

**TITLE:**

Passport to Oregon's Forests

**OVERVIEW:**

Students' create a camping trip itinerary to explore the forests of Oregon. They evaluate a map of Oregon to create a list of public forests that have camping facilities. After choosing one site in each of Oregon's six geographic regions, students create a chart giving the destinations', route, mileage, driving time and alternative route for each selected camping facility, from their school.

**GEOGRAPHIC QUESTIONS:**

Where are camping facilities located in the public forestlands of Oregon's physical regions and how accessible are they from your school?

**CONNECTION TO CURRICULUM:**

This lesson fits the following state and national standards. It is also consistent to meeting the district curriculum for Seventh Grade Social Studies.

**NATIONAL GEOGRAPHY STANDARDS:**

#1 How to use maps and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

**OREGON STATE CONTENT STANDARDS AND BENCHMARKS:**

Benchmark #3: Analyze information, Understand spatial relationships and Compare places

**GRADE LEVEL:**

7<sup>th</sup> Grade

**OBJECTIVES:** Students will:

- create a mental map of Oregon's public forests;
- locate the forests of Oregon on a map;
- analyze the map of Oregon's forests and compare it to their mental map;
- select one camping facility in public forest's for each of Oregon's six physical regions;
- list routes, directions, mileage and time to those campgrounds in an itinerary;
- present the information to class;

**MATERIALS:**

Blank outline map of Oregon, Triple AAA Map of Oregon, blank paper, ruler, writing utensils

**PRESENTATION STEPS:**

1. Introduction: Ask the students to make a list of all of the places that they have ever camped at. Next ask them how many of those places were in public forests.
2. Ask the students to create a mental map of the public forests of Oregon using their current level of knowledge.

3. Have the students look at the map of Oregon showing the public forests and major physical regions. Then have them compare this map with their mental maps. What forests did they not include in their mental maps? What surprised them?
4. Ask the students to locate the campsites available in public forests. They need to look in the diverse regions consisting of the Coast, Mt. Hood and the Columbia River Gorge, the Willamette Valley, Southern Oregon, Central Oregon and Eastern Oregon. After exploring these, they need to select one campsite from each region.
5. Take notes of the routes traveled from the school to chosen campsite. After the routes have been established, measure the distance using the scale on the map. After calculating the distance compute the travel time using an average of 55 mph.
6. Create a chart listing the 6 physical regions and trip itinerary requirements.
7. Present trip itinerary to class or group.

**ASSESSMENT:**

Students will be formally assessed on their data collected. The trip itinerary will be graded on a percentage scale of the completed region requirements.

**Scoring Guide**

<u>Regions Completed</u>	<u>Score</u>
6	10 points
5	9 points
4	7 points
3	5 points
2	3 points
1	1 point

**Extentions:**

Students can modify their research by adding in the time and space element of what happens when urban areas are traveled through.

Region	Name of Forest	Campsite	Distance	Travel Time
1.				
2.				
3.				
4.				
5.				
6.				

