

Would Wood Be Needed for My Job?

Standards Addressed

Environmental Education Standards:

- A. Questioning and Analysis: A.4.1 and A.4.2.
- C. Environmental Issue Investigation Skills: C.4.1 and C.4.3.

Key Concepts/ Content

- 🌲 To realize the impact forests have on employment.
- 🌲 To view the value of forests for statewide employment figures.
- 🌲 To realize there are diverse community jobs that are dependent on the forest industry.

Getting Ready

Either write the following paragraph on the board or put it on a transparency:

“Forest industries are the largest manufacturing employment sector in 28 Wisconsin counties, second in 9 counties, and third in 5 counties. In addition to the 97,000+ direct employees, another 200,000 jobs are dependent on the forest products industry.”

From *A Look at Wisconsin's Forests*, (see the reference section for this activity).

Materials Needed

- 🌲 Newspaper employment ads and/or yellow pages from the telephone book for each group of three students
- 🌲 Copy of *A Look At Wisconsin's Forests* brochure

Procedures

1. Read the quote from the brochure about state employment or ask the students to read the quote. Ask the students what types of jobs might be related to the forest industry.

2. Have the students brainstorm a list of jobs that are related to the forest industry in their community. To assist with this, students can use employment ads and/or the yellow pages to find local jobs that are dependent on forests, such as a local siding company that sells cedar siding or the copy store that prints invitations and newsletters. The following is a suggested list of headings from the yellow pages:

books	cards	construction services
construction	christmas trees	consulting foresters
printers	antiques	arboretums
tree service	landscaper	boats/docks
furniture	cardboard & packaging	
paper	and many more	

3. You may want to have students work in groups of three, assigning each person a task such as reader, writer, and reporter as they list names of local services and businesses that are dependent on the forest industry.
4. Have the groups report back during group discussion.


**Evidence of
Student
Understanding**

Have students write a description of the job they found most interesting and how it was related to the forest industry. Prepare the report for others.

**References/
Resources**

 DNR brochure: *A Look At Wisconsin's Forests* (included in packet)

 <http://www.forestinfo.org/CoolFacts>

 <http://www.domtar.com/arbre/english/start2.htm>
<http://www.domtar.com/abre/english/saviez.htm>

 <http://www.fl-ag.com/forest/woodyou.htm>