

Social Studies Teaching and Learning

Volume I, Issue I

An open-source peer-reviewed journal of the



Co-editors:

Kimberlee Sharp, Morehead State University
Caroline Sheffield, University of Louisville

Peer Reviewers:

Joshua Kenna, University of Tennessee

David Childs, Northern Kentucky University

Jeremiah Clabough, University of Alabama – Birmingham

James Akenson, Tennessee Technological University

John Bickford, Eastern Illinois University

Natalie Keefer, University of Louisiana – Lafayette

Dean Vesperman, University of Wisconsin – River Falls

Scott Roberts, Central Michigan University

Ricky Mullins, Eastern Kentucky University

Charles Elfer, Clayton State University

Sean M. Lennon, Valdosta State University

Sandra Riegle, Morehead State University

Table of Contents

Research

Lisa K. Pennington & Mary E. Tackett, <i>Piloting Book Clubs with Pre-service Teachers To Address Social Studies Concepts: A Reflection on Action Research</i>	4
Ashley L. Shelton, Caroline C. Sheffield, & James S. Chisholm, <i>From Image to Inference: Three Eighth Grade Students' Meaning Making with an Informational History-Themed Graphic Novel</i>	18
Ronald V. Morris & Denise Shockley, <i>Into the Wilderness with Lewis and Clark: An Appalachian Enrichment Summer Camp</i>	43

Practice

Kimberlee A. Sharp, <i>Are Public Lands Worth the Public Cost? A Problem-based Inquiry Lesson about an Appalachia Public Issue</i>	57
Jeremiah Clabough, <i>Examining Competing Definitions of Patriotism during World War I</i>	75

Are Public Lands Worth the Public Cost? A Problem-based Inquiry Lesson about an Appalachia Public Issue

Kimberlee Anne Sharp
Morehead State University

Abstract

This article presents the compelling question, *are public lands worth the public cost?* as a problem-based issue suitable for inquiry in a high school social studies course. Specifically, the compelling question concerns the complex issue of federal land ownership and its relationship to local economic opportunity in the rural communities of the Daniel Boone National Forest in eastern Kentucky. The article purports the purpose of social studies education is to develop students' democratic citizenship skills and presents a method for investigating the public lands issue using a problem-based inquiry approach using the C3 Framework.

Key words: public lands, democratic citizenship, problem-based issues, inquiry

On April 25, 2019, U.S. Senator Rand Paul (KY) participated in a public forum at the McCreary County Fiscal Court in Stearns, Kentucky (Kentucky, 2019). The purpose of the forum was to discuss an issue caught in the center of a local and federal debate: can public lands be sold to local economies for private development and job creation? Concerned citizens, U.S. Forest Service representatives, and the McCreary county Judge-Executive discussed with Senator Paul the pros and cons of commercializing a three to five mile stretch of road passing through the Daniel Boone National Forest. To an outsider, the issue may not appear urgent; but contextual factors including the county as being labeled economically distressed (Appalachian Regional Commission [ARC], 2020) and 80% of its land owned by the federal government (U.S. Senator Rand Paul, 2019) renders a compelling question for inquiry and debate in a social studies classroom.

Using the Daniel Boone National Forest (DBNF) in eastern Kentucky as the context, this article proposes the compelling question, *are public lands worth the public cost?* to explore the issue of public land management and its effects on local economies. The communities within and near the DBNF are uniquely sensitive to federal land management decisions because “the region’s communities are still in lower economic status than surrounding state populations” and “dependent on natural resources for growth and improved quality of life”(United States Department of Agriculture [USDA], 2004, p. 341). According to the C3 Framework, compelling questions form the basis of an inquiry into an enduring, unresolved issue and should enable students to construct an argument with evidence (National Council for the Social Studies [NCSS], 2013). This article will expound upon this vision by considering the relationship between democratic citizenship and problem-based issues. The article will then summarize essential information about public lands in

general and the DBNF more specifically and will close by presenting a lesson sequence utilizing the Inquiry Arc of the C3 Framework (NCSS, 2013).

Democratic Citizenship and Problem-based Issues

Parker (1996) states “...democratic citizenship education is one of the central aims of public schools generally and the social studies curriculum in particular” (p. 106). What is meant by democratic citizenship education has been long debated by scholars and has resulted in competing conceptions and overlapping purposes. Parker (1996) presents the struggle between the traditionalist and progressive conceptions of democratic citizenship. Traditionalist conceptions of democratic citizenship favor the perpetuation of common values, knowledge, and skills and passive approaches for learning about democratic citizenship (Parker, 1996; Parker & Beck, 2017). Passive citizenship includes learning about the “office of citizen” (Parker, 1996, p. 111) without exploration and reflection, and by participating in rituals such as reciting the Pledge of Allegiance and memorizing founding documents (Parker and Beck, 2017). Westheimer and Kahne (2004) elucidate the traditionalist conception described in Parker (1996) in their typology, the *personally responsible citizen*, which emphasizes character-building, community service, obedience, and patriotism in the guise of democratic citizenship.

The progressive conception of democratic citizenship is grounded in the ideas of John Dewey who argued that civic competencies are “not naturally occurring in humans” and must be developed in public spaces, particularly schools, where children from diverse backgrounds come to learn (Dewey, 1916, as cited in Parker, 1996, p. 115). Unlike traditionalists, Dewey did not support the idea that schools should inculcate in students a common knowledge; instead, he promoted the method of “reflective thought applied to the analysis of social problems” (Stanley, 2010, p. 20). Parker (1996) attributes Dewey’s ideas as influential in shaping the issues-centered approaches for teaching social studies, particularly “Fred Newmann’s citizen action curriculum” and “Shirley Engle’s decision-making model” (p. 112), but also acknowledges a flaw in the participatory and reflective aspects of the progressive conception of democratic citizenship. Particularly, the progressive conception of democratic citizenship does not address the tension between pluralism and assimilation (Parker, 1996; Westheimer & Kahne, 2004).

Emerging from the progressive conception is Westheimer and Kahne’s (2004) *justice-oriented citizen* typology. This typology reconciles the deficiency of the progressive conception of democratic citizenship by involving students in the critique of society and its institutions. Specifically, the *justice-oriented citizen* typology calls on students to “seek out and address areas of injustice,” “explore root causes and solve” problems, and “question, debate, and change established systems and structures that reproduce patterns of injustice over time” (Westheimer & Kahne, 2004, p. 240). Both Parker’s (1996) “advanced” conception of democratic citizenship (p. 113) and Westheimer and Kahne’s (2004) *justice-oriented citizen* typology address the void in contemporary social studies instruction by emphasizing a “taking informed action” (Swan, Lee, & Grant, 2018) pedagogical mindset.

Democratic citizenship using the *justice-oriented citizen* typology is how the lesson in this article will explore the compelling question, “*Are public lands worth the public cost?*” The justice-oriented citizen perspective complements the C3 Framework’s position that “active and responsible citizens identify and analyze public problems ... and influence institutions both large and small” (NCSS, 2013, p. 19). The compelling question is a concern about fairness and applies to students’ interests, many of whom may live in or near public lands, and should propel students into a call to action following their inquiry (Swan, Lee, & Grant, 2018; Hess, 2009). Additionally, the compelling question is a controversial policy issue because it addresses an authentic, real-world problem (Hess, 2009) concerning federalism. As students inquire into the compelling question, they should recognize the concept of federalism and the conflict over constitutionally delegated powers to federal, state, and local governments (Nelson, 1996). To help them understand the compelling question conceptually, the question could be rephrased as, should public lands be managed by a centralized power or by state and local governments? Furthermore, *are public lands worth the public cost?* addresses controversial economic decisions pertaining to income distribution, economic freedom, and economic equity (Armento, Rushing, & Cook, 1996). To answer the compelling question, students will inquire into these political and economic aspects by reading and listening to competing viewpoints about public lands and the DBNF specifically in order to formulate their own perspective and call to action about the issue. What follows next is useful information teachers will need to frame the lesson meaningfully for students.

Background Information about Public Lands

What Are Public Lands?

In the United States, public lands are owned by the federal government and comprise nearly one-third of all land in the country (Loomis, 2002). Public lands have a variety of purposes, including national defense, historic and scenic preservation, and natural resource management. Though many Americans might take for granted the presence of U.S. military bases around the country, they comprise 34 million acres of the 673 million acres of land owned by the federal government (Loomis, 2002). Historic and scenic preservation of lands is assigned to the U.S. Department of the Interior and managed by the National Parks Service (NPS). The NPS preserves the United States’ natural and cultural resources “for the enjoyment, education, and inspiration for this and future generations” (National Parks Service [NPS], 2020a), and oversees the operations of 419 national land preserves, historical monuments, parks, battlefields, and national recreation areas dispersed among 80 million acres (Loomis, 2002; NPS, 2020a). Annual visitation statistics to national parks underscore their prominence on the American psyche (Heacox, 2001), as illustrated by the top three most visited parks in 2019: the Golden Gate National Recreation Area (15,002,227 visitors), Blue Ridge Parkway (14,976,085 visitors), and Great Smoky Mountains National Park (12,547,743 visitors) (NPS, 2020b).

Less recognizable yet ubiquitous is the National Forest System (NFS) which comprises 193 million acres of all federal lands in the United States, Puerto Rico, and U.S. Virgin Islands (Hoover, 2010; Loomis, 2002; United States Department of Agriculture [USDA], n.d.). It is with

the NFS that this article's compelling question, *are public lands worth the public cost?* is concerned. The NFS was codified by an act of Congress in 1891 during the presidency of Benjamin Harrison to protect and preserve public forestlands and grasslands for public uses such as timber extraction and livestock grazing (Hoover, 2010). Because timber is a scarce natural resource, the federal government regulates its harvesting in national forests to keep up with housing and infrastructure demands and to prevent monopolies from controlling the commodity. In 1905 and during Theodore Roosevelt's administration, the U.S. Forest Service (USFS) was founded and elevated to agency status in the U.S. Department of Agriculture (Hoover, 2010). Within four years of the USFS' founding, the federal government more than doubled its national forest and grassland acquisitions, from 72 million acres in 1905 to 175 million acres in 1909. The Multiple Use-Sustained Yield Act of 1960 broadened the NFS's primary purpose of natural resource preservation and management to also include recreational activities (e.g., hunting, fishing, and hiking) within the forests and grasslands (Hoover, 2010; Loomis, 2002). To ensure the USFS conservation efforts "meet changing demands and societal values of forest resources" (Loomis, 2002, p. 280), the National Forest Management Act of 1976 stipulated that resource management plans be drafted every fifteen years for each national forest and grassland, and be completed in consultation with private industry and public constituency groups (Hoover, 2010; Loomis, 2002).

The Daniel Boone National Forest

The Cumberland National Forest was founded and added to the USFS by an act of Congress in 1937. In 1966, the forest was eponymously renamed the Daniel Boone National Forest (DBNF) in recognition of the frontiersman's exploration and adventurous exploits (USDA, n.d.). The DBNF occupies 709,000 acres across 21 eastern Kentucky counties beginning with Wayne, Whitley, and McCreary in the south to Rowan County in the northeast (Hembram, 2007; USDA, n.d.). Thirty-three percent of the total land in this 21-county region is federally owned with private properties intermingled within the proclamation boundary of the eastern Kentucky region (Hembram, 2007; USDA, n.d.). The DBNF is divided into four ranger districts—Cumberland, Stearns, London, and Redbird—who are responsible for administering public use permits, maintaining forest access roads, and working with state Fish and Wildlife officials in managing natural resources. Known for its rich biodiversity and mountainous wildernesses, the DBNF attracts in-state and out-of-state visitors to the Red River Gorge Geological Area, Cave Run Lake, and Natural Arch Scenic Area among many others (USDA, n.d.).

The DBNF is undoubtedly a prized resource to many who live within its boundaries because of the recreational and natural amenities it provides. The DBNF, however, resides in one of the poorest regions of the United States. Each of the 21 eastern Kentucky counties comprising the DBNF are classified *economically distressed* by the Appalachian Regional Commission (2020) due to their higher-than-national average unemployment and poverty rates and lower-than-national average per capita incomes. Additionally, national forest lands such as the DBNF are susceptible to "encroachment, trespass, and unauthorized use" of the public lands' natural resources in the form of "privately claimed backyards, lawns, flower, and vegetable gardens" and "illegal private road building, timber harvest..." (Stein et al., 2007, p. 18). To make ends meet, many residents of the

DBNF engage in informal economic activities such as “direct subsistence, small scale production and trade, and sub-contracting to semi-clandestine enterprises” (Portes & Haller, 2005, as cited in Hembram, 2007, p. 1). Hembram (2007) found that many people living within the DBNF and its proclamation boundary self-harvest non-timber products for human consumption, especially “plants, fungi, fern, moss, animals, and their parts” (p. 13) and for off-the-books sales within their local communities. The fact that the federally owned and managed DBNF and pervasive poverty coexist in eastern Kentucky forms the crux of the compelling question in this article, *are public lands worth the public cost?*

Applying the Public-Issues Approach with Inquiry

Are public lands worth the public cost? is a problem-based compelling question that can be studied in a high school government/ civics, economics, or contemporary issues course. The question is academically rigorous and provides students an opportunity to explore, construct an argument, and decide on a course of action about public policy (Swan, Grant, & Lee, 2018). In keeping with the C3 Framework (NCSS, 2013), the lesson addresses each of four dimensions of the Inquiry Arc with the following indicators:

Dimension 1, Developing Questions and Planning Inquiries

D1.1.9-12 Explain how a question reflects an enduring issue in the field.

D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

Dimension 2, Applying Disciplinary Concepts and Tools

D2.Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.

Dimension 3, Evaluating Sources and Using Evidence

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4, Communicating Conclusions and Taking Informed Action

D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

D4.8.9-12 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

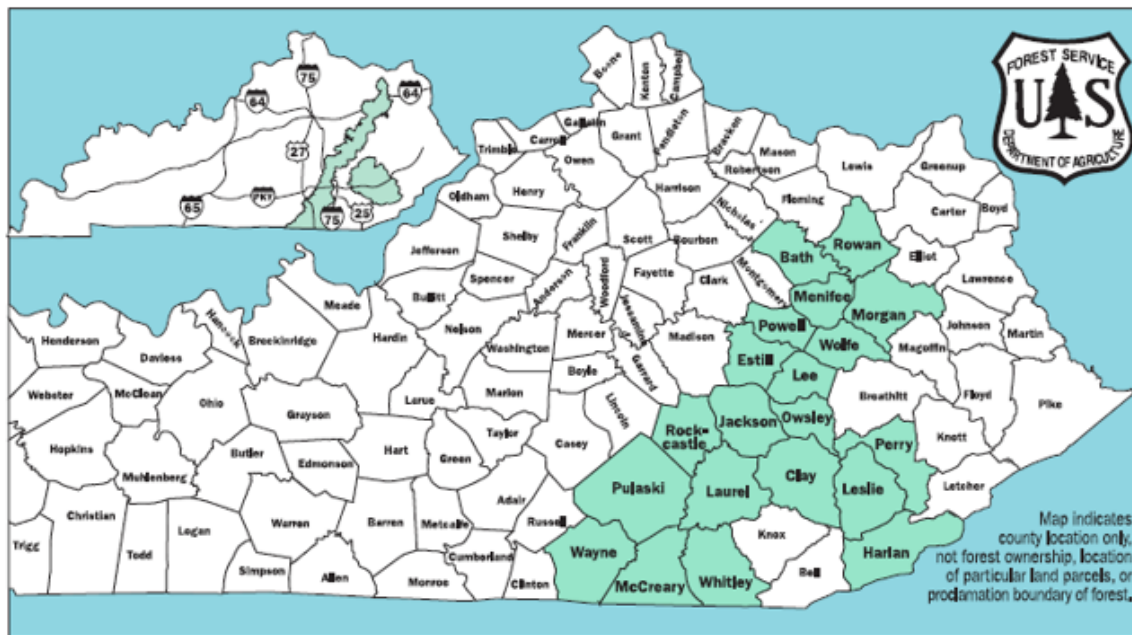
The lesson's objectives are:

- 1) Students will analyze primary sources representing diverse points of view about a public issue.
- 2) Students will engage in thoughtful discussion weighing pros and cons of a public issue to refine their understanding of it.
- 3) Students will draw their own conclusion about a public issue and compose a written argument using evidence to support their claims.

Staging the Question

To begin the lesson, an anticipatory set will be used to activate prior knowledge about the public lands issue, by showing three different maps of Kentucky on the Smartboard or overhead projector. Figure 1 is a USFS map showing the extent of the DBNF in eastern Kentucky. The teacher will ask the students the following questions: 1) what do you recognize in this map; 2) why do you think some counties are shaded in blue; and 3) what is the purpose of this map? The teacher will ask the students to record each other's ideas and special vocabulary found on this map in their notes: forest ownership, land parcels, and proclamation boundary.

Figure 1.

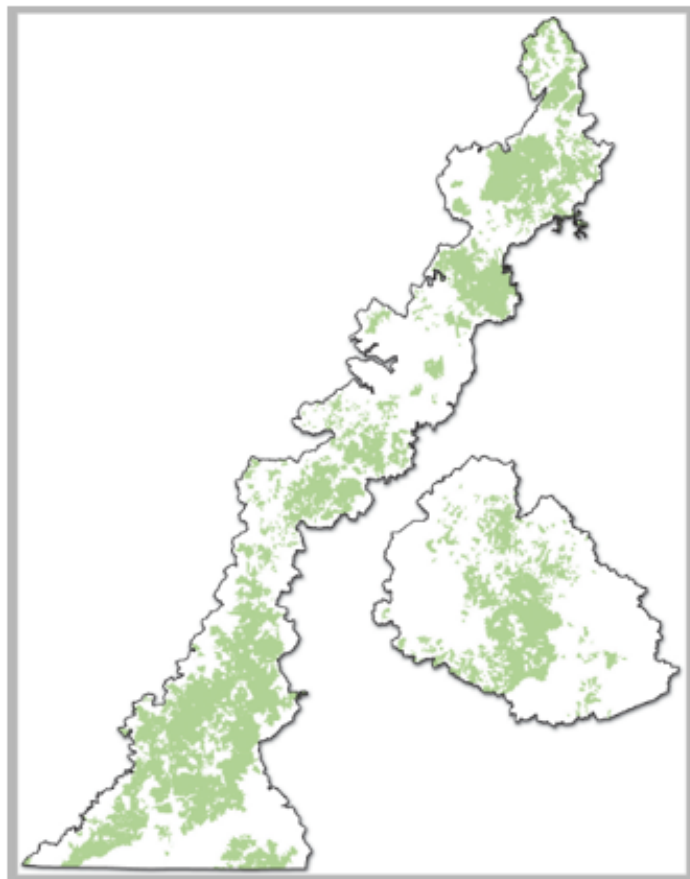


Note. Counties in blue comprise the Daniel Boone National forest (USDA, n.d.).

The teacher will remove the first map and show a USFS overlay map (see Figure 2) depicting the same area. This map shows the 2.1-million-acre proclamation boundary in which privately owned lands (shown in white with black boundary line) are intermingled within the federally owned lands of the DBNF (shown in green). As the examination of this map ensues, the

teacher should ask these questions: 1) how is this map different from the first; 2) what do you think the shaded areas represent; and 3) what do you think is the purpose of this map?

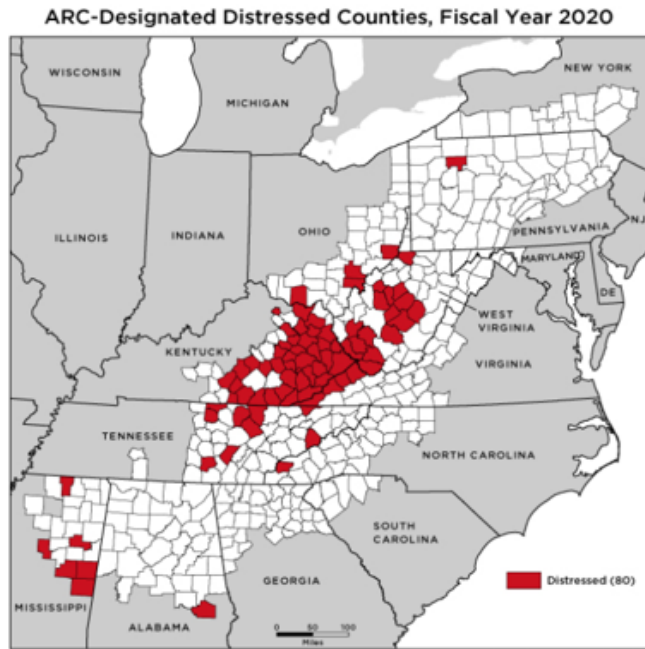
Figure 2.



Note: Shaded areas denote approximate DBNF ownership patterns (USDA, [n.d.](#))

The teacher should highlight and define for the students the term, *proclamation boundary*, which is the perimeter boundary around the area (including private lands) identified and authorized by Congress for national forests and grasslands (Stein et al., 2007).

After the students record each other's ideas about the proclamation boundary map in their notes, the teacher will display the ARC (2019) map (see Figure 3) showing Kentucky's "economically distressed" counties. The teacher will ask, 1) what do the red shaded areas represent on this map; 2) how are these areas similar or different from the first map's shaded areas; and 3) what do you think the word, "distressed" in the title of this map means? The teacher will close this segment of the lesson by showing the compelling question (*Are public lands worth the public cost?*) on the Smartboard and proceed with a discussion about public lands and how they differ from privately-owned lands.

Figure 3.

Note: Counties shaded in red are classified “economically distressed.” (ARC, 2020).

The next segment of the lesson is a graphic organizer (see Figure 4) in which students record facts about DBNF and the USFS using the following websites: <https://www.fs.usda.gov/dbnf/> and <https://www.fs.usda.gov/about-agency>. During this exploratory phase of the lesson, the students should make key observations pertaining to natural resource management (e.g., fish and wildlife, and energy and forest products), human interactions with the environment (e.g., recreation, self-harvesting), and federal land acquisitions (e.g., in Kentucky and nationally). The small group discussion that occurs during the fact-finding session should elicit several questions and be debriefed as a whole class before moving on to the next lesson segment.

Next, the teacher should segue into the economic aspect of the lesson. For this, the students will examine “quality of life” attributes used by the Appalachian Regional Commission’s (ARC) demographers to classify groups of people in geographical regions. The teacher will guide students to the ARC (2020) website containing the map and facts about the “economically distressed” counties in eastern Kentucky, especially those of which include the DBNF: https://www.arc.gov/program_areas/MapofARCDesignatedDistressedCountiesFiscalYear2020.asp. Before releasing the students into their fact-finding, the teacher should specify the quality of life attributes used by ARC and demonstrate how to find the information on the website. Specifically, the quality of life attributes students should research include: access to education and training; access to healthcare; poverty, unemployment, and disability rates; access to telecommunication technology; and infrastructure development (e.g., water, sewer, gas, etc.). The students should work together to research and record these facts in their notes. The teacher should

debrief what students learned with the whole class before moving on to the supporting questions and source work phase of the lesson.

Figure 4.

	Daniel Boone National Forest	U.S. Forest Service
Year founded		
Mission		
Key Facts / About		
Land Management		
Natural Resources		
Human Impact on Environment		

Supporting Questions

By the time the students have finished the fact-finding phase about the DBNF, USNF, and ARC, they should recognize perplexing issues beginning to emerge, including: public land versus private land; socio-economic disparities within and outside Appalachia; and personal rights versus group rights. By this time, students should also begin to develop a perspective about the compelling question that can either be supported or disputed as further inquiry into the policy issue occurs. During the inquiry, students should begin to see the relationship between political ideology and economic choices as they examine primary sources from various viewpoints. Accordingly, this lesson recommends the following supporting questions about economic fairness, which are adapted from Armento, Rushing, and Cook's (1996) criteria for evaluating economic choices (p. 213):

- 1) How are economic decisions which affect the DBNF and local economies made and by whom (economic efficiency)?
- 2) What are the costs and benefits of the economic decisions (income distribution)?
- 3) Is the system fair (economic equity)?

Evaluating Sources to Develop Claims

For the source work phase of the lesson, the teacher should organize the inquiry into four stations within the classroom through which groups of three to four students will rotate. Each station will contain one or more primary sources—bookmarked on the stations' computers ahead of time—conveying a point of view and which address one or more of the supporting questions about the public lands issue. The students will read together and discuss the primary sources by adhering to civil discourse practices as demonstrated by the teacher. These practices include staying on topic by summarizing key ideas, making relevant comments, asking probing questions, using evidence to support claims, and refraining from personal attacks and irrelevant comments (Hess, 2009). Students will use the matrix graphic organizer (see Appendix A) to record information about the primary sources, and use Cornell notes (see Appendix B) to write personal reflections about what

they read and discussed to shape and refine their individual perspective about the public issue. The teacher should plan two or three days for the stations and allow time for whole-class debriefings in between rotations.

In station one, students will research the first supporting question, *“How are economic decisions which affect the DBNF and local economies made and by whom?”* To begin their research, students will read the press release dated May 2, 2019 from Senator Paul’s headquarters in Washington, D.C. <https://www.paul.senate.gov/news/icyimi-dr-rand-paul%E2%80%99s-field-hearing-provides-mccreary-county-forum-address-concerns-federal-land>. After reading the press release together, the students should be able to ascertain the issue and discuss it civilly with each other, and summarize the issue in their own words using their Cornell notes before viewing YouTube video, *“Field Hearing: Costs to the Federal Government from Management of Public Lands* <https://www.youtube.com/watch?v=66EKgzjZYvA&feature=youtu.be>. The video is a recording of the April 25, 2019 public forum held by Senator Paul in McCreary County, Kentucky. Since the video exceeds one hour, the teacher should watch the video beforehand and document the time for students to scroll to as key participants speak. These participants are: Senator Rand Paul, Deputy County Judge-Executive of McCreary County Nathan Nevels, USFS spokesperson Ken Arney, and community member Olivia Mimmitt. Students should listen carefully to the forum participants’ unique comments and positions they advocate. Following the video, the students should civilly discuss and clarify the forum participants’ positions as they complete the matrix graphic organizer (see Appendix A), and write how their perspectives might have changed or been refined in their Cornell notes (see Appendix B).

Station two will build on students’ understanding of public lands and the federal government’s role managing these lands as they continue to research supporting question one, *how are economic decisions which affect the DBNF and local economies made and by whom?* The students will examine two primary source documents: page S1018 of the February 6, 2019 *Congressional Record*, and Senate Bill 47 (2019). The teacher will have the two PDF documents bookmarked on the station’s computer/s for easy access. Students should examine page S1018 of the *Congressional Record* first, paying close attention to the names of U.S. senators and their recorded comments about what they think should be contained in the bill. Specifically, the students should search for Senator Paul’s comments and the two amendments he proposed that would have affected the local economies in the southern-most vicinity of the DBNF. These amendments are 140, “to give the Secretary of Agriculture the authority to increase access to Lake Cumberland by installing docks, boat slips, and marinas,” and 141, “to authorize the Secretary of Agriculture to sell one or more parcels of DBNF land along Highway 27 for the purpose of commercial development” (S. 1018). The students should be able to discuss the amendments civilly and summarize key ideas on their matrix graphic organizer and write how their perspectives might have altered in their Cornell notes.

The second primary source in station two addresses supporting question two, “*What are the costs and benefits of the economic decisions?*” The students will examine the final version of Senate Bill 47, “*To provide for the management of the natural resources of the United States, and for other purposes*” (2019) that was approved by a 92-8 vote in the U.S. Senate on February 12, 2019 (Bird, 2019). Although the bill was passed without Senator Paul’s amendments to improve access to Lake Cumberland and expand commercial development within the DBNF, the students should examine the bill for other national forests and familiar national parks (e.g., Great Smoky Mountains, Grand Canyon, etc.) and discuss how these public lands may benefit or hinder economic growth. The students should record these ideas as well as the bill’s short title on to their matrix graphic organizer then write their reflections about how the bill has altered or refined their perspective about the public lands issue in their Cornell notes.

Station three addresses supporting question two, *what are the costs and benefits of the economic decisions*, and supporting question three, *is the system fair?* Students will learn how advocacy organizations influence public opinion and policy on specific issues as they consider the costs (i.e., what individuals give up) and benefits (i.e., what individuals gain) of economic decisions. They will wrestle with competing notions of freedom (i.e., are some group rights reduced and others enlarged) and fairness (i.e., are legislative decisions more important than economic opportunity) as they examine the websites of two environmental advocacy organizations that have taken a stand against the sale of public lands for private development: the Sierra Club Bluegrass <https://www.sierraclub.org/kentucky/bluegrass/about-us-0> and Kentucky Heartwood <http://www.kyheartwood.org/>. Students should record the organizations’ mission statement and policy stance about the DBNF on to their matrix graphic organizer. Students will find other useful information by clicking on the *About Us*, *Home*, and *Get Involved* buttons, and may also find links to the organizations’ blogs, such as this one: <http://www.kyheartwood.org/forest-blog/sen-rand-paul-introduces-legislation-to-sell-off-daniel-boone-national-forest-land-calls-urgently-needed>. Students should be encouraged to read the blogs and discuss civilly the posted comments with their groupmates. After the students complete the website investigations and discussion, they will write their reflections and how their perspective about the public lands issue has been altered or refined in their Cornell Notes.

Station four addresses all three supporting questions as students read together the primary source document, *Land and Resource Management Plan for the DBNF* (U.S. Department of Agriculture [USDA], 2004). Students should read chapter one of this document first and record key ideas on to their matrix graphic organizer. Specifically, the teacher should guide the students to focus their attention to how public (i.e., governmental) and private groups (i.e., citizens, industry, advocacy) shared in the decisions presented in the plan. The students should also read and record key ideas found in the “Summary of Issues” on pages seven through ten of the document. As students do this, they should discuss civilly any issue that strikes them as fair/ unfair, reasonable/ unreasonable, and determine whose interests are being served by the plan.

The students will proceed to chapter three of the land management plan. This chapter describes the socio-economic profile of the 21-county region of the DBNF in narrative and tabular data sets. The students will analyze DBNF and non-DBNF Kentucky counties' data including population density, per capita incomes, unemployment rates, and industries (e.g., manufacturing, timber-related industries, and tourism). The students should note how the DBNF counties' statistics are similar to and different from non-DBNF Kentucky counties and evaluate whether the statistics present a promising or discouraging economic reality of the region. Following analysis and civil discussion of the data, students will reflect upon and write how their personal perspective about the public lands issue has been altered or refined.

Communicating Conclusions and Taking Informed Action

As the inquiry lesson draws to a close, students should have enough detailed notes and perspective reflections to address the compelling question, *are public lands worth the public cost?* in an argumentative essay. The teacher should conduct a final whole-class debriefing to clear up misunderstandings and to share the perspectives that emerged during the source work. To do this, the teacher may choose to use the Discussion Web Procedure (see Appendix C) (Alvermann, 1991) or other writing graphic organizer to review the students' perspectives and to practice with them how to use evidence to support their claims in their written argumentative essays.

Above all, students should feel a new sense of empowerment and responsibility toward their local communities and be called to action in some form. They should be able to articulate and defend their perspective—whether YES public lands ARE worth the public cost or NO public lands are NOT worth the public cost—by the end of the inquiry. A possible writing prompt to assign the students might be, *Are public lands worth the public cost? Construct an argument that addresses your perspective using evidence to support your claims and by acknowledging competing views.* As an extension activity, the teacher should ask their students to decide upon a course of action that informs others and affects change in their community (Swan, Lee, & Grant, 2018; Westheimer & Kahne, 2004). Students should be encouraged to use their burgeoning political voices in constitutionally protected ways, such as by writing letters to newspaper editors and legislators, participating in advocacy organizations and public meetings, and by organizing rallies and demonstrations to inform the public about the issue. These activities, after all, help prepare students for life as democratic citizens, which is the purpose of social studies in our schools (Parker, 1996; Parker & Beck, 2017).

Closing Remarks

In closing, this article presented a problem-based inquiry lesson for teaching the issue of federal land ownership and its impact on local economic opportunity in the rural communities of the Daniel Boone National Forest in eastern Kentucky. As teachers engage their students in inquiries addressing real-world and authentic problems such as this one, they are preparing their students for democratic citizenship, which is the purpose of the social studies (Parker, 1996). High school students are nearing the entry into adulthood and should be encouraged to develop and

defend their own well-reasoned perspective about a real-world problem as thoughtful and informed citizens. Hopefully, after reading this article, social studies teachers and students will have an increased understanding of public lands, particularly the DBNF, and the influence citizens in a democracy can have on shaping policy decisions on a local level.

Dr. Kimberlee Sharp is a Professor of Education and Middle Grades Coordinator at Morehead State University in Kentucky. She is a former classroom teacher having taught high school and middle school social studies in Ohio. At MSU, Dr. Sharp teaches courses in elementary and middle grades social studies methods, classroom management, and literacy in the content areas. Her research areas of interest include pre-service teacher preparation, controversial issues in the social studies, and integrating literacy in the social studies. You may contact Dr. Sharp at k.sharp@moreheadstate.edu.

References

- Alvermann, D.E. (1991). The discussion web: A graphic aid for learning across the curriculum. *The Reading Teacher*, 45(2), 92-99.
- Appalachian Regional Commission. (2017). *Key findings: Health disparities in Appalachian Kentucky*. <https://www.arc.gov/search/index.asp?keywords=percentage%20of%20eastern%20kentuckians%20on%20disability>
- Appalachian Regional Commission. (2020). *Map of ARC-designated distressed counties, fiscal year 2020*. https://www.arc.gov/program_areas/MapofARCDesignatedDistressedCountiesFiscalYear2020.asp
- Armento, B.J., Rushing, F.W., & Cook, W.A. (1996). An approach to issues-oriented economic education. In R.W. Evans & D.W. Saxe (Eds.), *Handbook on Teaching Social Issues, NCSS Bulletin 93* (pp. 211-219). National Council for the Social Studies.
- Bird, G. (2019, February 14). Senator Paul's amendments fail to pass. *The McCreary County Voice*. <http://www.themccrearyvoice.com/senator-pauls-amendments-fail-to-pass/>
- Heacox, K. (2001). *An American idea: The making of the national parks*. Washington, D.C.: National Geographic Society.
- Hembram, D. (2007). *Use of non-timber forest products by households in the Daniel Boone national forest region* (Publication No. 3287202) [Doctoral dissertation, Purdue University]. ProQuest Information and Learning Company.
- Hess, D. (2009). *Controversy in the classroom: the democratic power of discussion*. Routledge.
- Hoover, K. (2010, June 11). *Congressionally designated special management areas in the national forest system*. Congressional Research Service. <https://crsreports.congress.gov/product/pdf/R/R41285>
- Kentucky. (2019, April 25). *At county's request Sen. Paul holds forum to explore selling some federal forest land*. Spectrum. <https://spectrumnews1.com/ky/louisville/pure-politics/2019/04/25/sen--paul-holds-forum-to-explore-selling-part-of-daniel-boone>

- national-forest?cid=share_clip
- Loomis, J.B. (2002). *Integrated public lands management: principles and applications to national forests, parks, wildlife refuges, and blm lands* (2nd Ed.). Columbia University Press.
- National Council for the Social Studies. (2013). *The college, career, and civic life (C3) framework for social studies state standards: guidance for enhancing the rigor of K-12 civics, economics, geography, and history*.
- National Parks Service. (2020a, April 27). *About us*. National Park Service, U.S. Department of the Interior. <https://www.nps.gov/aboutus/index.htm>
- National Parks Service. (2020b, February 27). *Annual visitation highlights*. National Park Service, U.S. Department of the Interior. <https://www.nps.gov/subjects/socialscience/annual-visitation-highlights.htm>
- Nelson, R.H. (1996). The future of the national forests. *Society*, 34(1), 92-98. DOI: 10.1007/BF02697010.
- Parker, W.C. (1996). "Advanced" ideas about democracy: Toward a pluralist conception of citizen education. *Teachers College Record*, 98(1), 104-125.
- Parker, W.C., & Beck, T.A. (2017). *Social studies in elementary education*. (15th ed.). Pearson.
- Stanley, W.B. (2010). *Social studies and the social order: transmission or transformation?* In W.C. Parker (Ed.), *Social Studies Today: Research & Practice* (pp. 17-24). Routledge.
- Stein, S.M., Alig, R.J., White, E.M., Comas, S.J., Carr, M., Eley, M., Elverum, K., O'Donnell, M., Theobald, D.M., Cordell, K., Haber, J., & Beauvais, T.W. (2007). *National forests on the edge: development pressures on America's national forests and grasslands*. U.S. Department of Agriculture. <http://wren.palwv.org/documents/ForestsontheEdge.pdf>
- Swan, K., Lee, J., & Grant, S.G. (2018). *Inquiry design model: building inquiries in social studies*. National Council for the Social Studies and C3 Teachers.
- U.S. Department of Agriculture. (n.d.). *Daniel Boone National Forest: Lands and Acquisitions*. U.S. Forest Service. https://www.fs.usda.gov/detail/dbnf/aboutforest/?cid=fsbdev3_032665
- Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237-269.

Source Work Resources

- Burke, J. (2000). *Cornell notes*. Tools for Thought. https://colonelhighmedia.weebly.com/uploads/7/5/2/1/75219607/cornell_notes.pdf
- Kentucky Heartwood. (2019, February 10). *Senator Rand Paul introduces legislation to sell off Daniel Boone National Forest land. Calls urgently needed*. [Blog]. Kentucky Heartwood. <http://www.kyheartwood.org/forest-blog/sen-rand-paul-introduces-legislation-to-sell-off-daniel-boone-national-forest-land-calls-urgently-needed>
- Kentucky Heartwood. (2020, May 14). *Kentucky Heartwood: our mission*. <http://www.kyheartwood.org/>

- Natural Resources Management Act, S. 47, 116 Cong. (2019). <https://www.congress.gov/bill/116th-congress/senate-bill/47/text>
- Paul, R. (2019, May 2). *Field hearing: costs to the fed. Government from management of federal lands – 4/25/29* [Video]. YouTube. <https://www.youtube.com/watch?v=66EKgzjZYvA&feature=youtu.be>
- Paul, R. (2019, May 2). ICYMI: Dr. rand paul’s field hearing provides mcreary county with forum to address concerns with federal land management. [Press Release]. <https://www.paul.senate.gov/news/icymi-dr-rand-paul%E2%80%99s-field-hearing-provides-mcreary-county-forum-address-concerns-federal-land>
- SA 140, 116th Cong., 165 Cong. Rec. S. 1018 (2019). <https://www.congress.gov/congressional-record/volume-165/senate-section/page/S1018>
- SA 141, 116th Cong., 165 Cong. Rec. S. 1018 (2019). <https://www.congress.gov/congressional-record/volume-165/senate-section/page/S1018>
- Sierra Club Bluegrass Group. (2020, May 14). *About us*. <https://www.sierraclub.org/kentucky/bluegrass/about-us-0>
- To provide for the management of the natural resources of the United States, and for other purposes, S. 47, 116th Cong. (2019). <https://www.congress.gov/bill/116th-congress/senate-bill/47>
- U.S. Department of Agriculture. (2004, April). *Land and resource management plan for the Daniel Boone National Forest*. Southern Region, Winchester, KY. https://www.fs.usda.gov/detail/dbnf/landmanagement/planning/?cid=fsbdev3_032595

Appendix A: Matrix Graphic Organizer

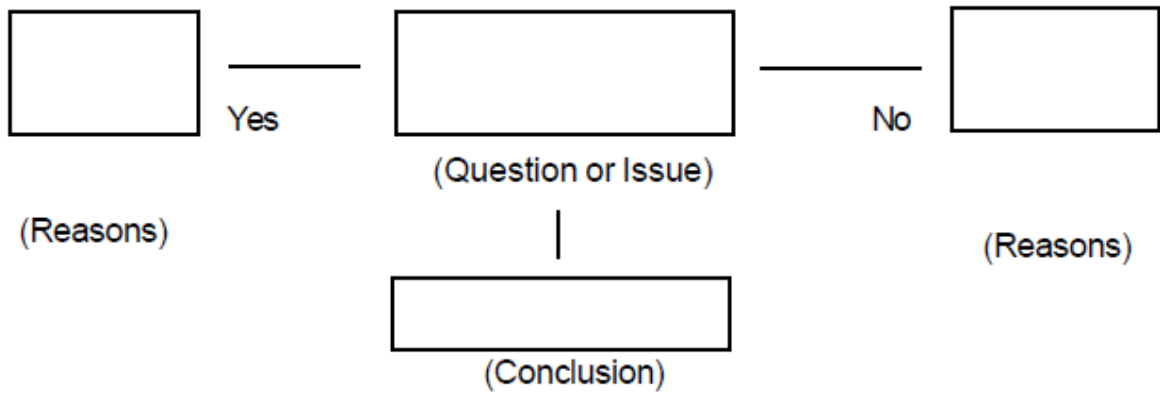
	Type of Document/ Source and Title	Author (title) and/ or Participants (titles)	3 or More Ideas or Facts You Think are Important	Stance on Public Lands Issue
Station 1				
Station 2				
Station 3				
Station 4				

Appendix B: Cornell Notes

Cornell Notes

[illegible]

Adapted from Jim Burke (2000)

Appendix C: Discussion Web

Discussion Web Procedure. Adapted from Alvermann, D.E. (1991).