

GOOD OR BAD EFFECTS OF FIRE IN THE TUNDRA OR FOREST – WHO IS TO SAY?



Grade Level: 8-12

Alaska State Content Standards: LB3, LD1, LD4, LE2, SA14, GeoE4, GeoE6

Subject: Language Arts, Science, Geography

Skills: Analysis, Application, Generalization, Problem-Solving

Duration: 2 class periods

Group Size: 8-12

Setting: indoors

Vocabulary: short term effects, long term effects

OBJECTIVE

Students will describe some of the differing viewpoints about tundra and boreal forest fires.

TEACHING STRATEGY

Students will individually evaluate effects of fires and compare them to group evaluations. Students will discuss how different views and opinions are generated.

MATERIALS

- "Effects of Fire on the Tundra Game Cards" or

- "Effects of Fire on the Boreal Forest Game Cards", cut into cards

TEACHER BACKGROUND

Refer to the "Facts about Fire, Unit 2, Effects of Fire" for background information.

ADVANCED PREPARATION

Cut out and laminate game cards from "Effects of Fire on Tundra" or "Effects of Fire on the Boreal Forest", depending on your location.

PROCEDURE

1. Discuss with students that people perceive the effects of fires differently.
2. Divide the class into groups of 8-12 students.
3. Have students number a piece of paper 1-18 down the left side. Label two horizontal column headings across the page as "My Vote" and "Group Vote." For the student's reference, write the following answer code on the board: B = Beneficial, H = Harmful.
4. Have one student in each group read each of "Effect of Fire on the Forest or Tundra" cards to the group. Do not read references to ST(short-term) or LT(long-term). Have students write whether they think the effect is beneficial (B) or harmful (H) in the "My Vote" column.
5. When individual students have voted on **all** the effects, give each student one or two "Effect of Fire on the Forest or Tundra" cards.
6. In numerical order, have students read their cards aloud to the group and have the group vote. The group is to vote by a show of hands whether they thought the effect was beneficial or harmful. Have students record the results in the "Group Vote" column. They should record both the "beneficial" and "harmful" votes for each card.
7. Have the student who read the card tell why he or she decided the effect was beneficial or harmful.

Remember that it may be difficult to determine whether an effect was beneficial or harmful.

8. Bring the class back together to discuss the following questions with the students:
 - a. How did individual student answers compare with class answers?
 - b. Was it difficult to decide if some effects were beneficial or harmful?
 - c. If you were a developer would you have a different view than if you were a hunter or a trapper?
 - d. What are some important things to remember when facing an issue with many opposing views and interests?
9. Opinions about fire effects may be influenced by whether a person perceives the effects to be short-term or long-term. Each card is coded ST (short-term effect in 0-8 years), LT (long term effect in 9 or more years), or a combination. Write the headings "short-term," "long-term," and "combination" on the board. List each effect card under the appropriate heading (or headings). Have the class brainstorm other fire effects third write them on the board under the appropriate heading.

EVALUATION

Select several of the questions above for students on which the students should write.