

# The Pacific Northwest's Logging Industry and Its Connection to the Pacific Rim

## Grades 5 and 6

**I**ntroduction: Today the lumber industry in Washington supplies many jobs for the community. Its economic impact is far reaching. This unit looks at the lumber business past and present. Technology within the state has changed lumbering. Now the many wood products from Washington are traded around the world. The boys and girls will analyze, problem solve, make presentations, timelines, graphs and charts to help them learn about lumbering and Weyerhaeuser, the largest lumber company in the state.

## Desired Academic Results

### Essential Academic Learning Requirements in Social Studies

#### History

EALR #1 The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in Washington State History.

1.1 Understand and analyze historical time and chronology

1.2 Understands events, trends, individuals, and movements shaping United States, world, and Washington State History

EALR #2 The student understands the origin and impact of ideas and technological developments on history.

2.2 Understands how ideas and technological developments influence people, culture, and environment.

#### Economics

EALR #1 Students understand the impact of scarcity on their personal lives and on the households, businesses, governments, and societies in which they are participants.

1.2 Understand that the availability and use of resources influences the production of goods and services in the economy.

EALR #2 Students understand the essential characteristics of past and present economic systems.

- 2.1 Recognize that buyers and sellers participate in voluntary trade because both expect to gain.
- 2.2 Explain how different economic systems produce, distribute, and exchange goods and services.
- 2.3 Understand that prices in competitive markets create incentives that influence the choices of buyers and sellers.
- 2.4 Understand that investment in people, tools, and technology affects employment levels and standards of living.

## **Geography**

EALR #1 The students uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources and environments on Earth's surface.

1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information.

EALR #2 The student understands the complex physical and human characteristics of places and regions.

2.1 Describe the natural characteristics of places and regions and explain the causes of their characteristics.

2.2 Identify the characteristics that define the Pacific Northwest and Pacific Rim regions.

EALR #3 The student observes and analyzes the interaction between people, the environment, and culture.

3.1 Identify and examine people's interaction with and impact on the environment.

## **Civics**

EALR #3 The students understands the purposes and organization of international relationships and how United States foreign policy is made.

3.1 Understand how the world is organized politically and how nations interact.

3.2 Recognize factors and roles that affect the development of foreign policy by the United States, other nations, and multi-national organizations.

## **Overarching Understandings**

- Ideas and technological developments influence people, resources, and culture in the state of Washington.
- Washington state trade history has an impact on people and countries of the Pacific Rim.
- International trade is important to the state of Washington and the United States.

## What the Students Will Understand

- Location of Pacific Rim countries on map; reasons why location of communities were formed (taking into account natural resources, transportation, trade, etc.)
- Technological developments (i.e. railroads, lumber mills, etc.) in Washington state history made trade with Pacific Rim countries possible.
- Pacific Rim countries' trade has an effect on Washington state's economy.
- Role that supply and demand, prices, incentives, and profit play in determining what is produced and distributed.
- Local pattern of economic growth and change provide towns and cities with their individual identities. The economic resources available determined much of the early character of a community and by the way the first settlers set out to exploit them.

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## Overarching Questions

- What impact do technological developments have on trade?
- What technological advances helped develop trade between the state of Washington and Pacific Rim countries?
- What impact does Washington state trade have on countries located on the Pacific Rim?
- Why is the relationship between Washington State and Pacific Rim countries important?

## Unit Questions

- What are Washington State's natural resources?
- What does Washington trade or export to other Pacific Rim countries?
- Why is Washington a good area for lumber?
- Who discovered it?
- What was it used for?

- How does it affect us?
- How was land managed in the past?
- What is a treaty and how do they work?
- What is the history of the Weyerhaeuser Company? When, how, by whom, and why was Weyerhaeuser formed?
- What were the pivotal events and issues in its past?
- What has been its influence in the community?
- What does it produce?
- To whom do they sell their product? How do they decide to whom to sell?
- What affect does Washington State lumber have on Pacific Rim countries?
- What trade agreements or policies must Weyerhaeuser follow?
- How does Weyerhaeuser transport their lumber?

## **Assessment: The Evidence That Will Demonstrate Student Understanding**

### Performance Task and Projects

Create <sup>3</sup>History of the Forests<sup>2</sup> time line  
 Skit and role playing  
 Mapping activities  
 Short essays

### Observations

Videotape dramatizations  
 Research/display results  
 Case studies

## **Learning Experiences and Instruction**

### What the Students Will Need to Know

Mapping skills; know names and location of Pacific Rim countries and capitals  
 Computer skills needed to do a PowerPoint presentation  
 Steps for problem solving  
 How to make a timeline  
 How to make a pie graph or chart  
 How to download files from the Internet and how to access clip art

## What the Students Will Need to Be Able to Do

Forest of Washington Activity Guide Activities  
Make a PowerPoint presentation from materials studied  
Analyze information and come to a conclusion  
Cooperative group activities  
Scan pictures and insert into a PowerPoint presentation  
Explore and use the Internet as a means of gaining information  
Demonstrate proper care of all equipment  
Basic word processing

## Field Sites

### **Camp Waskowitz- 6th grade Outdoor Education Experience**

Roberta Mc Farland, Director 425-277-7195

[http://www.hsd401.org/hr/School\\_Information/camp\\_waskowitz.html](http://www.hsd401.org/hr/School_Information/camp_waskowitz.html)

### **Weyerhaeuser Company**

Weyerhaeuser Company

P.O. Box 9777

Federal Way, WA 98063-9777

253-924-2345

1-800-525-5440

<http://www.weyerhaeuser.com/aboutus/>

### **Port of Seattle**

Contact- Bruce Wynn, Port of Seattle, (206) 724-3410

Wynn.b@portseattle.org

## Lessons

### **Lessons 1-10 from Forest of Washington Activity Guide**

#### **Lesson 1: Making Timelines**

In order to understand the importance of forests as a natural resource in Washington State history, students will view "Forest of Washington History" video, and create a time line.

Learning extension: Divide students into teams of two or three students. Using time line, students choose time period and present a 2-3 minute skit demonstrating importance of forests during their chosen period.

## **Lesson 2: Forest Regions**

In order to understand how physical characteristics of the region influenced historical development of Washington State, students will identify four forest regions in WA.

## **Lesson 3: Native Plant Use**

In order to understand the historical significance of plants and trees in the lives of Native Americans, students will research common native plants and demonstrate how they were used in Washington's past

## **Lesson 4: Stepping Back in Time**

To understand the important role that western Washington forests had in the seafaring trade, students will work in teams to solve a problem of getting a new mast for a ship in the year 1794.

## **Lesson 5: Washington Forts and Forests**

In order to understand the important role Washington forests had in it's settlement, students will research forts in Washington. Students will construct a fort using various materials, and create a guide identifying the key elements.

## **Lesson 6: Economics and Lumbers**

To understand the economic importance of trees to our society, both in the past and the present, student calculate how valuable a stand of trees is in dollars and cents.

## **Lesson 7: Sharing the Land: Past and Present**

To understand how different groups in Washington's history shared national resources, and the progress made over time toward finding fairer ways of sharing and managing the land, students will discuss ways people solve differences.

(Look at treaties between Native Americans and settlers, then look at modern day treaty in this state for land use.)

## **Lesson 8: Role Play Your Part**

In order to understand how western railroad expansion influenced the ways land was used, student will decide the location of rail lines for this state. Different members of your group will represent railroad company owners, timberland owners, and officials of port cities.

## **Lesson 9: Making Graphs and Charts**

Students create graph or pie chart showing who owns Washington forests today.

## **Lesson 10: Lumber in our Daily Lives**

In order to understand the important role Washington's forests play in providing products we depend on in our daily lives, students will create a chart identifying household items that we made by the forests.

## **Lesson 11: Looking at Weyerhaeuser**

As a class, we will research and make a profile of a local lumber company, Weyerhaeuser. Web site: <http://www.weyerhaeuser.com>

In order to learn and practice research techniques, students will work in teams to research the following questions:

- What is the history of Weyerhaeuser?
- When, how, by whom, and why was Weyerhaeuser formed?
- What were the pivotal events and issues in its past?
- What has been its influence in the community?
- What does it produce?
- To whom do they sell their product?
- How do they decide to whom they sell their product?
- What affect does Washington State lumber have on Pacific Rim countries?
- What trade agreements or policies must Weyerhaeuser follow?
- How does Weyerhaeuser transport their products?

## **Lesson 12: Verdict (Interact Simulation)**

Verdict is a simulation of the need for environmental protection and the judicial process. In this role-playing simulation, students will become members of a typical American courtroom. During a two-week period a courtroom battle will take place in your classroom to determine whether two people accused of starting a very destructive wilderness forest fire are guilty or innocent.

## **Lesson 13: International Etiquette**

In order to work in International Business, an American must be careful not to offend any business people from other countries. A salesperson should know his/her International Business Etiquette. Check this Web site and write a reminder list of some of the behaviors mentioned if you are traveling to China or the Philippines. Business Etiquette: [www.executiveplanet.com](http://www.executiveplanet.com) Discuss the findings with your group at your table.

## **Lesson 14: Culminating Project**

Students will work in groups to research one of Washington's chief exports. They will look for answers to the following questions:

-What companies are involved with the product?

- To whom do you sell product?
- How do they decide to whom to sell their product?
- What effect does the export have on Washington? on Pacific Rim countries?
- What trade agreements or policies must be followed?

Students will compile information gathered from research into a PowerPoint presentation.

## Resources

Nelson, Sharlene and Ted W. Nelson, *Bull Whackers to Whistle Punks: Logging in the Old West*, First Books Western, U.S. History Series, December 1996.  
Available through <http://www.amazon.com> Cost \$22.50  
Reading Level: Age 9 - 12  
Ships in 24 hours.

Adams, Peter and Bobbie Kalman, *Early Loggers and the Sawmill, Early Settler Life*, December 1981.  
Available through <http://www.amazon.com>  
Hardcover \$16.80 (10/99) Paperback \$7.16 (12/81)

Wright-Friedson, Virginia., *A North American Rainforest Scrapbook*, July 1999.  
Available through <http://www.amazon.com>  
Hardcover \$11.17 (07/99)

Craighead-George, Jean., *My Side of the Mountain*  
Available through <http://www.amazon.com>  
Paperback \$4.79 (09/91)

*Forests of Washington Activity Guide grades 6-9.*, A project of the Washington Forest Protection Association, (360) 352-1500. 724 Columbia St. N.W., Suite 250, Olympia, WA 98501.

### *Teaching Notes-John Korvell*

Prepared by the Magnuson Partnership for International Trade & Transportation, a project of the Port of Seattle and Metropolitan King County.

*Internet: A Learning Experience.* 1914 Palomar Oaks Way Suite 150, Carlsbad, CA 92008. [www.interact-simulations.com](http://www.interact-simulations.com)

## Web Sites

Weyerhaeuser Company  
[www.weyerhaeuser.com](http://www.weyerhaeuser.com)

This site explains who they are, history of the company, traveling exhibits, the environment, career opportunities, shareholder services, financials, fact sheets, businesses, timberlands, wood products, and Weyerhaeuser Canada.

[www.apl.com/boomerangbox/](http://www.apl.com/boomerangbox/)

[www.seattlep-i.com/newsforkids](http://www.seattlep-i.com/newsforkids)

PowerPoint

<http://www.microsoft.com/office/powerpoint/default.htm>

The PowerPoint site evaluates the software, tells you how to use it, and lists software updates, supports and resources.