

1. Title / Content Area:	Let it Burn? Evaluating Government Policy Structured Academic Controversy
2. Developed by:	Jeff Lowe, Durango High School
3. Grade Level:	11-12
4. Essential Question:	<p>Does the Forest Service Policy of “Let it Burn” serve the needs of the People of the United States?</p> <p>What was the first fire policy of the NFS?</p> <p>What events/ideas drove the any changes in this policy?</p>
5. Contextual Paragraph	<p>Record heat coupled with extended droughts have contributed to severe wildfires throughout the western United States. Has the current NFS policy about fire suppression and timber management served the needs of the people of the United States?</p>



Annotated Resource Set (ARS)





Phase I

6. Resource Set

CBS: 60 Minutes	Senator Sheldon Weyburn	John Minto and American Forest Policy	Gifford Pinchot	Conservation Timeline
“In the path of fire examines the factors contributing to the severity of recent fire seasons and the impact on humans and our environment	Idaho Senator Sheldon Weyburn was one of the most vocal opponents of the NFS. His statements may contribute to the evolution of the NFS fire policies	A Contemporary of John Muir and Gifford Pinchot, John Minto addresses the idea and multiple use and Forest Management	The Founding Director of the National Forest Service, Pinchot advocated for active management of public lands and multi-use	A Graphical Organization of major developments in the american Conservation movement
CBS Video: In the Path of Fire	Opponent of the National Forest Service	The Conservationist Reactionary	The Pharisee Spirit: Pinchot in Colorado	Conservation Timeline

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Foundations Annotations	
 7. Curriculum Connections 	
Social Studies	
Language Arts	
 8. Curriculum Standards 	
Graduation Standard 1 - History	
Apply the tools, thinking, and practices of history to understand and communicate how people view, construct, and interpret history.	
Graduation Standard 2- History	
Apply the tools, thinking and practices of history to analyze key historical periods and patterns of change	

over time within and across nations and cultures.

Social Studies Graduation Standard 6- Civics

Apply understanding of origin, structure, and function of governments to analyze their impacts on societies and citizens.

1. The students will access, synthesize and evaluate information to communicate and apply social studies to real world situations.
2. The students will apply geographic knowledge and skills.
3. The students will demonstrate an understanding of the effects of time, continuity and change on historical and future perspectives and relationship.
4. The students will be able to explain how and where different cultures record and illustrate stories and history of life through art.
5. The students will be able to analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
6. The students will obtain and represent data using tables and graphical displays to describe observed and predicted weather conditions during a particular season.
7. The students will ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.
8. The students will use information gained from illustrations and the words to demonstrate the understanding of the text.



9. Content & Thinking Objectives



Evaluating a government policy based upon primary documents and examining the impacts historical decisions and bias have on modern policy making decisions.



10. Inquiry Activities & Strategies



Plan of Instruction:

Note: This activity works best if students have an opportunity to read the documents and answer the Guiding Questions before starting the SAC.

1. If this is your student's' first SAC, introduce SAC as a new activity. Show PowerPoint slides. Ask students if they have any questions about the structure.
2. Divide students into groups of 4, and then divide each group of 4 into Team A and Team B. • Team A will argue in Favor of "Let it Burn". Team B will argue "Out by 10". • Teams use Graphic Organizer to collect data for their side.

Note: If students haven't answered Guiding Questions in advance, they should do so before beginning to collect evidence for their argument.

3. Team A presents to Team B, and Team B repeats arguments back to Team A, until Team A is satisfied.
4. Team B presents to Team A, and Team A repeats arguments back to Team B, until Team B is satisfied.
5. Teams try to reach consensus.
6. Share outgroups' consensus. Discuss:
 - Benefits of Both Policies
 - Impacts of Both
 - Inherency and Cost

Documents

Insert original sources edited for student use

ORGANIZING THE EVIDENCE Name _____

Use this space to write your main points and the main points made by the other side.

Let it Burn is a Best Practice:

List the 4 main points/evidence that support this side.

1) From Document _____:

2) From Document _____:

3) From Document _____:

4) From Document _____:

“Out by 10” is a Best Practice:

List the 4 main points/evidence that support this side.

1) From Document _____:

2) From Document _____:

3) From Document _____:

4) From Document _____:

Coming to Consensus

STARTING NOW, YOU MAY ABANDON YOUR ASSIGNED POSITION AND ARGUE FOR EITHER SIDE.

Use the space below to outline your group's agreement. Your agreement should address evidence and arguments from both sides.

11. Assessment Strategies

KWL

Contextualizing and Close Reading (Window Frame)

Sourcing (Window Frame)

Other Resources

12. Web Resources

<https://memory.loc.gov/ammem/amrvhtml/cnchron4.html>

[Pharisee Spirit: Pinchot in Colorado](#)

[The Conservationist Reactionary](#)

[Senator Weldon Heyburn](#)

[60 Minutes: In The Path of Fire](#)



13. **Secondary Sources**



14. **Print and Other Media Resources**



