

Listed below are the Wisconsin learning standards correlations for the LEAF lessons in the 4th grade lesson guide. On the following pages, you will find the standards listed by lesson along with a brief explanation of how they are addressed by each lesson.

LESSON 1: NATIVE AMERICANS AND THE FOREST

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 1.D; ENR 1.E; ENR 2.B; ENR 2.G; ENR 4.F; ENR 6.D; ENR 6.F; ENR 6.G; ENR 7.A; ENR 8.E; ENR 10.A

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.B.i

Students examine how Wisconsin's First Nations altered forests to provide their basic needs.

Explore; ELS.EX2.C.i

Students investigate how the use of forest resources shaped the lives of Wisconsin's First Nations.

Explore; ELS.EX3.A.i

Students compare and contrast how Wisconsin's First Nations used forests in Wisconsin.

Explore; ELS.EX3.C.i

Students describe how Wisconsin's First Nations managed forests to meet their needs.

Engage; ELS.EX5.C.i

Students identify how Wisconsin's First Nations managed forests to meet their needs, and how the use of forest resources shaped their lives.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Reading: Key Ideas and Detail; R.4.1

Students use text to compare and contrast the experiences of Wisconsin's First Nations.

Reading: Integrations of Knowledge and Ideas; R.4.8

Students explain how claims in the text are supported by relevant reasons and evidence.

Writing: Text Type and Purposes; W.4.2

Students write informative and opinion pieces in which they compare and contrast the experiences of two of Wisconsin's First Nations using relevant reasons and evidence.

Writing: Text Type and Purposes; W.4.3

Students create writing that utilizes organization, transitions and words that help compare and contrast the experiences of two of Wisconsin's First Nations.

Writing: Inquiry to Build and Present Knowledge; W.4.9

Students read and utilize facts from informational texts about Wisconsin's First Nations to support analysis and reflection.

Speaking & Listening: Comprehension and Collaboration; SL.4.1, SL.4.2, SL.4.3

Speaking & Listening: Presentation of Knowledge and Ideas; SL.4.4

Language: Vocabulary Acquisition and Use; L.4.2, L.4.4

Language: Conventions of Standardized English; L.4.5 and L.4.6

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

Geography: Population and Place; SS.GEOG2.A.3,

Students compare and contrast Wisconsin First Nation communities.

Geography: Population and Place; SS.GEOG2.B.5

Students compare and contrast Wisconsin First Nation communities.

Geography: Impact of Movement; SS.GEOG2.C.5

Students describe changes in First Nation and European settler populations in Wisconsin over time.

Geography: Characteristics of Place; SS.GEOG4.A.4

Students compare and contrast the human characteristics of Wisconsin's First Nations.

History: Cause; SS.HIST1.A.I

Students use evidence to draw conclusions about probable causes of historical events, issues and problems related to the logging of Wisconsin's forests.

History: Effect; SS.HIST.1.B.I

Students use evidence to draw conclusions about probable effects of historical events, issues and problems related to the logging of Wisconsin's forests.

History: Patterns of Change over a Period of Time; SS.HIST.2.B.I

Students describe patterns of change in Wisconsin's forests, First Nation lands, and population over time.

History: Perspective; SS.HIST.3.B.I

Students identify different historical perspectives regarding the forest history of Wisconsin.

History: Contextualization; SS.HIST.2.C.I

Students analyze Wisconsin's First Nations to understand why their contributions are important to historical change and continuity.

History: Perspective; SS.HIST.3.B.I

Students identify different historical perspectives regarding the people who have inhabited Wisconsin's forests over time.

LESSON 2: FORESTS BUILT OUR STATE

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 1.E; ENR 2.B; ENR 2.G; ENR 4.F; ENR 6.B; ENR 10.A

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.B.i

Students explore how the use of Wisconsin's forest resources affected the locations of Wisconsin's First Nation and European settlements.

Explore; ELS.EX2.C.i

Students investigate how Wisconsin's First Nations and European settlers relied on Wisconsin's forests and how access to forest resources shaped the state.

Explore; ELS.EX3.C.i

Students describe how Wisconsin's First Nations and European settlers in Wisconsin interacted with their environment.

Explore; ELS.EX4.B.i

Students explore how Wisconsin's forests provided resources, jobs and income for Wisconsin's First Nations and European settlers.

Explore; ELS.EX5.A.i

Students investigate how Wisconsin's First Nations and European settler's views of forest use affected how they used the resource.

Engage; ELS.EX5.C.i

Students identify how Wisconsin's First Nations managed forests to meet their needs, and how the use of forest resources shaped their lives.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS**Reading: Key Ideas and Details; R.4.1**

Students infer why cities popped up across the state based on maps of where sawmill, paper mills, and rivers were located in the 1800's.

Reading: Key Ideas and Details; R.4.3

Students use evidence from text to explain events in history that lead to cities being established along waterways that supported the forestry industry through sawmills, manufacturing of goods, and paper mills.

Reading: Integrations of Knowledge and Ideas; R.4.8

Students explain how claims in the text are supported by relevant reasons and evidence.

Writing: Text Type and Purposes; W.4.2

Students write informative and opinion pieces in which they explain how forests helped build Wisconsin, how settlers and the forest industry changed the lives of First Nation people living in Wisconsin or how settlers and the forest industry changed the forests of Wisconsin using relevant reasons and evidence.

Writing: Text Type and Purposes; W.4.3

Students create writing that utilizes organization, transitions and words to support their writing.

Writing: Inquiry to Build and Present Knowledge; W.4.9

Students read and utilize facts from informational texts to support analysis and reflection.

Speaking & Listening: Comprehension and Collaboration; SL.4.1, SL.4.2, SL.4.3**Speaking & Listening: Presentation of Knowledge and Ideas; SL.4.4****Language: Vocabulary Acquisition and Use; L.4.2, L.4.4**

Language: Conventions of Standardized English; L.4.5 and L.4.6

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

Geography: Tools of Geography; SS.GEOG1.A.4-5

Students summarize how the location of rivers in Wisconsin were significant to Wisconsin's First Nations and European settlers.

Geography: Impact of Movement; SS.GEOG2.C.5

Students describe changes in First Nation and European settler populations in Wisconsin over time.

Geography: Urbanization; SS.GEOG2.D.4-5

Students identify the location and patterns of cities in Wisconsin over time.

Geography: Characteristics of place; SS.GEOG4.A.4

Through the comparison of several maps, students investigate how people may view places in Wisconsin differently.

Geography: Human Environment Interaction; SS.GEOG5.A.3-4

Students compare the positive and negative effects of human actions on forests and land over time.

Geography: Interdependence; SS.GEOG5.B.5

Students examine how human actions modify the forests.

History: Patterns Over Time; SS.HIST2.I

Through the comparison of several maps of Wisconsin, students will analyze recognize and evaluate patterns of continuity and change over time.

History: Perspective; SS.HIST.3.B.I

Students identify different historical perspectives regarding the forest history of Wisconsin.

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Artistic Process Respond; A.A.R.6-8.I

Through the comparison of several maps, students investigate how forest product industries played a major role in the settlement of Wisconsin.

LESSON 3: HELP WANTED – LUMBERJACKS

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 1.E; ENR 2.B; ENR 2.F; ENR 2.G; ENR 4.F; ENR 8.B; ENR 10.A

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.EX2.C.i

Students explore the process of historic logging in Wisconsin and recognize the role forests played in providing building material for other areas in the growing nation.

Explore; ELS.EX4.B.i

Students investigate the relationship between Wisconsin's early forest resources, the national demand for lumber, and the lumbering jobs that were created by that demand.

Explore; ELS.EX5.C.i

Students identify how Wisconsin's First Nation and European settlers used forests and how the forests impacted the growth of the state and nation.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Reading: Key Ideas and Details; R.4.1

Students refer to text in discussing order of logging process and infer how Wisconsin played a role in building the nations. Students also infer what each job title is in the lumber camp from the text read aloud to them.

Reading: Key Ideas and Details; R.4.2

Students summarize how each person had a job to do from the text.

Reading: Key Ideas and Details; R.4.3

Students explain the correct order in which each job took place in the lumber camps.

Reading: Craft and Structure; R.4.4

Students match the meaning of jobs in the lumber camps to terms used today for that job.

Reading: Craft and Structure; R.4.5

Students describe the chronological order the jobs take place in the lumber camp during discussions.

Speaking & Listening: Comprehension and Collaboration; SL.4.1, SL.4.2, SL.4.3

Speaking & Listening: Presentation of Knowledge and Ideas; SL.4.4

Language: Vocabulary Acquisition and Use; L.4.2, L.4.4

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

Geography: Population and Place; SS.GEOG2.A.3

Students compare and contrast types of communities during the logging era in Wisconsin that include both logging camps and Wisconsin's First Nations.

Geography: Population and Place; SS.GEOG2.B.5

Students investigate the push and pull factors of movement in Wisconsin related to logging.

Geography: Impact of Movement; SS.GEOG2.C.5

Students describe changes in First Nation and European settler populations in Wisconsin over time.

Geography: Characteristics of Place; SS.GEOG4.A.4

Students compare and contrast the human characteristics of logging camps and Wisconsin's First Nation Reservations.

Geography: Human Environment Interaction; SS.GEOG5.A.3-4

Students compare the positive and negative effects of human actions on forests and land over time.

Geography: Interdependence; SS.GEOG5.B.5

Students examine how human actions modify the forests

History: Cause; SS.HIST1.A.I

Students use evidence to draw conclusions about probable causes of historical events, issues and problems related to the logging of Wisconsin's forests.

History: Effect; SS.HIST.1.B.I

Students use evidence to draw conclusions about probable effects of historical events, issues and problems related to the logging of Wisconsin's forests.

History: Patterns of Change over a Period of Time; SS.HIST.2.B.I

Students describe patterns of change in Wisconsin's forests, First Nation lands, and population over time.

History: Contextualization; SS.HIST.2.C.I

Students analyze Wisconsin's First Nations to understand why their contributions are important to historical change and continuity.

History: Perspective; SS.HIST.3.B.I

Students identify different historical perspectives regarding the forest history of Wisconsin.

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Artistic Process Create: Investigate and Make; A.A.CR.4.I, A.A.CR.6.I

Students draw illustrations visually depicting the details from a story.

Artistic Process Present: Develop Meaning, Communicate, Share; A.A.PR.4.I, A.A.PR.5.I, A.A.PR.6.I.

Students share illustrations that depict the details from a story.

Artistic Process Connect; 1.1.cn.4.i

Students take information they have gathered from reading a story and draw pictures to visually illustrate specific jobs that were part of 19th century logging in Wisconsin.

LESSON 4: BROKEN DREAMS

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 1.D; ENR 1.E; ENR 2.B; ENR 4.A; ENR 4.B; ENR 4.F; ENR 6.F; ENR 6.G; ENR 7.A; ENR 8.A; ENR 8.E; ENR 10.A

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; EL5.C1.B.i

Students explain the displacement of Wisconsin's First Nations during the cutover and how Wisconsin's cutover forests became failed farms for European settlers, and why abandoned farmland became public land.

Explore; ELS.EX2.C.i

Students discuss why the soils and climate of northern Wisconsin were not well-suited for farming after the forests were heavily logged, and how failed farms shaped the state's cultural history.

Explore; ELS.EX3.A.i

Students compare stories of immigrant families that tried to farm in Wisconsin's cutover region and an Ojibwe family who was living on the Bad River Reservation.

Explore; ELS.EX5.C.i

Students identify how catastrophic fires fueled by the historic logging period, along with failed farming on cutover lands, led to the creation of public forest lands in Wisconsin

Engage; ELS.EN6.A.i

Students identify how heavy historic logging led to poor soils and catastrophic fires, which led to the need for reestablishing forests and changing forestry practices.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Reading: Key Ideas and Details; R.4.1

Students use specific examples from letters to tell audiences about their family and what they faced in starting a life in Wisconsin.

Reading: Key Ideas and Details; R.4.3

Students use historical documents to determine what might have happened to each family and if they were successful.

Reading: Craft and Structure; R.4.4

Students become familiar with terms such as "cut over" and "tax delinquent."

Reading: Integration of Knowledge and Ideas; R.4.7

Students use background information on a family to examine the family's ability to succeed at farming a cutover piece of land.

Reading: Integration of Knowledge and Ideas; R.4.9

Students use research materials provided from several texts to present their family's plight. Students are able to read and comprehend several related texts on the history of the settlement of Wisconsin.

Writing: Text Type and Purposes; W.4.1

Students reflect on how their family's dream to own land turned out and include where they settled, their hardships, successes, and failures.

Speaking & Listening: Comprehension and Collaboration; SL.4.1, SL.4.2, SL.4.3

Speaking & Listening: Presentation of Knowledge and Ideas; SL.4.4

Language: Vocabulary Acquisition and Use; L.4.2, L.4.4

Language: Conventions of Standardized English; L.4.5 and L.4.6

WISCONSIN ACADEMIC STANDARDS FOR SOCIAL STUDIES

History: Cause; SS.HIST.1.A.I

Students use evidence to draw conclusions about probable causes of historical events, issues and problems related to the logging of Wisconsin's forests.

History: Effect; SS.HIST.1.B.I

Students use evidence to draw conclusions about probable effects of historical events, issues and problems related to the logging of Wisconsin's forests.

History: Patterns of Change over a Period of Time; SS.HIST.2.B.I

Students examine a variety of sources of information including pictures, letters, bills of sale, deeds, bank notes, and descriptions to determine whether their family succeeds or fails at farming the cutover.

History: Contextualization; SS.HIST.2.C.I

Students examine a variety of sources of information to understand the lives of a family farming the cutover.

History: Perspective; SS.HIST.3.B.I

Students identify different historical perspectives regarding the forest history of Wisconsin.

LESSON 5: I SAW IT ON THE 6 O'CLOCK NEWS

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 1.D; ENR 1.E; ENR 2.B; ENR 2.G; ENR 4.F; ENR 6.D; ENR 6.F; ENR 6.G; ENR 7.B; ENR 8.B; ENR 8.E; ENR 9.A; ENR 10.A

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.B.i

Students indicate how forest product needs were met while the forest regenerated, following the historic cutover period.

Explore; ELS.EX2.C.i

Students read about the relationship between the historic cutover period, the Great Depression, the Civilian Conservation Corps, and the reestablishment of Wisconsin's forests.

Explore; ELS.EX5.B.i

Students discuss how Wisconsin's forests changed following the cutover period and the subsequent regrowth period.

Explore; ELS.EX5.C.i

Students identify how humans shaped and managed forest systems in Wisconsin following the cutover period.

Engage; ELS.EN6.B.i

Students describe how humans promoted regrowth and renewability of Wisconsin's forests following the cutover period.

Engage; ELS.EN6.C.i

Students discuss how forests can be used as renewable resources, differing from their nonrenewable use during the historic logging period.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Reading: Key Ideas and Details; R.4.1

Students list the historical events of reestablishing forests in Wisconsin on a timeline.

Reading: Key Ideas and Details; R.4.3

Students list events in chronological order in which they took place.

Reading: Integration of Knowledge; R.4.7

Students interpret the loss of forests through animations by removing students from a map of Wisconsin placed on the floor.

Reading: Integration of Knowledge; R.4.9

Students are able to read and comprehend several related texts on the history of the settlement of Wisconsin.

Writing: Text Types and Purposes; W.4.1

Students take notes of relevant information noting what each speaker did and when it occurred in history.

Speaking & Listening: Comprehension and Collaboration; SL.4.1, SL.4.2, SL.4.3

Speaking & Listening: Presentation of Knowledge and Ideas; SL.4.4

Language: Vocabulary Acquisition and Use; L.4.2, L.4.4

WISCONSIN ACADEMIC STANDARDS FOR SOCIAL STUDIES

History: Patterns of Change over a Period of Time; SS.HIST.2.B.I

Students use notes they have taken during a mock newscast to put events on a timeline.

LESSON 6: FORESTS ARE IMPORTANT TO YOU AND ME

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 1.E; ENR 2.B; ENR 2.C; ENR 6.A; ENR 6.C; ENR 6.D; ENR 9.A; ENR 10.A

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.B.i

Students examine how forests help humans meet their needs, and how that can impact forest systems.

Explore; ELS.EX2.C.i

Students identify that humans depend on forests for products and services, and discuss the importance of forests to our economy, environment, and social well-being.

Explore; ELS.EX4.B.i

Students examine how forests can be a sustainable, renewable resource that meets many of our economic, environmental, and social needs.

Engage; ELS.EN6.A.i

Students describe the ecological role of forests.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Reading: Key Ideas and Details; R.4.1

Students refer to relevant details and evidence when explaining what the Doctor Treebody script says explicitly and implicitly.

Reading: Craft and Structure; R.4.4

Students determine the meaning of words, phrases, figurative language, academic, and content-specific words in the Doctor Treebody script.

Speaking & Listening: Comprehension and Collaboration; SL.4.1, SL.4.2, SL.4.3

Speaking & Listening: Presentation of Knowledge and Ideas; SL.4.4

Language: Vocabulary Acquisition and Use; L.4.2, L.4.4

WISCONSIN ACADEMIC STANDARDS FOR ART AND DESIGN

Artistic Process Create: Investigate and Make; A.A.CR.4.I, A.A.CR.6.I

Students draw illustrations visually depicting why forests are important to them.

Artistic Process Present: Develop Meaning, Communicate, Share; A.A.PR.4.I, A.A.PR.5.I, A.A.PR.6.I.

Students share about illustrations they made that show why forests are important to them.

Artistic Process Connect; 1.1.cn.4.i

Students take information they have gathered from listening to the Doctor Treebody script and draw pictures to visually illustrate why forests are important to them.

LESSON 7: SUSTAINING OUR FORESTS

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 1.D; ENR 1.E; ENR 2.B; ENR 2.D; ENR 3.D; ENR 4.F; ENR 6.B; ENR 6.C; ENR 6.D; ENR 6.F; ENR 7.C; ENR 8.B; ENR 8.E; ENR 9.A; ENR 10.A

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Explore; ELS.EX5.A.i

Students explain how the Menominee and Stockbridge-Munsee Tribes work to sustain forests. Students explain that citizens have a responsibility to be stewards of the environment, and list choices they can make to sustain our forests.

Explore; ELS.EX5.C.i

Students recall historic uses and changes of forests in Wisconsin and how those uses and changes led to our contemporary sustainable use model.

Engage; ELS.EN6.B.i

Students explain that citizens have a responsibility to be stewards of the environment, and list choices they can make to sustain our forests.

Engage; ELS.EN6.C.i

Students understand that forest stewardship can lead to renewable, sustainable forest resources.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Reading: Key Ideas and Details; R.4.1

Students refer to the “Very Wise Story” to draw inference on the meaning of the fable **Reading:**

Key Ideas and Details; R.4.2

Students summarize how the Menominee and Stockbridge Munsee work to sustain their forests.

Reading: Key Ideas and Details; R.4.3

Students explain the correct order in which each job took place in the lumber camps.

Reading: Craft and Structure; R.4.6

Students compare and contrast stories about the Menominee and Mohican Forests.

Reading: Integration of Knowledge and Ideas; R.4.9

Students use different endings to compare how this changes the meaning of the story.

Speaking & Listening: Comprehension and Collaboration; SL.4.1, SL.4.2, SL.4.3

Speaking & Listening: Presentation of Knowledge and Ideas; SL.4.4

Language: Vocabulary Acquisition and Use; L.4.2, L.4.4

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

Political Science: Political Participation; SS.PS3.A.5

Students participate in a jigsaw reading of dilemma cards containing personal/civic options and debate what actions would help sustain forests.

Economics: Choices and Decision Making; SS.ECON.1.A.3

Students participate in a jigsaw reading of dilemma cards containing consumer choices and debate what actions would help sustain forests.

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Artistic Process Create: Investigate and Make; A.A.CR.4.I, A.A.CR.6.I

Students draw illustrations visually depicting how they can sustain forests.

Artistic Process Present: Develop Meaning, Communicate, Share; A.A.PR.4.I, A.A.PR.5.I, A.A.PR.6.I.

Students share about illustrations they made that show how they can sustain forests.

Artistic Process Connect; 1.1.cn.4.i

Students take information they have gathered from the lesson and draw pictures to visually illustrate how they can sustain forests.

CAREERS EXPLORATION

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.E; ENR 10.A; ENR 10.B

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Engage; ELS.EN6.C.e

Students learn about jobs related to forests and forestry.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Reading: Key Ideas and Details; R.4.1

Students refer to the forestry career profile to infer the education, skills, and interests needed to be successful in that forestry career.

Reading: Key Ideas and Details; R.4.2

Students summarize a specific forestry-related career.

Reading: Craft and Structure; R.4.4

Students determine the meaning of words, phrases, figurative language, academic and content-specific words in a forestry career profile..

Writing: Text Type and Purposes; W.4.2

Students write an informative poster about a forestry-related career.

Writing: Text Type and Purposes; W.4.3

Students create writing that utilizes organization, transitions and words to support their writing.

Writing: Inquiry to Build and Present Knowledge; W.4.9

Students read and utilize facts from informational texts to support their creation of a forestry-related career poster.

Speaking & Listening: Comprehension and Collaboration; SL.4.1, SL.4.2, SL.4.3

Speaking & Listening: Presentation of Knowledge and Ideas; SL.4.4

Language: Vocabulary Acquisition and Use; L.4.2, L.4.4

Language: Conventions of Standardized English; L.4.5 and L.4.6

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Artistic Process Create: Investigate and Make; A.A.CR.4.I, A.A.CR.6.I

Students draw illustrations visually depicting a help-wanted poster for a specific forestry career.

Artistic Process Present: Develop Meaning, Communicate, Share; A.A.PR.4.I, A.A.PR.5.I, A.A.PR.6.I.

Students share about illustrations they made that depict a help-wanted poster for a specific forestry career.

Artistic Process Connect; 1.1.cn.4.i

Students take information they have gathered from the lesson and draw pictures to visually illustrate the skills and education needed for a specific forestry career.

FIELD ENHANCEMENT 1: UNLOCKING A FOREST'S PAST

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 2.B; ENR 6.A; ENR 6.B; ENR 6.E

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.B.i

Students investigate the natural and cultural history of a forest plot.

Connect; ELS.C1.C.i

Students investigate objects and characteristics of a forest plot to identify patterns and make predictions about its history.

Explore; ELS.EX3.C.i

Students hypothesize about a forest's history by investigating clues and describe how humans have influenced the history of that forest.

Explore; ELS.EX5.B.i

Students describe how humans have influenced the history of a particular forest and predict how that forest might have looked in the past.

Explore; ELS.EN5.C.i

Students describe how humans have influenced the history of a particular forest and predict how that forest might have looked in the past.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Writing: Text Types and Purposes; W.4.2

Students write about events that took place on the property and develop the description of happened in an orderly and sequential method.

Writing: Inquiry to Build and Present Knowledge; W.4.7

Students research a property first-hand to find historical clues and write several paragraphs about how humans have influence that piece of land.

Speaking & Listening: Comprehension and Collaboration; SL.4.1, SL.4.2, SL.4.3

Speaking & Listening: Presentation of Knowledge and Ideas; SL.4.4

WISCONSIN STANDARDS FOR MATHEMATICS

Math: Measurement and Data; 4.MD.A.2

Students solve word problem by converting circumference to DBH.

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

History: Contextualization; SS.HIST.2.C.I

Students study clues and collect data about a particular forest to determine how it was used by people in the past.

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Artistic Process Create: Investigate and Make; A.A.CR.4.I, A.A.CR.6.I

Students draw illustrations visually depicting how a forest looked in the past.

FIELD ENHANCEMENT 2: ARE FORESTS IMPORTANT TODAY?

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.B; ENR 2.B; ENR 2.C; ENR 6.A; ENR 6.C; ENR 6.D; ENR 9.A

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.B.i

Students examine how forests help humans meet their needs, and how that can impact forest systems.

Connect; ELS.C1.B.i

Students complete a hands-on, outdoor investigation of how a forest meets diverse human needs.

Explore; ELS.EX2.C.i

Students identify that humans depend of forests for products and services, and discuss the importance of forests to our economy, environment, and social well-being.

Explore; ELS.EX4.B.i

Students examine how forests can be a sustainable, renewable resources that meets many of our economic, environmental, and social needs.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Writing:Text Types and Purposes; W.4.1, W.4.2, W.4.3

Students write in detail about what life would be like without any forest, and how they would fill their free time.

Speaking & Listening: Comprehension and Collaboration; SL.4.1, SL.4.2, SL.4.3

Speaking & Listening: Presentation of Knowledge and Ideas; SL.4.4

MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Artistic Process Create: Investigate and Make; A.A.CR.4.I, A.A.CR.6.I

Students draw illustrations visually depicting forest values.

FIELD ENHANCEMENT 3: SEARCHING FOR BASIC NEEDS

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.A; ENR 1.F; ENR 2.B; ENR 4.A; ENR 6.A; ENR 6.B; ENR 6.C; ENR 6.D

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Explore; ELS.EX2.B.i

Students list what a tree needs to grow.

Explore; ELS.EX5.A.i

Students explain that citizens have a responsibility to be stewards of the environment and identify that planting a tree is one way to be a forest steward.

Engage; ELS.EN6.B.i

Students explain that citizens have a responsibility to be stewards of the environment and identify that planting a tree is one way to be a forest steward.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Writing: Inquiry to Build and Present Knowledge; W.4.7

Students research a tree species and determine its characteristics.

Writing: Inquiry to Build and Present Knowledge; W.4.8

Students recall relevant information on what trees need for survival and steps of planting trees.

Speaking & Listening: Comprehension and Collaboration; SL.4.1, SL.4.2, SL.4.3

Speaking & Listening: Presentation of Knowledge and Ideas; SL.4.4

Language: Vocabulary Acquisition and Use; L.4.2, L.4.4