

# Lesson 6: Forests Are Important to You and Me

## NUTSHELL

*In this lesson, students discover reasons why Wisconsin forests are important to our quality of life. After a brief educator presentation on forest benefits, students brainstorm ways that forests are vital to our existence. Once a list is generated, students watch two short videos and participate in a mock game show. As a conclusion, they label a poster with reasons Wisconsin's forests are important to them and post them around the school for others to learn from.*

### ENDURING UNDERSTANDINGS

- Humans value forests for their aesthetic, cultural, ecological, economic, educational, and recreational benefits.
- Forests impact air and water quality, prevent soil erosion, and provide habitat for wildlife.
- Humans depend on forests for products and services that they use every day.
- Choices humans make today directly affect our ability to sustain forest ecosystems essential to meeting future needs.

### ESSENTIAL QUESTIONS

- How do forests benefit us and all living things?
- What products come from forests?
- Why is it important to sustain our forest ecosystems?

### OBJECTIVES

Upon completion of this lesson, students will be able to:

- Discuss the importance of forests to our economy, environment, culture, and social well-being.
- Describe the ecological role of forests.
- Identify that humans depend on forests for products and services.

### SUBJECT AREAS

Act 31, Language Arts, Science, Social Studies

### LESSON/ACTIVITY TIME

**Total Lesson Time:** 80-85 minutes

- Introduction ..... 5-10 minutes
- Activity 1 .....15 minutes
- Activity 2 .....30 minutes
- Conclusion .....30 minutes

### STANDARDS CONNECTIONS

Standards for this lesson can be viewed online at the LEAF website ([leafprogram.org](http://leafprogram.org)).

### FIELD ENHANCEMENT CONNECTION

This lesson ties closely with *Field Enhancement 2, Are Forests Important Today?*

**“That land is a community is the basic concept of ecology, but that land is to be loved and respected is an extension of ethics.”**

★ Aldo Leopold ★

**“I took a walk in the woods and came out taller than the trees.”**

★ *Henry David Thoreau* ★

## BACKGROUND INFORMATION

Wisconsin is fortunate to have the forests that it has. With nearly half of the state covered in forests, they are not only a plentiful resource, but also an extremely important resource. Our forests contribute greatly to the quality of life we all enjoy by playing key roles in our ecologic, economic, and social well-being.

- Forests provide a variety of important ecological functions, including habitat for wildlife, removing carbon dioxide, producing oxygen, cooling the air, cycling matter, and reducing erosion of soil into our lakes, streams, and rivers.
- The **economy** of Wisconsin is highly dependent on our forests. Approximately one in five people employed in Wisconsin works for a forest-related industry, which includes the manufacture of products from forest materials.
- Forest recreation and related **tourism** provide the state a major economic boost. They provide important social outlets for relaxation and stress reduction.
- **Urban forests** (forests made up of the trees in an urban area) provide these same values, plus reduce noise, block winds, and provide a relaxed setting for human life.


The way we manage our forests has changed drastically as the need for balancing cultural, ecologic, economic, and social needs has emerged. Although, as individuals, each of us may place different levels of value on each of these needs, all are necessary to maintain our quality of life. Today we manage forests to provide for many needs – now and for the future. This type of management is referred to as **sustainable management**.

## MATERIALS LIST



### For Each Student

- Piece of paper (11"x17")
- Crayons or markers
- Scissors

### For the Class

- Copy of Student Page , **Fabulous Forest Team Answer Sheet**
- YouTube video from LEAF/WCEE YouTube page *Made in Wisconsin: Forest Products Sustain Our State* found at [youtube.com/watch?v=7v2dt5EHgs0](https://youtube.com/watch?v=7v2dt5EHgs0)
- YouTube video *CBS Court of Champs* found at [youtube.com/watch?v=yI5tOPmVG6g](https://youtube.com/watch?v=yI5tOPmVG6g)
- Menominee Tribal Enterprise website *2" Strip Basketball Court Flooring* found at [mteewood.com/WoodSuppliers/BasketballFlooring](https://mteewood.com/WoodSuppliers/BasketballFlooring)

### For the Teacher

- Google resources to support this lesson can be found at [uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides](https://uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides)
- Copy of Teacher Pages  **1A-B, Doctor Treebody Script**
- Copy of Teacher Key  **1A-B, Fabulous Forest Answer Key**
- Google resource: *Educator Slideshow\_ Lesson 6\_Doctor Treebody* (optional)
- Google resource: *Educator Slideshow\_ Lesson 6\_Fabulous Forests Game Show*
- Doctor Treebody Costume Items (optional; e.g., brown pants, green shirt, big glasses, suit coat, lab coat, tie, etc.)

## VOCABULARY

**Economy:** The prosperity of an area based on the trading of money for products and services.

**Environment:** The air, water, soil, and organisms that surround and affect us.

**Sustainable Management:** Maintenance of forests to meet current and future ecological, economic, and social needs.

**Tourism:** An industry that makes money by providing services to people who come to an area for vacation.

**Urban Forest:** The trees and associated living organisms in an urban area.

## PROCEDURE

### Introduction

Tell your students that they are going to learn why Wisconsin's forests are still extremely important today. Ask them to think about how forests were important to people who lived in Wisconsin in the past. Remind them to think about the First Nations of Wisconsin and how the forests were important to them. (*Forests provided all their basic needs including food, materials for shelter, and materials for transportation [canoes].*)

Remind students of the European settlers and again ask them how forests were important to these early settlers. (*Forests provided materials to build their homes, fuel to heat their homes, food, jobs, and money for a new economy.*)

Ask your students to recount what happened to Wisconsin's forests from early settlement until today. (*Forests were cut down for lumber, the land was sold to farmers, farmers couldn't make it in many areas, and we eventually replanted the forests.*) Tell your students that Wisconsin's forests have indeed gone through many changes. Throughout this time, forests were an important part of Wisconsin, even after the forests were gone.

### Activity 1

1. To get into the spirit of things, turn around and put on the costume items you have brought to transform you into Doctor Treebody. Introduce yourself as "Doctor Treebody" and pull up the slideshow you are going to share with students. Begin reading Teacher Pages 📖 **1A-B, Doctor Treebody Script** to the students. If you do not dress up, you may instead tell students that you have a letter and presentation to share with them from Doctor Treebody. Have fun with this.
2. At the end of the script, turn around again, remove your costume items, and once again become the teacher. Tell your students that they are going to participate in something called a brainstorm. Describe to the students that brainstorming is the gathering of everyone's ideas about a particular topic. As they come up with ideas, you will write them somewhere everyone can see them. One person's idea often helps someone else come up with an even better one. Because of that, no idea is silly or wrong, it just helps contribute to all the ideas.
3. Write "Why are Wisconsin's forests important?" Ask students to raise their hands and tell you why they think Wisconsin's forests are important. Tell them that they may use ideas from Doctor Treebody's presentation or their own ideas. As they give you their ideas, write them down.
4. Once you have created a list of ideas, tell students that each of these contribute to our well-being. Ask students if they can think of a way to categorize these items. Ask them to think about how they may have been categorized in Doctor Treebody's presentation. You may need to help them, so remind them that forests are important for:
  - environment or ecological importance
  - economy (products, jobs, tourism)
  - things related to culture
  - things like recreation, which we will refer to as social

- Write “Environment,” “Economy,” “Culture,” and “Social” where students can see the words.
- Go through the list the students generated and ask them to share which category they think each item fits under. Some items may fit under more than one category, others may not be apparent. These might be things that just plain make life easier. For now, place these example items under social.
- Ask the students if one of these categories is more important to them than another. Their answers will vary. Ask them to explain why. Tell them that their examples show that we all value the forest for different reasons. Tell them that each of these areas of importance (ecological, economic, cultural, and social) contribute to our well-being, something we call our quality of life. In other words, forests impact how well we live.

## Activity 2

- Tell students that they are going to watch two videos. Tell them that at the end, they will divide into teams and participate in a mock game show called “Fabulous Forest.” Show the *Made in Wisconsin: Forest Products Sustain Our State* and *CBS Court of Champs* videos. Pull up the Menominee Tribal Enterprise website link to the *2” Strip Basketball Court Flooring* page. Read the information on the page aloud.
- Divide the class into groups of four to five students. Tell them that you are going to play a quiz game show called “Fabulous Forest.” Tell the teams they will be given a question (you can read it aloud and use the game show slideshow to project it). They will have 30 seconds to come up with an answer and write it on Student Page **1, Fabulous Forest Team Answer Sheet**. At the end of the 30

seconds, you will ask each group to share their answer. After each group shares their answer, you will tell them which answer is correct and record a score for their group, then move to the next question (see Teacher Key **1A-B, Fabulous Forest Answer Key**). At the conclusion of the game questions, tell students that although a particular group may have won the game “Fabulous Forest,” we are all winners. We are all winners, because Wisconsin’s forests are all of our forests.

## Conclusion

Give each student an 11"x17" piece of paper. Ask students to create a poster that shows at least three reasons why forests are important to them. Each of the three reasons should be from a different category – culture, ecology, economy, and social well-being. Once students have finished creating their posters, have each student share aloud why Wisconsin’s forests are important to them. Have each student begin by saying, “Wisconsin’s forests are important to me because...” and then list their three things. When you have concluded this sharing, have students find a place in the hallway or other location in the building to hang their poster for other students to see.

## CAREERS

There are three career profiles in this lesson:

- McKaylee Duquain - GIS and Inventory Forester at Menominee Tribal Enterprises (see page 189)
- Sarah Gilbert - Park Ranger for the Wisconsin Department of Natural Resources (see page 190)
- Cheryl Todea - Executive Director and Environmental Educator from Trees for Tomorrow (see page 191)

A careers lesson that uses this information begins on page 222.

## SUMMATIVE ASSESSMENT

Have students write a six paragraph reflection. The first paragraph should introduce why forests are important to them. The second, third, fourth, and fifth paragraphs, respectively, should discuss how not having forests would affect our culture, environment/ecology, economy, and social well-being. The final paragraph should be a conclusion and sum up why we need to use our forests wisely.

## SOURCES

### Books/Articles/Fact Sheets

Finan, A. S. *Wisconsin Forests at the Millennium: An Assessment*. Madison, WI: Wisconsin Department of Natural Resources, 2000. PUB-FR-161 2000.

Mittermaier, B. *Wisconsin Forests Forever*. Wisconsin Forest Resource Education Alliance, 2000.

Northeast-Midwest State Foresters Alliance. *Urban Forestry Facts: Wisconsin*. [www.nmsfa.org/wp-content/uploads/2022/06/Wisconsin\\_Fact-Sheet\\_UF-Economic-Analysis.pdf](http://www.nmsfa.org/wp-content/uploads/2022/06/Wisconsin_Fact-Sheet_UF-Economic-Analysis.pdf).

Wisconsin Department of Natural Resources. *Forest Economy: State of Wisconsin Fact Sheet*. 2020. [dnr.wisconsin.gov/sites/default/files/topic/ForestBusinesses/factSheetStatewide2020.pdf](http://dnr.wisconsin.gov/sites/default/files/topic/ForestBusinesses/factSheetStatewide2020.pdf).

## RECOMMENDED RESOURCES

### Google Resources

Additional resources to support this lesson have been created in Google format. They may be accessed on the LEAF website at: [uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides](http://uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides).

## Websites

Menominee Tribal Enterprises. *The Forest Keepers*. [www.mtewood.com](http://www.mtewood.com).

Wisconsin Department of Natural Resources. *Forest Products Industry Listings*. [dnr.wisconsin.gov/topic/forestbusinesses/industries](http://dnr.wisconsin.gov/topic/forestbusinesses/industries).

Wisconsin Department of Natural Resources. *Forestry and the Wisconsin Economy*. [dnr.wisconsin.gov/topic/forestbusinesses/factsheets](http://dnr.wisconsin.gov/topic/forestbusinesses/factsheets).

## Wisconsin Forest Tales

Pferdehirt, Julia. *Chapter 6: Timber-r-r-r Thieves, Wisconsin Forest Tales* (P. Harden, Illus.) with input from Frechette, J., Hoffman, M. and the Menominee History Committee (University of Wisconsin-Stevens Point, Stevens Point, WI: Natural Resource Foundation of Wisconsin, LEAF - Wisconsin's K-12 Forestry Education Program, and Wisconsin DNR. Black Earth: Trails Custom Publishing, 2004.

In Chapter 6, readers learn about the value of timber through the eyes of Paul, a boy in sixth grade who is intent on stopping thieves from stealing trees from his family's land. Print copies of the book are available to check out through LEAF ([leafprogram.org](http://leafprogram.org)) and a classroom set is included in the LEAF 4th Grade Kit ([uwsp.edu/wcee/wcee/kits](http://uwsp.edu/wcee/wcee/kits)). All Wisconsin educators can request a complimentary copy from the LEAF program as well by emailing [leaf@uwsp.edu](mailto:leaf@uwsp.edu). Online PDFs of Chapters 6 can be found on the DNR website [dnr.wisconsin.gov/education/WisconsinForestTales](http://dnr.wisconsin.gov/education/WisconsinForestTales).

## Career Profile

### McKaylee Duquain, GIS and Inventory Forester

Meet McKaylee Duquain. McKaylee is the Geographic Information Systems (GIS) and inventory forester for Menominee Tribal Enterprises (MTE). MTE is owned and operated by the Menominee Indian Tribe of Wisconsin. MTE uses sustainable forest management to produce high quality wood. McKaylee's job is to observe and collect information on all 11,000 groups of trees (stands) in the Menominee Forest. Then, she makes a plan for each stand of trees based on what is best for the forest.

McKaylee knows that the Menominee ancestors fought for the land and took care of the forests for a long time. She wants to make sure the forest stays healthy and strong for the future. To do this, McKaylee takes time to meet the stands of trees. This means she spends time with the groups of trees and learns as much as she can about them. She uses that information to make a plan for each stand. The plan might say that some trees should be cut, or that all the trees should be cut, or that certain trees, like pines, should be encouraged to grow. McKaylee checks on the stands regularly and changes their plans if needed. If a stand is not ready to be cut when the plan says it should be, the cutting will be delayed. If there is a big storm that knocks down a lot of trees, the plan for that stand needs to be changed so the trees can be cut earlier.



**McKaylee Duquain**

McKaylee went to college at the University of Wisconsin-Madison and earned a degree in Forestry to become a GIS and Inventory Forester. She always liked plants and nature so forestry was a good fit for her. Before working for MTE, she spent a summer working for the U.S. Forest Service in Minnesota and doing a tree count (census) in Puerto Rico. She learned a lot from those experiences, but she was happy to come back home to work for MTE.

McKaylee's favorite thing about her job is knowing that she is making decisions that will help the forest in the long run. She also thinks it's great to have a job that helps her feel more connected to the land. If you want to help take care of forests like McKaylee, she says it is important to get experience in the field as soon as you can. She would love to see local native students who are interested in forestry working as interns at MTE.

## Career Profile

### Sarah Gilbert, Park Ranger



**Sarah Gilbert**

Meet Sarah Gilbert. Sarah is a park ranger for the Wisconsin DNR. Chances are, if you visit a Wisconsin state park, Sarah, or someone like Sarah will be there to welcome you. Every day on the job is different for Sarah, which makes being a park ranger an adventure. Sarah works at both Council Grounds State Park in Merrill and Rib Mountain State Park in Wausau.

Sarah's job includes educating people, helping visitors, taking care of the park, and making sure everyone follows the rules. Sarah designs programs and activities that help people enjoy and learn about the park. She also answers questions and works with volunteers who help at the park. Sarah manages the campsites at Council Grounds and helps mow grass, take care of trees, and clean park buildings so everyone can enjoy the parks. Sarah also makes sure that

all visitors have vehicle passes and are following park rules.

Sarah's love for nature started when she was a young kid growing up in a small town in central Wisconsin. Her family spent a lot of time outdoors and her dad was a science teacher. She followed in her dad's footsteps and went to college at the University of Wisconsin-Stevens Point (UWSP). At UWSP, Sarah met a lot of friends who were studying forestry. When she was helping them study for a tree identification test, she realized that forestry was a good fit for her too. She earned her degree in forestry, completed an internship at a county park, and worked as an environmental educator and interpreter before she finally got her dream job as a park ranger in 2018.

She says most people working as Park Rangers have a college degree in natural resources, forestry, or a related field. Experience in the outdoors is important too. She says, "Go to different places, volunteer, and try new things because it gives you new skills and perspectives." If you want to work for the parks, Sarah says you need to be flexible about where you want to live and comfortable working with people. Sarah's favorite part of her job is seeing people happy and enjoying being outdoors at the park. If you love nature and making people smile, being a park ranger could be the perfect adventure for you.

## Career Profile

### Cheryl Todea, Executive Director

Meet Cheryl Todea. Cheryl is the executive director at Trees for Tomorrow in Eagle River, Wisconsin. She is responsible for leading the organization, managing budgets, and helping with fundraising. Before becoming the executive director, Cheryl worked as an environmental educator at Trees for Tomorrow.

As an environmental educator, Cheryl taught people of different ages and group sizes about topics like forestry, water, recreation, and wildlife. She would take students on hikes and canoe trips where they would learn outdoor skills and make observations in the field using both their senses and tools. Cheryl taught students about different subjects using the scientific process and encouraged them to apply their knowledge by exploring the natural world around them.

Cheryl grew up in southern Wisconsin and attended a program at Trees for Tomorrow when she was in high school. She knew she wanted to be a teacher but did not want to work in a traditional school setting. After talking to environmental educators about their education and jobs, she decided to study natural resource management – environmental education at the University of Wisconsin-Stevens Point. After graduating, she found an internship at Trees for Tomorrow and eventually became a full-time educator in 2001. Over the years, Cheryl has been promoted to different leadership

positions within the organization. Cheryl said to do her job well she must be a good communicator and have a basic understanding of how ecosystems work.

Despite growing up in a city, Cheryl's camping experiences with her family helped her feel comfortable being outdoors. These experiences along with school trips to Trees for Tomorrow and Treehaven, gave her valuable learning opportunities. One of Cheryl's favorite parts of her job is making a lasting impact on her students. She enjoys the variety of work that comes with being an environmental educator and the chance to spend time outside. If you want to be an environmental educator like Cheryl, she says you should explore different internships and part-time jobs to discover what you are most passionate about.



**Cheryl Todea**



**NOTES**

Lined writing area for the left column, featuring horizontal lines and a light green leaf graphic in the lower half.

**NOTES**

Lined writing area for the right column, featuring horizontal lines and a light green leaf graphic in the lower half.

# DOCTOR TREEBODY SCRIPT

Google slideshow to use with presentation can be found at  
[uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides](http://uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides)

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Hi! I'm Doctor Treebody, and I've got a story to tell you about why Wisconsin's forests are important. How important are they? Glad you asked. Why, they are so important that without them we wouldn't have habitat for wildlife, lumber for our homes, cool places to hike, or jobs for many people. They produce the oxygen we breathe and, oh yeah, did I mention toilet paper?

I've just spent the last year traveling through Wisconsin forests. Your teacher invited me to share some of the cool things that Wisconsin's forests do for you.

Imagine we are in a Wisconsin forest. Think about the trees – oaks, maples, and pines. Anyone see more than trees? I've seen white-tailed deer, black bears, and wild turkey here before, and small animals like chipmunks, chickadees, and blue spotted salamanders. This forest is a great habitat for wildlife. It provides everything they need to live.

Hey, did you know that forests provide things we need to live too? Take a look at this tree leaf. This leaf is a factory. As the sun shines on the leaf, a process inside the leaf called photosynthesis takes place. The leaf takes in carbon dioxide, which is a gas all animals breathe out. During photosynthesis, the carbon dioxide from the air is combined with water (from the soil) to make sugar and oxygen. The tree uses the sugar to help it grow and the oxygen is released into the air. This is helpful to us and animals since we all need oxygen to grow.

Take a deep breath. Wow, that was made by a tree.

Leaves on trees do other things too. Imagine how cool it is under a tree compared to out in the sun. And, when it rains, trees act like a big umbrella. They help keep the ground dry and they slow down the rain drops. This helps keep soil beneath the tree from washing away. Leaves that have fallen on the ground do that too.

Forests do a lot to help our environment. This is pretty important stuff. But that's just part of the reason forests are important. Not only are they important to the environment, they also are important to our economy.

I know that's a big word you might not know. Let's look at forests and how they relate to the economy.

Hey, how many of you use products that come from forests? There are about 5,000 things that come from trees alone. We don't have time to look at all of these, but let's look at a few. The first thing that probably comes to mind is lumber. How many of you live in a house or apartment? What is it built from? Although you may not be able to see it on the outside, lumber is a key part of your house – from the walls and doors to the roof.

## DOCTOR TREEBODY SCRIPT

Lumber is just one thing that comes from forests, we only have 4,999 more to go. Think about your bathroom. You've got toilet paper, but that's not all. I can think of four things made from forests that many homes have. Mouthwash, toothpaste, shampoo, and shaving cream. These items are made from the sap of trees or from fibers found in the cell walls of trees.

I'm kind of hungry. Think about what's in your kitchen. I love chocolate ice cream and, believe it or not, ice cream too, has fibers from the cell walls of trees. I also love apples, pears, peaches, and plums – these all come from trees. Now let's think about what's in your cupboards.

Napkins, paper plates, and a cutting board. These are all made from trees right here in Wisconsin. Do you get the picture, or do I need to tell you about the other 4,985 things? As you can see, Wisconsin's forests are really important for products. Making those products means jobs.

Speaking of jobs, do any of you have family that works in the forest products industry? There are many jobs in the forest. Loggers harvest the trees. Truckers haul them to the sawmill. At the sawmill, operators use machines to cut the wood into boards.

Lumber is transported to factories that make windows, furniture, toothpicks, or the stuff in your kitchen. More than 58,000 people in Wisconsin make their living from forest products. Every 10 jobs in the forest products industry support 12 other jobs in the state. In all, the forest products industry is responsible for 130,000 jobs and over \$37 billion.

Oh, I forgot something else cool about forests. Many people enjoy camping, fishing, canoeing, hiking, and more in Wisconsin's forests. Forests play an important role in what we call tourism. Tourism is the industry related to people participating in all the recreational opportunities in our state.

But that is not all – people have been connected to Wisconsin's forests for thousands of years. Cultural traditions like maple sugaring, basket making, hunting, and gathering all rely on the forests which is one reason it is so important to take care of our forests for future generations.

I don't know about you, but I think forests in Wisconsin are pretty important. I've been all over the world, and not every state and country has forests that provide all the things Wisconsin's forests do.

**Every job in the forest products industry supports 12 other jobs in the state. In all, the forest products industry is responsible for 130,000 jobs and over \$37 billion.**

# FABULOUS FOREST ANSWER KEY

1. **Which of these ARE a benefit of Wisconsin forests?**

(1 point per correct answer; more than one answer allowed.)

- ▶ a. Provide shade and cool surroundings
- ▶ b. Reduce erosion of soil
  - c. Give off carbon dioxide for people and animals to breathe (Nope; they give off oxygen)
- ▶ d. Provide habitat for many animals
- e. None of the above

2. **About how many different products come from Wisconsin trees/forests?**

(1 point for the correct answer.)

- a. 50
- b. 500
- ▶ c. **5,000**
- d. 50,000
- e. 500,000

3. **Which of these ARE made from trees?**

(1 point per correct answer; more than one answer allowed.)

- ▶ a. **Toothpaste**
- b. Mountain Dew
- ▶ c. **Ice cream**
- ▶ d. **Parmesan cheese**
- e. Cough drops (cough syrup is, not cough drops)

4. **Which activity is NOT usually enjoyed in a forest?**

(1 point for the correct answer.)

- a. Mountain biking
- b. Fishing
- c. Geocaching
- ▶ d. **Kite flying**
- e. Camping

5. **Foresters do many jobs in the forest, which of the following is the MOST important?**

(1 point for the correct answer.)

- a. Speak to visitors about the forest
- ▶ b. **Manage the forests sustainably to meet human needs and keep the environment healthy**
- c. Control wildlife populations
- d. Prepare for and plan timber harvests
- e. I don't know

6. **10 jobs in forest products support how many additional jobs in Wisconsin?**

(1 point for the correct answer.)

- a. 3
- b. 6
- c. 9
- ▶ d. **12**
- e. 24

7. **How long has Wisconsin led the country in the production of paper?**

(1 point for the correct answer.)

- a. Wisconsin is not the leader in paper production
- b. < 10 years
- c. 10-25 years
- d. 25-50 years
- ▶ e. **> 50 years**

8. **Sustainable forestry provides the following types of benefits:**

(1 point for the correct answer.)

- a. Ecologic, Economic, Cultural, Physical
- ▶ b. **Ecologic, Economic, Cultural, Social**
- c. Ecologic, Futuristic, Cultural, Social
- d. Athletic, Economic, Cultural, Social
- e. Cosmic, Ecologic, Economic, Social

## FABULOUS FOREST ANSWER KEY

9. Which Wisconsin First Nation has supplied wood for NCAA Final Four basketball courts?

(1 point for the correct answer.)

- a. Ho-Chunk
- ▶ b. Menominee
- c. Ojibwe
- d. Potawatomi
- e. Stockbridge-Munsee

10. What types of trees did Chief Oshkosh suggest the Menominee cut/harvest?

(1 point per correct answer; more than one answer allowed.)

- a. Trees in the way of the sunrise or sunset
- ▶ b. Mature trees
- c. Saplings
- d. Only the strongest healthiest trees
- ▶ e. Sick trees
- ▶ f. Fallen trees

11. How many generations do the Menominee think about when managing their forests?

(1 point for the correct answer.)

- a. Only this generation
- b. The last generation
- c. The next generation
- d. The next 3 generations
- ▶ e. The next 7 generations
- f. The next 11 generations

12. What is the name of the material in trees that can be used to help make things thicker?

(1 point for the correct answer.)

- a. Bark
- ▶ b. Cellulose
- c. Glucose (Sugar)
- d. Leaves
- e. Pulp
- f. Roots

13. How much money does the forest products industry generate in Wisconsin?

(1 point for the correct answer.)

- a. About \$35,000
- b. About \$350,000
- c. About \$3,500,000
- d. About \$35,000,000 (thirty-five million)
- ▶ e. About \$35,000,000,000 (thirty-five billion)

14. Who benefits from Wisconsin forests?

(1 point per correct answer; more than one answer allowed.)

- ▶ a. Animals
- ▶ b. Everyone living in Wisconsin
- c. Nobody
- d. Only people who work in the forest
- e. Only people who like camping
- ▶ f. People living in other states who buy Wisconsin forest products

15. What is the most important forest benefit to you?

(1 point per correct answer; more than one answer allowed.)

- ▶ a. Ecologic (i.e., provides oxygen and habitat for animals)
- ▶ b. Economic (i.e., provides jobs and products)
- ▶ c. Cultural (i.e., connection to traditions)
- ▶ d. Social (i.e., used for recreation)
- e. Other \_\_\_\_\_ (only award points for "other" if they list an item that does not fit within ecologic, economic, cultural, or social.)

# FABULOUS FOREST TEAM ANSWER SHEET

TEAM NAME: \_\_\_\_\_

Question	Circle Your Team's Answer(s)	Point(s) Awarded
1	A    B    C    D    E	
2	A    B    C    D    E	
3	A    B    C    D    E	
4	A    B    C    D    E	
5	A    B    C    D    E	
6	A    B    C    D    E	
7	A    B    C    D    E	
8	A    B    C    D    E	
9	A    B    C    D    E	
10	A    B    C    D    E    F	
11	A    B    C    D    E    F	
12	A    B    C    D    E    F	
13	A    B    C    D    E	
14	A    B    C    D    E    F	
15	A    B    C    D    E _____	
<b>TOTAL POINTS</b>		