WHAT IS A TREE GOOD FOR?

Recommended for Grades K-5

Wood products are "green" because wood is a renewable resource. As we clear land, we can replant saplings to be used again in the future. This activity can be modified to meet the needs of your students based on grade level.

OBJECTIVE:

This is a simple lesson or resource to use to enhance your study of nature, industry, goods and services, etc. that encourages students to be aware of the world around them, specifically the products we use and where the materials used to make them come from.

WHAT TO DO:

Suggested for K-2
As a class, make an example list of a few items that are made from trees. Divide class into equal groups or partner with another classmate. Ask your groups/pairs to walk the room, identifying objects in the room that have been made from a tree and record it on a sheet of paper. Challenge students to keep this list going as they move from place to place around the school building throughout the day. Students can also keep this list going at home. Compile student information and have fun creating different graphs/charts to represent information gathered. Depending on grade level, students can pick out their favorite use of a tree (or come up with their own creative possibility) and use their imaginations to write/draw a picture of it, or write a story from the perspective of a tree that is cut down, made into a usable object and then used by people.

Suggested for grades 3-5
- Watch this DNR [video](#) about the science of forestry and learn about the transformation from tree to useful product. There is a short worksheet provided below for students to follow as they watch.
- Using above activity of identifying objects we use made from trees to set the stage, choose an object identified by students and pull YouTube videos about the manufacturing of these items.
- Identify the steps or changes that take place from tree to product, noting what human involvement takes place and reflecting on what purpose that item serves.
- Is there a better way to produce this product or do you see the use of this product diminishing over time, becoming obsolete in the future?
- Example item: Pencils: https://www.youtube.com/watch?v=qqs3fxfmWr4

STANDARDS:
Social Studies
1.3.4 Identify and describe physical features* and human features* of the local community including home, school and neighborhood.
*physical features: geographic features that occur in nature, such as land and water forms, natural vegetation and wildlife
*human features: features created by humans, such as buildings, cities, roads and farms
 1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources.
1.4.1 Identify goods (tangible objects, such as food or toys, that can satisfy people's wants and needs) that people use.
1.4.3 Compare and contrast different jobs people do to earn income.
1.4.4 Describe how people in the school and community are both producers (people who use resources to provide goods or services) and consumers (people who use goods or services).

3.3.11 Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.
3.3.13 Identify and describe how human systems and physical systems have impacted the local environment.
3.4.2 Give examples of goods and services provided by local business and industry.

Indiana Expeditions Video Worksheet

Name: _____

1. We depend on trees for the _____ we breathe. How do trees depend on us?
    _____

    _____
2. What makes up a forest? List at least 3 things.

    _____   _____   _____
3. Today's forests cover _____ % of the world's total land area.
4. _____ million years ago, the land that is now Indiana was _____.
5. Just _____ years ago, Indiana was full of trees that were up to _____ feet tall.
6. Most of Indiana's trees are _____. What does this mean?
    _____

    _____
7. Indiana land in 1840 was about _____% forested.
8. Why did early settlers clear the land of trees?

    _____
9. By 1920, Indiana was about _____% forested.
10. Charles Dean was Indiana's first state _____.
11. Today Indiana has about 4.5 _____ acres of forested land.
12. How is veneer (paper thin sheets of wood) used today?
    _____

    _____
13. In the veneer factory, nothing is wasted. _____ removed from logs can be sold as
    _____ we use in the landscaping around our homes.
14. Who or what are doing the work in the veneer factory? _____
    Why do you think this is important?

    _____

    _____

15. Where was the first wood chair test developed?

    _____
    Why do we need to test the strength of chairs?

    _____

    _____
16. What is something you can do to help preserve our Indiana forests?

    _____

    _____

ANSWER KEY:

1. Air
2. Shrubs, bugs, wildlife, vines
3. 30%
4. 500
5. 250
6. Deciduous – they lose their leaves in the fall
7. 85%
8. Early settlers planted crops to sustain their life. They also sold additional crops to help purchase other items they wanted or couldn't make themselves.
9. 5 or 6%
10. Forester
11. Million
12. Veneer can be used to cover any surfaces and give it the appearance of wood.
13. Bark – mulch
14. People and machines. People operate and maintain machines to do faster, more efficient work. The faster you make a product, the more product you can make and sell. People also evaluate the quality of the work the machines do before they sell their products.
15. Purdue University – Testing improves wood products for the future. Other acceptable answers include making them safer, to hold and distribute weight, other ideas students may have.
16. Accept a variety of answers like planting a tree, going for a hike in the forest and staying on the trail, buying wood products (they are green, renewable resources), learning more about forests, becoming a forester, etc.