

<b>Title of Lesson Plan</b>	Forestry and Changing Feelings
<b>Prepared By</b>	Kim McGuire-Milo
<b>City and State</b>	Saugerties, NY
<b>Grade Level(s)</b>	Adaptable for all, just get into more critical thinking with more community politics with older students.
<b>Keywords</b>	See glossary of terms for the Teachers Forestry Terms.
<b>Brief Description</b>	This week long lesson allows for students to take a look at what they think they know about forestry, and come to know that they didn't have much knowledge to begin with. After they go through the lesson, they will have a base knowledge of forestry to be educated for reasons if participation in their own political communities, careers, etc.
<b>Total Time Required</b>	3, 40-50 min periods and 1 day field trip
<b>Setting</b>	Classroom, forest, and industry
<b>Lesson Objectives/Goals</b>	Students will come to know the importance and benefits of the different types of forestry management.
<b>Materials Needed</b>	Biltmore sticks
<b>Standards Addressed</b>	NYS Learning Standard 4
<b>Procedure</b>	<p>Day 1</p> <ul style="list-style-type: none"> <li>• Have students do a brainstorm in groups of 2 (or small group) of what they know about forestry &amp; forestry management.</li> <li>• Then have student groups brainstorm about products they use on a daily basis that come from forests, and then connect them to the prior brainstorm in a concept map (aka spider, etc.)</li> <li>• Watch the NY forests forever virtual tour</li> <li>• Have student groups add and adjust their concepts maps and have them draw it onto a transparency.</li> <li>• Have each group share their concept map and allow for open discussion about each, with teacher adding information as necessary.</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Discuss BMP's for forestry with students and why they are important. Assign a small group of students one BMP that they must research on the web briefly and create a poster, overhead, ppt, etc.</li> <li>• Groups must then present to class why their BMP is important and should be implemented.</li> <li>• Introduce lesson from project learning tree "400 acres" on forest management. Talk about the 4 major reasons for forest management, (wood products, wildlife conservation, recreation, water quality.)</li> <li>• Small groups must manage their 400 acres for one or more of the above reasons and come up with a plan including which BMP will be used, etc. (must be typed and format of management plan must be given to students to follow).</li> </ul>

	<p>Day 3</p> <ul style="list-style-type: none"> <li>• Have Ben Murdock from the Catskill Center visit and talk to group about threats to our forests with invasive species.</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>• Field Trip: On bus, ask students to free write how they feel about logging as a type of forest management and its relationship to the environment.</li> <li>• Visit Frost Valley Model Forest with Ben Snyder and examine different management techniques.</li> <li>• Learn the job of a forester with Mike Burns at the model forest and use Biltmore sticks to analyze forest capacity for harvest.</li> <li>• Visit Terry at Cannonsville Lumber for a tour of a saw mill to see what happens to the trees after they leave the forest.</li> <li>• Visit Doug at Norbord to see what happens to the saw mills scraps.</li> <li>• Visit a local farm to see what happens to sawmills and Norbord's scraps.</li> <li>• On bus home, ask students to do another free write on their opinions of logging, forestry, and their relationship to the environment.</li> <li>• Homework: Write a narrative about how your feelings changed or didn't change about forestry, logging, and forest management, and why. (1 page max)</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Assess knowledge of students during discussion and analyze growth from day 1 to the end of the unit.</li> <li>• Assess Forestry Management projects</li> <li>• Assess narratives</li> </ul>
<b>References</b>	Learning from Catskills 08 tour
<b>Forestry Tour Attended</b>	Northeast 2008

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