**Environmental Science Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Forestry Period\_\_\_\_\_\_\_\_**

**Silviculture**

 **Tree Harvest Methods**

1) Which method of tree harvesting would be easiest from a logger’s point of view?

2) Which method of tree harvesting might need active intervention by humans to

 ensure regeneration?

3) Which method of tree harvesting would cause the most damage to the habitats of animals?

 Explain.

4) Which method of tree harvesting would be the least efficient means of obtaining lumber?

 Explain.

5) Which method of tree harvesting would most likely ensure a continued supply of timber for the future? Explain

Is Clear Cutting Really a Clear Issue?

**Objective:**
Students will become aware of the issues surrounding the logging method of clear cutting timber in the forest.

**Background:**
In areas where logging and timber are sources of the economy; hunters, loggers and the community have long argued the benefits of clear cutting.  Most seem to feel that clear cutting is bad for wildlife habitat and what is responsible for making the small game hunting as well as deer hunting bad.  Other points of argument are that by taking all timber, the forest does not have a chance to recover enough to give a good harvest of marketable timber.  This activity is a good one to begin a lesson on animal habitat and forest growth patterns, as well as learning the implications of clear cutting the forest setting.  One problem that should be focused on at the end of the debate:  Which is detrimental: clear cutting itself or the rate at which the lumbermen  harvest lumber?

**Method:**
Have students count by twos to separate the room. It is better to not allow a choice of sides because the target of the lesson is to make students aware of both sides of the issue.  A stronger argument can be often posed by one who is on the side opposite the one naturally chosen.

**Materials:**
None needed

**Procedure:**
1)  Separate the room into two groups.
 2)  Assign each side of the room a position of the clear cutting debate.  This is often best    done by pulling it out of a can.
 3)  Begin by giving the background information to the students.
 4)  The team opposing clear cutting has the first three minutes to make an opening statement including reason against it.  Advise students to write down these reasons for errors in logic.
  5) Team supporting clear cutting opens with a three minute statement, also giving reasons behind their position.
 6) Students have a two minute planning time where they discuss opposing arguments.
 7) Rebuttals begin with  a question and answer period, each team doing its best to use points and counterpoints.
 8) Use your judgment, when you feel enough time has passed.
 9) Two minute closing statements by each team.
10) Decide a winner if there is a clear one.