

Pictorial Perspectives on Wilderness and the Land and Water Conservation Fund

Article: Sara Dant, "[LBJ, Wilderness, and the Land and Water Conservation Fund](#)," *Environmental History* 19.4 (2014) DOI: 10.1093/envhis/emu082

Primary Source: Excerpts from "Land and Water Conservation Fund Act," Public Law 88-578

Class Discussion/Analytical Questions

- 1) Compare and contrast LBJ's signing of the Wilderness Act as portrayed in Figure 1 with LBJ's signing of the LWCF Act illustrated in Figure 3. Discuss the overall tone including the attitude of the onlookers in each photograph.
- 2) Does Figure 1 really show bipartisanship? Of the elected officials present, how many are Democrats? How many are Republicans? How might you explain this dichotomy given that the votes for both pieces of legislation were so overwhelmingly bipartisan?
- 3) Describe Dant's process as a historian in sleuthing the images shown in Figure 2. What types of problems arise from using historical sources? Given the many problems historians must overcome, why are they so driven to locate, organize, and analyze historical sources?
- 4) Describe Figure 4. Does this picture exemplify what you normally think of in regards to wilderness or land conservation? Explain why urban parks like "Playground for All Children" are just as important as national parks.

Activities

1. LWCF Project Presentations

Dant explains that the LWCF has two primary goals that aid in conservation and development. LWCF projects encourage the conservation of seashores, lakeshores, trails, wild and scenic rivers, historic sites, and recreation areas. LWCF projects also help states develop urban parks, baseball diamonds, swimming pools, and playgrounds. Break the class into small groups and have them research LWCF projects in a specific state. It might be a good idea to ask groups which state they plan on researching, or assign one to each group. The websites

<http://www.lwcfcoalition.org/usa-conservation.html> and

<http://www.nps.gov/ncrc/programs/lwcf/> should help them get started in their research. Explain that each group has five tasks to complete:

Tasks

- 1) Research 2 LWCF projects in your chosen state. Be sure to choose two different types of LWCF projects, an urban park and a recreation area for example.
- 2) Analyze the impact these LWCF projects have had on the community and the environment. While the above sites are a good jumping off point, students should research the individual LWCF projects to better understand their impact.
- 3) Be sure to locate photos to add to your presentation. Describe your group's investigative process pertaining to photo accession. Much like Dant had to sleuth out archival images, your group had to sleuth out internet images.
- 4) Put your findings into a digital presentation (eg., PowToon, Prezi, or Haiku Deck).
- 5) Present your findings to the class.

2. Analyzing the LWCF Act

Have the class break into small groups and ask each group to read and discuss "Excerpts from 'Land and Water Conservation Fund Act.'"

Questions to Prompt Active Engagement:

- 1) What motivations were behind the creation and passing of this act?
- 2) How was the LWCF Act implemented? Think about how this act benefits individual states and lands administered by the federal government.
- 3) What is the significance of this act?