Forestry

*Lesson Plan for Grade 4, Science*

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*for Mississippi Farm Bureau Federation - AITC*

# OVERVIEW & PURPOSE

In this lesson, students will understand that people rely on trees for both products and pleasures. They will also observe that each individual views wants and needs differently.

# EDUCATION STANDARDS

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

E.4.9c.3 Construct scientific arguments from evidence to support claims that human activities, such as conservation efforts or pollution, affect the land,oceans,and atmosphere of Earth.

ELA-W.4.9 Draw evidence from literary or informational text to support analysis, reflection, and research.

**NALOs:**

T1.305 a Describe similarities and differences between managed and natural systems (e.g. wild forests and tree population; natural lake/ocean and fish farm).

# OBJECTIVES

* Students will distinguish between wants and needs and recognize individual differences
* Students will list objects that we either make from trees or that are produced by trees
* Students will locate and identify pictures of products that are tree related in magazines

# MATERIALS NEEDED

* *The Giving Tree by* Shel Silverstein
* A large number of old magazines, at least one or two per student
* Scissors (1 for each student)
* Glue (1 stick per student)
* Tape (1 roll per 2 students)
* Class poster or bulletin board titled "Things We Get from Trees" and divided into two sections, "wants" and "needs"

# Lesson Set Up:

1. Set out supplies for easy access for students.
2. Create a class poster or bulletin board titled "Things We Get from Trees" and divided into two sections, "wants" and "needs".

# Vocabulary

**Consumerism**: the theory that an increasing [consumption](https://www.merriam-webster.com/dictionary/consumption) of goods is economically desirable

**Wants**: is something that people desire to have, that they may, or may not, be able to obtain.

**Needs**: are things that people need in order to survive such as food, clothing, and shelter

# Ag Facts:

* There are 19,700,000 acres of forests in Mississippi.
* There are 125,000 forest landowners in Mississippi.

# Background Information for Teacher:

Whether you fly over or drive through Mississippi, you are immediately struck by the beauty and abundance of our timberlands. Mississippi is home to approximately 19.7 million acres of forestland. Sixty-five percent of the state is covered in timber, with an abundance of softwood pine as well as hardwood trees. Of that land, 77% is privately owned. In fact, Mississippi is ranked #1 in the nation for Certified Tree Farmers under the American Tree Farm System. Timber is the state’s second largest commodity with a value exceeding $1 billion annually, and timber is the leading agricultural commodity in over half of the counties in the state.

Mississippi has a strong timber infrastructure, and private landowners are the backbone of that infrastructure ensuring long-term sustainable forest resources. Other critical components include the Mississippi Forestry Commission, which educates landowners and provides a strategic plan for forestry management. Our loggers, some of the top trained in the nation, make it possible to harvest the trees and get them to the mills. Mississippi has nearly 1,000 qualified professional logging companies who operate under the Sustainable Forestry Initiative Standards (SFI). The state-of-the-art mills across the state are capable of producing hundreds of millions of board feet each year. Mississippi is home to some of the world’s largest biomass pellet companies supplying sustainable, renewable, green energy to the world. Mississippi companies produce logs and poles, construction mats, temporary road mats, and the list goes on. (<https://www.mdac.ms.gov/forestrytimber/>)

# LESSON PROCEDURES

1. Call students to the reading area and tell students that the story you are about to read tells of things a boy gets from a tree. Show the cover and ask students to predict what these things might be. Discuss with students if the things mentioned are a "want" or a "need." Talk with students about some of their "wants" and "needs."
2. Read the story aloud to students. Stop periodically to discuss with students what the boy gets from the tree are "wants" or "needs" and have students explain their response.
3. After reading, have students recall what the boy got from the tree. Have them name things we get from trees and list them on the board.
4. After you have compiled a good sized list, go back through the list and ask students which are "wants" and "needs." Have students explain their responses.
5. Explain to students that when they return to their seats that their task will be to look through magazines and find 10 products each that are either made from trees or produced by trees. Then have the students cut them out.
6. Have them evaluate each item they have cut out and decide whether it is a "want" or a "need" to them and create two different piles. They are then to glue them onto the class "Things We Get from Trees" board in the "want" or "need" section. Have students return to their seats, and begin activity.
7. After the board is finished have students examine the contents in each section. Engage students in discussion on whether or not they agree with the items that were placed in each section. Ask if everyone agrees on where the items are placed. Are everyone's "wants" the same? How about their "needs"?

**Concept Elaboration and Evaluation**

* Review the activity with students. What can they conclude about what humans get from trees?

# Additional Learning Procedures

To help students review and elaborate more about forestry, try using the [“Think Pair Share”](https://drive.google.com/file/d/1ZL0KFEwqBM0RJSxtJ8bxA08DBPl_KVJp/view?usp=drive_link) method to allow students to think deeper and make new connections.

Additional Texts to Include:

[The Together Tree](https://www.amazon.com/Together-Tree-Aisha-Saeed/dp/1534462961/ref=asc_df_1534462961/?tag=hyprod-20&linkCode=df0&hvadid=647307278306&hvpos=&hvnetw=g&hvrand=12404395336659537721&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1020785&hvtargid=pla-1993521410555&psc=1&gclid=Cj0KCQjwxuCnBhDLARIsAB-cq1pM-1dIgpuF8nj4N2EURvnE4q3gzi21-0quFgGMYBvp2fRrndvy8iMaAhZVEALw_wcB)

[Lucy Meets a Logger](https://www.amazon.com/Lucy-Meets-Logger-Stephanie-Fuller/dp/1645435091/ref=asc_df_1645435091/?tag=hyprod-20&linkCode=df0&hvadid=475691967783&hvpos=&hvnetw=g&hvrand=12404395336659537721&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1020785&hvtargid=pla-1089040169719&psc=1)

[I Took a Walk](https://www.amazon.com/I-Took-Walk-Henry-Cole/dp/0688151159/ref=asc_df_0688151159/?tag=hyprod-20&linkCode=df0&hvadid=312678886999&hvpos=&hvnetw=g&hvrand=12404395336659537721&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1020785&hvtargid=pla-439826986318&psc=1)

Source: <https://ecosystems.psu.edu/>

*For more information and additional lessons visit*

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