

# BUILDING A MORE PERFECT UNION

PART II



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

EDSITEment!  
THE BEST OF THE HUMANITIES ON THE WEB

*a more perfect*  
**UNION**

NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

**NHD**  
NATIONAL  
HISTORY DAY

# NATIONAL PARKS: PERSPECTIVES ON PRESERVATION AND DEVELOPMENT

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## GUIDING QUESTION:

When considering debates over the use of National Parks, whose perspectives should be heard?

## OVERVIEW

National Parks have a controversial history. In this lesson, students will explore the long-running debates regarding the use of National Park lands. They will use primary and secondary sources to analyze different perspectives on this debate and explore perspectives that are often not discussed.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Explain the difference between development and preservation in the use of National Parks;
- > Identify multiple perspectives within the debate; and
- > Describe Native American perspectives on the creation and use of National Parks.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA.Literacy.RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- > CCSS.ELA.Literacy.RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.
- > CCSS.ELA.Literacy.RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

## CONNECTIONS TO C3 FRAMEWORK

- > D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

## DOCUMENTS USED

### PRIMARY SOURCES

Newspaper article, "Greater Yellowstone National Park" *The Challis Messenger* [Challis, Idaho], June 25, 1919  
<https://chroniclingamerica.loc.gov/lccn/sn88056159/1919-06-25/ed-1/seq-6/>

Newspaper article, "Yellowstone: First National Park" *Essex County Herald* [Guildhall, Vermont], September 2, 1920  
<https://chroniclingamerica.loc.gov/lccn/sn84023416/1920-09-02/ed-1/seq-2/>

### SECONDARY SOURCES

Article, Allie Patterson, "Indian Removal from Yellowstone National Park"  
ICT News, September 13, 2018  
<https://www.intermountainhistories.org/items/show/344>

Article, Alysa Landry, "Native History: Yellowstone National Park Created on Sacred Land"  
Intermountain Histories  
<https://ictnews.org/archive/native-history-yellowstone-national-park-created-on-sacred-land>

Article, "Land of the Burning Ground: The History and Traditions of Indigenous People in Yellowstone"  
U. S. Geological Survey, Department of the Interior, July 25, 2021  
<https://www.usgs.gov/observatories/yvo/news/land-burning-ground-history-and-traditions-indigenous-people-yellowstone>

Article, Richard Grant, "The Lost History of Yellowstone" *Smithsonian Magazine*, January 2021  
<https://www.smithsonianmag.com/history/lost-history-yellowstone-180976518/>

Video Clip, Ken Burns, "The Ongoing Debate: Develop or Preserve?" [8:16]  
*The National Parks: America's Best Idea*, PBS Learning Media  
<https://mpt.pbslearningmedia.org/resource/the-ongoing-debate-develop-or-preserve-video/ken-burns-the-national-parks/>

## TEACHER-CREATED MATERIALS

- > Primary Source Packet
- > Development versus Preservation Graphic Organizer
- > Secondary Source Links
- > Development versus Preservation Graphic Organizer Answer Key

## ACTIVITY PREPARATION

- > Organize the class into groups of three to five students each.
- > Make copies of the two primary source newspaper articles so that half the class can reach each one.
- > Plan to distribute the secondary source links for Activity Two.
- > Arrange the classroom for group work.
- > Print one copy of the Development versus Preservation Graphic Organizer Answer Key for teacher use.

## PROCEDURE

### ACTIVITY ONE: SETTING THE SCENE (30 MINUTES)

- > Introduce the idea that National Parks were controversial when they were created. Some government officials wanted to preserve the space and allow visitors to experience these unique landscapes, while others believed it was not the place of the federal government to control and manage vast tracts of land and incur the expense to do so. Once the parks were created, debates began about how to use or develop this land versus how to preserve or conserve the environment.

## CONNECTIONS

Several lessons in this collection explore the intersections of history and geography and the impact of the people who lived there. Explore how Americans strove to create a more perfect union as they moved, migrated, and explored new parts of an expanding nation.

- > Show students the video clip "The Ongoing Debate: Develop or Preserve?" [8:16].
- > Project the Development versus Preservation Graphic Organizer on the board and give each student a copy.
- > Ask students, *Where do you see examples of development in the National Parks? Where do you see examples of preservation?* Share answers with the class, and add ideas to the graphic organizer projected on the board. Encourage students to add new ideas to their organizers.
- > Distribute copies of the two newspaper articles so that each group has access to both articles.
  - >> **Teacher Tip:** It will be helpful to give students access to the articles via the Chronicling America website so they can expand and zoom in on the article to make it easier to read. If that is not an option, consider printing large format copies of the articles for each group.
- > Ask students to read the newspaper articles and add ideas to their graphic organizers. Circulate throughout the classroom to provide support and offer suggestions as they analyze the sources.
- > Ask members of the groups to share their answers and add them to the class organizer on the board.

### ACTIVITY TWO: MISSING NARRATIVES (30 MINUTES)

- > Stop the class and explain that while so far they have discussed two perspectives regarding the use of Yellowstone National Park, they need to consider missing narratives. Ask students, *Whose perspectives have we not considered?*
- > Solicit answers from the class. If students do not add the perspective of Indigenous peoples to the list, bring that into the conversation. Let students know that Native Americans have lived on the land that became Yellowstone National Park for thousands of years. Ask students, *Were Indigenous perspectives included in the sources you have considered so far? Why or why not?* Tell students that we cannot fully understand this debate until we consider these important perspectives.
  - >> **Teacher Tip:** Remind students that there is no single Indigenous perspective. Like any group of people, there will be different perspectives and ideas, and they should look for these ideas in the sources they will read. Remind them that missing narratives often complicate the historical narrative.
- > Distribute links to the secondary source material to student groups. Ask students to read and add additional ideas, details, or questions to their organizers as they read. If students encounter questions, encourage them to add them to the box at the bottom of the organizer.
- > Give students time to read and share their new ideas within their groups.

- > Bring the class together for discussion:
  - >> *How were Indigenous peoples affected by the development of Yellowstone National Park? What was their history with this land?*
  - >> *In what ways did they develop the land? In what ways did they preserve the land?*
  - >> *How do we reconcile their experiences with the discussion of the debate over land use?*
  - >> *What new ideas did this generate? What questions did these sources generate?*

### ASSESSMENT OPTIONS

- > Students can write a paragraph in which they argue whether Yellowstone National Park should focus its efforts on development or conservation.
- > Students can research multiple perspectives on other current debates about the use of National Parks in reference to wildlife conservation (wolves, bison).
- > Students can research multiple perspectives on other current debates about the use of National Parks in reference to recreational activities such as snowmobiling and other winter activities.
- > Students can research a compromise made by competing groups concerning nationally protected lands.

### STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > Washburn Expedition to Yellowstone National Park (1870)
- > Creation of Yellowstone National Park (1872)
- > Antiquities Act of 1906
- > Flooding of Hetch Hetchy Valley (1913)
- > Designation of Bears Ears National Monument (2016)

**To access a PDF containing all of the sources and materials to complete this lesson plan, go to:**

**[NHD.ORG/250](https://nhd.org/250)**

## EDSITEment!

### RELATED RESOURCES

Closer Readings Commentary: The National Parks and History  
<https://edsitement.neh.gov/closer-readings/national-parks-and-history>

Lesson Plan: Not “Indians,” Many Tribes: Native American Diversity  
<https://edsitement.neh.gov/lesson-plans/not-indians-many-tribes-native-american-diversity>

Media Resource: BackStory: Darkness over the Plain: The Bison in American History  
<https://edsitement.neh.gov/media-resources/backstory-darkness-over-plain-bison-american-history>

Teacher’s Guide: Environmental Humanities: History, Justice, and Education  
<https://edsitement.neh.gov/teachers-guides/environmental-humanities-history-justice-and-education>

# PRIMARY SOURCE PACKET

Newspaper article, "Greater Yellowstone National Park"  
*The Challis Messenger* [Challis, Idaho], June 25, 1919  
<https://chroniclingamerica.loc.gov/lccn/sn88056159/1919-06-25/ed-1/seq-6/>

THE CHALLIS MESSENGER

## GREATER YELLOWSTONE NATIONAL PARK

**Congress Is Asked to Add 1,000 Square Miles to the South, Including Jackson Hole and the Grand Teton**



MOUNT PROMONTORY AND JACKSON LAKE

By JOHN DICKINSON SHERMAN.

**Y**ELLOWSTONE National Park, the oldest and biggest of our national parks, the first national park to be established in the world, the largest and finest preserve basin on earth and the most famous of big game preserves, will probably receive a large addition of territory to the south from the Sixty-sixth congress. A bill for this addition was introduced in the last congress, was passed by the house and was shelved in the senate in the confusion of the last days of the last session.

Yellowstone has a most romantic history. It was discovered in 1807 by John Colter. We bought the Louisiana territory—the land between the Mississippi and the Rockies—of Napoleon in 1802, without knowing anything about this garden spot of the world. The Lewis and Clark expedition of 1804, which made the round trip from St. Louis to the mouth of the Columbia river to find out what we had bought, passed within a few miles of the north end of the park without even suspecting its existence. Colter was one of the party and accused his discharge before reaching St. Louis to turn back and trap beaver. Colter returned to St. Louis in 1810. The public laughed at his story and derisively dubbed this greasy land "Colter's Hell." Only one man believed him—the old commander, Capt. William Clark, who put his 1807 route on the official map of the expedition.

In the '20s James Bridger, the famous plainsman, rediscovered "Colter's Hell" and told of its wonders. But Bridger was a genius in telling "tall yarns"—his obsession with, and hot spring stories are classics in the West to this day. "Just another of Jim Bridger's yarns" was the popular verdict. Prospectors who flocked to the region during various gold excitements discovered the Yellowstone the third time. But it was not until 1870 that the country believed in "Colter's Hell." Then there was popular enthusiasm and in 1872 the Yellowstone was set aside by act of congress as a national park—a public playground for the people of the United States forever.

**Millions in improvement.**

During the first 14 years of its existence as a national park Yellowstone was administered by civilian superintendents good, bad and indifferent. Congress sometimes appropriated funds for the park and often did not. By 1880 conditions were so bad in the park and poachers were killing off the big game so fast that the management was turned over to the army. The army record was excellent. With the creation of the national park service, two years ago, exclusive control is now in this new branch of the interior department, which is charged with administration of all national parks.

On the whole, congress has been fair by liberal appropriations. These total \$2,880,028.84 to July 1, 1919. There are 275 miles of main and 25 miles of secondary road and nearly 400 miles of fairly well-marked trails. Fifteen ranger stations are maintained; these are connected with headquarters near the north entrance by 270 miles of telephone and plenty of mountain climbing.

The territory to be added contains approximately a thousand square miles and is known to big game hunters as the Jackson Hole country. It contains the sort of scenery that Yellowstone lacks. The Absaroka Range along the east boundary contains several lofty peaks and Teton Peak runs up to 12,165 feet. The west slope of this range contains the headwaters of the Yellowstone river. The south boundary runs along Buffalo fork to the Snake river at Jackson lake. The west line runs along the Teton range. Included in the addition are Jackson lake, Grand Teton (13,811) and Mount Moran (12,100). Grand Teton has been a famous landmark since the early days of the fur trade and Jackson Hole was the last refuge of organized bad men, cattle rustlers and horse thieves. It was unknown land when Yellowstone was established in 1872.

The Jackson Hole elk herd is an entirely different herd from that of Yellowstone. It is supposed to number about 15,000 head. As national parks upon establishment automatically become wild animal life sanctuaries, enlargement of Yellowstone would save the herd.

The addition of the Jackson Hole country will secure many changes in Yellowstone. A planned feature is an automobile highway from Moran to the Cody road, around the east side of Yellowstone lake, thus making a third loop. A hotel will be established on this loop north of Jackson lake. The south entrance will be developed. The automobile highways to Victor and Lander, both railroad points, will be improved. Improved highway connection with the Lincoln Highway will be made to accommodate private automobile travel. These improvements to the south entrance will give it at least its full share of travel. The south entrance route is the shortest between Rocky Mountain and Yellowstone. Presumably automobile campers will find the addition the most desirable part of the park.

The fame of Yellowstone National park has spread over all the earth and its influence has been world wide. The world saw in it a new thing in civilization—the establishment of a public playground in perpetuity for the people of a nation. The world found it good and the example has been followed by many nations, with others now making ready. The United States has now eighteen national parks, with five or more in prospect.



STEPHEN T. MATHER.

The park lies principally in the northwest corner of Wyoming, but laps over a little into Idaho and Montana. Its area is about 3,243 square miles or 21,427,200 acres. Its altitude is 6,000 to 11,000 feet. There are four entrances: Gardiner on the north; Cody on the east; Moran on the south, and Yellowstone on the west. All except Moran are railroad points. In 1918 the travel by entrance was: North, 7,064; east, 4,481; south, 545; west, 8,702.

Tourist travel goes over a belt road which forms two large loops, resembles a figure 8 and covers the scenic features of the north two-thirds of the park. Three-fifths of the tourist travel is by private automobile and the proportion is growing larger each year.

**Yellowstone Lake Sanatory.**

This, then is the lay of the land. Yellowstone is by far the biggest of the 18 national parks and is the best developed. Its preserves are as unique as the big trees of Sequoia, the lake of Crater Lake and the canon of Grand Canon. Why, then should it be enlarged by the addition of territory to the south approximately equal to one-third of its present area?

The comprehensive answer is: The Yellowstone is too small. The natural question, then, is, Why is the Yellowstone too small? There are several answers, including these three:

Because it lacks scenery.

Because the region to the south is a natural part of the park.

Because the elk to the south are in danger of extinction.

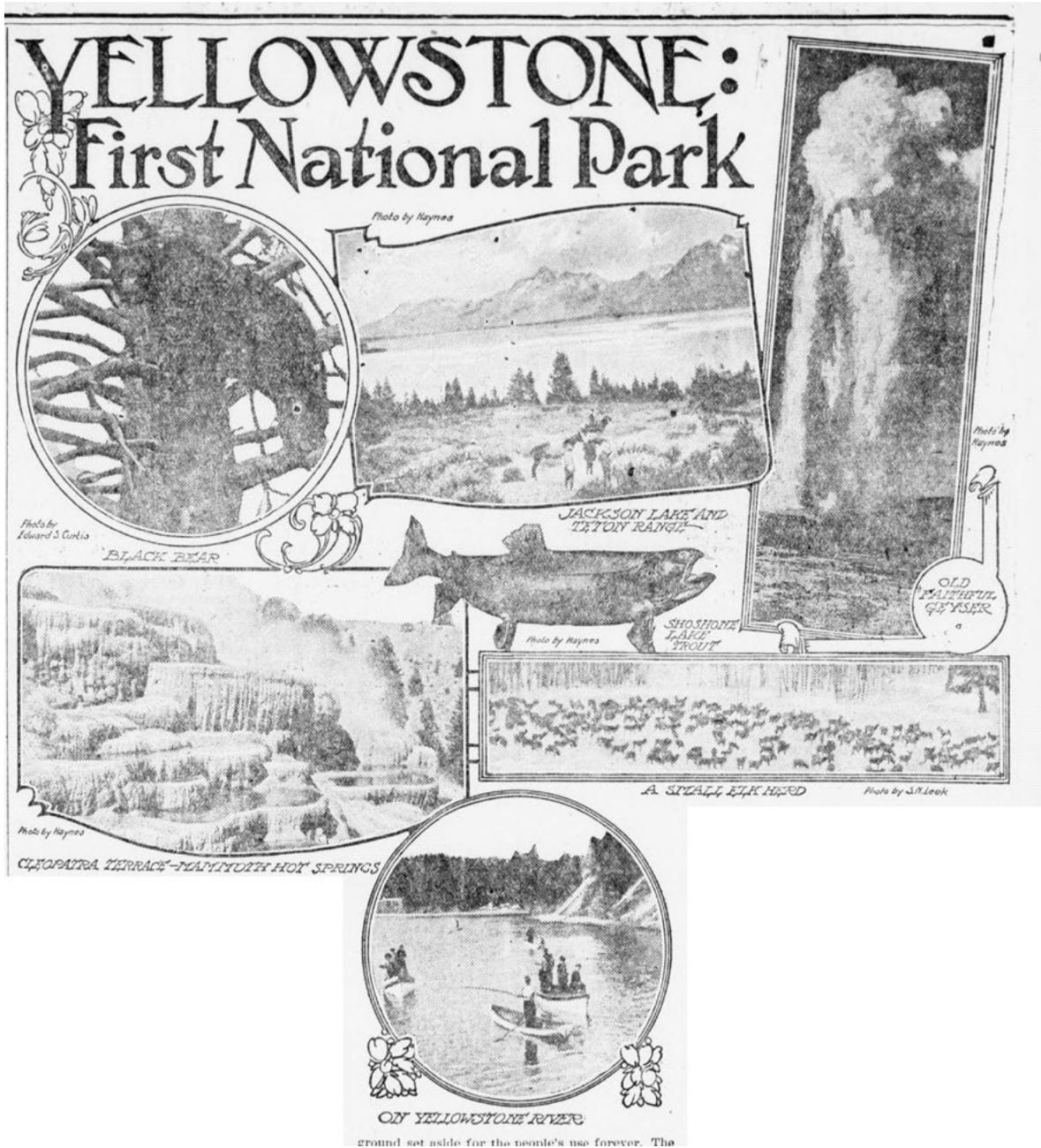
Yellowstone does lack scenery of the majestic kind. Its peaks are not lofty and rise from a high plateau. Its geysers, hot springs, paint pots, etc., are from scenery. In short, the Yellowstone does not hold the tourist. In the days of the stage coach it took the tourist about five days to see the Yellowstone; then he was ready to leave. Now the automobile has cut his stay in half. And he is not likely to return. In strong contrast are such parks as Rocky Mountain and Yosemite. There the average stay is at least two weeks, while many thousands go regularly every season, stay a month or more and look upon the park as their summer home.

The official attendance figures tell the story: Yellowstone, last four seasons, 51,861; 53,549; 53,400; 51,271; Rocky Mountain, 31,000; 31,000; 117,186; 191,497. The 1918 decrease in both parks was due to war-time conditions: increase in railroad fares and government discouragement of pleasure travel. The travel by private automobile held its own. The hotels in Yellowstone were not open.

The national park service would change the Yellowstone conditions and would begin by enlarging the park. In addition it has extensive plans for making the Yellowstone attractive. These include golf, tennis, trout fishing, model automobile camps, new

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Newspaper article, "Yellowstone: First National Park"  
Essex County Herald [Guildhall, Vermont], September 2, 1920  
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# PRIMARY SOURCE PACKET (CON'T)

Newspaper article, "Yellowstone: First National Park" (con't)



GOING to "Colter's Hell" this summer? If so, be sure to take with you Uncle Sam's 1920 bulletin, just off the government press. It tells you all about "Colter's Hell"—which is to say, the Yellowstone, oldest and most famous of our 19 national parks.

Why "Colter's Hell"? Well, it's an interesting story and not everyone knows it. The story of John Colter and "Colter's Hell" properly begins away back in 1803, when Thomas Jefferson, our third president, bought the Louisiana territory from Napoleon Bonaparte.

The western boundary of the United States was then the Mississippi, as fixed by the treaty with Great Britain after the Revolution. Jefferson sent James Monroe to France to co-operate with Minister Robert R. Livingston in the purchase of the Mississippi's mouth for \$2,000,000. Napoleon laughed at them. He had just made Spain cede him the Louisiana Territory, intending to establish there an empire to replace that lost to the British in Canada. Then Napoleon saw he must fight the British. He could not fight and colonize, too. So, to spite the British, he told the two Americans they could have all the country between the Mississippi and the Rockies (Texas not included) for \$15,000,000. And he made Monroe and Livingston agree. Jefferson was scared stiff at the act of his agents. There was a nationwide rumpus over the purchase, but congress ratified it and the people finally approved it.

Jefferson had not the slightest idea what the United States had bought and in the spring of 1804 he started the Lewis and Clark expedition from St. Louis to find out. This famous expedition went to the mouth of the Columbia river and returned to St. Louis in 1806, after having been given up for lost. It passed a few miles to the north of the Yellowstone, without even suspecting its existence.

John Colter was one of the private soldiers of the expedition. Before it reached St. Louis he got his discharge and returned with two trappers to the headwaters of the Missouri for beaver. In the spring of 1807 at the mouth of the Platte he met Manuel Lisa and again turned back. Lisa built Fort Lisa at the confluence of the Yellowstone and the Big Horn. Colter, going alone to summon the Crows to the fort for trade, passed to the south of the Yellowstone through Jackson's Hole to Pierre's Hole at the west of the Yellowstone. Returning thence to Fort Lisa, he passed diagonally through the Yellowstone, the first white man to see its wonders.

Colter, after adventures and travels that give him a front rank among explorers of the west, returned to St. Louis in 1810. He recounted his adventures and he told of the marvels of the Yellowstone. St. Louis believed some of his tales of adventure, but would have none of the geysers, boiling springs and paint-pots of the Yellowstone. They derisively dubbed it "Colter's Hell," laughed over it for a time and then forgot it. Gen. William Clark, his commander, was the only one to believe him. On the official map of the Lewis and Clark expedition is a dotted line from Fort Lisa to the Yellowstone and return, with the legend, "Colter's route in 1807."

The Yellowstone was discovered the second time about 1827—this time by Jim Bridger, one of Gen. William H. Ashley's lieutenants in the Rocky Mountain Fur company. Bridger was the discoverer of Great Salt Lake, a map-maker without an equal, a mountaineer, plainsman and guide with no superior. But he had a hobby—big yarns. It is he who made up those classic "whoppers" of the west—the obsidian cliff, boiling spring, echo and alum creek stories. So, when he told about the wonders of the Yellowstone, a scoffing frontier said, with laughter: "Oh, just another of Jim Bridger's yarns."

Warren Angus Ferris described the Upper Geyser basin of the Yellowstone in 1842—and was not believed. Prospectors in the Montana gold excitement of 1862 again described the Yellowstone; they were set down as liars. Newspapers and magazines would not publish the stories; lecturers were stoned. In 1869 the semi-official Montana Washburn-Langford expedition did succeed in getting a hearing. In 1870 the federal government sent an official expedition which officially put the Yellowstone on the map.

Cornelius Hedges, September 18, 1870, by a campfire in the Yellowstone, proposed that the wonderland be made a national park—a play-

ground set aside for the people's use forever. The idea took. Congress established the Yellowstone National park, March 1, 1872.

The establishment of the Yellowstone as a national park after 65 years of "discoveries" was the first time such a thing had been done in all history. It was the first national park in all the world. The United States set the example which practically all the civilized world has followed.

Uncle Sam's 1920 Yellowstone Bulletin is a fascinating booklet of 103 pages of text, maps and illustrations. It contains everything that the tourist needs to know, from how to get there to a time table of the geysers and from the different kinds of trout to the automobile regulations. The following items are taken from the introductory pages:

The Yellowstone National park was created by the act of March 1, 1872. It is approximately 62 miles long and 54 miles wide, giving an area of 3,348 square miles, or 2,142,720 acres. It is under the control and supervision of the national park service of the interior department.

The Yellowstone is probably the best known of our national parks. Its geysers are celebrated the world over because, for size, power, and variety of action, as well as number, the region has no competitor.

The Yellowstone National park is located in northwestern Wyoming, encroaching slightly upon Montana and Idaho. It is our largest national park. The central portion is essentially a broad, elevated, volcanic plateau, between 7,000 and 8,500 feet above sea level and with an average elevation of about 8,000 feet. Surrounding it on the south, east, north, and northwest are mountain ranges with culminating peaks and ridges rising from 2,000 to 4,000 feet above the general level of the inclosed tableland.

The entire region is volcanic. Not only the surrounding mountains but the great interior plain is made of material once ejected, as ash and lava, from depths far below the surface. Geological speculation points to a crater which doubtless once opened just west of Mount Washburn.

There are five active geyser basins, the Norris, the Lower, the Upper, the Heart lake, and Shoshone basins, all lying in the west and south central parts of the park. The geysers exhibit a large variety of character and action. Some, like Old Faithful, spout at quite regular intervals, longer or shorter. Others are irregular. Some burst upward with immense power. Others shoot streams at angles or bubble and foam in action.

# PRIMARY SOURCE PACKET (CON'T)

Newspaper article, "Yellowstone: First National Park" (con't)

noes. They occur only at places where the internal heat of the earth approaches close to the surface. Their action, for so many years unexplained, and even now regarded with wonder by so many, is simple. Water from the surface trickling through cracks in the rocks, or water from subterranean springs collecting in the bottom of the geyser's crater, down among the strata of intense heat, becomes itself intensely heated and gives off steam, which expands and forces upward the cooler water that lies above it.

At last the water in the bottom reaches so great an expansion under continued heat that the less heated water above can no longer weigh it down, so it bursts upward with great violence, rising many feet in the air and continuing to play until practically all the water in the crater has been expelled.

Nearly the entire Yellowstone region is remarkable for its hot water phenomena. The more prominent geysers are confined to three basins lying near each other in the middle west side of the park, but other hot water manifestations occur at more widely separated points. Marvelously colored hot springs, mud volcanoes, and other strange phenomena are frequent. At Mammoth,

at Norris, and at Thumb the hot water has brought to the surface quantities of white mineral deposits which build terraces of beautifully incrustated basins high up into the air, often engulfing trees of considerable size. Over the edges of these carved basins pours the hot water. Microscopic plants called algae grow on the edges and sides of these basins, painting them hues of red and pink and bluish gray, which glow brilliantly. At many other points lesser hot springs occur, introducing strange, almost uncanny, elements into wooded and otherwise quite normal landscapes.

The Grand Canyon of the Yellowstone affords a spectacle worthy of a national park were there no geysers. Standing upon Inspiration Point, which pushes out almost to the center of the canyon, one seems to look almost vertically down upon the foaming Yellowstone river. To the south a waterfall twice the height of Niagara rushes seemingly out of the pine-clad hills and pours downward to be lost again in green. From that point two or three miles to where you stand and beneath you widens out the most glorious kaleidoscope of color you will ever see in nature. The steep slopes, dropping on either side 1,000 feet and more from the pine-topped levels above, are inconceivably carved and fretted by the frost and the erosion of the ages.

The fossil forests of the Yellowstone National park cover an extensive area in the northern portion of the park, being especially abundant along the west side of Lamar river for about 20 miles above its junction with the Yellowstone. One traversing the valley of the Lamar river may see at many places numerous upright fossil trunks in the faces of nearly vertical walls. These trunks are not all at a particular level but occur at irregular heights; in fact a section cut down through these 2,000 feet of beds would disclose a succession of fossil forests. That is to say, after the first forest grew and was entombed, there was a time without volcanic outburst—a period long enough to permit a second forest to grow above the first. This in turn was covered by volcanic material and preserved, to be followed again by a period of quiet, and these more or less regular alternations of volcanism and forest growth continued throughout the time the beds were in process of formation.

The Yellowstone National park is the largest and most successful wild animal refuge in the world. It is also, for this reason, the best and most accessible field for nature study. Its 3,300 square miles of mountains and valleys remain nearly as nature made them, for the 200 miles of roads and the four hotels and many camps are as nothing in this immense wilderness. No tree has been cut except when absolutely necessary for road or trail or camp. No herds invade its valleys. Visitors for the most part keep to the beaten road, and the wild animals have learned in the years that they mean them no harm. To be sure they are not always seen by the people in the automobile stages which whirl from point to point daily during the season; but the quiet watcher on the trails may see deer and bear and elk and antelope to his heart's content, and he may even see mountain sheep, moose, and bison by journeying on foot or by horseback into their distant retreats.

It is an excellent bird preserve also; 200 species live natural, undisturbed lives. Eagles are found among the crags.

Trout fishing in Yellowstone waters is unexcelled. All three of the great watersheds abound in trout, which often attain large size. Yellowstone lake is the home of large trout, which are taken freely from boats, and the Yellowstone river and its tributaries yield excellent catches to the skillful angler.

The criticism often made by persons who have visited granite countries that the Yellowstone region lacks the supreme grandeur of some others of our national parks will cease to have weight when the magnificent Teton mountains just south of the southern boundary are added to the park. These mountains begin at the foot of the Pitchstone plateau a mile or two below the southern gateway and extend south and west. They border Jackson lake on its west side, rising rapidly in a series of remarkably toothed and jagged peaks until they reach a sublime climax, 30 miles south of the park, in the Grand Teton, which rises cathedral-like to an altitude of 13,747 feet.

These amazing mountains are, from their nature, a component part of the Yellowstone National park, whose gamut of majestic scenery they complete, and no doubt would have been included within its original boundaries had their supreme magnificence been then appreciated. Already Yellowstone visitors have claimed it, and automobile stages run to Moran and back on regular schedule. In time, no doubt, part of it will be added formally to the park territory.

# DEVELOPMENT VERSUS PRESERVATION GRAPHIC ORGANIZER

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Where do you see examples of development in National Parks?	Where do you see examples of preservation in National Parks?

What other perspectives do we need to consider?

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What questions do these sources generate?

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## SECONDARY SOURCE LINKS

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Article, Allie Patterson, "Indian Removal from Yellowstone National Park"

ICT News, September 13, 2018

<https://www.intermountainhistories.org/items/show/344>

Article, Alys Landry, "Native History: Yellowstone National Park Created on Sacred Land"

Intermountain Histories

<https://ictnews.org/archive/native-history-yellowstone-national-park-created-on-sacred-land>

Article, " 'Land of the Burning Ground': The History and Traditions of Indigenous People in Yellowstone"

U. S. Geological Survey, Department of the Interior, July 25, 2021

<https://www.usgs.gov/observatories/yvo/news/land-burning-ground-history-and-traditions-indigenous-people-yellowstone>

Article, Richard Grant, "The Lost History of Yellowstone"

*Smithsonian Magazine*, January 2021

<https://www.smithsonianmag.com/history/lost-history-yellowstone-180976518/>

# GRAPHIC ORGANIZER ANSWER KEY

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Where do you see examples of development in National Parks?	Where do you see examples of preservation in National Parks?
<ul style="list-style-type: none"> <li>&gt; recreational opportunity for people to visit</li> <li>&gt; mining opportunities might exist</li> <li>&gt; hunters and poachers were killing large animals</li> <li>&gt; U.S. Army was brought in to control the park and build infrastructure</li> <li>&gt; most visitors drive cars and will need access to gas stations and mechanics</li> <li>&gt; visitors range from 20,000 to 50,000+ each year</li> <li>&gt; recreation opportunities to search for gold, play tennis, fish, and hike</li> <li>&gt; National Park Service Park Rangers control the land</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Yellowstone has geysers, need to protect them</li> <li>&gt; U.S. Army stopped some people from hunting in the parks (preserving wildlife)</li> <li>&gt; proposed park expansion could protect large animals</li> <li>&gt; need to save the Jackson Hole elk herd</li> <li>&gt; trout, bird preserve</li> <li>&gt; fossil forests</li> </ul>

What other perspectives do we need to consider?

- > Humans have lived in Yellowstone for over 11,000 years
- > Native Americans used obsidian for tools to trade
- > The Nez Perce fled the U.S. Army (Indian Wars)
- > The U.S. Army used violence to remove Indigenous people living in Yellowstone
- > Indians continued to use the land for hunting, gathering, and collecting minerals
- > Shoshone (Tukudkia or Sheep Eaters) lived in Yellowstone for many years but were forced out
- > Crow, Blackfeet, Bannock, Nez Perce, and Shoshone came through Yellowstone for hunting
- > In the past, some Indigenous people believed that the hot springs housed spirits
- > The Crow Reservation was part of what became Yellowstone (reduced from 30 million acres to two million acres)
- > The parks do not always acknowledge the contributions of Native peoples to this area

What questions do these sources generate? **Answers will vary.**