Forestry

*Lesson Plan for Grade 3, Social Studies*

*Prepared by NAITC*

*Modified by Mississippi State University, School of Human Science*

*for Mississippi Farm Bureau Federation - AITC*

# OVERVIEW & PURPOSE

Students will analyze major national forests in Mississippi and recognize why these are important.

# EDUCATIONAL STANDARDS

**Mississippi College-and-Career Readiness Standards:**

G.3.1 Identify ways humans have altered the physical environment.

1. Explain how various industries, such as farming, fishing, timber, etc.have altered the physical environment. 2. Utilize vocabulary associated with human influence on the environment.

ELA-W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**NALOs:**

T1.3-5 d Identify the major ecosystems and agro-systems in their community or region (e.g., hardwood, forests, conifers, grasslands, deserts) with agro-ecosystems (e.g., grazing areas and crop growing regions.

# OBJECTIVES

* Students will identify the 6 national forests in Mississippi
* Students will analyze the importance of forests and forestry in Mississippi

# MATERIALS NEEDED

* Mississippi National Forest Information Sheets (1 individual set per group, Attached)
* 6 sheets of poster board
* Crayons or markers for the class (enough for each group)

# Lesson Set Up:

1. Copy the Mississippi National Forest Information Sheets.
2. Set aside poster boards, crayons and markers for students to use.
3. Predetermine students into 6 groups.

VOCABULARY

**forestry:** many forests are cultivated. Agriculturally, many private forests are grown to provide paper and other wood products.

# Ag Facts:

In forestry in Mississippi in 2019 there were:

* 19,700,000 acres of forest
* 125,000 forest landowners
* $1.15 billion value of production of forestry products in 2019

# Background information for teachers:

**National Forests In Mississippi:**

[Bienville National Forest](https://www.stateparks.com/bienville_national_forest_in_mississippi.html)

[DeSoto National Forest](https://www.stateparks.com/desoto_national_forest_in_mississippi.html)

[Delta National Forest](https://www.stateparks.com/delta_national_forest_in_mississippi.html)

[Holly Springs National Forest](https://www.stateparks.com/holly_springs_national_forest_in_mississippi.html)

[Homochitto National Forest](https://www.stateparks.com/homochitto_national_forest_in_mississippi.html)

[Tombigbee National Forest](https://www.stateparks.com/tombigbee_national_forest_in_mississippi.html)

# LEARNING PROCEDURES

Interest Approach:

1. Ask students “Who here has ever been to a national forest?” (Wait for student answers)

**“If you do not know what a national forest is, they are protected areas that are managed by the state and are typically established by a state to preserve a location because of its natural beauty, historic interest, or recreational potential. These are places that are set aside for people like you and me to go out and enjoy. We can ride bicycles or hike and even canoe in these national forests”**

**“Today we will be learning about the national forests of Mississippi and why they are important. Can anyone tell me why national forests might be important? (wait for student answers). National forests are important because they provide a space for people to visit with nature. They can keep you fit, improve the quality of life in a community, and even improve the air and water quality in a community. They are also important because they preserve nature. You are not allowed to build anything in a national forest. It has to stay the way it is”.**

**“Today, each of you will be researching a national forest in Mississippi. I am going to put you into groups, and in your groups you will read all about the national forest that I will assign you. Then, as a group you will make a poster about your national forest and tell the class about it. What questions do I have?”**

1. The teacher should then divide the class into six groups and give each group some poster board, crayons and markers, and their information packet on their assigned national forest.
2. Once the students have finished their posters, they may present them to the class in groups.

**Concept Elaboration and Evaluation**

* The teacher should conclude the lesson by reiterating that **“Forestry in Mississippi comes in many different forms. We have set places that we grow trees to use for lumber to build houses and make paper out of and then we have places like national forests where we just let nature grow and be for our enjoyment. Both are very important to Mississippi”**

# Additional Learning Procedures

To help students review and elaborate more about forestry try using the [“Carousel”](https://drive.google.com/file/d/1dNY6Pttce3Xr30ruojPDRNW4vXpPamvO/view?usp=drive_link) method to allow students to think deeper and make new connections.

Additional texts to include:

[The Tree Farmer](https://www.agfoundation.org/recommended-pubs/the-tree-farmer)

[From Tree to Paper](https://www.agfoundation.org/recommended-pubs/from-tree-to-paper)

[Christmas Tree Farm](https://www.agfoundation.org/recommended-pubs/christmas-tree-farm)



Source: <https://www.agclassroom.org/teacher/matrix/>

*For more information and additional lessons visit*

*https://msfb.org/ag-in-the-classroom/lesson-plans/.*