

## **Oregon Forest Management Policy Decision Making**

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**OVERVIEW:** Students will create mental maps illustrating their perceptions about changes in the amount of Oregon forest land, then estimate the percentage of land currently owned by various entities. They will compare and contrast their mental maps and estimates with actual data. Students will participate in a class discussion about the benefits of forest preservation, logging, and forest management. They will synthesize how diverse backgrounds and interests affect the formulation of forest management policies.

### **GEOGRAPHIC QUESTIONS:**

- 1) How does the diversity of Oregon's population and land ownership affect forest management policies?
- 2) Why is a balanced policy important in terms of both economics and environmental quality?

### **NATIONAL GEOGRAPHY STANDARDS:**

- (#2) How to use mental maps to organize information about people, places, and environments in a spatial context.
- (#13) How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- (#14) How human actions modify the physical environment.
- (#16) The changes that occur in the meaning, use, distribution, and importance of resources.

### **OREGON STATE CONTENT STANDARDS AND BENCHMARKS:**

- (CCG) Understand how people and the environment are interrelated.
- (Benchmark II) Understand how physical environments are affected by human activities.
- (CCG) Understand how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.
- (CCG) Understand the geographic results of resource use and management programs and policies.

### **GRADE LEVEL:**

5

### **OBJECTIVES:**

Students will:

- \* create mental maps showing their perceptions about the amount of past and present Oregon forest lands
- \* estimate the percentage of Oregon land owned by various entities
- \* compare and contrast mental map information and estimates with actual data
- \* analyze forest management issues from diverse viewpoints
- \* synthesize information regarding formulation of forest management policies

### **MATERIALS:**

Placards for each student  
Mini-biography for each student  
Two Oregon forest policy questionnaires for each student  
Two blank outline maps of Oregon for each student  
Fact sheet showing actual data about current Oregon forest lands compared to three-hundred years ago

Overheads showing current Oregon land ownership distribution (These can be copied from page 84 of the *Atlas of Oregon*. The colored overheads depicting various land ownership can be displayed individually and then layered to form a composite in order to compare and contrast overall ownership.)

Overhead - Fact sheet showing percentages of Oregon land ownership

Overhead - Fact sheet showing percentages of Oregon forest management distribution

Sources: <http://www.oregonforests.com>

Jensen, Edward C., *Trees to Know in Oregon*, Oregon State University Extension Service and Oregon Department of Forestry, August 1999. (Page 119)

Loy, W.G. (Ed), *Atlas of Oregon* (2nd Edition), University of Oregon Press, 2001. (Page 84)

### **PRESENTATION STEPS:**

- 1) Anticipatory set: Instruct students to create two mental maps. The first should depict their estimate of the amount of Oregon forest lands three hundred years ago. The second map should depict their estimate of the amount of Oregon forest land today. Then ask students to estimate the percentage of forest lands owned by the following entities: private ownership, big business, Indian tribes, the Federal government, and State and local governments.
- 2) Discuss as a class the factors that cause loss of forest land (e.g., fire, logging, disease, poor management, urban growth, drought). Ask the students for input; record answers on an easel or whiteboard.
- 3) Discuss which of these factors can be controlled and means to do so; i.e., regulations regarding campfires as a means of fire control, etc.
- 4) Discuss benefits of retaining forests (wildlife habitat, air quality, water stability, land stability, and recreation)
- 5) List economic benefits of logging (forest jobs, wood production, exports, school revenue, wood byproducts and related manufacturing)
- 6) Assign students identities for a role play. Give each student a mini-biography and a large laminated placard displaying his or her identity.
- 7) Distribute a set of questions about forest management policy and ask the students to decide what their opinion would be on each question based on their role play identities. Instruct students to be ready to defend their roleplay positions.
- 8) Read the first question aloud and ask students to line up based on their decisions about that question ranging from "strongly agree" to "strongly disagree".
- 9) Facilitate a discussion about reasons for the students' opinions. Proceed with this same sequence through all the questions provided.
- 10) Show students how to look up the actual data about change in the amount of Oregon forest land and about the current land ownership, using the internet or resource books. Display overheads and factsheets with actual data. Ask students to compare and contrast this information to the mental maps and estimates they created earlier. Display factsheet showing Oregon forest management entities by percentage.
- 11) As a class, discuss how the diversity of Oregon's population and forest land ownership would affect development of forest management policies.
- 12) Ask students to complete individual responses to each of the forest management questions with their own personal views and opinions about forest management. Instruct students to support their opinions with a few sentences explaining why they agree or disagree. In conclusion,

they should write a brief summary stating whether their personal opinions changed as a result of the class discussion, or whether they remained the same.

**ASSESSMENT:**

Student participation in class discussion and roleplay assignment

Review of students' completed questionnaires giving their personal opinions and supporting arguments about forest management policies

**ADAPTATIONS:**

Students with LEP could be paired with another student for role play.

Compare a map showing density of population with a map of forest land in Oregon. Analyze how the variation between population density and forest land locations might impact forest management policies. Share this information with the class.

**EXTENSIONS:**

Each individual class member could write a letter to President Bush giving their opinion about Federal management of Oregon forest lands.

In small groups, create posters and slogans supporting a particular viewpoint about forest management issues.

Interview a retired logger or sawmill worker or ask them to come visit the class to talk about how their work, the industry, and resources have changed over the years.

Make a pie chart showing current ownership of Oregon forest lands.

## STUDENT ROLEPLAY IDENTITIES AND MINI-BIOGRAPHIES

NOTE: Placard titles are underlined

### Logger

I have worked in the woods all my life and made a good living to support my family. There are too many rules and regulations governing forest management. The lumber industry is important to Oregon's economy and deserves support. Why should we support wilderness areas that only a few people can enjoy?

### Sheep Rancher

I believe that more forests should be cut down to create pasture land. Also, the wolves that live in the forest habitat are a nuisance because they kill my sheep.

### Paper Mill Worker

Paper products help to support the State's economy. I need a living wage to support my family. There are too many people involved in land management decisions.

### Save the Trees Activist

Every single tree is important. They help to keep Oregon livable, and forest habitats are very important to preserving wildlife. We need more regulations to insure that everyone is forced to preserve old growth, maintain wildlife habitats, and replant wisely.

### Saw Mill Worker

Many people have strong opinions about preserving the forests, but they don't have any idea about real forest management practices. There are regulations in place to help sustain Oregon's forest resources. Right now we need to be sure that regulations are not so strict that they hurt our ability to compete in world markets for lumber products. Oregon's strict regulations are forcing us to import logs that can be produced more cheaply out of state.

### Reforestation Tree Planter

I know that Oregon has wise land use policies, because my job is planting trees to replace those that have been logged. Most Oregon forests are being managed well.

### Teacher in a School that Receives Timber Revenue

School funding in Oregon is very poor at this time. We need all the revenue we can get from every possible resource. I believe that we need to cut as much lumber as possible while still maintaining sustained forests.

#### Tree Farm Owner

Sustaining Oregon's forests is critical. All forest owners and managers should be forced to follow strict guidelines so that younger Oregonians will have this valuable resource protected for their future.

#### Native American

We Native Americans have a great respect for nature - including trees and plants and the wildlife that live in forests. The white man has sold our resources and given up control to people who do not even live in Oregon, while many Native Americans have been forced to live on reservations. Native Americans should benefit more from timber revenues.

#### Stockholder in a Large Lumber Company like Weyerhaeuser

I invested in Weyerhaeuser stock to make a profit. If environmentalists are so concerned about protecting forests, let them contribute their own money to sustain them. They don't have any right to tell a company how to run its business.

#### Bird Watcher

I belong to the Audubon Society. Several times a year my bird watching club goes to wilderness areas to see the different types of bird species. We record the information and share it with others interested in nature preservation. Preserving bird habitats is far more important in the long term than any immediate lumber profits.

#### Politician from Washington, D.C.

Of course, ecology is important. But with the present state of the economy, we need to concentrate on stimulating production and spending and increasing jobs. We need to be sure that forest management rules do not hurt the economy. We can always put stricter rules and reforestation policies in place when the economy improves.

#### State Park Ranger

I took this job because I love working outdoors. Educating the public about the wonders of trees and forests and preservation of wildlife is a very important part of my job. A balanced forest management plan is the only way to keep our forests from being destroyed by large lumber firms who do not care about preserving Oregon's resources.

#### Federal Forest Management Official

I am responsible for managing forests in the entire Western region, not just in Oregon. I do believe in sustaining forests, but I need to consider the entire nation in forest management plans. We can't have a separate plan for each state.

#### Adopt a Wolf Sponsor

I contribute money every month to help insure that wolves have an opportunity to thrive. Saving animal lives is far more important than the money generated by logging.

#### Recreational Boater

I live in Portland, Oregon, and enjoy boating and water skiing on the weekends and during summer vacations. The only important recreational areas are near the big cities where more folks can enjoy them. Who cares about remote wilderness areas?

#### Fisheries Regulation

Logging needs to be rigidly controlled so that fish habitat is not harmed. We need to preserve salmon as well as trees.

#### Hiker

There are not enough forest trails for hiking. Many youth in live in cities have never even had a chance to visit a forest. We need to preserve our trees no matter what.

#### Member of a Wilderness Preservation Group

It will take hundreds of years to grow new trees to replace those being logged. We need to carefully think about each logging decision based on the future instead of current economic reasons. Oregon has an obligation to preserve trees for the entire nation to enjoy.

#### Professional Homebuilder

We need affordable lumber from Oregon's forests. Private timber owners can't afford to comply with all the environmental restrictions.

#### Carpenter

I'm proud to build quality buildings with Oregon lumber. We need to be sure Oregon lumber prices stay competitive.

## Forest Management Questionnaire

Please indicate your degree of agreement with each statement, ranging from 1 to 5.

1. Logging is more important than saving forest land because Oregon needs jobs.

Strongly Disagree	Agree Somewhat	Agree	Mostly Agree	Strongly Agree
1	2	3	4	5

2. Saving the spotted owl, Coho salmon, or other endangered species is more important than any money made from logging. We can never replace a species that becomes extinct.

Strongly Disagree	Agree Somewhat	Agree	Mostly Agree	Strongly Agree
1	2	3	4	5

3. The main use of Oregon's forests should be recreation, rather than harvesting trees for market.

Strongly Disagree	Agree Somewhat	Agree	Mostly Agree	Strongly Agree
1	2	3	4	5

4. Preserving wilderness areas is a waste of time and money because only a small percentage of Oregon's population benefit.

Strongly Disagree	Agree Somewhat	Agree	Mostly Agree	Strongly Agree
1	2	3	4	5

5. Regulations about logging should be stricter for private business than for public lands.

Strongly Disagree	Agree Somewhat	Agree	Mostly Agree	Strongly Agree
1	2	3	4	5

6. We need to have a balanced forest management policy that regulates logging and protects resources.

Strongly Disagree	Agree Somewhat	Agree	Mostly Agree	Strongly Agree
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1

2

3

4

5

## **Percentages of Oregon Land Ownership**

- **44%**            **Private Ownership**
- **25%**            **Bureau of Land Management**
- **25%**            **U. S. Forest Service**
- **3%**              **State of Oregon**
- **3%**              **Other Ownership**