

PROJECT DESIGN: OVERVIEW				page 1
Name of Project: Wood You Believe How Much We Need Trees!			Duration: 10 weeks	
Subject/Course: Earth Science		Teacher(s):		Grade Level: 6th
Other subject areas to be included, if any: Language Arts, Visual Art, Technology, Social Studies				
Key Knowledge and Understanding (CCSS or other standards)	<p>S6E6. Obtain, evaluate, and communicate information about the uses and conservation of various natural resources and how they impact the Earth. b. Design and evaluate solutions for sustaining the quality and supply of natural resources such as water, soil, and air.</p> <p>SS5E3 Describe how consumers and producers interact in the U. S. economy. b. Describe how people earn income by selling their labor to businesses.</p> <p>VA6.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom. b. Explore the connection between personal artistic creation and one’s relationship to local and global learning communities. c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</p>			
Success Skills (to be taught and assessed)	Critical Thinking/Problem Solving		X	Self-Management
	Collaboration		X	Other: Communication
Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	<p>Students will take on the role of environmental scientists and research sustainable ways to utilize and improve the industry of forestry while safeguarding the environment. They will read about uses for forests, do field work to identify trees in their community, collaborate with organizations in the state such as Tall Timbers, Ichauway, the Georgia Forestry Commission, the Georgia Forestry Association, the University of Georgia and Abraham Baldwin Agricultural College to understand how to use trees wisely and analyze environmental data gathered by others. Individually, students will formulate a report on the importance of trees and the various ways the forest is used for economical purposes. As a team, students will use a presentation tool (i.e. SWAY, Google Slides, SeeSaw, iMovie, etc.) to create a report on ways to engage in forest conservation and sustainable practices accompanied by a short two-minute commercial on the importance of forest conservation. They will present and explain their findings to partners in education who depend on wood products for their business making them aware of the importance of working forests, forest conservation and sustainable practices.</p>			
Driving Question	How can we, as environmental scientists, help protect the forests in Georgia?			
Cross-Cutting Concept	Cause and Effect			
Disciplinary Core Idea	Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth’s environments can have different impacts (negative and positive) for different living things.			
EQ	How do humans have an impact on the diversity and stability of ecosystems?			
Entry Event	<p>Day 1: Ask students to imagine what their classroom would look like if our forests were not protected. Give each student sticky notes and ask them to walk around the classroom and label all of the products made from wood and discuss how this impacts their lives. Introduce the video, Conservation Programs Help Preserve Forest Land, Create Green Space at https://youtu.be/yCse2PWfk9M and discuss the importance of trees, especially to Georgia’s land and economy.</p>			

PROJECT DESIGN: OVERVIEW				page 2
Products	<p>Individual: Reports on the various ways forests are used for economical purposes and ways to conserve Georgia's forests.</p> <p>Team: Presentation on forest conservation and sustainable practices in addition to a short two-minute public service announcement on the importance of forest conservation.</p>	<p>Specific content and competencies to be assessed: ELAGSE6W2 (writing): Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Specific content and competencies to be assessed: ELAGSE6SL4 (speaking/listening): Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. ELAGSE6SL5 (speaking/listening): Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>		
Making Products Public (include how the products will be made public and who students will engage with during/at end of project)	Students will listen to guest speaker(s) who will help launch the project to identify the importance and benefits of forestry. The guest speaker(s) will also be an audience member when students present their reports on the best practices for sustaining and conserving forests. Students will also present their leaf collage art piece that shows the various trees in their community.			
Resources Needed	On-site people, facilities: outdoor access to school campus, media center specialist, ELA teacher, technology integration specialist			
	Equipment: laptops, iPads or tablets, Internet access			
	Materials: science journals, collection of various leaves, Leafsnap app (free), digital portfolio, Pic Collage app (free)			
	Community Resources: environmental agency outreach representative(s) and local business partner representative			
Reflection Methods (how individual, team, and/or whole class will reflect during/ at end of project)	Journal/Learning Log	X	Focus Group	
	Whole-Class Discussion	X	Fishbowl Discussion	
	Survey		Other: Digital Portfolio	X
<p>Notes: Georgia has 24.7 million acres of forestland providing 144,000 jobs and generating a \$35.2 billion economic impact. As a result, forestry is Georgia's second largest industry. Prior to starting the PBL lesson, contact your local environmental agency's (i.e. forestry, conservation, nature centers, 4-H, etc.) outreach program to request a guest speaker who will discuss their role in using sustainable forestry practices or conservation of forests. Involve the school's business partners or other local businesses that depend on wood products and wood cellulose to discuss the importance of wood products for their business (i.e. Georgia-Pacific). Consider inviting a forester to the class to discuss the sustainable practices of working forests.</p>				