



Performance Task: Forest Management



PART 1: Research Student Directions:

Your assignment:

Ever thought about being a forester and working on a tree farm? You have been asked to research this career and to explain why forest management is important to the economy of Washington State. After listening to a story, viewing two videos, and reading an article, you will write an explanatory essay where you explain the importance of this career and describe what life might be like as a forester, managing a tree farm. Your essay will be shared with other students who are learning about careers in the Washington State forest Industry.

Steps you will be following:

To plan and compose your speech, you will do all the following:

1. Read one article and watch two videos.
2. Listen to a story.
3. Answer three questions about the sources.
4. Write your essay.

Directions for beginning:

You will now listen to a story, watch two videos, and read an article about forest management, taking notes with the templates provided. You may want to refer to your notes when composing your essay. You may refer to any of the sources as often as you like.

Source Information:

- | | |
|-----------------------------------|--|
| Source #1:
Picture Book | <i>The Tree Farmer</i> by Chuck Leavell and Nicholas Cravotta
(Teacher reads this story aloud as an introduction to the task.
Students take notes with teacher support.) |
| Source #2:
Article | <i>Tree Farming and Forest Management: A Career Opportunity for you!</i>
N. Skerritt and P. Otto, 2015 |
| Source #3
Video #1 | David Gabrielsen, Professional Forester in Idaho (4:09)
https://youtu.be/igsKxzPL7Ik |
| Source #4
Video #2 | Forest Fast Break: Forest Management (1:42)
https://youtu.be/MqDuldr-pb0 |

Note Taking Template



Sources	What Forest Management is	Why this job is important
<p>Picture Book: <i>The Tree Farmer</i> by Chuck Leavell and Nicholas Cravotta (Teacher Read Aloud)</p>		
<p>Video #1: <i>Forest Fast Break: Forest Management</i></p>		
<p>Video #2: <i>David Gabrielsen, Forest Manager</i></p>		
<p>Article: <i>Tree Farming and Forest Management: A Career Opportunity for You!</i></p>		

TREE FARMING AND FOREST MANAGEMENT

A Career Opportunity for You!


What would it be like to work on a farm that raises trees? Tree Farming is a very important career in Washington State. Over half of our land in Washington is devoted to forests. Private individuals own half of the forested land - that's one fourth of all the land in Washington State! These people grow, harvest, and sell trees just like a farmer might grow, harvest and sell wheat or corn.


Tree farming involves managing a forest that is the home to many different plants and animals. Sometimes tree farmers manage their land themselves, and sometimes they hire a professional forest manager, called a forester, to manage the tree farm for them. Tree farmers must protect the forest from dangers such as forest fires and disease. Like other farmers, they care


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for their crops by planting, fertilizing, pruning, and harvesting trees. Tree farmers make choices that protect the habitats in the forest when deciding what trees to harvest and where to plant new trees.

Tree farmers develop management plans for their forests. These plans take into account the following *Four Goals*:

 **Preserving animal and plant habitat:** How do we choose trees to harvest and maintain the mix of habitats for the plants and animals that live in the forest? By managing for a mix of young and old trees, tree farmers sustain a mix of plants and animals that helps to keep our forests healthy. By leaving fallen logs, dead standing trees, and large trees in streams the forest manager gives the forest a greater variety of habitats improving the health of the forest.

 **Recreation:** How do we encourage people to visit our forest and hike the trails or fish in the waters? The tree farmer can manage the forest for recreation by developing marked trails in the forested land and identifying lakes and streams where fishing is allowed. Over use of the land for recreation can create problems for the health of the forest so the forester must monitor for safe usage.

 **The Environment:** How do we maintain enough trees to help keep the water and air clean? Trees act as a filtering system to keep ground water clean and harmful gases out of our air. Management plans must include building roads so there is no erosion and leaving trees along streams to keep the water clean. This protects the health of the forest.

 **Wood Products:** How do we plan for harvesting trees to provide needed products? Harvested trees are essential for building homes, providing paper products, and many other uses in our daily lives. Harvesting trees of the right size and age is a key part of a tree farmer's management plan. Having a mix of tree ages in a forest allows tree farmers to harvest trees now for wood products while leaving trees for the future. Trees are planted every year when others are harvested to make sure this mix of tree ages continues.



TREE FARMING AND FOREST MANAGEMENT

A Career Opportunity for You!

page 2

Tree farmers have to balance these goals to decide which trees are harvested each year. They keep careful watch over the land and make sure that the farm is healthy and thriving.

Evergreen trees in Washington State take about 40 years to reach maturity. Tree farmers monitor the forest to know where the new trees are planted and where the older trees are located, selecting which trees to harvest each year. When trees are harvested, the tree farmer plants new ones in their place. This is called reforestation and is essential to the future of the tree farm.

When trees are harvested, the tree farmer plants new ones in their place.

What type of person makes a good tree farmer? People who love the outdoors, enjoy spending many hours in forested lands, and appreciate the benefits of a forest will love this job! Even people who can't own a tree farm can become foresters and work on public or private tree farms.

So, might you want to be a forest manager like a tree farmer or a forester? Imagine yourself in the outdoors surrounded by a forest of evergreens. Think about mapping this forest for water sources and plants and animals. Consider a plan that can include habitat protection, recreation, a healthy environment, and wood products. Might this be the life for you?





Performance Task: Forest Management



PART 2: Field Investigation

If possible, students should visit a managed forest and look for the benefits that are important to the management plan. They should talk with a forest manager to learn more about this important career in the state of Washington. Teachers may want to consider the following questions:

- What challenges does a forest manager face?
- Which management goal is the most challenging to reach?
- How have forest management plans changed over time and why?

In addition, teachers may want to consider one or more of the field investigations:

- Project Learning Tree: Forest for the Trees #69
- Project Learning Tree: Who Works in this Forest? #34
- Sustainable Forestry: <http://www.wfpa.org/sustainable-forestry/>

Other suggestions:



Performance Task: Forest Management



PART 3: Essay Student Directions:

You will now review your notes and sources, plan, draft, and revise your essay.

While you may use your notes and refer to the sources, you must work on your own. Now read your assignment and the information about how your essay will be scored, and then begin your work.

Your Assignment:

You have been asked to research careers in the forest industry including working on a tree farm as a forest manager. Use information from the sources you read or viewed to write an explanatory essay where you explain the importance of a forestry career and describe what life might be like as a tree farmer and forest manager. Your essay will be shared with other students who are learning about careers in the Washington forest industry. Be sure to cite your sources.

How your essay will be scored:

The people scoring your essay will be assigning scores for

1. **Statement of Purpose/Focus** – how well you clearly state and maintain your controlling idea or main idea.
2. **Organization** – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay.
3. **Elaboration of Evidence** – how well you provide evidence from sources about your topic and elaborate with specific information.
4. **Language and Vocabulary** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
5. **Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling.

Now begin work on your essay.

Manage your time carefully so that you can:

- Plan your essay
- Write your essay
- Revise and edit for a final draft



Performance Task: Forest Management



Outlining My Essay:

Introduction
What a Tree Farmer/Forest Manager does:
Why Tree Farming/Forest Management is important:
The type of person who might enjoy a forestry career:
Closing:

Informative / Explanatory Writing Rubric (Grades 6-11)

Scoring Version



Score	4	3	2	1
Statement of Purpose/Focus	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> consistent or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task 	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> controlling or main idea of the topic is clear, and the focus is mostly maintained for the purpose, audience, and task 	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling or main idea of a topic may be somewhat unclear, and the focus may be insufficiently sustained for the purpose, audience, and task 	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling or main idea of the topic may be somewhat confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, and task
Organization	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas, with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety introduction and conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident introduction and conclusion, if present, may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression
Elaboration of Evidence	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details.</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* 	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques* 	<p>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is weakly integrated, imprecise, or repetitive; references may be vague weak or uneven use of elaborative techniques*; development may consist primarily of source summary 	<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques*
Language	<p>The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response adequately elaborates ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> vocabulary is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style

Score	2	1	0
Conventions	<p>The response demonstrates a command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

NS	<p>Unintelligible, in a language other than English, off-topic, insufficient evidence (incomplete) or copied text. (Off-purpose writing will still receive a score in Conventions.)</p>
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*Elaborative techniques may include the use of personal experiences that support the controlling idea.