



LESSON 3

My Favorite Forest Use

BIG IDEAS

- Humans value forests for their aesthetic, cultural, ecological, economic, educational, and recreational benefits. (Subconcept 23)

OBJECTIVES

Upon completion of this lesson, students will be able to:

- Explain that humans value forests for their beauty.
- Identify products that humans get from forests.
- List ways that humans have fun in forests.
- Recognize that people get jobs from forests.

SUBJECT AREAS

Arts, Science

LESSON/ACTIVITY TIME

- Total Lesson Time: 60 minutes
- Time Breakdown:
 - Introduction.....15 minutes
 - Activity.....35 minutes
 - Conclusion.....10 minutes

TEACHING SITE

Classroom

NUTSHELL

In this lesson students learn what it means to value something. The class is also introduced to specific reasons we value Wisconsin's forests by searching *Tree Spy* collages. The lesson concludes with the class singing a song about forest values.

BACKGROUND INFORMATION

What would Wisconsin be without its forests? Who this question is posed to will influence the answer you receive. Our state currently has about 16 million acres of forested land plus millions of urban trees! An individual living in northern Wisconsin's Chequamegon-Nicolet National Forest may respond differently than a family living in inner city Milwaukee. No matter where you live, however, Wisconsin's forests are important to you.

Historically, the forests of Wisconsin and products from them helped shape our state economically, environmentally, and socially. Wisconsin's citizens still rely on forests today. Children living in this "modern" age are not connected to forests in the same manner that children living a century ago were. Children and their families operate under a different value system.

A simple way to show students their everyday connection to the forest is by looking at the vast number of products that originate in forests. Although not every **forest product** present in your classroom or home comes from a forest within the boundaries of Wisconsin, many undoubtedly do. Products that originate from Wisconsin forests range from toilet paper to pool cues. Lumber for homes, popsicle sticks, banjos, paper grocery bags, boats, cardboard boxes, construction paper, and wooden furniture are a small sampling of the products we use that come from Wisconsin forests.



VOCABULARY

Forest Products: Things we use that started as something in a forest.

Value: To decide something is important.

Yes, yes, you say. Of course we **value** the forest for all of the goodies we make from cutting them down. But what about other ways we value Wisconsin forests? It's the less tangible values that are troublesome to measure. The fact that our forests are beautiful is indisputable. Although we haven't all explored every trail in every state park, we surely can relate to the beauty of leaves changing color as we look down the street we live on. Although it seems difficult to put into concrete terms or dollars and cents, this beauty is a very real value. We can, however, put beauty into dollars and cents when we consider the financial gains from tourism. People spend money to enjoy the beauty of Wisconsin's forests.

Beyond the value we see in the forest due to its beauty, we love to play there! Adults and children alike find refuge in the enjoyment of the outdoors. Millions of people go to forested state, federal, county, and private lands to have fun. We enjoy using Wisconsin's forests for recreation of all types. Opportunities like hunting, hiking, camping, and learning are all available in forests. Also hidden in our forests are countless lakes to boat on and swim in. Whatever you enjoy in the outdoors, you're very likely to have easy access to it due to the high value we place on maintaining our forests as recreational havens!





MATERIALS LIST


FOR EACH STUDENT

- Crayons or markers
- Square of paper (2" X 2")


FOR EVERY 3 TO 4 STUDENTS

- Copy of Student Pages  **5-6**, *Through the Forest Game Board*
- One Teacher Page  **1**, *Game Board Spinner* copied on cardstock and assembled with a brass fastener



FOR THE TEACHER

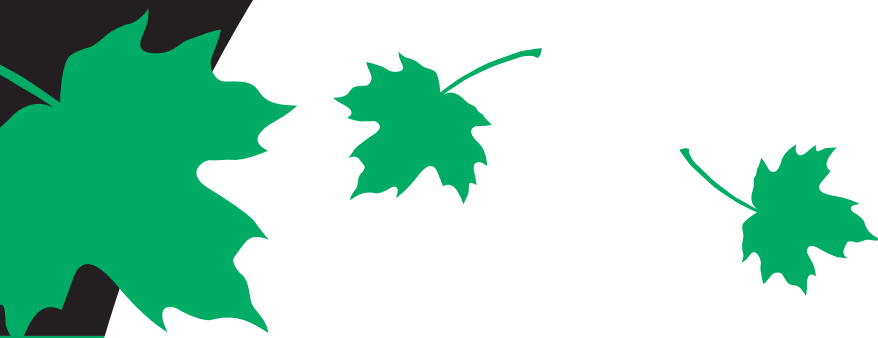
- Chalk/marker board, chart paper, or sentence strips
- Copy of Student Pages  **1-4**, *Tree Spy Cards* laminated for future use if possible
- Timer

TEACHER PREPARATION

- Several days prior to this lesson, place all of the Student Pages  **1-4**, *Tree Spy Cards* in a visible place in your classroom (e.g., science center, puzzle table, or other display area where it is likely to be subject to student curiosity). You will further use these cards to introduce the lesson.

FOR THROUGH THE FOREST PLAY

- Cut 2" X 2" squares of blank paper for student game pieces.
- Assemble one Teacher Page  **1**, *Game Board Spinner* for each group of three to four students. Optional: Have students color the spinners.
- Assemble Student Pages  **5-6**, *Through the Forest Game Board* by taping the pages together. **NOTE:** To enhance the game board, consider coloring the appropriate spaces on the spinner to correspond with spaces on the board.
- Optional: For the concluding *Trees in the Forest* song, write out words on sentence strips or chart paper.




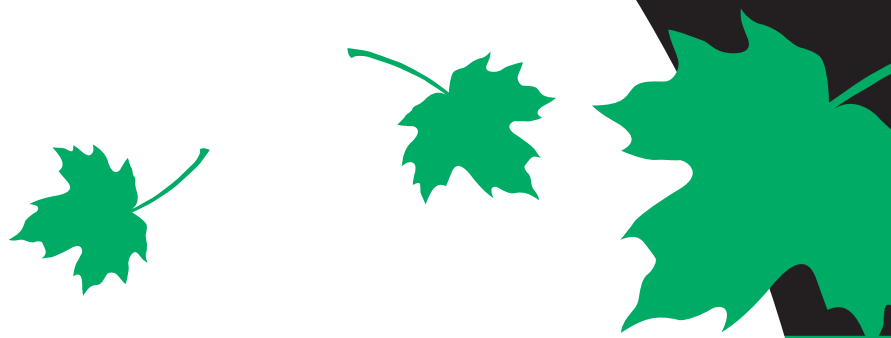
Another of the impacts of Wisconsin's forests is the industrial and other employment ramifications that they provide. The logging and timber industries help shape Wisconsin. In 1996 product shipments from Wisconsin forests, including lumber, totaled \$19.7 billion. Today, the paper industry in our state alone, provides 52,000 jobs, plus indirectly supporting 125,350 additional jobs. Modern day lumberjacks still harvest our forests, but there are a host of related jobs that can be traced back to the trees of our state. Truck drivers (and those who build the roads for them to drive on), papermakers (and the salespeople who sell paper products), lumber companies (and the builders who use lumber products), state forest and park managers (and the seasonal workers who assist them), city foresters (and the companies that supply their equipment), and the list goes on and on. The forest industry is the number two employer in Wisconsin, second only to agriculture! No matter where in Wisconsin you are, a careful look into some of the businesses in your own community will reveal that there are a number of forest-related jobs there.

PROCEDURE INTRODUCTION



Write the word "value" on the board or chart paper. Read the word to the students and ask if anyone can tell you what it means. After taking several responses, tell students that to value something means that we think it is important and worth something to us. Ask the children if they can help you make a list of items that they value, or feel are important to them. Students may mention their families, pets, homes, toys, clothing, and (gasp) maybe even their teachers or school! Continue writing down the students' responses until everyone has had a turn or it seems an appropriate time to move on. Praise the group for thinking of so many important things in their life. Tell them that you value many of the same things they do and are impressed with their top-notch thinking.

ACTIVITY



1. Show students the forest products on Student Page  1, *Products* and ask them if they can name anything they value in the picture. Allow students to name a few products that they recognize. Ask them to explain why they think their chosen item is important. (*Example responses could be: Chairs are important because we need them to sit on, we need pencils to write with.*) Be brief with this introduction so that students have a chance to experience the cards independently later.
2. Tell students the card that they just saw shows forest **products**. Forest products are items that humans have made from things in the forest. Tell them that there are three other cards. The second card has pictures of **beautiful** things that exist in forests. Explain that many people value the forest because of how pretty it is. Next, tell the group that the third card shows pictures of how people have **fun** in the forest. A forest can be a place where people go to have fun in different ways. Tell students that the fourth card shows **jobs** that people have because of the forest. Reveal to the class that lots and lots of jobs in our state have something to do with the forest.
3. Tell students that they are going to have to use their sharp eyes to "spy" and remember things on the *Tree Spy Cards*. After they've looked at the cards, they will play a game to see how much they remember. Split the class into four equal groups, and give each group one *Tree Spy Card*. Explain that you will set the timer so that each group gets two minutes to look at their *Tree Spy Card*, and then you will switch cards, so that every group will get a new card. Arrange the groups so that conversations do not drown each other out. Once the groups are ready, set the timer and begin. Keep things moving quickly so that the groups see all of the cards, but don't spend too much time on any one card.



Throughout this time, periodically hint to students that remembering as many of the pictures as they can will help them in the game. Circulate among the groups and be available to explain any parts of the pictures that may be unknown or confusing.

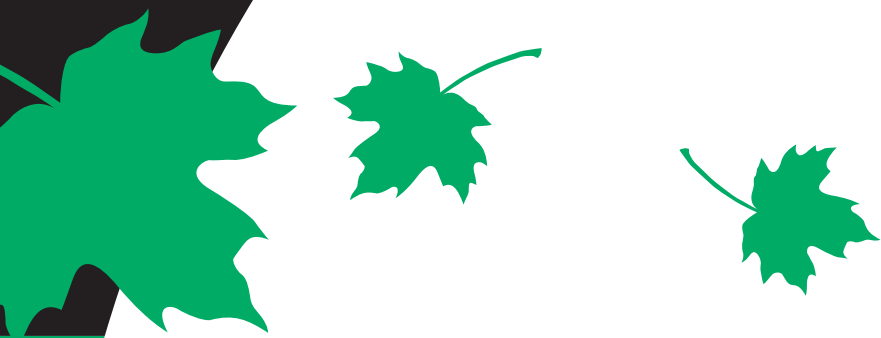
4. Following the two-minute *Tree Spy Card* searches, bring the group back together and show them the Student Pages  **5-6**, *Through the Forest Game Board* and Teacher Page  **1**, *Game Board Spinner*. Explain the game's procedure to them as follows:
 - a. Each of you will be given a small piece of paper to design your game piece on. You can color or design this piece any way that you choose, but you need to put your name or initials on it so that other players can see them. After we're all finished decorating these pieces, we will fold them in half (like a tent, so that they will stand on their own) and then we'll be using them to play *Through the Forest* with two or three other friends.
 - b. You will each start here (show game board and point to "Start"). We will take turns spinning the spinner and working our way to the finish (point to the finish).
 - c. This is the spinner (show spinner). When the spinner lands on a shape, you get to move to the next shape on the board that matches. If someone else is on that spot, it is okay for you to share it. If you land on one of these spots (point to a *Tree Spy* spot), you'll get to move two spots forward after you tell the other players something that you remember from the *Tree Spy Cards*. If you land on this spot (point out forest product *Tree Spy* spot on the spinner), you'll need to remember a product

that we get from the forest. On this spot (indicate forest beauty *Tree Spy* spot), you'll need to describe something of beauty in the forest. If you land on this one (point out forest jobs *Tree Spy* spot), you'll need to tell about a job that you saw in the *Tree Spy Cards*. And, when you land on this spot (point to forest fun *Tree Spy* spot), you'll need to tell about something fun you saw or have done (or could do) in the forest.


- d. We'll play until everyone has gotten all of the way to the finish. Even if it's not your turn to spin, you have a very important job. You need to listen to the other players explain if they land on one of the picture spots. Does anyone have any questions?
5. Distribute 2" X 2" squares of paper for students to color and add their name to. When ready, pass out the Student Pages  **5-6**, *Through the Forest Game Board* and Teacher Page  **1**, *Game Board Spinner* and allow groups to begin play. As groups play the game, circulate to promote age-appropriate discussion of the various forest values that students recall and share. If time allows, play through the game again. Feel free to switch groups or keep them the same. Groups of three to four are optimum, but larger groups can also play. Students may enjoy revisiting the game during free time. Leaving the board and spinner out in an accessible area would help to facilitate this continued learning.

CONCLUSION

Gather students together to sing *The Trees in the Forest*. This song is to the tune of *The Wheels on the Bus*. If you choose to write the song out in advance on chart paper or sentence strips, have blank spots or cards ready to write verses of the children's creation.



Sing the song once through.



*The trees in the forest grow, grow, grow
Grow, grow, grow
Grow, grow, grow
The trees in the forest grow, grow, grow
Thank you to the trees!*

After this initial introduction and singing, invite students to help you create other verses. Some examples could be:

- The rain in the forest goes, splish, splash, splish...
- People in the forest hike, hike, hike
- Birds in the forest fly, fly, fly

In other verses you might sing about forest products:

- The pencil from the forest writes, writes, writes

Encourage students to recall other activities and the *Tree Spy Cards*, too. As you create new verses, don't forget to help the class develop different motions to accompany them. For the example verses, motion ideas could be:


- Trees: gradually extend arms away from body in "branch" motion
- Rain: wiggle fingers and move hands in a downward motion
- People: stand up and "hike" in place
- Birds: flap arms as "wings"
- Pencil: make writing motions

CAREERS

The career profile in this lesson is about Bruce Klang, Park Ranger, Wisconsin Department of Natural Resources. Career Profile 1C.PR is found on page 46. A careers lesson that uses this information begins on page 80.

SUMMATIVE ASSESSMENT

Have students create their own *Tree Spy* collages with pictures from magazines or drawings. Encourage them to include products, beauty, fun, and jobs from the forest.



REFERENCES

Woodsy Owl Activity Guide. (1997). Children's Television Workshop and USDA Forest Service.

Miller, G. T., (1991). Environmental Science – Sustaining the Earth. Belmont, CA: Wadsworth Publishing Company.

USDA Forest Service. World Wide Web: www.ncrs.fs.fed.us

Wisconsin Department of Natural Resources. World Wide Web: www.dnr.state.wi.us

Wisconsin Paper Council. World Wide Web: www.wipapercouncil.org

RECOMMENDED RESOURCES

●●● BOOK ●●●

The Giving Tree by Shel Silverstein. (New York: Harper & Row, 1964.) This classic story tells of a boy's use of a tree as he grows from a young boy to an old man.

●●● WEBSITE ●●●

Scholastic Kids
www.scholastic.com/ispy/make/picture.htm
Make your own I Spy Collage using forest products pictures.



BRUCE, PARK RANGER

This is Bruce Klang. Bruce is a park ranger. A park ranger has a lot of duties, but the biggest one is to protect the park and the people who use it. Sometimes Bruce has to stop people from doing things that hurt the park, such as damaging trees or hurting animals. Other times he has to help people who have gotten hurt or lost in the park. Bruce might also work in the park office answering questions and helping the people who come to enjoy the park.



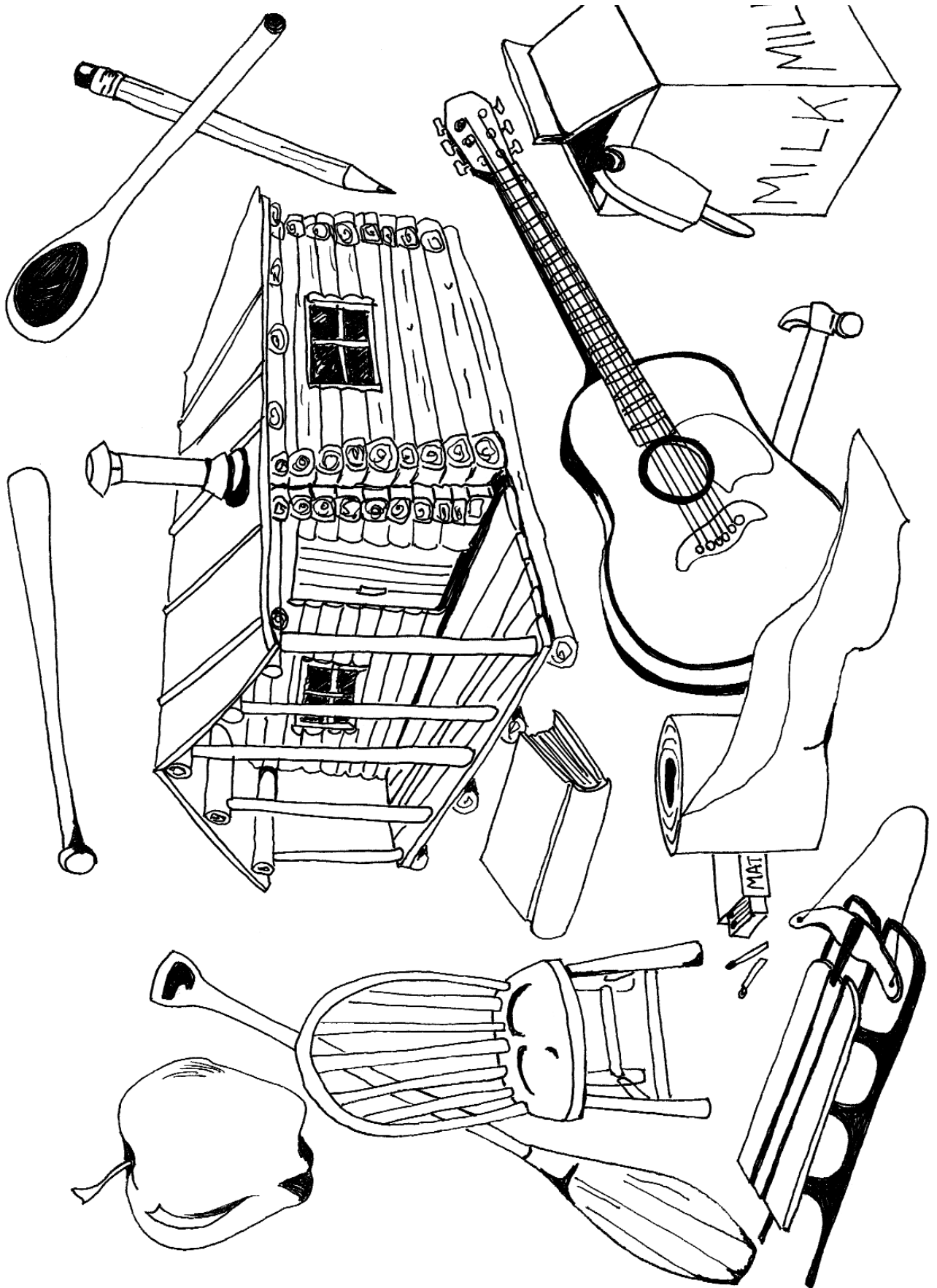
This is Bruce with a snake he caught.

In order for Bruce to be a park ranger, he went to college and studied wildlife and biology. He also had to take the same classes and pass the same test that police officers have to. When he was growing up he worked with groups that did projects outside to improve the environment.

Bruce works for the Wisconsin Department of Natural Resources at Wyalusing State Park. He says his favorite part of his job is meeting people who have an interest in the history of the park, both the history of plants and animals, and the history of the people.

If you want to become a park ranger, Bruce says you should get a good education both in and out of school. Join groups like 4-H, Boy Scouts, Girl Scouts, or your local Rod & Gun Club and see how you can help. Bruce also says that you should "Spend a lot of time outdoors with an open mind."

PRODUCTS



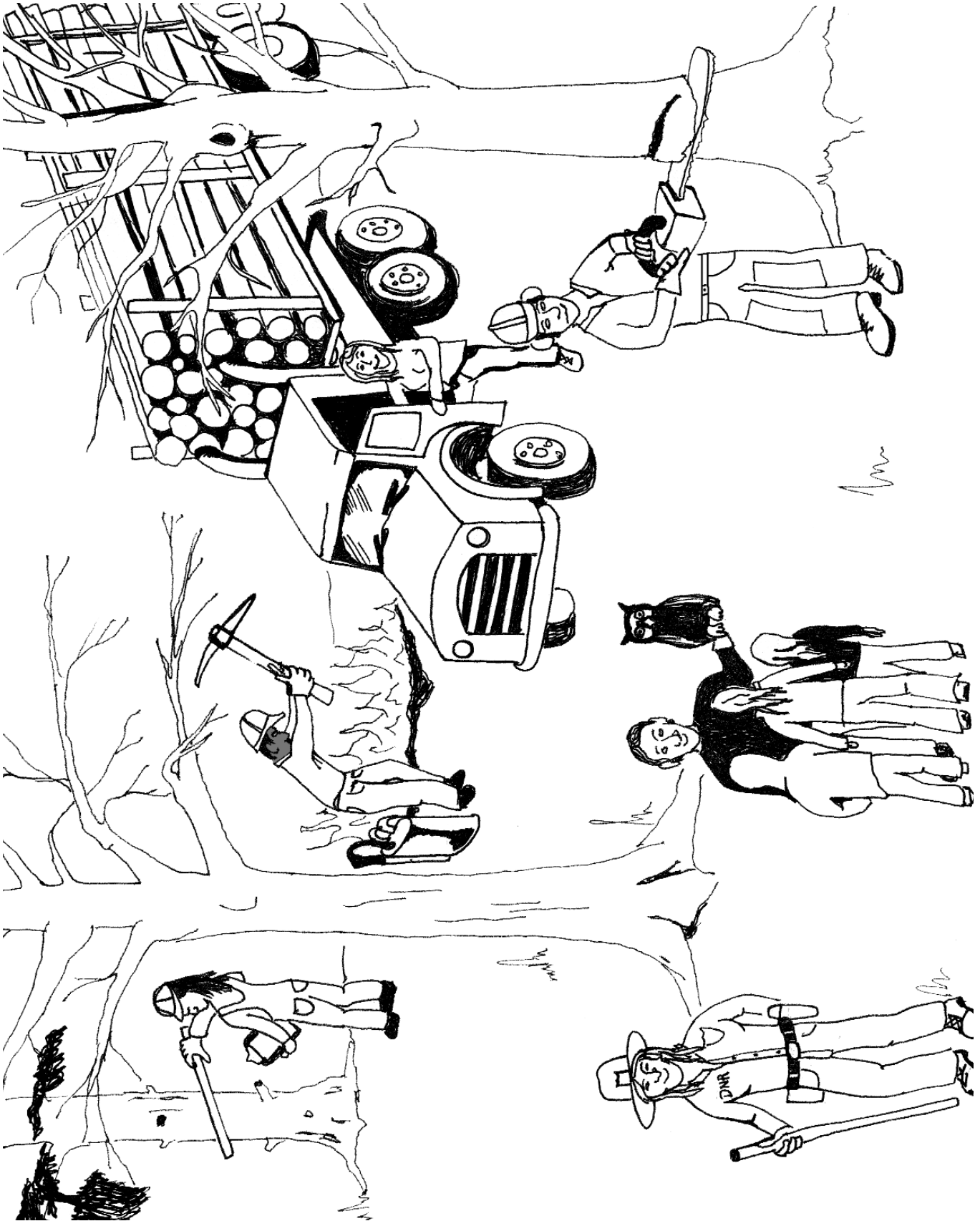
BEAUTY



FUN



JOBS



GAME BOARD SPINNER

SPINNER ASSEMBLY INSTRUCTIONS

Photocopy this page on cardstock rather than regular copy paper. Cut out the picture card and arrow. Use a paper punch to punch out the circle on the arrow. Make a hole in the center of the picture card as well. Fasten the arrow to the card using a brass fastener. When you bend the fastener, leave enough space so that the arrow is not held tightly against the card. This allows the arrow to spin freely.

