

## John Muir Pack – Second Level

1. Life of John Muir
2. National Parks
3. John Muir Quotes
4. John Muir Award

“One day's exposure to mountains is better than cartloads of books.”

John Muir

## 1. Life of John Muir – Second Level

<b>Level:</b> Second	<b>Lesson Focus:</b> Life of John Muir
<b>Experiences and Outcomes:</b> <p>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. <span style="float: right;">LIT 2-05a</span></p> <p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <span style="float: right;">LIT 2-06a</span></p> <p>I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. <span style="float: right;">LIT 2-15a</span></p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. <span style="float: right;">LIT 2-16a</span></p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <span style="float: right;">LIT 2-26a</span></p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. <span style="float: right;">LIT 2-28a</span></p>	
<b>Learning Intentions:</b> <ul style="list-style-type: none"> <li>• We are learning about the life of John Muir.</li> <li>• We are learning about his work and how he helped protect wild land.</li> </ul>	<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• I can complete a biography of John Muir.</li> <li>• I can identify the main events in his life.</li> </ul>
<b>Suggested Resources:</b> <a href="http://www.discoverjohnmuir.com">www.discoverjohnmuir.com</a> <a href="http://www.jmt.org">www.jmt.org</a> <a href="http://Mission: Explore John Muir">Mission: Explore John Muir</a> <a href="http://www.sierraclub.org/johnmuir">www.sierraclub.org/johnmuir</a>	
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Using the Biography provided complete the closed passage sheet to show the main events in his life.</li> <li>• Pick one of the main events in his life; write a description of the event from John Muir’s point of view.</li> <li>• Take part in one of the activities on Mission: Explore John Muir.</li> </ul>	

## **John Muir Life – Second Level Biography Activity**

Born in Dunbar, Scotland in 1838 to Daniel and Ann Muir. The area surrounding Dunbar was largely rural, and John would roam across the wider countryside exploring.

At school he read descriptions of American wildlife and, in February 1849, aged 11 the family left for America.

His father settled as a farmer and John Muir explored the local Wisconsin wilderness until the farm was up and running and he was made to work long hard hours on the family farm.

A year after attending the County Fair with his inventions, which included an automatic feeding machine for horses, John returned to Madison to enrol in university and it was there he was introduced to botany and geology. He never graduated but left university in 1863 and embarked on an expedition across the American Midwest.

After the expedition ended early (after only 3 weeks) he then went on to explore the Canadian wild in 1864 with his brother and studied the areas plant life over two years! After this trip ended he set off on a 1000 mile walk to the Gulf in Florida!

He planned to travel by boat to Cuba and then South America, however after arriving in Cuba and finding a long wait for a boat to South America he changed his final destination to California. There he was given the job of shepherd and this introduced him to the Sierra Mountains.

He became an accomplished mountaineer and after discovering and studying glaciers in the Sierra Mountains, he was the first to suggest that the Yosemite Valley was created by glaciers over thousands of years!

Muir started writing about his experiences in the wilderness and his passion for the natural world added to the campaign for National Parks. The Yosemite National Park and the Sequoia National Park were created in 1890 and in 1903. Muir spent time with President Roosevelt and influenced his thoughts on the natural world and policies which can protect them.

His work lives on in the form of the Sierra Club which he co-founded in 1892 and has over 1 million members in the US; the club remains the most influential grassroots environmental group in the US.

The John Muir Trust was founded in 1983 to protect wild land in the UK.

**Closed Passage Sheet**

I was born in \_\_\_\_\_, Scotland in \_\_\_\_\_.

I liked to explore the \_\_\_\_\_ around my local area.

I moved to \_\_\_\_\_ in 1849 when I was 11.

My father was a \_\_\_\_\_, and I had to work long hours to help him.

I enrolled in \_\_\_\_\_ in 1861.

In 1863 I embarked on an \_\_\_\_\_ across the American Midwest.

After exploring Canada, I walked \_\_\_\_\_ miles to Florida.

I ended up in \_\_\_\_\_, and got a job as a \_\_\_\_\_ looking after sheep.

I studied the \_\_\_\_\_ Mountains, and was the first to explain how the Yosemite \_\_\_\_\_ was made by \_\_\_\_\_.

After all my studying I decided to \_\_\_\_\_ about my experiences in the \_\_\_\_\_.

Some of my writing was part of the \_\_\_\_\_ to create a \_\_\_\_\_ Park.

In 1890 the \_\_\_\_\_ National Park was created, followed by the Sequoia National Park in 1903.

John Muir influence \_\_\_\_\_ Roosevelt's thoughts on nature and how to protect it.

I co-founded the Sierra \_\_\_\_\_ which was founded in 1892 and the John Muir \_\_\_\_\_ was formed in my memory in 1983.

<i>Sierra</i>	<i>Farmer</i>	<i>America</i>	<i>Campaign</i>
<i>Shepherd</i>	<i>Valley</i>	<i>Dunbar</i>	<i>Yosemite</i>
<i>1838</i>	<i>California</i>	<i>Expedition</i>	<i>Wilderness</i>
<i>University</i>	<i>Trust</i>	<i>Club</i>	<i>Glaciers</i>
<i>Write</i>	<i>Countryside</i>	<i>National</i>	<i>1000</i>

## 2. National Parks – Second Level

<b>Level:</b> Second	<b>Lesson Focus:</b> National Parks
<p><b>Experiences and Outcomes:</b></p> <p>I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. <span style="float: right;">LIT 2-15a</span></p> <p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. <span style="float: right;">LIT 2-29a</span></p> <p>Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. <span style="float: right;">MTH 2-17d</span></p> <p>I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. <span style="float: right;">SOC 2-03a</span></p> <p>I can describe the major characteristic features of Scotland’s landscape and explain how these were formed. <span style="float: right;">SOC 2-07a</span></p> <p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. <span style="float: right;">SOC 2-08a</span></p> <p>By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. <span style="float: right;">SOC 2-12a</span></p> <p>I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. <span style="float: right;">SOC 2-13a</span></p> <p>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. <span style="float: right;">SOC 2-14a</span></p> <p><i>Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.</i> <span style="float: right;">TCH 2-03b</span></p> <p><i>I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.</i> <span style="float: right;">TCH 2-04b</span></p>	
<p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>● We are learning about the first National Parks in America.</li> <li>● We are learning about National Parks in Scotland.</li> <li>● We are learning about why National Parks are important.</li> </ul>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● I can identify the National Parks in America and Scotland.</li> <li>● I can describe the main differences between them.</li> <li>● I can create a mock-campaign for a National Park.</li> </ul>

**Suggested Resources:**

[US National Park Service](#)

[Scotlands National Parks](#)

[www.cairngorms.co.uk/the-park/facts-figures](http://www.cairngorms.co.uk/the-park/facts-figures)

[www.lochlomond-trossachs.org/learning/education-resources/meny-id-111.html](http://www.lochlomond-trossachs.org/learning/education-resources/meny-id-111.html)

<http://www.2020v.org/pledge.asp>

<http://cairngorms.co.uk/look-after/>

<http://www.lochlomond-trossachs.org/looking-after/>

[www.sierraclub.org/johnmuir](http://www.sierraclub.org/johnmuir)

**Map suggested resources:**

<http://www.lochlomond->

[trossachs.org/images/stories/Visiting/Images/LLTNP\\_MAP\\_2012.jpg](http://www.lochlomond-trossachs.org/images/stories/Visiting/Images/LLTNP_MAP_2012.jpg)

<http://cairngorms.co.uk/the-park/maps/>

**Activities:**

- Using the internet/books/leaflets;
  - Choose a National Park in America, and one in Scotland.
  - Use the Activity Sheet to show the main differences, and then create a map of one of the national parks. (Use suggested resources for official maps – use these for the rough outline and main features i.e lochs/mountains etc.)
- Create a campaign to make your school grounds a Mini National Park – this can be posters/letters to government/leaflets etc.

National Parks Activity Sheet

	<b>Scotland</b>	<b>America</b>
Name:		
Location: (County/State)		
Size:		
What kind of trees and plants are present?		
What animals are present?		

- Can you create a map of one of the National Parks? Use the back of this sheet to draw the trees, plants, animals and other things (mountains/rivers) that make these National Parks special.
- How can we help to look after them?

### 3. John Muir Quotes – Second Level

<b>Level:</b> Second	<b>Lesson Focus:</b> Using John Muir quotes to understand nature and how we interact with it.
<p><b>Experiences and Outcomes:</b></p> <p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. <span style="float: right;">LIT 2-02a</span></p> <p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. <span style="float: right;">LIT 2-04a</span></p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. <span style="float: right;">LIT 2-07a</span></p> <p>To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. <span style="float: right;">LIT 2-08a</span></p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. <span style="float: right;">LIT 2-16a</span></p> <p>To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. <span style="float: right;">LIT 2-18a</span></p> <p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. <span style="float: right;">LIT 2-24a</span></p> <p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. <span style="float: right;">LIT 2-29a</span></p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. <span style="float: right;">EXA 2-05a</span></p> <p><i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> <span style="float: right;">HWB 2-01a</span></p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. <span style="float: right;">HWB 2-04a</span></p> <p>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. <span style="float: right;">HWB 2-25a</span></p> <p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. <span style="float: right;">SOC 2-08a</span></p> <p>Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. <span style="float: right;">TCH 2-02a</span></p>	

<p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>• We are learning about our needs and wants.</li> <li>• We are learning about how nature can be good for our health.</li> <li>• We are learning about biodiversity.</li> <li>• We are learning about how we can help protect nature.</li> </ul>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can list what needs I have to survive.</li> <li>• I can explain why nature is good for our health.</li> <li>• I can describe what biodiversity is in the school garden by creating a species list.</li> <li>• I have taken one action to protect nature, and encouraged others to do the same.</li> </ul>
<p><b>Suggested Resources:</b></p> <p><a href="http://www.educationscotland.gov.uk/studyingScotland/resourcesforlearning/scotlandintheworld/homecoming/greatscots/muir.asp">www.educationscotland.gov.uk/studyingScotland/resourcesforlearning/scotlandintheworld/homecoming/greatscots/muir.asp</a></p> <p><a href="http://www.discoverjohnmuir.com">www.discoverjohnmuir.com</a></p> <p><a href="http://www.50waystohelp.com/">www.50waystohelp.com/</a></p> <p><a href="http://www.greenerscotland.org/">www.greenerscotland.org/</a></p> <p><a href="http://www.johnmuiraward.org">www.johnmuiraward.org</a></p> <p><a href="http://projectwildthing.com/">http://projectwildthing.com/</a></p> <p><a href="http://www.naturerocks.org/">http://www.naturerocks.org/</a></p>	
<p><b>Activity</b></p> <p>Pupil reflection exercise sheet; multiple questions are asked of each quote, which can be used to assess the outcomes for this activity.</p>	

## Teachers Notes

*These quotes form a framework structure on how to introduce John Muir's philosophy of the outdoors into the classroom. There are suggested activities and questions for pupils under each quote, based on Literature, Health and Wellbeing, Philosophy, Science and Creative Arts.*

*These exercises aim to get pupils reflecting on their own feelings and beliefs regarding nature and wilderness, as well as critical analysis of John Muir's own beliefs and philosophies.*

*There is information provided on John Muir to help introduce and give context to the quotes and exercises.*



**“I never saw a discontented tree.” John Muir 1838 – 1914**

John Muir was drawn to wild places throughout his life, and he revelled in all aspects of the natural world. He argued against the idea that nature's value lay only with the material and economic benefit it provides, and that the value of nature wasn't dependant on its use by humans. He suggested that mankind was part of nature, rather than owning or controlling it.

Muir felt that it was part of his life's mission to educate others about the wonders of the natural world. He conveyed his love and interpretation of the natural world in his writing, but also included scientific fact to increase the knowledge of the reader. Through his writings he wanted to inspire others to experience wilderness for themselves and learn to care about the natural world through experiences.

Muir argued that the value of wilderness offers us perspective on our relationship with nature, and that experiencing nature is an essential part of human existence and by visiting wild lands and escaping civilisation, one could recharge the mind and body.

The contribution of John Muir to the modern conservation movement across the globe cannot be underestimated. He founded the world-renowned Sierra Club (which now has over 1million members), was influential in the formation of America's first national parks and was one of the first to suggest that conservation is justified not on the grounds of material or economic benefit, but on the grounds of the intrinsic value that can be found in natural places, and the spiritual and health benefits that wild places bring to those who visit them

### **John Muir's Legacy**

John Muir continues to have a strong legacy in his home country as well as further afield. Dunbar celebrates this heritage through the John Muir Birthplace Trust and Museum, John

Muir Country Park and the existing John Muir Way which runs along the East Lothian Coastline. As part of Homecoming 2014, the John Muir Way was extended across Central Scotland to Helensburgh on the West coast to replicate his great journey across the United States from East to West.

Part of John Muir's legacy was helping to set up the first National Park at Yellowstone in 1872. Since then a global family of 6,555 protected areas covering 12% of the Earth's surface have been created. National Parks came to Scotland in 2002 with the designation of Loch Lomond & The Trossachs National Park followed in 2003 by the Cairngorms National Park. The National Parks in Scotland work hard to meet four key aims:

- To conserve and enhance the natural and cultural heritage of the area
- To promote sustainable use of the natural resources of the area
- To promote understanding and enjoyment (including enjoyment in the form of recreation) of the special qualities of the area by the public
- To promote sustainable economic and social development of the area's communities

The John Muir Trust was founded in 1983 and promotes Muir's message by sensitively managing key areas wild land, and campaigning to safeguard them. It owns 8 properties, including Ben Nevis, the highest mountain in the United Kingdom. The Trust's main educational initiative is the John Muir Award; an environmental award scheme focused on wild places. It encourages people to connect with, enjoy and care for the natural environment. The Award is appropriate for second level and above. More information on the Award and curriculum links is available in the John Muir Award section of this pack.

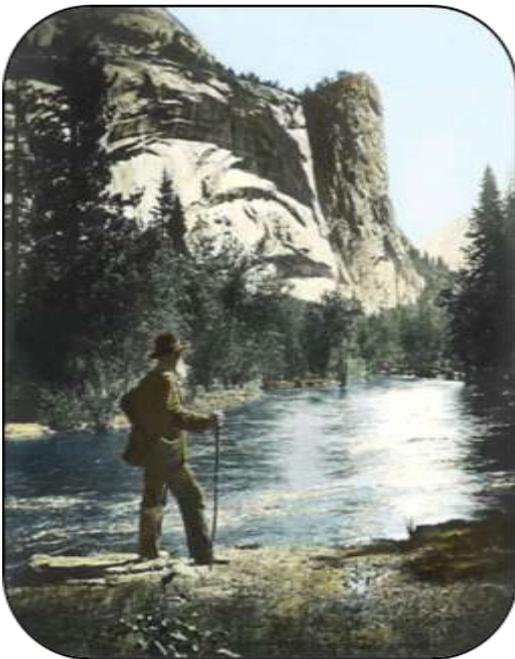
## Pupil Reflection Exercises

**“Everyone needs beauty as well as bread, places to play in and pray in, where nature may heal and give strength to body and soul.”**

*What does he mean ‘beauty’ as well as ‘bread’?*

*What needs do we have on a daily basis? Things that keep us alive?*

*What other needs do we have? Things that give us enjoyment and make us feel happy? Is access to nature one of these?*



**“I only went out for walk and finally concluded to stay out till sundown, for going out, I found, was really going in.”**

*How do you feel when you go out a walk in nature?*

*Write a descriptive story of your favourite memory of playing outdoors.*

*If you could pick one wild place in the world to go for a walk, where would it be? Why?*

**“In every walk with Nature one receives far more than he seeks.”**

*What benefits do we get from walking in nature?*

*What are your reasons for going outdoors for a walk? Write a list.*

*Draw a picture of all the things you see when you go on a nature walk?*

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

*If everything is connected, how are humans connected to the natural world?*

*For example: we use raw materials from nature, we relax by walking in woodlands.*

*This statement can relate to biodiversity, create a list of all the species you can see in the school garden to record the biodiversity around your school.*

*Create a poster to encourage people to take one action to help nature, and everything that is connected to it. For example: recycling, walking instead of using the car.*

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

*What do you think you would see in a forest wilderness? Draw a picture of your forest wilderness.*

*Why do you think people feel better after visiting a forest or woodland? Can you write a description of how you feel after visiting a woodland?*



**“The sun shines not on us but in us.”**

*Why do people feel better after going out into nature? Can you create a short drama scene to show why people feel physically and mentally better after being in nature?*

*What does John Muir mean by this? Create a piece of art to show the meaning of this statement.*

#### 4. John Muir Award

The John Muir Award encourages people to follow in Muir's footsteps. It is an environmental award scheme focused on wild places. It works from an upper primary level and recognises achievement. The John Muir Award helps deliver the Curriculum for Excellence through outdoor learning.



Visit [www.johnmuiraward.org](http://www.johnmuiraward.org) to:

- Watch a 10 minute introductory film
- Download an Information Handbook – a 'one stop' guide to running the Award
- Read Case Studies – see the Award in action in a wide range of settings
- Download Resource Guides on: Campaigning; Biodiversity; Wildlife Gardening; John Muir; Surveys; Outdoor Access; National Parks; Outdoor Learning.

#### **Other Muir Resources:**

Find out about John Muir at:

[www.discoverjohnmuir.com](http://www.discoverjohnmuir.com)

[Mission: Explore John Muir](#)

Graphic novel - John Muir, Earth - Planet, Universe

<http://www.scottishbooktrust.com/learning/teachers-librarians/teaching-resources-cpd/john-muir>

#### **Further Resources and Ideas for engaging with nature and the wild!**

[Woodland Trust's Nature Detectives](#)

[RSPB - For Schools](#)

[Scottish Wildlife Trust – For Schools](#)

[Scottish Wildlife Trust – Wildlife Watch](#)

[Nature Rocks](#)

[Project Wild Thing](#)