



U.S. Department of the Interior  
Bureau of Land Management



# *My Public Lands*

## Middle School Teaching Guide

### CLASSROOM INVESTIGATION

**Wild  
and  
Scenic  
Rivers**



# Dear Teacher,

Welcome to this Classroom Investigation Series unit about America's wild and scenic rivers. Its main goal is for students to understand and appreciate their public lands and waters through outdoor recreation and exploration of river-inspired poetry.

Through this teaching guide, students learn to locate wild and scenic rivers their families can visit. Students also carefully read the language of the Wild and Scenic Rivers Act (act), which motivates them to explore public lands and volunteer to maintain rivers and watersheds. Like the other agencies in the Department of the Interior, the BLM relies heavily on volunteers to efficiently manage its diverse landscapes. Youths and families who are inspired to volunteer on the public lands see firsthand how multiple-use land management balances minerals development, recreation, respect for Indian tribes and Alaska Natives, grazing, and habitat protection. Recreation and volunteer experiences on public lands and waters can turn casual visitors into well-informed, lifelong allies of public lands who deeply understand the BLM's mission.

The three activities in the teaching guide help students find wild and scenic rivers, explore the history of the passage of the act, and develop their own river-inspired poetry. Students use a web-based story map to examine the river values that form the basis for the act, and they navigate an interactive map to find the wild or scenic river nearest to their school. They then read passages written by the Craighead brothers, whose decades-long advocacy helped bring the act into existence. The example of the Craighead brothers shows students how to translate experiences on rivers into a passion for America's awesome landscapes and a shared conservation ethic.

The final activity in the teaching guide shows students how rivers have inspired poetry for centuries. Students read river-inspired verse, identify metaphors, and compose their own original poems that reflect what rivers mean to

them. The three activities take students beyond an awareness of wild and scenic rivers. The story map, the Craighead brothers' writings, and the poetry inspired by rivers combine to give students a deep appreciation for the practical and spiritual values sustained by rivers and by the act.

Although designed for middle school students, the unit can be adapted for high school and upper elementary levels. Civics and history teachers who are covering lawmaking or civic participation may find the unit useful, as may language arts teachers who want to provide engaging primary source documents for their students.

The unit supports innovative strategies in education, such as:

**Social and emotional learning:** Students participate in small groups in which they work together, listen and speak to one another, and collaborate.

**Interdisciplinary instruction:** As they progress through the unit, students analyze maps to determine the nearest wild and scenic river, practice persuasive communication skills, explore the historical background and clauses of a statute, and interpret poetry about rivers.

## Curriculum Connections

The activities address the following Common Core English Language Arts Standards:

- CCSS.ELA-LITERACY.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

- CCSS.ELA-LITERACY.RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

This unit supports standard D2.Civ.3.6-8 of the “College, Career, and Civic Life Framework for Social Studies State Standards,” published by the National Council for the Social Studies: Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

The activities address the following essential understandings:

- The National Wild and Scenic Rivers System is built upon seven fundamental values.
- Citizen voices shaped much of the content of the Wild and Scenic Rivers Act.
- Rivers inspire poets and others to create enduring art.

## About the Bureau of Land Management

The BLM manages more than 245 million acres of public land located primarily in 12 western states, including Alaska. The BLM also administers 700 million acres of subsurface mineral estate throughout the nation. The agency’s mission is to sustain the health, diversity, and productivity of America’s public lands for the use and enjoyment of present and future generations. Diverse activities authorized on these lands generated \$75 billion in sales of goods and services throughout the American economy in fiscal year 2016—more than any other agency in the Department of the Interior. These activities supported more than 372,000 jobs.

The Department of the Interior and the BLM carry out their missions by encouraging environmentally responsible development of energy and minerals on public lands, working as a good neighbors with partners and communities to promote multiple-use management on public lands, supporting working landscapes to boost employment, and providing access to hunting, fishing, camping, hiking, and other recreational opportunities. Wild and scenic rivers are well-known access points for recreation, promoting health and appreciation of America’s awe-inspiring public lands. And as members of the public gain appreciation for public lands, they deepen their understanding of shared conservation stewardship, habitat preservation, and multiple-use management. Outdoor activity on rivers invites the public to the intersection of conserving our natural treasures and expanding access to outdoor recreation. In short, visiting wild and scenic rivers shows the public what “for the benefit and enjoyment” of the people means.

The BLM has the responsibility to protect and enhance river values (free flowing condition, water quality, and outstandingly remarkable values) on 69 designated rivers in 7 states covering over 2,400 miles and 1,001,353 acres (19 percent of the wild and scenic rivers) and on hundreds of eligible and suitable rivers across the western states.

## The Importance of Wild and Scenic Rivers

Rivers play a significant role in our lives, even if we don’t live near one. Rivers are important sources of food and water for people as well as for wildlife, and they provide habitat for a wide variety of plant and animal species. Rivers also serve as pathways for exploration, transportation, and commerce. They provide irrigation for croplands and energy to power machines and homes. In addition, rivers offer opportunities for

recreation and possess aesthetic and inspirational values that reinforce our connection with nature.

Rivers connect people and communities to America’s great outdoors and are vital migration corridors for fish and wildlife. Healthy rivers enhance the resilience of human and natural communities. Millions of people visit wild and scenic rivers annually, either on their own or through hundreds of permitted commercial outfitters, which generates economic activity in local communities.

In 1968, Congress recognized the need to protect some of our rivers on behalf of future generations and passed the Wild and Scenic Rivers Act (Public Law 90-542). The act created the National Wild and Scenic Rivers System to preserve certain rivers with outstanding conservation values in free-flowing condition. The act defines three categories of protected rivers: wild, scenic, and recreational. It safeguards the special character of these rivers while also recognizing the potential for their appropriate use and development. It also enables all levels of government to work with landowners, river users, tribal nations, and private organizations to protect and manage river values through shared stewardship.

When he signed the act, President Lyndon B. Johnson said that it gave “immediate protection to portions of eight rivers and a ribbon of land along each river bank.” The act also named 27 rivers as potential additions to the National Wild and Scenic Rivers System and provided a process for future designations. Today, the Wild and Scenic Rivers Act protects more than 200 rivers in 40 states and Puerto Rico, and the BLM manages hundreds of “study” rivers across the country, evaluating their suitability for inclusion in the system.

Protecting wild and scenic rivers improves recreational access and community partnerships that enhance quality of life outcomes (e.g., economic benefits to small businesses) for residents and visitors. The BLM focuses on enhancing river recreation, which supports jobs in tourism and outdoor recreation; working with communities to take action to secure economic, social, and ecological benefits of having a healthy river; protecting and restoring rivers for people and fish and wildlife; and working collaboratively with local, state, tribal, and other federal agencies on river protection, restoration, and recreation access.

## Table of Contents

Activity 1: Just the Facts from a Story Map . . . . .	1
Activity 2: Three Perspectives—Advocates, Congress, and the President . . . . .	7
Activity 3: River-Inspired Poetry . . . . .	13

# Activity 1: Just the Facts from a Story Map

## Time Estimate

45 minutes



## For the Teacher

This activity addresses the following essential understanding:

- The National Wild and Scenic Rivers System is built upon seven outstandingly remarkable values.

## Learning Objectives

Students will be able to (1) describe the river values underlying the Wild and Scenic Rivers Act; (2) identify the location of a wild or scenic river; and (3) describe the attractive features of that river.



## Overview

This is the first of three activities that address wild and scenic rivers. This activity introduces students to:

- The values outlined in the Wild and Scenic Rivers Act.
- The agencies that manage wild and scenic rivers.
- The locations of wild and scenic rivers.



## Teacher Preparation

1. Arrange for an Internet connection so that students can use the National Wild and Scenic Rivers System story map.
2. Make enough copies of the activity 1 handout, "Questions for the Story Map," for each student.
3. Gather flipchart paper and markers that students can use to make magazine ads.





## Procedure

---

1. Ask students what they see in their minds when they hear the phrase “wild and scenic river.” Give them 60 seconds to write or call out as many adjectives as possible that describe what they see. Then ask them what they *don’t* see in their mental picture of a wild and scenic river (expect responses such as people, pollution, and buildings along the shore).
2. Ask students where they have visited rivers, how often, what they do there, and why they go.
3. Using a projector or individual computers, visit <https://www.rivers.gov/wsr-act.php>. Explain that the Wild and Scenic Rivers Act of 1968 (act) protects free-flowing rivers and river segments that have certain “outstandingly remarkable values.”
4. Review the three types of protected rivers defined in the act: wild, scenic, and recreational. Ask students which of the three types of rivers best describes the river they pictured in their minds.
5. On the web page, click on the green map in the upper right (or visit <https://www.rivers.gov/map.php>), and then click on “View Our Story Map.” The story map explains the act, how rivers can be designated, and the river values that are protected by the act.
6. Distribute the activity 1 handout, “Questions for the Story Map,” and have students work in groups of four or five to answer the questions. Ask each group to select a spokesperson.
7. Once groups have answered all the questions on the handout, review each answer by calling on groups in turn.
8. Distribute flipchart paper and markers and ask the groups to create magazine ads promoting a wild or scenic river that they identified using the story map. The ad should encourage people to visit the river and explain how the river represents one or more of the river-related values specified in the act.
9. Invite groups to share their ads.
10. Reconfigure the class into one unit and ask: Which river values did the ads mention most frequently? Why do you think these values are the most appealing to the public?



## Assessment

---

Work with students to develop a rubric for the ads.



## Adaptations to Consider

---

Plan a field trip to a segment of a nearby stream or river and assess how well it satisfies the seven

“outstandingly remarkable values” on the handout.



## Activity 1 Handout

---

### Questions for the Story Map

Visit <https://www.rivers.gov/map.php> and click "View Our Story Map."

1. When it comes to wild and scenic rivers, what is the main task of the four federal agencies (the Bureau of Land Management, National Park Service, U.S. Forest Service, and U.S. Fish and Wildlife Service) that are responsible for the National Wild and Scenic Rivers System?
2. For state-administered national wild and scenic rivers, state governments protect and enhance river values except when sections run through \_\_\_\_\_ or \_\_\_\_\_ lands.
3. Wild rivers represent vestiges of \_\_\_\_\_ America; scenic rivers must be free of \_\_\_\_\_ and may be accessible by \_\_\_\_\_; and recreational rivers are readily accessible by road or \_\_\_\_\_.
4. How are the following "outstandingly remarkable values" defined under "example criteria" in the story map?
  - a. Scenic:
  - b. Recreational:
  - c. Geologic:
  - d. Fish:
  - e. Wildlife:
  - f. Cultural:
  - g. Historic:
5. Which wild or scenic river is nearest to your school?







## Activity 1 Answer Key

---

### Questions for the Story Map

1. When it comes to wild and scenic rivers, what is the main task of the four federal agencies (the Bureau of Land Management, National Park Service, U.S. Forest Service, and U.S. Fish and Wildlife Service) that are responsible for the National Wild and Scenic Rivers System?

**To protect and enhance river values.**

2. For state-administered national wild and scenic rivers, state governments protect and enhance river values except when sections run through **federal** or **tribal** lands.
3. Wild rivers represent vestiges of **primitive** America; scenic rivers must be free of **impoundments (which means dams)** and may be accessible by **roads**; and recreational rivers are readily accessible by road or **railroad**.
4. How are the following “outstandingly remarkable values” defined under “example criteria” in the story map? **(Answers may vary.)**
  - a. Scenic: **landscapes or attractions that are rare, unique, or exemplary.**
  - b. Recreational: **recreational opportunities that are unique, rare, or exemplary.**
  - c. Geologic: **a unique or rare combination of geologic features.**
  - d. Fish: **nationally or regionally important fish populations and uniquely diverse or exceptionally high-quality habitat for fish species.**
  - e. Wildlife: **nationally or regionally important wildlife populations or uniquely diverse or exceptionally high-quality habitat that provides connectivity (meaning not scattered or fragmented) for migratory species and for life stages of other wildlife species.**
  - f. Cultural: **occupation or use by Native Americans in the past or present.**
  - g. Historic: **the presence of a site or feature that is at least 50 years old.**
5. Which wild or scenic river is nearest to your school?



# Activity 2: Three Perspectives— Advocates, Congress, and the President

## Time Estimate

45 minutes



## Learning Objectives

Students will be able to (1) identify the reasons Congress passed the act, and (2) compare writings by advocates for the act, the language in the act, and comments by President Johnson.



### For the Teacher

This activity addresses the following essential understandings:

- The National Wild and Scenic Rivers System is built upon seven outstandingly remarkable values.
- Citizen voices shaped much of the content of the Wild and Scenic Rivers Act.



### Overview

This is the second of three activities that address wild and scenic rivers. This activity introduces students to:

- The rationale for the Wild and Scenic Rivers Act of 1968 (act).
- The criteria used to designate rivers.
- The twin brothers whose writings helped generate public support for the passage of the act.



### Teacher Preparation

1. Read the excerpts from the “Frank Craighead Legacy,” the Wild and Scenic Rivers Act, and President Johnson’s signing statement.
2. Make enough copies of the activity 2 handout, “Three Voices about Wild and Scenic Rivers,” for each student.



## Procedure

---

1. Let students know that Congress passed a law in 1968, called the Wild and Scenic Rivers Act, to protect certain rivers defined as wild, scenic, and recreational. The act also gave lawmakers a process for protecting additional rivers in the future.
2. Distribute the activity 2 handout, "Three Voices about Wild and Scenic Rivers," and explain that students should read the excerpts and answer the five discussion questions.
3. Ask students to pair up and compare answers to the discussion questions.
4. Ask each pair of students to join with another pair and describe how Congress attempted to preserve the values at the heart of the act: scenic, historic, cultural, wildlife, fish, geologic, and recreational values as well as water quality and free-flowing condition.
5. Reconfigure the class into one unit and ask: What did you learn by discussing the questions with other students? What prompted Congress to respond to the Craighead brothers? Why did the brothers' advocacy for wild and scenic rivers succeed?



## Assessment

---

Circulate among pairs and groups to determine how well students understand the excerpts on the handout.

Assess the students' interpretation of Congress' statement of policy by asking:

Which inference is best supported by Congress' statement of policy? A) Dams always harm water quality. B) Dams can threaten water quality. C) Dams can improve water quality. D) Dams always improve water quality.



## Adaptation to Consider

---

Replace steps 2 and 3 by providing half the class with the excerpts from only President Johnson and Congress, and providing the other half with the excerpts from only the Craighead Brothers.

Then form pairs consisting of students who read different excerpts and have them discuss the questions.



## Activity 2 Handout

### Three Voices about Wild and Scenic Rivers

#### Voice One: President Johnson

Excerpts from President Johnson's Signing Ceremony Remarks

(<http://www.presidency.ucsb.edu/ws/index.php?pid=29150#axzz1xE2Od0br>)

I am signing an act today which preserves sections of selected rivers that possess outstanding conservation values.

An unspoiled river is a very rare thing in this Nation today. Their flow and vitality have been harnessed by dams and too often they have been turned into open sewers by communities and by industries. It makes us all very fearful that all rivers will go this way unless somebody acts now to try to balance our river development.

So we are establishing a National Wild and Scenic Rivers System which will complement our river development with a policy to preserve sections of selected rivers in their free-flowing conditions and to protect their water quality and other vital conservation values.

#### Voice Two: Congress

Excerpts from the Wild and Scenic Rivers Act (<https://www.law.cornell.edu/uscode/text/16/1271>)

##### **Congressional declaration of policy** [16 U.S. Code 1271]

It is hereby declared to be the policy of the United States that certain selected rivers of the Nation which, with their immediate environments, possess outstandingly remarkable scenic, recreational, geologic, fish and wildlife, historic, cultural, or other similar values, shall be preserved in free-flowing condition, and that they and their immediate environments shall

be protected for the benefit and enjoyment of present and future generations. The Congress declares that the established national policy of dam and other construction at appropriate sections of the rivers of the United States needs to be complemented by a policy that would preserve other selected rivers or sections thereof in their free-flowing condition to protect the water quality of such rivers and to fulfill other vital national conservation purposes.

##### **National wild and scenic rivers system** [16 U.S. Code 1273]

##### **(b) CLASSIFICATION, DESIGNATION, AND ADMINISTRATION OF RIVERS**

. . . Every wild, scenic or recreational river in its free-flowing condition, or upon restoration to this condition, shall be considered eligible for inclusion in the national wild and scenic rivers system and, if included, shall be classified, designated, and administered as one of the following:

**(1) Wild river areas**—Those rivers or sections of rivers that are free of impoundments and generally inaccessible except by trail, with watersheds or shorelines essentially primitive and waters unpolluted. These represent vestiges of primitive America.

**(2) Scenic river areas**—Those rivers or sections of rivers that are free of impoundments, with shorelines or watersheds still largely primitive and shorelines largely undeveloped, but accessible in places by roads.

**(3) Recreational river areas**—Those rivers or sections of rivers that are readily accessible by road or railroad, that may have some development along their shorelines, and that may have undergone some impoundment or diversion in the past.

### Voice Three: The Craighead Brothers

Quote by John Craighead from the Autumn 1965 edition of "Naturalist" magazine (<https://www.rivers.gov/quotations.php>)

The river called. The call is the thundering rumble of distant rapids, the intimate roar of white water . . . a primeval summons to primordial values.

Excerpts from "Frank Craighead Legacy" (<http://www.craigheadresearch.org/frank-craighead-legacy.html>)

Writing the National Wild and Scenic River[s] Act

Frank [Craighead] also became active in the conservation of wild rivers, and much of the National Wild and Scenic Rivers Act of 1968 came verbatim [word for word] from his writings.

Frank and John Craighead's involvement with the Wild and Scenic Rivers Act began in the early [19]50's when they were conducting survival training [for the U.S. Navy] from a base in McCall, Idaho. Part of the training involved wilderness raft trips, using surplus rafts that they had used during World War II survival training, to float the Salmon and Snake rivers. This gave them a deep appreciation of wild rivers which contrasted greatly to the rivers of their youth; rivers like the Potomac near Washington DC which had become increasingly polluted and crowded with recreationists.

In 1957, Frank was working in Washington DC for the US Forest Service, helping to design an agency response to a newly identified need. John was involved in the fight to stop the Army Corps of Engineers dam at Spruce Park on the Middle Fork of the Flathead. They wrote an article for Naturalist magazine in which Frank described

a system of river classification including wild, semiwild, semiharnessed, and harnessed rivers. He reasoned that once rivers were categorized people would see the scarcity of quality streams and realize the need to protect them. John wrote that rivers were needed as benchmarks for comparison of environmental change: "Rivers and their watersheds are inseparable, and to maintain wild areas we must preserve the rivers that drain them". They both felt that wild rivers were needed for recreation and education of future generations. . . .

. . . In 1959 the Craighead brothers called for a system of federally protected rivers. . . . The [Congress's] Select Committee's report proposed that certain streams be preserved in their free-flowing condition "because their natural scenic, scientific, aesthetic, and recreational values outweigh their value for water development and control purposes now and in the future." This became the federal government's first major proposal for a national rivers system. . . .

In 1964 the first bill was introduced which was called the Wild Rivers Act, Congress later broadened this to include 'scenic' and 'recreation' rivers. In 1965 President Johnson called for a rivers bill in his State of the Union Address. Frank Church, Senator from Idaho, sponsored the bill in the Senate. It passed the Senate in 1965 but got no further. . . .

. . . In 1968 . . . the house committee finally released the bill and the House voted in favor of it 265-7. The Senate approved it on October 2, and it was signed into law by President Johnson.

This was 14 years after the Craigheads had begun their work to [envision] it.

## Questions

1. What was the source of much of the language that became the Wild and Scenic Rivers Act?
2. What experiences gave the Craighead brothers a deep appreciation for wild rivers?
3. What effect did the brothers expect their 1957 article in "Naturalist" magazine to have on the public? Why do you think they thought it was important to have an effect on the public?
4. According to President Johnson, why are unspoiled rivers "very rare"?
5. The Craighead brothers "both felt that wild rivers were needed for recreation and education of future generations." What are some specific ways the act promotes recreation and education?





# Activity 3: River-Inspired Poetry

## Time Estimate

45 minutes



## For the Teacher

This activity addresses the following essential understandings:

- Citizen voices shaped much of the content of the Wild and Scenic Rivers Act.
- Rivers inspire poets and others to create enduring art.



## Overview

This is the third of three activities that address wild and scenic rivers. This activity introduces students to:

- Rivers as metaphors.
- Poetry inspired by rivers.

## Learning Objectives

Students will be able to (1) identify various metaphors poets have used to convey what rivers mean to them, and (2) create metaphors and poems using rivers and the river values defined in the act.



## Teacher Preparation

1. Visit <https://www.rivers.gov/quotations.php> and read the four poems that follow the quotations presented there.
2. Arrange for each student to have a device that can connect to the Internet.
3. Make a copy of the activity 3 handout, "River-Inspired Poetry," for each student.



## Procedure

---

1. Point out that for centuries, rivers have inspired poets as metaphors for various aspects of everyday life. Explain that students will read some river-inspired poems, select one to answer questions about, and write an original poem using rivers as a metaphor.
2. Distribute the activity 3 handout, "River-Inspired Poetry," to each student and ask them to visit <https://www.rivers.gov/quotations.php>. Have students select one of the four poems below the river quotations that is meaningful to them and identify how the poem uses rivers as a metaphor.
3. Ask students to answer the questions on the handout and create river-inspired poems of their own. Assign a format, such as haiku, pentameter, free form, or rap, if desired.
4. Have students pair up and read each other their poems.
5. Reconvene the class into one unit and ask students which river values they featured in their poems.



## Assessment

---

Work with students to develop a rubric for their poems based on the preferred format.



## Alternatives to Consider

---

Assign an alternative to poetry, such as persuasive essay, video, song, or personal recollection.



## Activity 3 Handout

---

### River-Inspired Poetry

Visit <https://www.rivers.gov/quotations.php>. Read through the poems, select the poem that means the most to you, and answer the following questions:

1. Who is the poet and what are the poet's metaphors for rivers?
2. What is meaningful to you about this poem?
3. Make your own list of metaphors for rivers and create a poem about rivers that uses those metaphors. Use the format, such as haiku, pentameter, free form, or rap, required by your teacher, if any.

# For Further Research

**A Compendium of Questions and Answers Relating to Wild and Scenic Rivers:** <https://www.rivers.gov/documents/q-a.pdf>

**Impacts of Wild and Scenic River Designation—A Report for the Utah Governor’s Public Lands Office:** [http://publiclands.utah.gov/wp-content/uploads/2013/08/WS\\_Final\\_Report\\_804.pdf](http://publiclands.utah.gov/wp-content/uploads/2013/08/WS_Final_Report_804.pdf)

**Honoring Our Rivers:** <http://honoringourrivers.org/>

**School’s Out: A Year of ‘Honoring Our Rivers’ In Review:** <http://willamettepartnership.org/schools-year-honoring-rivers-review/>

## Acknowledgments

### Author

Scott Richardson, BLM Education Specialist, Division of Education, Interpretation, and Partnerships, Washington, DC

### Reviewers

Janet C. Ady, BLM Division Chief, Division of Education, Interpretation, and Partnerships, Washington, DC

Cathi Bailey, BLM National Wild and Scenic Rivers Program Lead, Division of National Conservation Lands, Washington, DC

Derrick Baldwin, Acting BLM Education Program Lead, Division of Education, Interpretation, and Partnerships, Washington, DC

Bibi Booth, BLM Deputy Division Chief, Division of Education, Interpretation, and Partnerships, Washington, DC

Kevin Flynn, BLM Technical Information Specialist, Division of Education, Interpretation, and Partnerships, Washington, DC

Janet Lacey, BLM Education Specialist, Division of Education, Interpretation, and Partnerships, Washington, DC

Brian Lombard, BLM Public Affairs Specialist, Division of Public Affairs, Washington, DC

Cindy G. Osorto, BLM Planning and Environmental Specialist, Division of National Conservation Lands, Washington, DC

Betsy Wooster, BLM National Lead for Youth, Division of Education, Interpretation, and Partnerships, Washington, DC

Evan Worthington, BLM River Ranger, Boise District, Idaho



Lined writing area consisting of 25 horizontal lines.



The BLM's Division of Education, Interpretation, and Partnerships produced this publication. The BLM's National Operations Center, Information and Publishing Services Section, provided production services.

Visit [www.blm.gov/teachers/](http://www.blm.gov/teachers/) to explore the BLM's resources for educators.

The mention of company names, trade names, or commercial products does not constitute endorsement or recommendation for use by the federal government.

September 2018  
BLM/WO/GI-18/003+1115  
EE 2042f



