



## Explore More: Working Landscapes

From houses to farms, forests to lakes, strip mines to landfills, we use the land around us in many different ways. But how can we continue to use natural resources without threatening their very existence? We turn them into working landscapes that support the ecosystem and provide a livelihood for people. Working landscapes may be a critical step to sustaining many of our delicate environments; however, not everyone agrees on how a healthy working landscape can come to be, or whether it is desirable in every case. Students viewing *Explore More: Working Landscapes* will examine the issues, survey the experts, and make their own decisions about the challenge of balancing our ecological, economic, and social needs.

This 30-minute video program outlines several issues surrounding the working landscapes topic, surveys stakeholders and experts in the field, and presents thoughtful questions to challenge your students. The program can be used as a stand-alone piece or used in conjunction with the in-depth Web site and the interactive *Explore More: Working Landscapes* DVD. Each Explore More program allows your students to investigate important issues in your classroom. The videos are designed to be flexible and are organized around clear segments for pausing for classroom discussion. Watch a five-minute clip to jump-start classroom discussion. Watch the entire program to go in-depth on the issues.

The Explore More feature videos give the big picture, increase awareness, and facilitate discussion with thought-provoking issues and expert interviews. Each 30-minute video introduces compelling issues, surveys stakeholders and experts in the field, and presents thoughtful questions to challenge students. The Viewpoint Extras, following each feature VHS program, are 15-20 short interview segments of in-depth analysis of issues. Companion viewing guides with pre-viewing and post-viewing questions, timecodes for easy accessibility, and key vocabulary words, as well as video scripts help students examine and evaluate perspectives and arguments.

### PROGRAM INFORMATION

Companion Web site at [www.iptv.org/exploremore](http://www.iptv.org/exploremore)

**Title:** Explore More: Working Landscapes

**Series:** Explore More

**Producer:** Iowa Public Television

**Distributor:** Iowa Public Television

**Copyright:** 2002 Iowa Public Television. All rights reserved.

**Physical Format:** VHS

**Length:** 29:00 minutes (plus additional 15:00 minutes of interview segments)

**Audience:** 6 grade +

**Closed Captioning:** Yes

**Duplication Rights:** Unlimited duplication rights for educational purposes within Iowa.

This program is supported by funds from the Roy J. Carver Charitable Trust and a USDE Star Schools Grant.

Copyright 2002 Iowa Public Television.  
All rights reserved.

# Video Discussion Questions

*Explore More: Working Landscapes* is a 30-minute feature video that outlines several issues surrounding the topic, surveys stakeholders and experts in the field, and presents thoughtful questions to challenge your students. Following the main feature are four additional Viewpoint Extras. The feature video and Viewpoint Extras have a set of pre-viewing and post-viewing questions for classroom discussion.

## EXPLORE MORE: WORKING LANDSCAPES FEATURE VIDEO

### Timecode

00:00	<b>Module One: Introduction</b> <b>What Is a Working Landscape?</b> <i>Chad Graeve, Park Ranger, Hitchcock Nature Area, Honey Creek, IA; Randy Carpenter, City Planner, Sioux City, IA</i> <u>Pre-Viewing Questions</u> What do you think of when you hear the words <i>mutual sustainability</i> ? Can you think of examples in your everyday life? • What kind of relationships can be mutually sustainable? <u>Post-Viewing Questions</u> What needs do you see emphasized in your area—social, economic, or ecological? Is there a balance? • What challenges do you see in achieving an effective working landscape in your area—social? economic? ecological?
04:40	<b>What Are the Loess Hills?</b> <u>Pre-Viewing Questions</u> What do you already know about the Loess Hills of western Iowa? What would you like to know? <u>Post-Viewing Questions</u> How were the Loess Hills formed? How was the land in your area formed? Are there any unique environmental features in your area? • Erosion, urban sprawl, and other threats endanger the Loess Hills. What threats are present in your area?
07:13	<b>Module Two: Economic Development</b> <b>Sustainable Development</b> <i>Randy Carpenter, City Planner, Sioux City, IA; Sue Jennings, Loess Hills Study Team Coordinator, National Park Service, Omaha, NE</i> <u>Pre-Viewing Questions</u> What is economic development? What would <i>sustainable</i> economic development be? How could these two ideas differ from each other? • Listen for the definition of sustainable development used by the experts. Ask yourself: Is this true for my area? <u>Post-Viewing Questions</u> How do the environment and business support each other? What examples can you find in your area in which land and business support each other? • What are the critical needs required to support and sustain the landscape in your area? What economic needs prevent sustainable development?
10:13	<b>Natural Resources</b> <i>David Zahrt, Business Owner, Country Homestead Bed and Breakfast, Turin, IA; Scott Moats, Director of Stewardship, Preserve Manager, Broken Kettle Grasslands, The Nature Conservancy, Plymouth County, IA; Chad Graeve, Park Ranger, Hitchcock Nature Area, Honey Creek, IA</i> <u>Pre-Viewing Questions</u> Why do we mine natural resources? • Is there mining near your area? What mining practices are used? <u>Post-Viewing Questions</u> Some mining in the Loess Hills has completely removed the hills from the landscape. Can you think of practices in your area that have literally changed or removed the ecosystem? What happened? • Research other uses of natural resources. What can be done to balance our need for natural resources while minimizing the ecological impact?

12:28

## Residential Housing

Randy Carpenter, City Planner, Sioux City, IA; Rich Maaske, Environmental Specialist, Iowa Division of Soil Conservation, Mills County, IA

### Pre-Viewing Questions

What comes to mind when you hear *urban sprawl*? • Is your reaction to urban sprawl positive or negative? Why?

### Post-Viewing Questions

What social, economic, and ecological needs should be considered when building a home or business in a working landscape? • Explain the differences between *conservation subdivision* and *urban sprawl*. How does each affect a working landscape? • Which is present in your area: conservation subdivision or urban sprawl? What have the effects been on your working landscape?

15:08

## Module Three: Ownership Responsibilities

### Sustainable Development

Randy Carpenter, City Planner, Sioux City, IA

### Pre-Viewing Questions

Do you have the right to do anything you want with the land that you own? Why? Why not? • What's the difference between a right and a responsibility?

### Post-Viewing Questions

Can you think of limitations that *must* be placed on landowners? What limitations *should* be placed on owners? What are the differences between these types of limitations? • Review the “bundle of sticks” described by Randy Carpenter. What rights would you add to the bundle?

16:24

### Zoning

Susanne Hickey, Loess Hills Project Director, The Nature Conservancy, Omaha, NE; Chad Graeve, Park Ranger, Hitchcock Nature Area, Honey Creek, IA

### Pre-Viewing Questions

Can you own land and not control it? How is this possible? • If you use your land and it negatively affects your neighbor, is that your problem? Why? Why not?

### Post-Viewing Questions

What would you do if your neighbors did something on their land that you found negative? How would you handle the situation? • How are rights and responsibilities seen differently in a healthy working landscape without zoning laws? • Should watersheds or biological communities determine zoning laws? Why? Why not?

19:26

## Module Four: Private vs. Public Ownership

### Private Owner

Sue Jennings, Loess Hills Study Team Coordinator, National Park Service, Omaha, NE; Dr. Stephen Light, Director of Environment and Agriculture, Institute for Agriculture and Trade Policy, Minneapolis, MN; Tim Bruning, Farmer, Landowner, President of the Loess Hills Landowners and Operators Association, Castana, IA; Georgine Wessel, Landowner, Moorhead, IA

### Pre-Viewing Questions

What general arguments have you heard for and against government intervention? Do these arguments differ with different topics and issues? • Who do you think does a better job protecting nature—private landowners or government agencies? Why do you think this?

### Post-Viewing Questions

Why might a private landowner be a better caretaker of a fragile environment? How might a government expert be better equipped to protect natural habitats? • Should the public have access to private land if the land is ecologically unique? What are the responsibilities the public has to the private landowner? to the land?

22:25

### Tourism

Sue Jennings, Loess Hills Study Team Coordinator, National Park Service, Omaha, NE; Tim Sproul, Conservation Board Director, Harrison County, IA

### Pre-Viewing Questions

Should all publicly owned land allow tourism? Why? • How can tourism both harm and help an area?

### Post-Viewing Questions

Who should decide if tourism should be allowed on public land? • How should these decisions be made? • Can a working landscape still be a tourist destination? How?

25:44

## Module Five: The Future

### The Future

*Chad Graeve, Park Ranger, Hitchcock Nature Area, Honey Creek, IA; Tim Sproul, Conservation Board Director, Harrison County, IA*

#### Pre-Viewing Questions

What do you know about the ecosystem of your area? • Do you live in a healthy working landscape? • What should be your role in sustaining a healthy working landscape?

#### Post-Viewing Questions

Explore more about the tragedy of the commons. How is this phenomenon true for mining, urban sprawl, private land ownership, and tourism? • How can the tragedy of the commons be stopped through establishing healthy working landscapes? Who needs to be involved? How should these stakeholders be engaged? What issues should be considered? • Evaluate the balance of the social, ecological, and economic elements in your area. Is your area healthy or are time and space running out?

## EXPLORE MORE: WORKING LANDSCAPES VIEWPOINT EXTRAS

Timecode

29:38

### **At Issue: How do we create healthy working landscapes?**

*Tim Sproul, Conservation Board Director, Harrison County, IA; Randy Carpenter, City Planner, Sioux City, IA; Rich Maaske, Environmental Specialist, Iowa Division of Soil Conservation, Mills County, IA; Chad Graeve, Park Ranger, Hitchcock Nature Area, Honey Creek, IA*

#### Pre-Viewing Questions

What benefits could you gain if you moved from the city to the country? • What benefits would you lose if you moved from the city to the country?

#### Post-Viewing Questions

How does a conservation subdivision work? How would this minimize some of the obstacles new rural dwellers would encounter? • How does a conservation subdivision protect both the environment and the financial investment of a property? • Why would a conservation subdivision be appealing to both the land developer and the landowner?

35:10

### **At Issue: How do agricultural practices affect working landscapes?**

*Tim Bruning, Farmer, Landowner, President of the Loess Hills Landowners and Operators Association, Castana, IA; Jean C. Prior, Research Geologist, Geological Survey Bureau, Iowa Department of Natural Resources; Tim Sproul, Conservation Board Director, Harrison County, IA*

#### Pre-Viewing Questions

Can you preserve nature and still use it? How? • Agree or Disagree—“A good farmer, out of necessity, will take care of the land.” Explain your thoughts.

#### Post-Viewing Questions

Think of the multiple ways a farmer uses the land in the Loess Hills. How can a farm be a healthy working landscape? • In what ways are these three experts looking at farming as a working landscape differently? How are the results similar in spite of their differing perspectives?

39:27

### **At Issue: Are working landscapes desirable?**

*Tim Sproul, Conservation Board Director, Harrison County, Iowa; Georgine Wessel, Landowner, Moorhead, IA; David Zahrt, Business Owner, Country Homestead Bed and Breakfast, Turin, IA; Susanne Hickey, Loess Hills Project Director, The Nature Conservancy, Omaha, NE; Jean C. Prior, Research Geologist, Geological Survey Bureau, Iowa Department of Natural Resources; Dr. Stephen Light, Director of Environment and Agriculture, Institute for Agriculture and Trade Policy, Minneapolis, MN*

#### Pre-Viewing Questions

Jacque Cousteau, a famous modern explorer, once said, “People protect what they love.” How is this true for you? How is this true for the people who live in the Loess Hills? • Why is it important to know our heritage? • Why do we study history?

#### Post-Viewing Questions

How is a working landscape an alternative to urban sprawl? • How will future growth challenge current working landscapes? • What can we learn from our geological history? How does this help us become better stewards of the land?

45:00

### **At Issue: How do we sustain healthy working landscapes?**

*Randy Carpenter, City Planner, Sioux City, IA; Chad Graeve, Park Ranger, Hitchcock Nature Area, Honey Creek, IA*

#### Pre-Viewing Questions

What do you especially appreciate about where you live—is it a park, or pond, or shopping mall? Why do you like it? • What steps are being taken or could be taken to maintain these places you appreciate for future generations?

#### Post-Viewing Questions

What are your “geologic” roots? What geology do you want to protect in your area? • What needs to be done to help the working landscape in your area? What can you do to help? What are you currently doing to help? • What attitudes do people in your area have toward landscapes? How can these attitudes help to make a positive change? • What needs to be done now to ensure success of working landscapes in your future?

## Key Words    **WORKING LANDSCAPES FEATURE VIDEO**

<b>biodiversity</b>	the number of different plants and animals within a shared habitat; the more species, the greater the biodiversity
<b>biological community</b>	the plants and animals within a shared habitat
<b>conservation</b>	the use of natural resources in a way that assures their continuing availability to future generations
<b>ecosystem</b>	all of the living and non-living parts of a given area in nature and their relationship to one another
<b>erosion</b>	rock or soil worn away by wind or rain
<b>nature preserve</b>	a restricted area that provides protection for plants and animals
<b>runoff</b>	water that travels over the ground and often contains dissolved or suspended material (ex., chemicals, soil)
<b>“slumping”</b>	the act of falling or sinking heavily; collapsing (ex., mud or fresh concrete)
<b>sustainability</b>	the ability to use a resource and not use it up, giving it time to recover
<b>terraces</b>	A flat horizontal ridge used by farmers to increase plantable land, conserve moisture, or reduce erosion.
<b>“tragedy of the commons”</b>	<p>The “commons” is any resource which is shared by a group of people (water, air, land). The “logic of the commons” is that every household has the right to take resources from and put wastes into the commons. As populations increase, more and more people are relying on the limited resources of the same commons. Access to the commons is not always equal. People may take more from the land and put less in. They may also buy up land, limiting access. The gain to the household appears large and the cost very small.</p> <p>The problem is that all households are attempting to accumulate wealth by using the same commons. On average, one unit of gain for a household actually produces one net unit of cost for each household. Ultimately, as the population grows and selfish households take more than their share and dump more than their share, the commons collapses and ends in the “tragedy of the commons.” (Garrett Hardin, Science 162:1243, 1968)</p>
<b>urban sprawl</b>	the uncontrolled movement of people into rural areas
<b>watershed</b>	an area of land that drains into a particular body of water
<b>zoning laws</b>	These are laws that local governments create to govern how construction takes place. Zoning laws cover how many buildings are allowed in an area, how many people can be in a building at one time, what types of services are necessary (water, sewage, transportation).

## Key Words

## WORKING LANDSCAPES VIEWPOINT EXTRAS

### conservation easement

A conservation easement is a legal agreement between a landowner and a land trust or government agency that permanently limits uses of the land in order to protect its conservation values. It allows you to continue to own and use your land and to sell it or pass it on to heirs.

### conservation subdivision

Homes within a subdivision are located on clustered small lots with the rest of the land held in common as open space, farmland, or as an environmentally sensitive area.

### enclave

A cultural, territorial, or social unit that is enclosed within a larger territory

### geological history

The way a landscape has changed throughout a period of time

### industrialization

Changing an economy over from (usually) agriculture to industry

### rural

Related to the countryside

### “sense of place”

A state of mind or a sense of values, its manifestation can be geographical, physical, or sociological. Setting down roots. A more organic sense of where we come from. A connection between people and places, which helps us understand who we are.

### topography

The geography of a landscape including natural and human made features

### urban

Related to a city