



The Life of Karl Maslowski

Grade Level: High School

Concept: Contributions of Karl Maslowski as a naturalist, wildlife photographer, combat photographer, and conservationist.

Subjects:

Science, social studies, language arts

Objectives:

Students will be able to:

- Create a timeline of the events of Karl Maslowski's life
- Analyze the overarching themes of the film

Teacher's Notes:

- Sequencing the events BEFORE watching the film can give students focus on these particular events as they view it. Then, after viewing, they can re-sequence the cards in the correct order.

Summary: Students are presented with cards that highlight major events in the life of Karl Maslowski. They attempt to sequence the cards before watching the film and then re-sequence them in the correct order after watching. Then they look for the overarching themes of the film: conservation, service, perseverance, pursuit of passion.

Materials:

Wildlife Photographer: The Life of Karl Maslowski Film

Timeline sequencing cards featuring major events in the life of Karl Maslowski

Scissors

Introduction: Karl Maslowski played an important role in documenting natural history and conserving wildlife around him. Although he faced many challenges, he followed his passion for wildlife and was able to create a career for himself doing what he loved.

Procedure:

1. Tell students they are going to learn about person who mostly acted locally, but whose work was widely seen across the nation. Through his photographs, writings, films, and lectures, Maslowski helped document and share in great detail the natural history of the Cincinnati area.
2. Show students the introduction of the film *Wildlife Photographer: The Life of Karl Maslowski*, pausing when the film logo appears.
3. Tell students that there are some important events you would like them to listen for as they watch the rest of the film. Give each pair of students the timeline sequencing cards. Ask them to read each card and try to guess what order they occurred by laying them out on the desk from left to right.

4. Show students the rest of the film and allow them to move the cards as they watch.

Afterward, review the correct sequence along with the age and year listed below.

- Born 1913 to immigrant parents who arrived from Europe in 1911
- Father dies; has to leave school and begin working, age 15 1928
- Shoots unfamiliar bird, visits Museum of Natural History for identification, age 15 1928
- Great Depression begins, age 16 1929
- Buys first still camera, age 22 1935
- Begins writing newspaper column about nature for Cincinnati Enquirer, age 24 1937
- With a borrowed movie camera, visits Reelfoot Lake to photograph wildlife, age 24 1937
- US Fish and Wildlife Service created to protect wildlife, age 27 1940
- World War II begins, age 28 1941
- Serves as a combat cameraman, age 30 1943
- Travels to Arizona to make wildlife film for lecturing, age 33 1946
- Ohio Department of Conservation hires him to make a film, age 34 1947
- Works with Disney, age 37 1950
- Continues photographing wildlife and writing column, age 70+ 1980's

5. Have a discussion about the major themes of the film by asking questions such as,

- What challenges did Maslowski face in his life? (He did not have much money, his father died and he had to quit school, lived through the Great Depression, did not have his own camera, had to go to war.)
- How did he overcome these challenges? (He borrowed a camera, spent time at the Museum of Natural History, took a public speaking class, pitched the idea of a newspaper column, created a career path for himself where one did not exist.)
- How did Maslowski's work influence conservation efforts both in Cincinnati and nationally? (Teaching about wildlife through lectures, photos, films, and the column made people aware of the wildlife around them. During this time, national efforts were being made to protect wildlife like the establishment of the Fish and Wildlife Service and passage of the Endangered Species Act. Wildlife photographers and filmmakers were instrumental in bringing these issues to life for regular citizens.)
- What would you say are the major themes of this film/Maslowski's life? (conservation, service, perseverance, pursuit of passion, making your own path, etc.)
- What are you passionate about? What work is important to you? Is there a career path for the work you want to do or would you have to create your own? What challenges do you face? (Answers will vary and can lead to rich discussion about students' passions and perseverance necessary to pursue their passions.)

Extensions:

If student want to learn more about the wildlife photography and conservation, they can check out the following videos and articles.

Take a Photo, Save a Species: The Power of Wildlife Photography from National Geographic
<https://www.nationalgeographic.com/photography/article/paid-content-take-a-photo-save-a-species-the-power-of-wildlife-photography>

Audubon's Guide to Ethical Bird Photography
<https://www.audubon.org/get-outside/audubons-guide-ethical-bird-photography>

Careers in Wildlife Conservation
<https://wildlife.org/next-generation/career-development/careers/>

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

Social Studies

American History: The Great Depression, World War II, Grades 9-12

American Government: Environmental Laws, Grades 9-12



The Life of Karl Maslowski

Student Page

Directions: Below are some important events in the life of Karl Maslowski. Before watching the film, read the cards and place them in order you think they may have occurred. After watching the film, move the cards to the correct chronological order. Then, discuss the challenges Maslowski overcame and the main themes of the film.

Works with Disney	Travels to Arizona to make wildlife film for lecturing
Father dies; has to leave school and begin working	Born 1913 to immigrant parents who arrived from Europe
Begins writing newspaper column about nature for Cincinnati Enquirer	With a borrowed movie camera, visits Reelfoot Lake to photograph wildlife
Serves as a combat cameraman	Shoots unfamiliar bird, visits Museum of Natural History for identification
Ohio Department of Conservation hires him to make a film	Buys first still camera
World War II begins	Great Depression begins
US Fish and Wildlife Service created to protect wildlife	Continues photographing wildlife and writing column

