CAVOC 7th grade Fall Science Curriculum

(Cedric A. Vig Outdoor Classroom)

Suggested Schedule- Fall

Time/Period	ROPES	MATH	SCIENCE	HEALTH	ENGLISH	FACE
8:30 - 9:30		History-	Guest	Speaker		
9:30 - 10:05	1	2	3	4	5	6
10:10 - 10:45	6	1	2	3	4	5
10:50- 11:00	Snack Break	Snack Break	Snack Break	Snack Break	Snack Break	Snack Break
11:05 - 11:40	5	6	1	2	3	4
11:45 - 12:20	4	5	6	1	2	3
12:20 -12:50	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:50- 1:25	3	4	5	6	1	2
1:30 - 2:05	2	3	4	5	6	1
2:05 - 2:15	Clean / Up	Clean / Up	Clean / Up	Clean / Up	Clean / Up	Clean / Up

Classification of Northern Wisconsin Trees
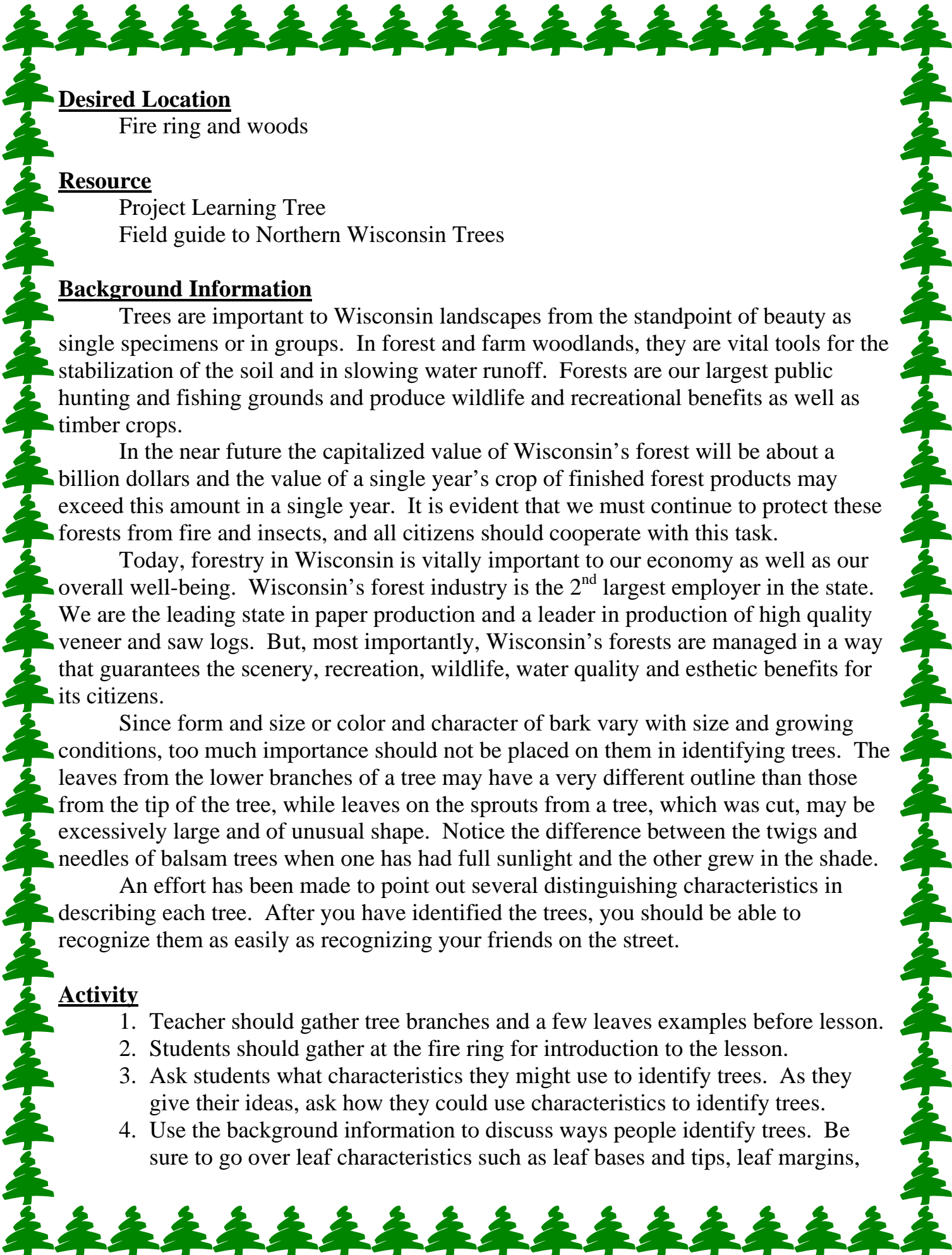
(~ 35 minutes)

Objective for Unit

Students will learn to identify trees of Northern Wisconsin using a field guide to trees.

DPI Standards for Environmental Education

C.8.1, C.8.2, C.8.3, C.8.4, C.8.5, C.8.6, C.8.7- Science Standards

Materials

Field guide to Northern Wisconsin Trees
Clipboards
Pencils
Worksheet
Collection containers
Glue

Desired Location
Fire ring and woods

Resource
Project Learning Tree
Field guide to Northern Wisconsin Trees

Background Information
Trees are important to Wisconsin landscapes from the standpoint of beauty as single specimens or in groups. In forest and farm woodlands, they are vital tools for the stabilization of the soil and in slowing water runoff. Forests are our largest public hunting and fishing grounds and produce wildlife and recreational benefits as well as timber crops.

In the near future the capitalized value of Wisconsin's forest will be about a billion dollars and the value of a single year's crop of finished forest products may exceed this amount in a single year. It is evident that we must continue to protect these forests from fire and insects, and all citizens should cooperate with this task.
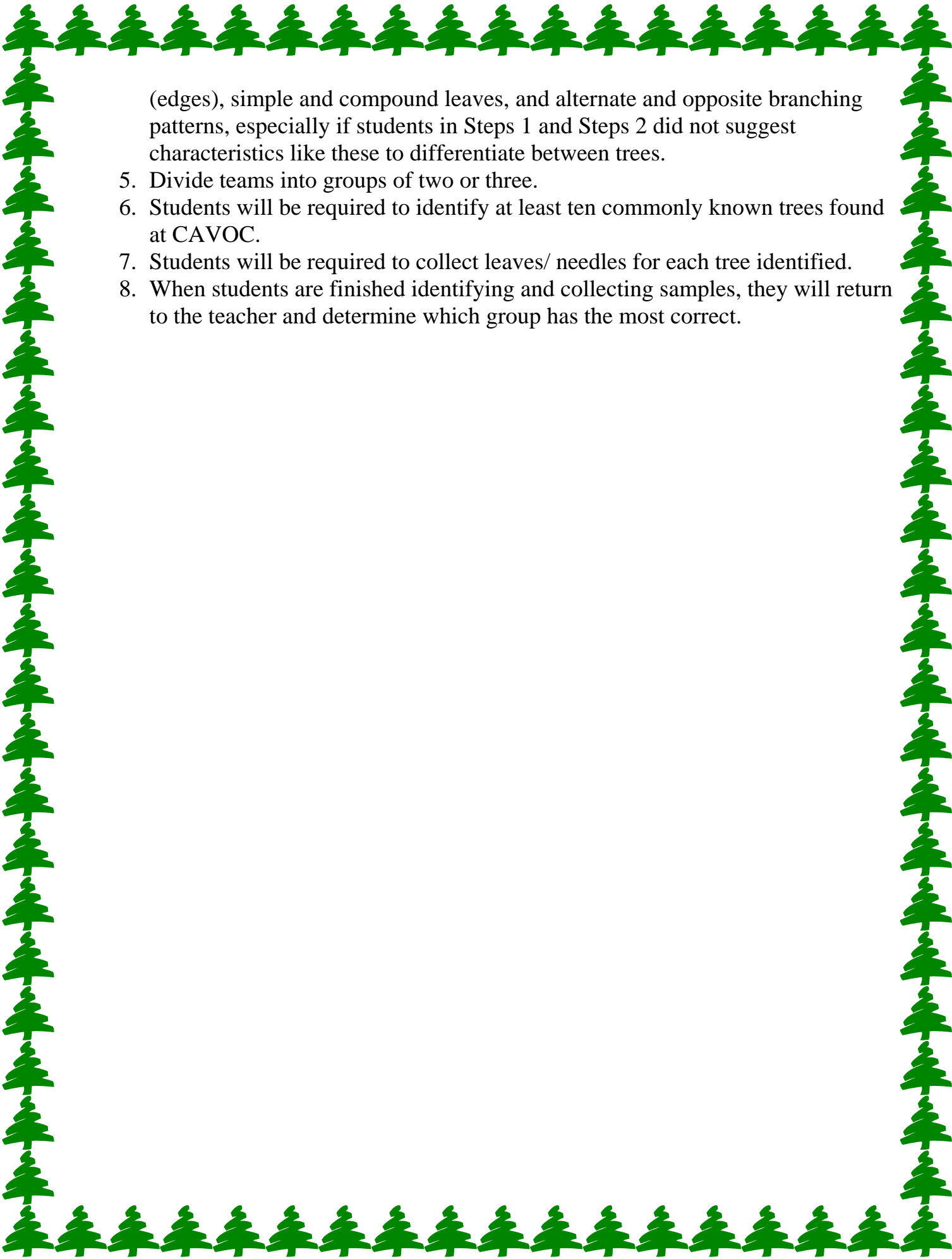
Today, forestry in Wisconsin is vitally important to our economy as well as our overall well-being. Wisconsin's forest industry is the 2nd largest employer in the state. We are the leading state in paper production and a leader in production of high quality veneer and saw logs. But, most importantly, Wisconsin's forests are managed in a way that guarantees the scenery, recreation, wildlife, water quality and esthetic benefits for its citizens.

Since form and size or color and character of bark vary with size and growing conditions, too much importance should not be placed on them in identifying trees. The leaves from the lower branches of a tree may have a very different outline than those from the tip of the tree, while leaves on the sprouts from a tree, which was cut, may be excessively large and of unusual shape. Notice the difference between the twigs and needles of balsam trees when one has had full sunlight and the other grew in the shade.

An effort has been made to point out several distinguishing characteristics in describing each tree. After you have identified the trees, you should be able to recognize them as easily as recognizing your friends on the street.

Activity
1. Teacher should gather tree branches and a few leaves examples before lesson.
2. Students should gather at the fire ring for introduction to the lesson.
3. Ask students what characteristics they might use to identify trees. As they give their ideas, ask how they could use characteristics to identify trees.
4. Use the background information to discuss ways people identify trees. Be sure to go over leaf characteristics such as leaf bases and tips, leaf margins,

(edges), simple and compound leaves, and alternate and opposite branching patterns, especially if students in Steps 1 and Steps 2 did not suggest characteristics like these to differentiate between trees.

5. Divide teams into groups of two or three.
6. Students will be required to identify at least ten commonly known trees found at CAVOC.
7. Students will be required to collect leaves/ needles for each tree identified.
8. When students are finished identifying and collecting samples, they will return to the teacher and determine which group has the most correct.