



TAKE A LOOK AT WASHINGTON'S FORESTS

Opening Activity

Skills:
Observation, role-playing,
artistic expression

Subject Areas:
History, drama, art, social
studies

Materials:
Forests of Washington:
History video*
Washington Forests Timeline
handout*
*Washington's Magnificent Forests
Booklet**
Washington Forests History
poster*
*Provided

Learning Outcome:

Students will understand the importance of forests as a natural resource in Washington history.

Learning Procedure:

Ask students to share their knowledge and experiences of Washington forests. Which forested areas of the state have they visited? What did they do there? Brainstorm and list the ways students think Washington's forests are an important part of our state's history.

Poster Hunt:

Display the Washington Forests History poster accompanying this guide in a prominent place in the classroom. Working in pairs, have students use one of the following clues to find the corresponding picture on the poster. Instruct them to look closely at the picture they

find, then draw a picture of what they think the forest looked like in the area surrounding the item portrayed in the picture.

Poster Hunt Clues:

Photocopy the following clues, then cut them into strips, one clue per strip. Give one clue to each pair of students.

1. Find the picture of the people wearing parts of trees.
2. Find the picture of the early ancestor of the modern-day shopping mall.
3. Find the picture of the people whose jobs would have been easier with chainsaws.
4. Find the picture of the mode of transportation that didn't need to stop for gasoline.
5. Find the picture of the historical item that made it easier for East Coast relatives to visit family in Washington

(Answers: 1) Native Americans with canoe 2) Fort Vancouver 3) Gold Rush increased demand for timber 4) Sailing ships 5) Transcontinental railroad.)

History Comes to Life:

Distribute the “Washington Forests Timeline” at the end of this section. For general background, show the **Forests of Washington: History** video. The video corresponds to the timeline. Ask students to find examples of the timeline as they watch the video.

Divide the class into teams of two to three students. Using the timeline, have each team choose a time period they want to find out more about. (Be sure all time periods are portrayed.) Show the video again, encouraging students to take notes on their particular segment. Give students the *Washington’s Magnificent Forests* booklet (in Section F), which includes information for each time period.

Each team’s task will be to present a 2-3 minute skit demonstrating the importance of forests during their chosen time period. Using the poster, video and booklet, invite students to be imaginative, to use props and create costumes in developing their skits. If possible, video tape each team’s performance.

After each performance, discuss with students: Why were Washington’s forests a valuable resource during that time period? Add students’ information to the brainstormed list generated at the beginning of the activity.

Assessment: What Did We Learn?

Each team is to discuss the following questions about the timeline segment they portrayed in role-playing:

1. What idea was being emphasized?
2. What did you think was important about the time period or event?

After discussion, ask the team to illustrate the main idea emphasized and write a corresponding caption about what they thought was important about the time period or event. Compile all the teams’ responses into a class book.

More Ideas:

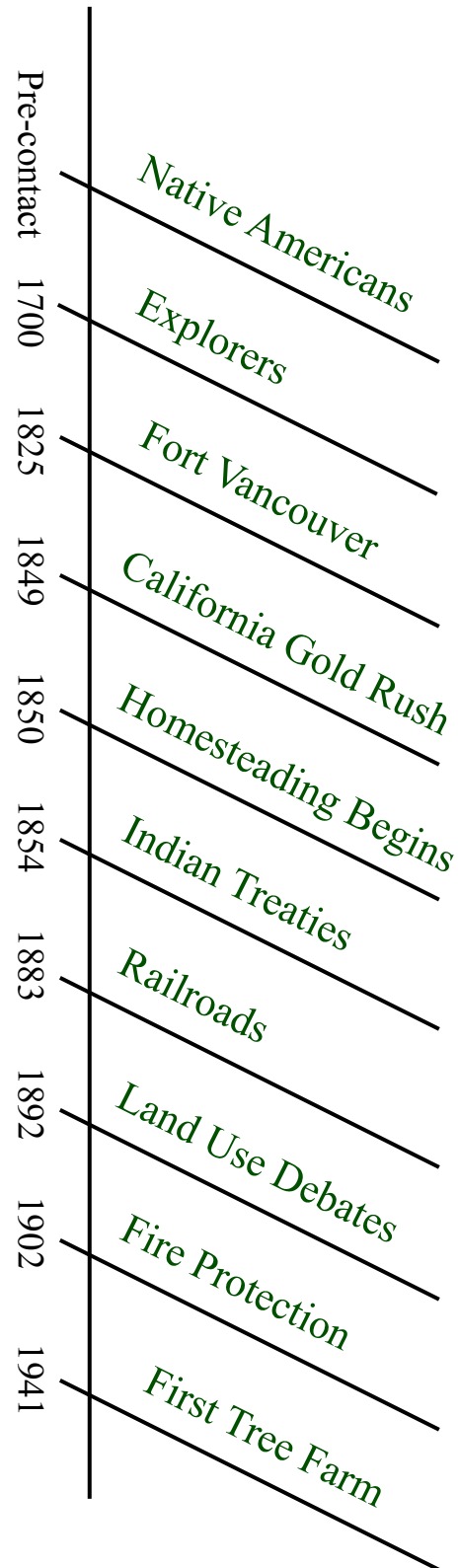
Using the dates on the “Washington Forests Timeline” handout, draw a timeline on butcher paper to be placed on a wall. Ask each team to draw a picture that represents the main idea of their skit. Have them also create a headline that would describe their event.

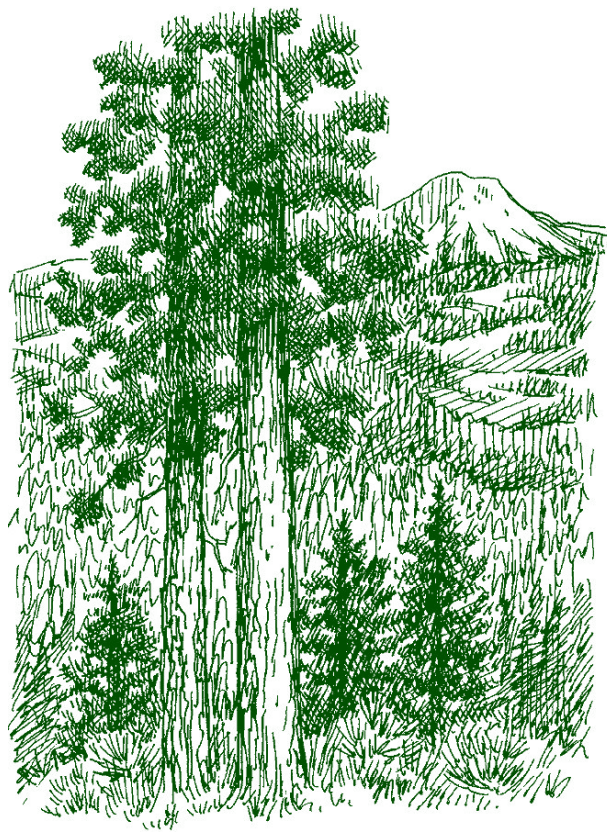
For example:

- A. Indians Find New Use for Common Tree!
- B. Main Mast of Vancouver’s Ship Snaps in a Storm off Pacific Coast: Replacement Found!
- C. Hudson’s Bay Builds Sawmill!
- D. Gold in California!
- E. Indian Treaties Open New Land!
- F. Railroad Arrives in Tacoma!
- G. Technology Boosts Timber Production!
- H. The Pinchot-Muir Debate Continues:
- I. Fire Rages Through the Forest!
- J. Tree Farms Become New Crop in the West!
- K. New Products Demand More Trees!

When finished, have each team tape their picture and headline under the appropriate date on the butcher paper.

WASHINGTON FORESTS TIMELINE





Intermountain Forest