and to the said Indians of the other, and whereas the said Indians have been notified and informed by Her Majesty's said Commissioner that it is the desire of Her Majesty to open up to settlement and immigration a tract of country bounded and described as hereinafter mentioned, and to obtain the consent thereto of her Indian subjects inhabiting the said tract, and to make a treaty and arrangements with them so that there may be peace and good will between them and Her Majesty, and that they may know and be assured of what allowance they are to count upon and receive year by year from Her Majesty's bounty and benevolence.

And whereas the Indians of the said tract, duly convened in council as aforesaid, and being requested by Her Majesty's said Commissioner to name certain Chiefs and Headmen who should be authorized on their behalf to conduct such negotiations and sign any treaty to be founded thereon, and to become responsible to Her Majesty for the faithful performance by their respective bands of such obligations as should be assumed by them, the said Indians have thereupon named the following persons for that purpose, that is to say:

Mis-koo-kenew or Red Eagle (Henry Prince), Ka-ke-ka-penais, or Bird for ever, Na-sha-ke-penais, or Flying down bird, Na-na-wa-nanaw, or Centre of Bird's Tail, Ke-we-tayash, or Flying round, Wa-ko-wush, or Whip-poor-will, Oo-za-we-kwun, or Yellow Quill,—and thereupon in open council the different bands have presented their respective Chiefs to His Excellency the Lieutenant Governor of the Province of Manitoba and of the North-West Territory being

present at such council, and to the said Commissioner, as the Chiefs and Headman for the purposes aforesaid of the respective bands of Indians inhabiting the said district hereinafter described; and whereas the said Lieutenant Governor and the said Commissioner then and there received and acknowledged the persons so presented as Chiefs and Headmen for the purpose aforesaid; and whereas the said Commissioner has proceeded to negotiate a treaty with the said Indians, and the same has finally been agreed upon and concluded as follows, that is to say:

The Chippewa and Swampy Cree Tribes of Indians and all other the Indians inhabiting the district hereinafter described and defined do hereby cede, release, surrender and yield up to Her Majesty the Queen and successors forever all the lands included within the following limits, that is to say: Beginning at the international boundary line near its junction with the Lake of the Woods, at a point due north from the centre of Roseau Lake; thence to run due north to the centre of Roseau Lake; thence northward to the centre of White Mouth Lake, otherwise called White Mud Lake; thence by the middle of the lake and the middle of the river issuing therefrom to the mouth thereof in Winnipeg River; thence by the Winnipeg River to its mouth; thence westwardly, including all the islands near the south end of the lake, across the lake to the mouth of Drunken River; thence westwardly to a point on Lake Manitoba half way between Oak Point and the mouth of Swan Creek; thence across Lake Manitoba in a line due west to its western shore; thence in a straight line to the crossing of the rapids on the Assiniboine; thence due south to the international boundary line; and thence eastwardly by the said line to the place of beginning. To have and to hold the same to Her said Majesty the Queen and Her successors for ever; and Her Majesty the Queen hereby agrees and undertakes to lay aside and reserve for the sole and exclusive use of the Indians the following tracts of land, that is to say: For the use of the Indians belonging to the band of which Henry Prince, otherwise called Mis-koo-ke-new is the Chief, so much of land on both sides of the Red River, beginning at the south line of St. Peter's Parish, as will furnish one hundred and sixty acres for each family of five, or in that proportion for larger or smaller families; and for the use of the Indians of whom Na-sha-ke-penais, Na-nawa-nanaw, Ke-we-tayash and Wa-ko-wush are the Chiefs, so much land on the Roseau River as will furnish one hundred and sixty acres for each family of five, or in that proportion for larger or smaller families, beginning from the mouth of the river; and for the use of the Indians of which Ka-ke-ka-penais is the Chief, so much land on the Winnipeg River above Fort Alexander as will furnish one hundred and sixty acres for each family of five, or in that proportion for larger or smaller families, beginning at a distance of a mile or thereabout above the Fort; and for the use of the Indians of whom Oo-za-we-kwun is Chief, so much land on the south and east side of the Assiniboine, about twenty miles above the Portage, as will furnish one hundred and sixty acres for each family of five, or in that proportion for larger or smaller families, reserving also a further tract enclosing said reserve to comprise an equivalent to twenty-five square miles of equal breadth, to be laid out round the reserve, it being understood, however, that if, at the date of the execution of this treaty, there are any settlers within the bounds of any lands reserved by any band, Her Majesty reserves the right to deal with such settlers as She shall deem just, so as not to diminish the extent of land allotted to the Indians.

And with a view to show the satisfaction of Her Majesty with the behaviour and good conduct of Her Indians parties to this treaty, She hereby, through Her Commissioner, makes them a present of three dollars for each Indian man, woman and child belonging to the bands here represented. And further, Her Majesty agrees to maintain a school on each reserve hereby made whenever the Indians of the reserve should desire it.

Within the boundary of Indian reserves, until otherwise enacted by the proper legislative authority, no intoxicating liquor shall be allowed to be introduced or sold, and all laws now in force or hereafter to be enacted to preserve Her Majesty's Indian subjects inhabiting the reserves or living elsewhere from the evil influence of the use of intoxicating liquors shall be strictly enforced.

Her Majesty's Commissioner shall, as soon as possible after the execution of this treaty, cause to be taken an accurate census of all the Indians inhabiting the district above described, distributing them in families, and shall in every year ensuing the date hereof, at some period during the month of July in each year, to be duly notified to the Indians and at or near their respective reserves, pay to each Indian family of five persons the sum of fifteen dollars Canadian currency, or in like proportion for a larger or smaller family, such payment to be made in such articles as the Indians shall require of blankets, clothing, prints (assorted colours), twine or traps, at the current cost price in Montreal, or otherwise, if Her Majesty shall deem the same desirable in the interests of Her Indian people, in cash.

And the undersigned Chiefs do hereby bind and pledge themselves and their people strictly to observe this treaty and to maintain perpetual peace between themselves and Her Majesty's white subjects, and not to interfere with the property or in any way molest the persons of Her Majesty's white or other subjects.

IN WITNESS WHEREOF, Her Majesty's said Commissioner and the said Indian Chiefs have hereunto subscribed and set their hand and seal at Lower Fort Garry, this day and year herein first above named.

*[Signed by numerous signatories on both sides]*

*Memorandum of things outside of the Treaty which were promised at the Treaty at the Lower Fort, signed the third day of August, A.D. 1871.*

- For each Chief who signed the treaty, a dress distinguishing him as Chief.
- For braves and for councillors of each Chief a dress; it being supposed that the braves and councillors will be two for each Chief.
- For each Chief, except Yellow Quill, a buggy.
- For the braves and councillors of each Chief, except Yellow Quill, a buggy.
- In lieu of a yoke of oxen for each reserve, a bull for each, and a cow for each Chief; a boar for each reserve and a sow for each Chief, and a male and female of each kind of animal raised by farmers, these when the Indians are prepared to receive them.
- A plough and a harrow for each settler cultivating the ground.
- These animals and their issue to be Government property, but to be allowed for the use of the Indians, under the superintendence and control of the Indian Commissioner.
- The buggies to be the property of the Indians to whom they are given.
- The above contains an inventory of the terms concluded with the Indians.
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*[Signed by numerous signatories representative of both Canadian and Aboriginal Leaders]*

Source: "Treaty No. 1." Aboriginal Affairs and Northern Development Canada. Last Modified March 6, 2014. TRANSCRIBED FROM: EDMOND CLOUTIER, C.M.G., O.A., D.S.P. QUEEN'S PRINTER AND CONTROLLER OF STATIONERY OTTAWA, 1957  
<http://www.aadnc-aandc.gc.ca/eng/1100100028664/1100100028665>

### Treaty No. 3

ARTICLES OF A TREATY made and concluded this third day of October, in the year of Our Lord one thousand eight hundred and seventy-three, between Her Most Gracious Majesty the Queen of Great Britain and Ireland, by Her Commissioners, the Honourable Alexander Morris, Lieutenant-Governor of the Province of Manitoba and the North-west Territories; Joseph Alfred Norbert Provencher and Simon James Dawson, of the one part, and the Saulteaux Tribe of the Ojibway Indians, inhabitants of the country within the limits hereinafter defined and described, by their Chiefs chosen and named as hereinafter mentioned, of the other part.

Whereas the Indians inhabiting the said country have, pursuant to an appointment made by the said Commissioners, been convened at a meeting at the north-west angle of the Lake of the Woods to deliberate upon certain matters of interest to Her Most Gracious Majesty, of the one part, and the said Indians of the other.

And whereas the said Indians have been notified and informed by Her Majesty's said Commissioners that it is the desire of Her Majesty to open up for settlement, immigration and such other purpose as to Her Majesty may seem meet, a tract of country bounded and described as hereinafter mentioned, and to obtain the consent thereto of Her Indian subjects inhabiting the said tract, and to make a treaty and arrange with them so that there may be peace and good will between them and Her Majesty and that they may know and be assured of what allowance they are to count upon and receive from Her Majesty's bounty and benevolence.

And whereas the Indians of the said tract, duly convened in council as aforesaid, and being requested by Her Majesty's said Commissioners to name certain Chiefs and Headmen, who should be authorized on their behalf to conduct such negotiations and sign any treaty to be founded thereon, and to become responsible to Her Majesty for their faithful performance by their respective bands of such obligations as shall be assumed by them, the said Indians have thereupon named the following persons for that purpose, that is to say:-

KEK-TA-PAY-PI-NAIS (Rainy River.); KITCHI-GAY-KAKE (Rainy River.); NOTE-NA-QUA-HUNG (North-West Angle.); NAWA-DO-PE-NESS (Rainy River.); POW-WA-SANG (North-West Angle.); CANDA-COM-IGO-WE-NINIE (North-West Angle.); PAPA-SKO-GIN (Rainy River.); MAY-NO-WAH-TAW-WAYS-KIONG (North-West Angle.); KITCHI-NE-KALE-HAN (Rainy River.); SAH-KATCH-EWAY (Lake Seul.); MUPA-DAY-WAH-SIN (Kettle Falls.); ME-PIE-SIES (Rainy Lake, Fort Frances.); OOS-CON-NA-GEITH (Rainy Lake.); WAH-SHIS-KOUCE (Eagle Lake.); KAH-KEE-Y-ASH (Flower Lake.); GO-BAY (Rainy Lake.); KA-MO-TI-ASH (White Fish Lake.); NEE-SHO-TAL (Rainy River.); KEE-JE-GO-KAY (Rainy River.); SHA-SHA-GANCE (Shoal Lake.); SHAH-WIN-NA-BI-NAIS (Shoal Lake.

); AY-ASH-A-WATH (Buffalo Point.); PAY-AH-BEE-WASH (White Fish Bay.); KAH- TAY-TAY-PA-E-CUTCH (Lake of the Woods.)

And thereupon, in open council, the different bands having presented their Chiefs to the said Commissioners as the Chiefs and Headmen for the purposes aforesaid of the respective bands of Indians inhabiting the said district hereinafter described:

And whereas the said Commissioners then and there received and acknowledged the persons so presented as Chiefs and Headmen for the purpose aforesaid of the respective bands of Indians inhabiting the said district hereinafter described;

And whereas the said Commissioners have proceeded to negotiate a treaty with the said Indians, and the same has been finally agreed upon and concluded, as follows, that is to say:-

The Saulteaux Tribe of the Ojibbeway Indians and all other the Indians inhabiting the district hereinafter described and defined, do hereby cede, release, surrender and yield up to the Government of the Dominion of Canada for Her Majesty the Queen and Her successors forever, all their rights, titles and privileges whatsoever, to the lands included within the following limits, that is to say:-

Commencing at a point on the Pigeon River route where the international boundary line between the Territories of Great Britain and the United States intersects the height of land separating the waters running to Lake Superior from those flowing to Lake Winnipeg; thence northerly, westerly and easterly along the height of land aforesaid, following its sinuosities, whatever their course may be, to the point at which the said height of land meets the summit of the watershed from which the streams flow to Lake Nepigon; thence northerly and westerly, or whatever may be its course, along the ridge separating the waters of the Nepigon and the Winnipeg to the height of land dividing the waters of the Albany and the Winnipeg; thence westerly and north- westerly along the height of land dividing the waters flowing to Hudson's Bay by the Albany or other rivers from those running to English River and the Winnipeg to a point on the said height of land bearing north forty-five degrees east from Fort Alexander, at the mouth of the Winnipeg; thence south forty-five degrees west to Fort Alexander, at the mouth of the Winnipeg; thence southerly along the eastern bank of the Winnipeg to the mouth of White Mouth River; thence southerly by the line described as in that part forming the eastern boundary of the tract surrendered by the Chippewa and Swampy Cree tribes of Indians to Her Majesty on the third of August, one thousand eight hundred and seventy-one, namely, by White Mouth River to White Mouth Lake, and thence on a line having the general bearing of White Mouth River to the forty- ninth parallel of north latitude; thence by the forty-ninth parallel of north latitude to the Lake of the Woods, and from thence by the international boundary line to the place beginning.

The tract comprised within the lines above described, embracing an area of fifty-five thousand square miles, be the same more or less. To have and to hold the same to Her Majesty the Queen, and Her successors forever.

And Her Majesty the Queen hereby agrees and undertakes to lay aside reserves for farming lands, due respect being had to lands at present cultivated by the said Indians, and also to lay

aside and reserve for the benefit of the said Indians, to be administered and dealt with for them by Her Majesty's Government of the Dominion of Canada, in such a manner as shall seem best, other reserves of land in the said territory hereby ceded, which said reserves shall be selected and set aside where it shall be deemed most convenient and advantageous for each band or bands of Indians, by the officers of the said Government appointed for that purpose, and such selection shall be so made after conference with the Indians; provided, however, that such reserves, whether for farming or other purposes, shall in no wise exceed in all one square mile for each family of five, or in that proportion for larger or smaller families; and such selections shall be made if possible during the course of next summer, or as soon thereafter as may be found practicable, it being understood, however, that if at the time of any such selection of any reserve, as aforesaid, there are any settlers within the bounds of the lands reserved by any band, Her Majesty reserves the right to deal with such settlers as She shall deem just so as not to diminish the extent of land allotted to Indians; and provided also that the aforesaid reserves of lands, or any interest or right therein or appurtenant thereto, may be sold, leased or otherwise disposed of by the said Government for the use and benefit of the said Indians, with the consent of the Indians entitled thereto first had and obtained.

And with a view to show the satisfaction of Her Majesty with the behaviour and good conduct of Her Indians She hereby, through Her Commissioners, makes them a present of twelve dollars for each man, woman and child belonging to the bands here represented, in extinguishment of all claims heretofore preferred.

And further, Her Majesty agrees to maintain schools for instruction in such reserves hereby made as to Her Government of Her Dominion of Canada may seem advisable whenever the Indians of the reserve shall desire it.

Her Majesty further agrees with Her said Indians that within the boundary of Indian reserves, until otherwise determined by Her Government of the Dominion of Canada, no intoxicating liquor shall be allowed to be introduced or sold, and all laws now in force or hereafter to be enacted to preserve Her Indian subjects inhabiting the reserves or living elsewhere within Her North-west Territories, from the evil influences of the use of intoxicating liquors, shall be strictly enforced.

Her Majesty further agrees with Her said Indians that they, the said Indians, shall have right to pursue their avocations of hunting and fishing throughout the tract surrendered as hereinbefore described, subject to such regulations as may from time to time be made by Her Government of Her Dominion of Canada, and saving and excepting such tracts as may, from time to time, be required or taken up for settlement, mining, lumbering or other purposes by Her said Government of the Dominion of Canada, or by any of the subjects thereof duly authorized therefor by the said Government.

It is further agreed between Her Majesty and Her said Indians that such sections of the reserves above indicated as may at any time be required for Public Works or buildings of what nature soever may be appropriated for that purpose by Her Majesty's Government of the Dominion of Canada, due compensation being made for the value of any improvements thereon.

And further, that Her Majesty's Commissioners shall, as soon as possible after the execution of this treaty, cause to be taken an accurate census of all the Indians inhabiting the tract above described, distributing them in families, and shall in every year ensuing the date hereof, at some period in each year to be duly notified to the Indians, and at a place or places to be appointed for that purpose within the territory ceded, pay to each Indian person the sum of five dollars per head yearly.

It is further agreed between Her Majesty and the said Indians that the sum of fifteen hundred dollars per annum shall be yearly and every year expended by Her Majesty in the purchase of ammunition and twine for nets for the use of the said Indians.

It is further agreed between Her Majesty and the said Indians that the following articles shall be supplied to any band of the said Indians who are now actually cultivating the soil or who shall hereafter commence to cultivate the land, that is to say: two hoes for every family actually cultivating, also one spade per family as aforesaid, one plough for every ten families as aforesaid, five harrows for every twenty families as aforesaid, one scythe for every family as aforesaid, and also one axe and one cross-cut saw, one hand-saw, one pit-saw, the necessary files, one grindstone, one auger for each band, and also for each Chief for the use of his band one chest of ordinary carpenter's tools; also for each band enough of wheat, barley, potatoes and oats to plant the land actually broken up for cultivation by such band; also for each band one yoke of oxen, one bull and four cows; all the aforesaid articles to be given once for all for the encouragement of the practice of agriculture among the Indians.

It is further agreed between Her Majesty and the said Indians that each Chief duly recognized as such shall receive an annual salary of twenty-five dollars per annum, and each subordinate officer, not exceeding three for each band, shall receive fifteen dollars per annum; and each such Chief and subordinate officer as aforesaid shall also receive once in every three years a suitable suit of clothing; and each Chief shall receive, in recognition of the closing of the treaty, a suitable flag and medal.

And the undersigned Chiefs, on their own behalf and on behalf of all other Indians inhabiting the tract within ceded, do hereby solemnly promise and engage to strictly observe this treaty, and also to conduct and behave themselves as good and loyal subjects of Her Majesty the Queen. They promise and engage that they will in all respects obey and abide by the law, that they will maintain peace and good order between each other, and also between themselves and other tribes of Indians, and between themselves and others of Her Majesty's subjects, whether Indians or whites, now inhabiting or hereafter to inhabit any part of the said ceded tract, and that they will not molest the person or property of any inhabitants of such ceded tract, or the property of Her Majesty the Queen, or interfere with or trouble any person passing or travelling through the said tract, or any part thereof; and that they will aid and assist the officers of Her Majesty in bringing to justice and punishment any Indian offending against the stipulations of this treaty, or infringing the laws in force in the country so ceded.

IN WITNESS WHEREOF, Her Majesty's said Commissioners and the said Indian Chiefs have hereunto subscribed and set their hands at the North-West Angle of the Lake of the Woods this day and year herein first above named.

*[Signed by numerous signatories representative of both Canadian and Aboriginal Leaders]*

Source: "Treaty No. 3" Aboriginal Affairs and Northern Development Canada. Last Modified March 6, 2014. TRANSCRIBED FROM: ROGER DUHAMEL, F.R.S.C. QUEEN'S PRINTER AND CONTROLLER OF STATIONERY OTTAWA, 1966 <http://www.aadnc-aandc.gc.ca/eng/1100100028675/1100100028679>

## Treaty No. 6

ARTICLES OF A TREATY made and concluded near Carlton on the 23rd day of August and on the 28th day of said month, respectively, and near Fort Pitt on the 9th day of September, in the year of Our Lord one thousand eight hundred and seventy-six, between Her Most Gracious Majesty the Queen of Great Britain and Ireland, by Her Commissioners, the Honourable Alexander Morris, Lieutenant-Governor of the Province of Manitoba and the North-west Territories, and the Honourable James McKay, and the Honourable William Joseph Christie, of the one part, and the Plain and Wood Cree and the other Tribes of Indians, inhabitants of the country within the limits hereinafter defined and described by their Chiefs, chosen and named as hereinafter mentioned, of the other part.

Whereas the Indians inhabiting the said country have, pursuant to an appointment made by the said Commissioners, been convened at meetings at Fort Carlton, Fort Pitt and Battle River, to deliberate upon certain matters of interest to Her Most Gracious Majesty, of the one part, and the said Indians of the other.

And whereas the said Indians have been notified and informed by Her Majesty's said Commissioners that it is the desire of Her Majesty to open up for settlement, immigration and such other purposes as to Her Majesty may seem meet, a tract of country bounded and described as hereinafter mentioned, and to obtain the consent thereto of Her Indian subjects inhabiting the said tract, and to make a treaty and arrange with them, so that there may be peace and good will between them and Her Majesty, and that they may know and be assured of what allowance they are to count upon and receive from Her Majesty's bounty and benevolence.

And whereas the Indians of the said tract, duly convened in council, as aforesaid, and being requested by Her Majesty's said Commissioners to name certain Chiefs and Headmen, who should be authorized on their behalf to conduct such negotiations and sign any treaty to be founded thereon, and to become responsible to Her Majesty for their faithful performance by their respective Bands of such obligations as shall be assumed by them, the said Indians have thereupon named for that purpose, that is to say, representing the Indians who make the treaty at Carlton, the several Chiefs and Councillors who have subscribed hereto, and representing the Indians who make the treaty at Fort Pitt, the several Chiefs and Councillors who have subscribed hereto.

And thereupon, in open council, the different Bands having presented their Chiefs to the said Commissioners as the Chiefs and Headmen, for the purposes aforesaid, of the respective Bands of Indians inhabiting the said district hereinafter described.

And whereas, the said Commissioners then and there received and acknowledged the persons so presented as Chiefs and Headmen, for the purposes aforesaid, of the respective Bands of Indians inhabiting the said district hereinafter described.

And whereas, the said Commissioners have proceeded to negotiate a treaty with the said Indians, and the same has been finally agreed upon and concluded, as follows, that is to say:

The Plain and Wood Cree Tribes of Indians, and all other the Indians inhabiting the district hereinafter described and defined, do hereby cede, release, surrender and yield up to the Government of the Dominion of Canada, for Her Majesty the Queen and Her successors forever, all their rights, titles and privileges, whatsoever, to the lands included within the following limits, that is to say:

Commencing at the mouth of the river emptying into the north-west angle of Cumberland Lake; thence westerly up the said river to its source; thence on a straight line in a westerly direction to the head of Green Lake; thence northerly to the elbow in the Beaver River; thence down the said river northerly to a point twenty miles from the said elbow; thence in a westerly direction, keeping on a line generally parallel with the said Beaver River (above the elbow), and about twenty miles distant therefrom, to the source of the said river; thence northerly to the north-easterly point of the south shore of Red Deer Lake, continuing westerly along the said shore to the western limit thereof; and thence due west to the Athabasca River; thence up the said river, against the stream, to the Jasper House, in the Rocky Mountains; thence on a course south-easterly, following the easterly range of the mountains, to the source of the main branch of the Red Deer River; thence down the said river, with the stream, to the junction therewith of the outlet of the river, being the outlet of the Buffalo Lake; thence due east twenty miles; thence on a straight line south-eastwardly to the mouth of the said Red Deer River on the south branch of the Saskatchewan River; thence eastwardly and northwardly, following on the boundaries of the tracts conceded by the several treaties numbered four and five to the place of beginning.

And also, all their rights, titles and privileges whatsoever to all other lands wherever situated in the North-west Territories, or in any other Province or portion of Her Majesty's Dominions, situated and being within the Dominion of Canada.

The tract comprised within the lines above described embracing an area of 121,000 square miles, be the same more or less.

To have and to hold the same to Her Majesty the Queen and Her successors forever.

And Her Majesty the Queen hereby agrees and undertakes to lay aside reserves for farming lands, due respect being had to lands at present cultivated by the said Indians, and other reserves for the benefit of the said Indians, to be administered and dealt with for them by Her Majesty's Government of the Dominion of Canada; provided, all such reserves shall not exceed in all one square mile for each family of five, or in that proportion for larger or smaller families, in manner following, that is to say: that the Chief Superintendent of Indian Affairs shall depute and send a suitable person to determine and set apart the reserves for each band, after consulting with the Indians thereof as to the locality which may be found to be most suitable for them.

Provided, however, that Her Majesty reserves the right to deal with any settlers within the bounds of any lands reserved for any Band as She shall deem fit, and also that the aforesaid reserves of land, or any interest therein, may be sold or otherwise disposed of by Her Majesty's Government for the use and benefit of the said Indians entitled thereto, with their consent first had and obtained; and with a view to show the satisfaction of Her Majesty with the behaviour and good conduct of Her Indians, She hereby, through Her Commissioners, makes them a present of twelve dollars for each man, woman and child belonging to the Bands here represented, in extinguishment of all claims heretofore preferred.

And further, Her Majesty agrees to maintain schools for instruction in such reserves hereby made as to Her Government of the Dominion of Canada may seem advisable, whenever the Indians of the reserve shall desire it.

Her Majesty further agrees with Her said Indians that within the boundary of Indian reserves, until otherwise determined by Her Government of the Dominion of Canada, no intoxicating liquor shall be allowed to be introduced or sold, and all laws now in force, or hereafter to be enacted, to preserve Her Indian subjects inhabiting the reserves or living elsewhere within Her North-west Territories from the evil influence of the use of intoxicating liquors, shall be strictly enforced.

Her Majesty further agrees with Her said Indians that they, the said Indians, shall have right to pursue their avocations of hunting and fishing throughout the tract surrendered as hereinbefore described, subject to such regulations as may from time to time be made by Her Government of Her Dominion of Canada, and saving and excepting such tracts as may from time to time be required or taken up for settlement, mining, lumbering or other purposes by Her said Government of the Dominion of Canada, or by any of the subjects thereof duly authorized therefor by the said Government.

It is further agreed between Her Majesty and Her said Indians, that such sections of the reserves above indicated as may at any time be required for public works or buildings, of what nature soever, may be appropriated for that purpose by Her Majesty's Government of the Dominion of Canada, due compensation being made for the value of any improvements thereon.

And further, that Her Majesty's Commissioners shall, as soon as possible after the execution of this treaty, cause to be taken an accurate census of all the Indians inhabiting the tract above described, distributing them in families, and shall, in every year ensuing the date hereof, at some period in each year, to be duly notified to the Indians, and at a place or places to be appointed for that purpose within the territory ceded, pay to each Indian person the sum of \$5 per head yearly.

It is further agreed between Her Majesty and the said Indians, that the sum of \$1,500.00 per annum shall be yearly and every year expended by Her Majesty in the purchase of ammunition, and twine for nets, for the use of the said Indians, in manner following, that is to say: In the reasonable discretion, as regards the distribution thereof among the Indians inhabiting the several reserves, or otherwise, included herein, of Her Majesty's Indian Agent having the supervision of this treaty.

It is further agreed between Her Majesty and the said Indians, that the following articles shall be supplied to any Band of the said Indians who are now cultivating the soil, or who shall hereafter commence to cultivate the land, that is to say: Four hoes for every family actually cultivating; also, two spades per family as aforesaid: one plough for every three families, as aforesaid; one harrow for every three families, as aforesaid; two scythes and one whetstone, and two hay forks and two reaping hooks, for every family as aforesaid, and also two axes; and also one cross-cut saw, one hand-saw, one pit-saw, the necessary files, one grindstone and one auger for each Band; and also for each Chief for the use of his Band, one chest of ordinary carpenter's tools; also, for each Band, enough of wheat, barley, potatoes and oats to plant the land actually broken up for cultivation by such Band; also for each Band four oxen, one bull and six cows; also, one boar and two sows, and one hand-mill when any Band shall raise sufficient grain therefor. All the aforesaid articles to be given once and for all for the encouragement of the practice of agriculture among the Indians.

It is further agreed between Her Majesty and the said Indians, that each Chief, duly recognized as such, shall receive an annual salary of twenty-five dollars per annum; and each subordinate officer, not exceeding four for each Band, shall receive fifteen dollars per annum; and each such Chief and subordinate officer, as aforesaid, shall also receive once every year, a suitable suit of clothing, and each Chief shall receive, in recognition of the closing of the treaty, a suitable flag and medal, and also as soon as convenient, one horse, harness and waggon.

That in the event hereafter of the Indians comprised within this treaty being overtaken by any pestilence, or by a general famine, the Queen, on being satisfied and certified thereof by Her Indian Agent or Agents, will grant to the Indians assistance of such character and to such extent as Her Chief Superintendent of Indian Affairs shall deem necessary and sufficient to relieve the Indians from the calamity that shall have befallen them.

That during the next three years, after two or more of the reserves hereby agreed to be set apart to the Indians shall have been agreed upon and surveyed, there shall be granted to the Indians included under the Chiefs adhering to the treaty at Carlton, each spring, the sum of one thousand dollars, to be expended for them by Her Majesty's Indian Agents, in the purchase of provisions for the use of such of the Band as are actually settled on the reserves and are engaged in cultivating the soil, to assist them in such cultivation.

That a medicine chest shall be kept at the house of each Indian Agent for the use and benefit of the Indians at the direction of such agent.

That with regard to the Indians included under the Chiefs adhering to the treaty at Fort Pitt, and to those under Chiefs within the treaty limits who may hereafter give their adhesion thereto (exclusively, however, of the Indians of the Carlton region), there shall, during three years, after two or more reserves shall have been agreed upon and surveyed be distributed each spring among the Bands cultivating the soil on such reserves, by Her Majesty's Chief Indian Agent for this treaty, in his discretion, a sum not exceeding one thousand dollars, in the purchase of provisions for the use of such members of the Band as are actually settled on the reserves and engaged in the cultivation of the soil, to assist and encourage them in such cultivation.

That in lieu of waggons, if they desire it and declare their option to that effect, there shall be given to each of the Chiefs adhering hereto at Fort Pitt or elsewhere hereafter (exclusively of those in the Carlton district), in recognition of this treaty, as soon as the same can be conveniently transported, two carts with iron bushings and tires.

And the undersigned Chiefs on their own behalf and on behalf of all other Indians inhabiting the tract within ceded, do hereby solemnly promise and engage to strictly observe this treaty, and also to conduct and behave themselves as good and loyal subjects of Her Majesty the Queen.

They promise and engage that they will in all respects obey and abide by the law, and they will maintain peace and good order between each other, and also between themselves and other tribes of Indians, and between themselves and others of Her Majesty's subjects, whether Indians or whites, now inhabiting or hereafter to inhabit any part of the said ceded tracts, and that they will not molest the person or property of any inhabitant of such ceded tracts, or the property of Her Majesty the Queen, or interfere with or trouble any person passing or travelling through the said tracts, or any part thereof, and that they will aid and assist the officers of Her Majesty in bringing to justice and punishment any Indian offending against the stipulations of this treaty, or infringing the laws in force in the country so ceded.

IN WITNESS WHEREOF, Her Majesty's said Commissioners and the said Indian Chiefs have hereunto subscribed and set their hands at or near Fort Carlton, on the days and year aforesaid, and near Fort Pitt on the day above aforesaid.

*[Signed by numerous signatories representative of both Canadian and Aboriginal Leaders]*

Source: Treaty No. 6." Aboriginal Affairs and Northern Development Canada. Last Modified March 6, 2014. TRANSCRIBED BY: ROGER DUHAMEL, F.R.S.C. QUEEN'S PRINTER AND CONTROLLER OF STATIONERY OTTAWA, 1964 <http://www.aadnc-aandc.gc.ca/eng/1100100028710/1100100028783>

#### Treaty No. 10

ARTICLES OF A TREATY made and concluded at the several dates mentioned therein, in the year of our Lord one thousand nine hundred and six between His Most Gracious Majesty the King of Great Britain and Ireland by His commissioner, James Andrew Joseph McKenna, of the city of Winnipeg, in the province of Manitoba, Esquire, of the one part, and the Chipewyan, Cree and Other Indian inhabitants of the territory within the limits hereinafter defined and described by their chiefs and headmen hereunto subscribed of the other part.

Whereas the Indians inhabiting the territory hereinafter defined have, pursuant to notice given by His Majesty's said commissioner in the year 1906, been convened to meet His Majesty's said commissioner representing His Majesty's government of the Dominion of Canada at certain places in the said territory in this present year 1906 to deliberate upon certain matters of interest to His Most Gracious Majesty on the one part and the said Indians of the other.

And whereas the said Indians have been notified and informed by His Majesty's said commissioner that it is His Majesty's desire to open for settlement, immigration, trade, travel, mining, lumbering and such other purposes as to His Majesty may seem meet, a tract of country bounded and described as hereinafter mentioned and to obtain the consent thereto of his Indian subjects inhabiting the said tract and to make a treaty and arrange with them so that there may be peace and good will between them and His Majesty's other subjects, and that His Indian people may know and be assured of what allowances they are to count upon and receive from His Majesty's bounty and benevolence.

And whereas the Indians of the said tract, duly convened in council at the respective points named hereunder and being requested by His Majesty's said commissioner to name certain chiefs and headmen who should be authorized on their behalf to conduct such negotiations and sign any treaty to be founded thereon and to become responsible to His Majesty for the faithful performance by their respective bands of such obligations as shall be assumed by them, the said Indians have therefore acknowledged for that purpose the several chiefs and headmen who have subscribed hereto.

And whereas the said commissioner has proceeded to negotiate a treaty with the Chipewyan, Cree and other Indians inhabiting the said territory hereinafter defined and described and the same has been agreed upon and concluded by the respective bands at the dates mentioned hereunder;

Now therefore the said Indians do hereby cede, release, surrender and yield up to the government of the Dominion of Canada for His Majesty the King and His successors for ever all their rights, titles and privileges whatsoever to the lands included within the following limits, that is to say:

All that territory situated partly in the province of Saskatchewan and partly in the province of Alberta, and lying to the east of Treaty Eight and to the north of Treaties Five, Six and the addition to Treaty Six, containing approximately an area of eighty-five thousand eight hundred (85,800) square miles and which may be described as follows:

Commencing at the point where the northern boundary of Treaty Five intersects the eastern boundary of the province of Saskatchewan; thence northerly along the said eastern boundary four hundred and ten miles, more or less, to the sixtieth parallel of latitude and northern boundary of the said province of Saskatchewan; thence west along the said parallel one hundred and thirty miles, more or less, to the eastern boundary of Treaty Eight; thence southerly and westerly following the said eastern boundary of Treaty Eight to its intersection with the northern boundary of Treaty Six; thence easterly along the said northern boundary of Treaty Six to its intersection with the western boundary of the addition to Treaty Six; thence northerly along the said western boundary to the northern boundary of the said addition; thence easterly along the said northern boundary to the eastern boundary of the said addition; thence southerly along the said eastern boundary to its intersection with the northern boundary of Treaty Six; thence easterly along the said northern boundary and the northern boundary of Treaty Five to the point of commencement.

And also all their rights, titles and privileges whatsoever as Indians to all and any other lands

wherever situated in the provinces of Saskatchewan and Alberta and the Northwest Territories or any other portion of the Dominion of Canada.

To have and to hold the same to His Majesty the King and His successors for ever.

And His Majesty the King hereby agrees with the said Indians that they shall have the right to pursue their usual vocations of hunting, trapping and fishing throughout the territory surrendered as heretofore described, subject to such regulations as may from time to time be made by the government of the country acting under the authority of His Majesty and saving and excepting such tracts as may be required or as may be taken up from time to time for settlement, mining, lumbering, trading or other purposes.

And His Majesty the King hereby agrees and undertakes to set aside reserves of land for such bands as desire the same, such reserves not to exceed in all one square mile for each family of five for such number of families as may elect to reside upon reserves or in that proportion for larger or smaller families; and for such Indian families or individual Indians as prefer to live apart from band reserves His Majesty undertakes to provide land in severalty to the extent of one hundred and sixty (160) acres for each Indian, the land not to be alienable by the Indian for whom it is set aside in severalty without the consent of the Governor General in Council of Canada, the selection of such reserves and land in severalty to be made in the manner following, namely, the Superintendent General of Indian Affairs shall depute and send a suitable person to determine and set apart such reserves and lands, after consulting with the Indians concerned as to the locality which may be found suitable and open for selection.

Provided, however, that His Majesty reserves the right to deal with any settlers within the bounds of any lands reserved for any band or bands as He may see fit; and also that the aforesaid reserves of land, or any interest therein, may be sold or otherwise disposed of by His Majesty's government of Canada for the use and benefit of the Indians entitled thereto, with their consent first had and obtained.

It is further agreed between His Majesty and His said Indian subjects that such portions of the reserves and lands above mentioned as may at any time be required for public works, buildings, railways or roads of whatsoever nature may be appropriated for such purposes by His Majesty's government of Canada due compensation being made to the Indians for the value of any improvements thereon, and an equivalent in land, money or other consideration for the area so appropriated.

And with a view to showing the satisfaction of His Majesty with the behaviour and good conduct of His Indians and in extinguishment of all their past claims, He hereby through His commissioner agrees to make each chief a present of thirty-two (32) dollars in cash, to each headman twenty-two (22) dollars and to every other Indian of whatever age of the families represented at the time and place of payment twelve (12) dollars.

His Majesty also agrees that next year and annually thereafter for ever He will cause to be paid to the Indians in cash, at suitable places and dates of which the said Indians shall be duly notified, to each chief twenty-five (25) dollars, each headman fifteen (15) dollars and to every other Indian of whatever age five (5) dollars.

Further His Majesty agrees that each chief, after signing the treaty, shall receive a silver medal and a suitable flag, and next year and every third year thereafter each chief shall receive a suitable suit of clothing, and that after signing the treaty each headman shall receive a bronze medal and next year and every third year thereafter a suitable suit of clothing.

Further His Majesty agrees to make such provision as may from time to time be deemed advisable for the education of the Indian children.

Further His Majesty agrees to furnish such assistance as may be found necessary or advisable to aid and assist the Indians in agriculture or stock-raising or other work and to make such a distribution of twine and ammunition to them annually as is usually made to Indians similarly situated.

And the undersigned Chipewyan, Cree and other Indian chiefs and headmen on their own behalf and on behalf of all the Indians whom they represent do hereby solemnly promise and engage to strictly observe this treaty in all and every respect and to behave and conduct themselves as good and loyal subjects of His Majesty the King.

They promise and engage that they will in all respects obey and abide by the law; that they will maintain peace between each other and between their tribes and other tribes of Indians and between themselves and other of His Majesty's subjects whether whites, Indians, half-breeds or others now inhabiting or who may hereafter inhabit any part of the territory hereby ceded and herein described, and that they will not molest the person or trespass upon the property or interfere with the rights of any inhabitant of such ceded tract or of any other district or country or interfere with or trouble any person passing or travelling through the said tract or any part thereof and that they will assist the officers of His Majesty in bringing to justice and punishment any Indian offending against the stipulations of this treaty or infringing the law in force in the country so ceded.

In witness whereof His Majesty's said commissioner and the chiefs and headmen have hereunto set their hands at Isle à la Crosse this twenty-eighth day of August in the year herein first above written.

*[Signed by numerous signatories representative of both Canadian and Aboriginal Leaders]*

Source: "Treaty No. 10." Aboriginal Affairs and Northern Development Canada. Last Modified March 6, 2014. TRANSCRIBED FROM: Reprinted from the edition of 1907 by © Roger Duhamel, F.R.S.C. Queen's Printer and Controller of Stationery, Ottawa, 1966  
<http://www.aadnc-aandc.gc.ca/eng/1100100028874/1100100028906>

Class discussion / analytical questions

1. Binnema and Niemi state that the founding members of the wilderness movement assumed that wilderness could be modified and occupied. What were

- the primary motivations for creating Banff National Park? Where did people fit into this ideal?
2. Describe the Canadian Pacific Railway's effect on the environment. What consequences did this have for Aboriginal groups like the Stoney?
  3. Why did officials manage Banff and other national parks in the interests of sportsmen? How were sportsmen able to influence the enforcing of laws limiting Aboriginal access to wilderness areas? Think about the reasons white sportsmen gave for disparaging Aboriginal peoples in constructing your answer.
  4. Binnema and Niemi explain that the central goal of Banff National Park was conservationist, rather than preservationist. What are the differences between these two ideas? What implications arise from using a conservationist approach to wildlife management?
  5. To what extent were conservationists and sportsmen effective, in and of themselves, in limiting Aboriginal subsistence hunting? To what extent did government officials simply use conservationists and sportsmen to further their ultimate goal of "civilizing and assimilating" Aboriginal peoples?

#### Activities

1. Wilderness Area Presentations – Have the class as a whole create a list of national parks, and nature preserves. Once you have a substantial list, remind the class that Binnema and Niemi wrote about the removal of indigenous peoples being "an old and international phenomenon that continues to this day." Then break the class into small groups and have them research several sites. Explain that each group has four tasks to complete:
  - i. Research the history of your site in order to find out which native group(s) lived there.
  - ii. Find out if the native group(s) still live within the area.
    1. If they no longer inhabit the park or preserve, find out the history behind their removal. Was it peaceful? Forceful? Were any treaties or concessions involved in the process?
    2. If they still inhabit the site, see if you can find out how they were able to maintain their presence when so many other native groups were unable to.
  - iii. Put your findings into a presentation using PowToon, Prezi, or Haiku Deck.
  - iv. Be prepared to present your findings to the class.
2. Analyzing Canada's Numbered Treaties – Between 1871 and 1899, the Canadian government signed eleven treaties with various Aboriginal groups that allowed Canadians to develop the land and resources throughout various parts of Western Canada. In exchange for ceding the right to vast tracts of land, various Aboriginal groups gained reserve lands, various goods, annual payments, and various federal promises. Many of the treaties follow similar patterns or have nearly identical language. The four here offer examples of the main types of treaties Canada's federal government signed with various First Nations peoples. Break the class into four groups, assigning each group a different Numbered Treaty. Explain that each group has five tasks to complete:
  - i. Read and discuss your Numbered Treaty.

- ii. List the Canadian government's gains (Aboriginal losses) and the Aboriginal gains (Canadian government obligations) laid out in your Numbered Treaty.
- iii. Evaluate the losses and gains from the perspective of the various Aboriginal groups.
- iv. Remember to pay particular attention to environmental factors within these treaties.
- v. Research the area of land being discussed in your Numbered Treaty. Use Google maps to show the lands lost by the tribes. Be sure to include the Indian Reserve granted by the Canadian federal government.
- vi. Teach the class your findings from the Numbered Treaty, beginning with showing the Google map(s) your group created. Be sure to explain who benefitted, how they benefitted, and your analysis of the treaty's fairness.

## An African Perspective on Wilderness

### Article

Frode Sundnes, “Scrubs and Squatters: The Coming of the Dukuduku Forest, an Indigenous Forest in KwaZulu-Natal, South Africa,” *Environmental History* 18.2 (2013) DOI: 10.1093/envhis/emt003.

### Class discussion / analytical questions

1. What cultural motivations encouraged the removal of people inhabiting Dukuduku starting in the 1930s? What factors led to the dramatic increase of in-migration Dukuduku experienced beginning in the 1980s?
2. Sundnes describes a colonial dual wilderness vision in explaining the varying views toward Dukuduku forest. What benefits can be gained from this vision? Whom do they benefit? What inherent detriments accompany this vision? Who do they adversely affect?
3. Describe the dichotomy that exists between the government’s conservation efforts and attempts by locals to maintain their livelihoods in Dukuduku. What value does the park service—and by extension the government—see in keeping people out of the remaining uninhabited areas surrounding Dukuduku? What value do the forest dwellers see in this land?
4. Explain why Sundnes argues that seeing Dukuduku as pristine, untouched, natural land is not only a problem, but also completely wrong. What kind of impact have people had on creating Dukuduku as it exists today? What are the environmental implications for this?

### Activities

1. Creating a Dukuduku Timeline – Sundnes splits Dukuduku’s history into titled sections in his article. Break the class into four groups, assigning each group a different set of sections.
  - a. Groups
    - i. “Dukuduku Forest’s Early Recorded History”
    - ii. “British Empire Management” and “Forestry at Dukuduku”
    - iii. “Agriculture in the Dukuduku Area” and “Squatters and Forced Removals”
    - iv. “Nature Conservation, 1960s and Onward” and “Landscape Change”
  - b. Explain that each group has four tasks to complete:
    - i. Explain the significant events occurring in your section(s) of the article, pinpointing 3 to 5 key events your group can add to the overall timeline.
    - ii. Describe the actions and decisions made by both the government and the people. Analyze these actions and decisions in regards to their impact on the Dukuduku environment.
    - iii. Create a timeline using an online site like Time-Glider or OurStory explaining your key events.

- iv. Teach the class your section of the article by using your online timeline.
2. Creating a More Complete Wilderness Vision – Sundnes claims that the wilderness vision of nature—one in which humans necessarily intervene via utilitarian motives or conservation visions—is incomplete. Break the class into small groups and ask them to answer the following question: How can this vision, one based upon American ideas of wilderness, be changed in order to fit other geographical and cultural areas? Each group should write a detailed answer that references the dual colonial wilderness vision Sundnes mentions as well as an idea of how their more complete wilderness vision could be applied in Dukuduku. This can also be made into individual projects or assignments.

## A Modern, American Perspective on Wilderness

### Article

Donald Worster, “The Higher Altruism,” *Environmental History* 19.4 (2014) DOI: 10.1093/envhis/emu070.

### Primary sources

- American Views toward the Environment, a public opinion chart from the American Environmental Values Survey
- Political Views and Environmental Issues, a public opinion chart from the American Environmental Values Survey

### American Views toward the Environment

	% that Agree	Some- what Agree	Agree	Total Agree
1. I love to be outdoors		23	70	93
2. Most kids do not spend enough time outdoors		21	71	92
3. Most kids these days care more about video games and portable music players than about wildlife and clean air		33	58	91
4. The beauty of nature is a gift from God		15	72	87
5. Additional taxes on gasoline would unfairly hurt poor people		23	64	87
6. I am concerned about environmental issues		45	41	86
7. Having a yard is important to me		34	52	86
8. Every town in America should have land with nature trails nearby		35	50	85
9. Poisons in the environment shorten our lives		37	47	84
10. We need laws to protect large animals from extinction		38	45	83
11. We can achieve environmental protection and economic growth at the same time		43	40	83
12. If we want to fight asthma, we need clean air		37	46	83
13. I worry about the effects of environmental pollution on my family's health		36	47	83
14. Our children's lives will be worse because of our generation's wasteful habits		40	42	82
15. Most environmentalists have good intentions		47	35	82
16. Most scientists have good intentions		47	34	81
17. Taking good care of nature is part of our duty to God		25	56	81
18. I make a strong effort to recycle everything I possibly can		32	48	80
19. I would love a two week trip into the mountains		24	56	80

Source: *American Views on the Environment in an Era of Polarization and Conflicting Priorities*. The American Environmental Values Survey, a Report Summary. Initiated by ecoAmerica, conducted by SRIC-BI, and sponsored by the Sierra Club, Earthjustice, and ecoAmerica. October 2006. [ecoamerica.org/wp-content/uploads/2013/02/AEVS\\_Report.pdf](http://ecoamerica.org/wp-content/uploads/2013/02/AEVS_Report.pdf). Page 5.

#### Political Views and Environmental Issues

	Net Agrees %	Rep.	Dem.	Indep.	All
1. I am worried about the greenhouse effect (global warming)	63	84	79	73	
2. Cars cause global warming	55	69	70	63	
3. I support pollution standards even if it means shutting down some factories	48	66	64	57	
4. I believe much of what environmentalists have to say	46	63	65	56	
5. Protecting the environment should be given top priority even at the risk of curbing economic growth	45	65	63	56	
6. I do not feel safe because of the chemicals in the environment	43	67	57	56	
7. I prefer to buy a brand associated with an environmental cause even if it costs more	43	61	59	52	
8. I would describe environmentalists as practical	41	58	46	48	
9. I would call myself an environmentalist	37	54	52	45	
10. Our country is in more danger from environmental hazards such as air pollution and global warming than it is from terrorists	32	58	49	45	
11. I would describe environmentalists as self-righteous	55	38	44	44	
12. Americans are responsible for most of the world's environmental problems	33	47	46	44	
13. We need to stop global warming even if it means raising taxes	31	49	46	40	
14. Too much fuss is made about global warming	55	24	31	37	
15. Too much fuss is made about cruelty to animals	42	23	33	31	
16. At present, the US government is doing enough to deal with environmental issues	43	23	28	30	
17. Global warming will not affect me, in my lifetime	36	20	28	26	
18. We must relax environmental standards in order to achieve economic growth	29	20	16	24	
19. Environmental progress retards innovation	27	19	20	23	

Source: *American Views on the Environment in an Era of Polarization and Conflicting Priorities*. The American Environmental Values Survey, a Report Summary. Initiated by ecoAmerica, conducted by SRIC-BI, and sponsored by the Sierra Club, Earthjustice, and ecoAmerica. October 2006. [http://ecoamerica.org/wp-content/uploads/2013/02/AEVS\\_Report.pdf](http://ecoamerica.org/wp-content/uploads/2013/02/AEVS_Report.pdf). Page 6.

## Class discussion / analytical questions

1. Why does Worster believe the Wilderness Act would be all but unpassable in today's political climate? What implications does this have on the environment and increasingly disappearing wilderness?
2. Is wilderness disappearing? Should we take Worster's argument at face value?
3. Compare and contrast neoconservative criticisms of preservationist policies over the past 50 years with leftist criticisms of those same policies. Think about the pros and cons of both of these criticisms in constructing your answer.
4. Can preservationists accommodate aspects of these criticisms? How might they go about doing this?
5. Should humans, as Worster states, "[protect] the autonomy of life beyond people?" Are we compelled to accommodate other forms of nature? To what extent?

## Activities

1. American Perspectives on the Environment in the Modern Era
  - a. Break the class into small groups or partners and have them read and discuss the public opinion chart "American Views toward the Environment."
    - i. Questions to Prompt Active Engagement
      1. Which questions seem to elicit the highest degree of agreement, implying the most care towards the environment? Why?
      2. According to this chart, what is the general American attitude toward the environment? Remember to look at the chart as a whole.
      3. Look at how the questions are worded. Do any of them seem to be inherently biased?
      4. What are the drawbacks of using polls as a source of information? What are the benefits of using polls as a source of information or as a source for historical analysis?
  - b. After the groups have finished discussing "American Views toward the Environment," have them read and discuss "Political Views and Environmental Issues."
    - i. Questions to Prompt Engagement
      1. Overall, how would you characterize Republican views on environmental issues? How would you characterize Democratic views on environmental issues?
      2. Compare and contrast Republican and Democratic views on environmental issues. Which issues seem to show the greatest division? Which issues seem to show the least division? Why do you think this dichotomy exists?
      3. Do Independents seem to agree more with Republicans or Democrats? What does this say about America as a whole?
      4. Solely paying attention to the "All" column, how would you characterize the overall American view on environmental issues?

Which questions elicit the highest degree of agreement? Why do you think this is?

- c. Have the class discuss the apparent bipartisan support for the environment, based upon the “Total Agree” column in “American Views toward the Environment.” Compare and contrast these findings with the “All” column in “Political Views and Environmental Issues.”
  - i. Questions to Prompt Active Engagement
    1. If Americans overwhelmingly support the environment, and Americans agree that something must be done to fix the environment, why does the modern environmental movement face so many challenges to achieving its goals (if it does)?
    2. What are the short-term implications for the environmental movement in an increasingly polarized society? How about the long-term implications?
  - d. After the class discussion, have the groups create a written response to Worster’s statement that “Many citizens might grant that the preservation of nature is a worthy ethic, but one that lacks clarity and asks too much.” Each response should analyze Worster’s dismissal of a pragmatic response, be based upon the two polls, and discuss whether Worster’s dismissal is justified. This can also be made into individual projects or assignments.
2. Road Trip with Annotated Maps
  - a. Break the class into small groups. Explain that each group has four tasks to complete:
    - i. Plan a road trip that takes you through at least three designated wilderness areas in at least two states.
    - ii. Research each wilderness area. When were they designated wilderness areas? What were some of the reasons for their designation? What makes this wilderness area special?
    - iii. Create an annotated map of your road trip using Google Maps.
    - iv. Be prepared to take the class on your virtual road trip while explaining the historical intricacies of the various wilderness areas.
  - b. As a follow-up assignment, have students research online newspaper archives for editorials, letters to the editor, or other primary sources regarding their designated wilderness area. In a page or two, the students should explain what controversies surrounded the designation of their wilderness area.

## A Latin American Perspective on Wilderness

### Article

Emily Wakild, “Acts of Courage, Acts of Culture: The Wilderness Act in Latin America,” *Environmental History* 19.4 (2014) 10.1093/envhis/emu071

### Class discussion / analytical questions

1. Why does Wakild contend that the Wilderness Act went “largely unnoticed” in Latin America?
2. Describe Latin American motivations for creating national parks. How did Latin American governments utilize national parks to create and maintain domestic conservation policies? How effective were Latin American governments in accomplishing this?
3. What factors must Latin American governments take into account when managing national parks?
4. Think about the autonomy of indigenous peoples and their “rights to modern amenities.” How can these rights be effectively met without infringing upon the rights of more recent immigrants inhabiting Latin American states?
5. Explain why people assume that conservation creates or maintains wild places. What implications ensue from this mindset?

### Activities

1. Wilderness Areas as Case Studies – Discuss the reasons Wakild gives for the creation of Nahuel Huapi Park in Argentina and Manu National Park in Peru, paying particular attention to the important role individual people played. Afterwards, break the class into small groups and have each group research a national park in Latin America. Explain that each group has four tasks to complete:
  - a. Research the ideas or plans that led to the formation of your national park.
  - b. Find out what role people played in both the creation and the maintenance of your national park. Do native peoples (or non-native peoples) currently inhabit your national park? What policies have been, or are being, enacted in regards to native habitation of your national park?
  - c. Create a presentation using PowerPoint, PowToon, or Prezi explaining your findings.
  - d. Be prepared to present your findings to the class.
2. Looking at Latin American Wilderness – Wakild discusses the great diversity that exists throughout Latin America. Break the class into four groups, assigning each group a different major Latin American ecoregion.
  - a. Groups
    - i. The Amazon Rainforest
    - ii. Patagonia

- iii. The Guiana Highlands
- iv. The Great Mexican Plateau
- b. Explain that each group has five tasks to complete:
  - i. Which countries are encompassed in your assigned area? Locate a map that demarcates the general boundaries of your area within greater Latin America. You may find that using two maps—one of greater Latin America with your region filled in, as well as one “zoomed-in” map to illustrate the specifics—works best.
  - ii. Research your Latin American area in order to find out what type of geography, climate, flora, and fauna exist in your area. Be sure to gather pictorial representations of these aspects of your assigned region.
  - iii. What types of pressures affect your area’s boundaries? Think about people, cities, factories, agribusiness, mining, oil, forestry, etc.
  - iv. Create a digital presentation with your findings, being sure to showcase your map and pictures.
  - v. Present your findings to the class.

## A Latin American Perspective on Wilderness

### Article

Libby Robin, “Wilderness in a Global Age, Fifty Years On,” *Environmental History* 19.4 (2014)  
DOI: 10.1093/envhis/emu072.

### Class discussion / analytical questions

1. Robin explains that the American national parks model was implemented in Australia, but that the idea of wilderness never caught on. What reasons does she give for this?
2. What benefits are there from allowing people to inhabit national parks? What benefits are there from excluding people from living in national parks? Which does Robin allude to as being the better policy, particularly in regards to the Australian bush? Why?
3. Explain what Robin means when she states, “wilderness was not so much an idea as a description of places in need of management in Australia.”
4. How does understanding environmental history help nature? How does understanding environmental history benefit human society?

### Activities

1. Wilderness vs. Country Word Clouds – Split the class into small groups. Instruct each group to define the American ideal of wilderness, briefly explaining the cultural and political baggage that accompanies the concept of wilderness. Once the groups have finished, have each group share their respective definitions for wilderness. Take note of how often similar words are used in the different definitions. Create a word cloud using an online site like TagCloud or Wordle based upon your findings. Repeat this process with the Australian understanding of “Country.” Then lead a class discussion comparing and contrasting your word clouds on wilderness and country.
2. Australian Park Diversity PowerPoints – Robin explains that Australian states maintained most of their managerial roles after the states coalesced into a nation, “especially in relation to land management and natural resources.” Break the class into seven groups, assigning each group a different Australian state or territory (New South Wales, Queensland, Victoria, Southern Australia, Tasmania, Western Australia, and the Northern Territory). Explain that each group has five tasks to complete:
  - a. Find out which agency administers national parks in your state or territory and locate their official website. What is this agency’s mission? How do they propose to fulfill this?
  - b. Research 2 national parks in your respective Australian state or territory, and try and find out how your agency has created and maintained them.
  - c. Based upon your findings, analyze your state or territory’s actions in regard to its impact on the environment and local people in your national parks.
  - d. Create a PowerPoint or other form of presentation explaining your findings.
  - e. Present your findings to the class.

3. Value Clouds – Using an online word cloud generator such as Wordle (other options can be found here), compare and contrast the language found on the national park websites researched by different groups in the previous activity. Lead a discussion, based upon your findings, explaining what values each national park seems to prioritize.
  - a. Questions to Prompt Active Engagement
    - i. What similarities exist between parks located in the same state or territory? What does this say about the influence Australian states and territories have over their own land?
    - ii. Which states or territories seem to present similar information regarding the national parks they oversee?
    - iii. Do a majority of national parks seem to prioritize similar values? Which ones?
    - iv. Do any of the national parks not fit the national mold? Why might this be?

## A Latin American Perspective on Wilderness

### Article

Sara Dant, "LBJ, Wilderness, and the Land and Water Conservation Fund," *Environmental History* 19.4 (2014) DOI: 10.1093/envhis/emu082

### Primary source

Excerpts from "Land and Water Conservation Fund Act," Public Law 88-578

AN ACT TO ESTABLISH A LAND AND WATER CONSERVATION FUND TO ASSIST THE STATES AND FEDERAL AGENCIES IN MEETING PRESENT AND FUTURE OUTDOOR RECREATION DEMANDS AND NEEDS OF THE AMERICAN PEOPLE, AND FOR OTHER PURPOSES, 1964 (78 Stat. 897)

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

TITLE I—LAND AND WATER:  
CONSERVATION PROVISIONS  
SHORT TITLE AND STATEMENT OF PURPOSES

SECTION 1. (a) CITATION: EFFECTIVE DATE.—This Act may be cited as the "Land and Water Conservation Fund Act of 1965" and shall become effective on January 1, 1965.

(b) PURPOSES.—The purposes of this Act are to assist in preserving, developing, and assuring accessibility to all citizens of the United States of America of present and future generations and visitors who are lawfully present within the boundaries of the United States of America such quality and quantity of outdoor recreation resources as may be available and are necessary and desirable for individual active participation in such recreation and to strengthen the health and vitality of the citizens of the United States by

- (1) providing funds for and authorizing Federal assistance to the States in planning, acquisition, and development of needed land and water areas and facilities and
- (2) providing funds for the Federal acquisition and development of certain lands and other areas.

### FINANCIAL ASSISTANCE TO STATES

SEC. 5. GENERAL AUTHORITY; PURPOSES. —(a) The Secretary of the Interior (hereinafter referred to as the "Secretary") is authorized to provide financial assistance to the States from moneys available for State purposes. Payments may be made to the States by the Secretary as hereafter provided, subject to such terms and conditions as he considers appropriate

and in the public interest to carry out the purposes of this Act, for outdoor recreation: (1) planning, (2) acquisition of land, waters, or interests in land or waters, or (3) development.

(b) **APPORTIONMENT AMONG STATES; NOTIFICATION.** — Sums appropriated and available for State purposes for each fiscal year shall be apportioned among the several States by the Secretary, whose determination shall be final, in accordance with the following formula:

(1) two-fifths shall be apportioned equally among the several States; and

(2) three-fifths shall be apportioned on the basis of need to individual States by the Secretary in such amounts as in his judgment will best accomplish the purposes of this Act. The determination of need shall include among other things a consideration of the proportion which the population of each State bears to the total population of the United States and of the use of outdoor recreation resources of individual States by persons from outside the State as well as a consideration of the Federal resources and programs in the particular States.

(d) **COMPREHENSIVE STATE PLAN REQUIRED; PLANNING PROJECTS.**—A comprehensive statewide outdoor recreation plan shall be required prior to the consideration by the Secretary of financial assistance for acquisition or development projects. The plan shall be adequate if, in the judgment of the Secretary, it encompasses and will promote the purposes of this Act..

(e) **PROJECTS FOR LAND AND WATER ACQUISITION;**

**DEVELOPMENT.**—In addition to assistance for planning projects, the Secretary may provide financial assistance to any State for the following types of projects or combinations thereof if they are in accordance with the State comprehensive plan;

(1) **ACQUISITION OF LAND AND WATERS.** —For the acquisition of land, waters, or interests in land or waters (other than land waters, or interests in land or waters acquired from the United States for less than fair market value), but not including incidental costs relating to acquisition.

(2) **DEVELOPMENT**—For development, including but not limited to site planning and the development of Federal lands under lease to States for terms of twenty-five years or more.

#### ALLOCATION OF MONEYS FOR FEDERAL PURPOSES

SEC. 6. (a) Money appropriated from the fund for Federal purposes, shall, unless otherwise allotted in the appropriation Act making them available, be allotted by the President to the following purposes and subpurposes in substantially the same proportion as the number of visitor-days in areas and projects hereinafter described for which admission fees are charged under section 2 of this Act:

(1) For the acquisition of land, waters, or interests in land or waters as follows:

**NATIONAL PARK SYSTEM; RECREATION AREAS.**—Within the exterior boundaries of areas of the national park system now or hereafter authorized or established and of areas now or hereafter authorized to be administered by the Secretary of the Interior for outdoor recreation purposes.

**NATIONAL FOREST SYSTEM.** — Inholdings within (a) wilderness areas of the National Forest System, and (b) other areas of national forests as the boundaries of those forests exist on the effective date of this Act which other areas are primarily of value for outdoor recreation purposes: Provided, That lands outside of but adjacent to an existing national forest boundary, not to exceed five hundred acres in the case of any one forest, which would comprise an integral part of a forest recreational management area may also be acquired with moneys appropriated from this fund.

Source: 88th United States Congress. “Land and Water Conservation Fund Act, Public Law 88-578.” National Park Service: ParkNet. *America’s National Park System: The Critical Documents*. Last Modified October 25, 2000. [http://www.cr.nps.gov/history/online\\_books/anps/anps\\_6c.htm](http://www.cr.nps.gov/history/online_books/anps/anps_6c.htm)

Class discussion / analytical questions

1. Compare and contrast LBJ’s signing of the Wilderness Act as portrayed in Figure 1 with LBJ’s signing of the LWCF Act illustrated in Figure 3. Discuss the overall tone including the attitude of the onlookers in each photograph.
2. Does Figure 1 really show bipartisanship? Of the elected officials present, how many are Democrats? How many are Republicans? How might you explain this dichotomy given that the votes for both pieces of legislation were so overwhelmingly bipartisan?
3. Describe Dant’s process as a historian in sleuthing the images shown in Figure 2. What types of problems arise from using historical sources? Given the many problems historians must overcome, why are they so driven to locate, organize, and analyze historical sources?
4. Describe Figure 4. Does this picture exemplify what you normally think of in regards to wilderness or land conservation? Explain why urban parks like “Playground for All Children” are just as important as national parks.

Activities

1. LWCF Project Presentations – Dant explains that the LWCF has two primary goals that aid in conservation and development. LWCF projects encourage the conservation of seashores, lakeshores, trails, wild and scenic rivers, historic sites, and recreation areas. LWCF projects also help states develop urban parks, baseball diamonds, swimming pools, and playgrounds. Break the class into small groups and have them research LWCF projects in a specific state. It might be a good idea to ask groups which state they plan on researching, or assign one to each group. The websites <http://www.lwcfcoalition.org/usa-conservation.html> and <http://www.nps.gov/nrcr/programs/lwcf/> should help them get started in their research. Explain that each group has five tasks to complete:

- a. Research 2 LWCF projects in your chosen state. Be sure to choose two different types of LWCF projects, an urban park and a recreation area for example.
  - b. Analyze the impact these LWCF projects have had on the community and the environment. While the above sites are a good jumping off point, students should research the individual LWCF projects to better understand their impact.
  - c. Be sure to locate photos to add to your presentation. Describe your group's investigative process pertaining to photo accession. Much like Dant had to sleuth out archival images, your group had to sleuth out internet images.
  - d. Put your findings into a digital presentation (e.g., PowToon, Prezi, or Haiku Deck).
  - e. Present your findings to the class.
2. Analyzing the LWCF Act – Have the class break into small groups and ask each group to read and discuss “Excerpts from ‘Land and Water Conservation Fund Act.’”
    - a. Questions to Prompt Engagement:
      - i. What motivations were behind the creation and passing of this act?
      - ii. How was the LWCF Act implemented? Think about how this act benefits individual states and lands administered by the federal government.
      - iii. What is the significance of this act?