

APPENDIX

REFERENCES

Cooperative Extension Service Purdue University.
World Wide Web:
www.ces.purdue.edu/extmedia/FNR/FNR-148

Forest Health Protection. Wisconsin Department of Natural Resources. World Wide Web:
www.dnr.wi.gov/org/land/Forestry/FH

Regnier, Kathleen; Gross, Michael & Zimmerman, Ron. (1992). The Interpreter's Guidebook: Techniques for Programs and Presentations. Stevens Point, WI: UWSP Foundation Press, Inc.

Saskatchewan Dutch Elm Disease Association. World Wide Web: www.sdeda.ca

Sorden, L. G. & Vallier, Jacque (1986). Lumberjack Lingo: A Dictionary of the Logging Era. Madison, WI: NorthWord.

Tilden, Freeman. (1957). Interpreting Our Heritage. Chapel Hill: The University of North Carolina Press.

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

CONNECTIONS BETWEEN FOREST TALES ACTIVITIES AND THE FOURTH GRADE UNIT OF THE LEAF LESSON GUIDE.

FOREST TALES ACTIVITIES

LEAF LESSONS

	ACTIVITY 1: SAENOMEH-SAEH FINDS A WAY	ACTIVITY 2: ROLL OUT OR ROLL UP	ACTIVITY 3: CALLING PAPA HOME	ACTIVITY 4: DREAMING OF WISCONSIN	ACTIVITY 5: WRITING HOME	ACTIVITY 6: TIMBER-R-R THIEVES	ACTIVITY 7: THE ELM STREET TREE HOUSE CLUB	ACTIVITY 8: GRANDMA'S WALK
LESSON 1: NATIVE AMERICANS AND THE FOREST	X							
LESSON 2: FORESTS BUILT OUR STATE								
LESSON 3: HELP WANTED - LUMBERJACKS		X						
LESSON 4: BROKEN DREAMS				X				
LESSON 5: I SAW IT ON THE 6 O'CLOCK NEWS			X		X			X
LESSON 6: FORESTS ARE IMPORTANT TO YOU AND ME							X	
LESSON 7: SUSTAINING OUR FORESTS								X
CAREERS EXPLORATION								
FIELD ENHANCEMENT 1: UNLOCKING A FOREST'S PAST					X			
FIELD ENHANCEMENT 2: ARE FORESTS IMPORTANT TODAY?						X		
FIELD ENHANCEMENT 3: CARING FOR THE FUTURE OF FORESTS							X	

RECOMMENDED RESOURCES

Activity 1: Saenomehsaeh Finds a Way

Activity Guides

Keepers of the Earth: Native American Stories and Environmental Activities for Children by Michael J. Caduto, Fulcrum Publishing Company, 1988.

This book contains Native American stories from several different groups. Following the stories are questions and discussion ideas as well as indoor and outdoor activities that can be done in or near school or home.

Keepers of Life: Discover Plants Through Native American Stories and Earth Activities for Children by Michael J. Caduto, Fulcrum Publishing Company, 1994. The Native American stories in this book focus on plants. Through the stories and activities, children learn about botany, plant ecology, and the natural history of North American plants.

Keepers of the Animals: Native American Stories and Wildlife Activities for Children by Michael J. Caduto, Fulcrum Publishing Company, 1991.

The Native American stories in this book focus on wildlife. The book uses the stories as well as interdisciplinary activities to teach about wildlife ecology and environmental issues concerning animals.

Field Guide

A Field Guide to Trees and Shrubs: Northeastern and North-central United States and Southeastern and South-central Canada by George A. Petrides and Roger Tory Peterson, Houghton Mifflin, 1973.

Use this book to look up specific information about trees that live in Wisconsin. This information may be helpful to students as they create their legends.

Activity 2: Roll Out or Roll Up

Books

Lumberjack Lingo: A Dictionary of the Logging Era by L. G. Sorden and Jacque Vallier, NorthWord, 1986.

This comprehensive dictionary compiles the definitions of thousands of slang words created by lumbermen to communicate with one another. This book serves as a great resource for teachers, however is not recommended for students.

Marven of the Great North Woods by Kathryn Lasky, Voyager Books, 2002.

In this story, a Jewish boy named Marven is sent away by his parents to work in a lumber camp to escape the influenza epidemic. At the camp, an unlikely friendship forms between 10-year-old Marven and a French lumberjack. Read this beautifully illustrated tale of adventure to your 4th graders out loud, or allow them to read it independently. Either way, you are sure to enjoy this tale, which is based on a true story.

Activity 3: Calling Papa Home

Websites

The Great Peshtigo Fire of 1871

www.Peshtigofire.info

Learn more about what caused the fire and read about people who survived the fire. Also get more information about what Peshtigo is like today and how the fire is commemorated in their local museum and through their annual Historical Day.

Forest Fire Program

www.dnr.wi.gov/org/land/forestry/fire

Find information about Wisconsin's forest fire program. Use links to learn more about fire suppression equipment, fire departments, fire prevention, and many other related topics.

Book

Wildlife: The 1871 Peshtigo Firestorm by Jacqueline A. Ball, Bearport Publishing, 2005.

This nonfiction book is written as a high interest story from the perspective of someone who survived the fire. Thirty-two colorful pages include maps, diagrams, Internet sites, fact boxes, and a glossary.

Activity 4: Dreaming of Wisconsin

CD Rom

The Changing of the Land: A Wisconsin Forest History Unit, Central Wisconsin Environmental Station, 2002.

This CD ROM contains lesson plans dealing with the history of Wisconsin's forests. The lesson called "Farming the Cutover and Wisconsin Ghost Towns" ties closely with this Wisconsin Forest Tales activity.

Activity 5: Writing Home

CD Rom

The Changing of the Land: A Wisconsin Forest History Unit, Central Wisconsin Environmental Station, 2002.

This CD ROM contains lesson plans dealing with the history of Wisconsin's forests. The lesson called "Rebuilding Our Forests" ties closely with this Wisconsin Forest Tales activity.

Activity 6: Timber-r-r Thieves

Book

[The Giving Tree](#) by Shel Silverstein,

HarperCollins, 1964.

Discover the many values of a tree to a boy throughout his life.

Website

International Paper - Life of a Forest

[www.iplifeoftheforest.com](#)

Find information on the values of forests as well as how to get educational materials. A number of forest topics addressed.

Activity 7: The Elm Street Tree House Club

Websites

Wisconsin Department of Natural Resources:

Emerald Ash Borer

[www.dnr.state.wi.us/org/land/Forestry/FH/Ash](#)

Learn more about the biology of the emerald ash borer. You can also get more information about host trees, signs and symptoms of infestation, how you can help, and links to other sources of information.

Wisconsin Department of Natural Resources: Alien Profile-Gypsy Moth

[www.dnr.state.wi.us/org/org/caer/ce/eek/critter](#)

Click on "Alien Invaders," then "Gypsy Moth." This page, designed to be student-friendly, contains more information about gypsy moths. There are also helpful links including a link to the Moth Mania Quiz.

Wisconsin Department of Natural Resources: Asian Longhorned Beetle

[www.dnr.state.wi.us/org/land/Forestry/FH](#)

Click on "Other Exotic Threats," then "Asian Longhorned Beetle" to find information about the identification, life cycle, management techniques, and photographs of Asian longhorned beetles.

Saskatchewan Dutch Elm Disease Association

[www.sdeda.ca](#)

Click on "Kids Page" to find several kid-friendly activities and a fact sheet about Dutch elm disease.

Invasive Exotic Species

[www.dnr.state.wi.us/invasives](#)

Find information on many invasive exotic species in Wisconsin on this DNR website.

Activity 8: Grandma's Walk

Book

[The Interpreters Guidebook](#) by Kathleen Regnier, Michael Gross, and Ron Zimmerman, UWSP Foundation Press, Inc, 1992.

This book contains helpful hints for brainstorming ideas and developing effective interpretive presentations. In the resource section you will find a long list of ideas for props that can be used in nature and historical interpretation.

Website

Wisconsin Historical Society

[www.wisconsinhistory.org](#)

Students can click on the "Just For Fun" link and find a timeline. The timeline tells about the history of Wisconsin through stories and pictures.

WISCONSIN MODEL ACADEMIC STANDARDS

Activity 1: Saenamehsaeh Finds a Way

Language Arts B.4.1 - *Writing*

Standard is: Create or produce writing to communicate with different audiences for a variety of purposes.

- Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre.

Students create and write a legend to explain how something from nature became connected to American Indian culture.

Social Studies B.4.10 - *History*

Standard is: Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.

Students participate in a discussion and explain parts of American Indian history and culture.

Activity 2: Roll Out or Roll Up

Language Arts B.4.1 - *Writing*

Standard is: Create or produce writing to communicate with different audiences for a variety of purposes.

- Write creative pieces (poetry, fiction, and plays)

employing basic aesthetic principles appropriate to each genre.

Students create a fictional story telling about their first day on the job at a lumber camp.

Visual Art Creating K.4.3 - *Making Connections*

Standard is: Use what they are learning about life, nature, the physical world, and people to create art.

Students imagine they live in a lumber camp and create pictures of themselves as a lumber worker.

Activity 3: Calling Papa Home

Social Studies A.4.2 - *Geography*

Standard is: Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders.

Students locate physical features such as a river, and human features such as counties and cities on maps.

Social Studies A.4.7 - *Geography*

Standard is: Identify connections between the local community and other places in Wisconsin, the United States, and the world.

Students identify connections between Peshtigo, Wisconsin and their hometown by locating Peshtigo on the map, plotting a route to get from their hometown to Peshtigo, and discussing who has personal connections to the area or to people in the area burned by the Peshtigo fire.

Social Studies B.4.1 - *History*

Standard is: Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.

Students examine maps to gain a greater understanding of the Peshtigo Fire of 1871.

Visual Art Communicating E.4.4 - *Visual Communication and Expression*

Standard is: Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models.

Students create posters to communicate with other classes about ways to help prevent forest fires.

Activity 4: Dreaming of Wisconsin

Language Arts B.4.2 - *Writing*

Standard is: Plan, revise, edit, and publish clear and effective writing.

Students plan effective writing for a persuasive brochure and create a final product.

Science F.4.4 - *Life and Environmental Science*

Standard is: Using the science themes, develop explanations for the connections among living and nonliving things in various environments.

Students develop explanations for connections between trees and nonliving things by discussing ways trees benefit humans, animals, and the environment.

Arts E.4.4 - *Visual Communication and Expression*

Standard is: Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models.

Students produce sketches to communicate how Wisconsin forests changed throughout history.

Activity 5: Writing Home

Language Arts B.4.1 - *Writing*

Standard is: Create or produce writing to communicate with different audiences for a variety of purposes.

- Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice.

Students employ descriptive detail and personal voice to write a letter in response to the chapter they read.

Activity 6: Timber-r-r Thieves

Mathematics A.4.3 - *Mathematical Processes*

Standard is: Connect mathematical learning with other subjects, personal experiences, current events, and personal interests.

Students connect mathematical learning to a story they have read by calculating the value of the trees in the story.

Mathematics B.4.7 - *Number Operations and Relationships*

Standard is: In problem-solving situations involving money, add and subtract decimals.

Students add dollars and cents decimals to find the total monetary value of four trees.

Mathematics D.4.1 - Measurement

Standard is: Recognize and describe measurable attributes, such as length, liquid capacity, time, weight (mass), temperature, volume, monetary value, and angle size, and identify the appropriate units to measure them.

Students recognize measurable attributes like diameter, height, volume, and monetary value and use appropriate units to measure them.

Activity 7: The Elm Street Tree House Club

Language Arts A.4.4 - Reading/Literature

Standard is: Read to acquire information.

- Summarize key details of informational texts, connecting new information to prior knowledge.

Students read profiles of invasive exotic species to acquire information and summarize key details for their classmates.

Language Arts B.4.1 - Writing

Standard is: Create or produce writing to communicate with different audiences for a variety of purposes.

- Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre.

Students write a poem about a tree that has meaning to them.

Environmental Education A.4.4 - Questioning and Analysis

Standard is: Communicate their understanding to others in simple terms.

Students communicate their understanding about an invasive exotic species to their classmates in simple terms.

Environmental Education C.4.1 - Environmental Issue Investigation Skills

Standard is: Identify environmental problems and issues.

Students identify invasive exotic species as an environmental problem.

Environmental Education E.4.1 - Personal and Civic Responsibility

Standard is: Identify and describe examples of their environmental civic responsibilities and the actions they take to meet them.

Students identify and describe actions they can take to prevent the spread of invasive exotic species.

Activity 8: Grandma's Walk

Language Arts C.4.1 - Oral Language

Standard is: Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

Students communicate information about the history of Wisconsin's forests to other students through an interpretive presentation.

Social Studies B.4.7 - History

Standard is: Identify and describe important events and famous people in Wisconsin and United States history.

Students identify and describe important events in the history of Wisconsin's forests.