



Wildlife Conservation

Grade Level: High School

Concept: Karl Maslowski's photography and newspaper columns tied in with the environmental movement that led to the Endangered Species Act of 1973.

Subjects: Environmental science, history, language arts

Objectives:

Students will be able to:

- Read Karl Maslowski's newspaper columns and relate them to the environmental movement gaining momentum at the time.
- Discuss similarities in today's strong movement to minimize climate change.
- Reflect on how such movements are built word by word, picture by picture.
- Research endangered and threatened species in Ohio and Kentucky

Teacher's Notes:

- This lesson is best done after watching the film and completing the lesson titled, The Life of Karl Maslowski.

Summary: In this lesson, students read three of Maslowski's columns published in the Cincinnati Enquirer in 1948, 1963, and 1969, which feature conservation themes. They will relate the columns to the environmental movement that culminated in the Endangered Species Act of 1973. Then they research local endangered species in Ohio and Kentucky.

Materials:

The following columns from A Naturalist Afield:

DDT and Wildlife, August 1, 1948

National Symbol at Risk, August 4, 1963

Endangered Species, September 28, 1969

Film Clips:

The Newspaper Column (3:45) <https://vimeo.com/687675599>

Maslowski's Conservation Films (3:18)

<https://vimeo.com/687677039>

Wildlife Conservation Student Page

Endangered Species in My State Student Page

Introduction: Karl Maslowski's column in the Cincinnati Enquirer, *A Naturalist Afield*, informed local readers about the dangers of DDT insecticide on local habitats; the plight of our national symbol, the bald eagle; and poaching of the American alligator. His local efforts to persuade people to look at nature as a community, not just a commodity, align with the national environmental movement gaining momentum at the time.

Procedure:

1. Have students form groups of 3. Give each group the three columns from "A Naturalist Afield". Ask,

? From just glancing over these articles, what do you notice?

(Students may notice the dates, the title of the column, they are from the Cincinnati Enquirer, they are written by Karl Maslowski.)

Have students consider the title of the column, "A Naturalist Afield". Ask,

? What is a "naturalist"? (A person who studies the natural world and communicates to others what he or she learns.)

? What does it mean to be “afield”? (Out in the field, out in nature.)

2. Tell students that Karl Maslowski, a photographer and naturalist wrote this column in the Cincinnati Enquirer from 1937 – 1984. Show student the clip of the film features Karl Maslowski’s work on the column titled, *The Newspaper Column (3:45)*, <https://vimeo.com/687675599>. Explain that during this time period (before the Internet) the local newspaper was widely read and a primary source of news for the public.

3. Next, show the clip about the Maslowski’s conservation films and his work with Aldo Leopold titled, *Maslowski’s Conservation Films (3:18)*, <https://vimeo.com/687677039>. Explain that these films were important tools to educate people about wildlife protection. Share the following quote by conservationist Aldo Leopold, “We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect.”

4. Give students the Wildlife Conservation student page and invite each student in the group read one of the articles with this quote in mind. After reading, ask each student to give their group a summary of the column and explain how it relates to the quote.

5. Explain to students that the promotion of this idea of land as a community, not just a commodity was promoted by Maslowski, Aldo, and others like them. This was a new way of thinking for many people. This movement was built word by word and picture by picture. Film, photography, writings, and lectures helped convince people of the need protect land, and eventually led to laws being passed to conserve wildlife, including the Endangered Species Act.

6. You may want to share the Endangered Species Act Overview page, which includes a video titled Endangered Species Act 101 and an ESA Fact Sheet. The National Wildlife Foundation website has a helpful overview page on the ESA as well (See Resources). These resources discuss the classification status of endangered and threatened, and share that the single most important conservation measure for many threatened and endangered species is habitat conservation and restoration.

7. Ask students if they know of any endangered species in their state. Show students the “Find Endangered Species in Your State” website from the US Fish and Wildlife Service (See Resources). There, they can click on their state to find a list of wildlife that are classified as endangered or threatened. Have students choose one species to research and share their findings with the rest of the class. They can use the Endangered Species in My State student page to help them organize their presentation.

8. Finally, have a discussion about the similarities between the environmental movement of the 1970s with the environmental movements of today. What can we learn from the conservationist of the past? How can we use words and pictures to inform people about today’s environmental issues, such as climate change?

Extensions:

Students can become part of local conservation efforts by participating in conservation programs offered by the Cincinnati Nature Center and Cincinnati Zoo.

EcoChallenge from Cincinnati Nature Center

<https://www.cincynature.org/conservation/cincynature-ecochallenge/>

Plant for Pollinators Project from Cincinnati Zoo

<https://cincinnati-zoo.org/horticulture/plant-for-pollinators/>

Build a Better Home for Wildlife from Cincinnati Zoo

<https://cincinnati-zoo.org/conservation/build-better-home-wildlife/>

Resources:

Endangered Species Act

<https://www.fws.gov/international/pdf/esa.pdf>

Endangered Species Act Overview

<https://www.fws.gov/endangered/laws-policies/>

ESA Fact Sheet

https://www.fws.gov/endangered/esa-library/pdf/ESA_basics.pdf

Find Endangered Species in Your State

<https://www.fws.gov/endangered/species/index.html>

Kentucky Wildlife Diversity Action Plan

<https://fw.ky.gov/Wildlife/Pages/Wildlife-Diversity.aspx>

Ohio Endangered Species from the Nature Conservancy

<https://www.nature.org/en-us/about-us/where-we-work/united-states/ohio/stories-in-ohio/ohio-endangered-species/>

National Wildlife Federation Guide: Understanding Endangered Species

<https://www.nwf.org/Educational-Resources/Wildlife-Guide/Understanding-Conservation/Endangered-Species>

“10 Things You Didn’t Know about the Endangered Species Act” from the NRDC

<https://www.nrdc.org/stories/10-things-you-didnt-know-about-endangered-species-act>

Academic Standards Addressed in this Lesson

Depending on grade level and course, the following standards can be addressed by taking the focus of this lesson to one or more topics below:

High School Environmental Science

ENV.ER.5: Wildlife and Wilderness

- Wildlife and wilderness management
- Endangered Species

High School Biology

B.DI: Diversity and Interdependence of Life

B.DI.2: Ecosystems • Equilibrium and disequilibrium • Carrying capacity

B.DI.3: Loss of Diversity • Climate change • Anthropocene effects • Extinction • Invasive species

Common Core English Language Arts

Reading: Informational Text, Key Ideas and Details, Grades 9-12

Writing: Research to Build and Present Knowledge, Grades 9-12

Speaking and Listening: Presentation of Knowledge and Ideas, Grades 9-12

Name _____



Wildlife Conservation

Student Page

Title of Column: _____

Date of Column: _____

Summary:

Read the following quote:

"We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect."

- Aldo Leopold, *A Sand County Almanac*, 1949

What does the word *commodity* mean in this quote? _____

What does the word *community* mean in this quote? _____

How does the column you read relate to this quote?

Name _____



Endangered Species

Student Page



Use this QR code to access the U.S. Fish & Wildlife Endangered Species Webpage to find out what species are endangered or threatened in your state. Choose one local endangered species to research. You may need to visit other websites for additional information.

Name of organism: _____

Kind of Organism: _____

Listing Status: _____

Picture:

Habitat: _____

Needs: _____

Additional Information: