Deforestation
Students learn about tropical rain forests the effects of deforestation.

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Grade Level
6-8

Duration
1-3 class periods

National Geography Standards
ELEMENT THREE: PHYSICAL SYSTEMS
8. The characteristics and spatial distribution of ecosystems on earth’s surface.

ELEMENT FIVE: ENVIRONMENT AND SOCIETY
14. How human actions modify the physical environment.

Arizona Social Studies Standard
Grade 6
Strand 4 Geography
Concept 1 The World in Spatial Terms
PO 1 Construct maps, charts, and graphs to display geographic information.

Concept 5 Environment and Society
PO 2 Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.
PO 3 Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.

Grade 7
Strand 4 Geography
Concept 1 The World in Spatial Terms
PO 1 Construct maps, charts, and graphs to display geographic information.
PO 4 Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.
Concept 5 Environment and Society
PO 3 Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.

Arizona Language Arts Standards
READING STANDARD:
Grade 6
Strand 1 Reading Process
Concept 6 Comprehension Strategies
PO 7 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.

Strand 3 Comprehending Informational Text
Concept 1 Expository Text
PO 8 Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.

Grade 7
Strand 1 Reading Process
Concept 6 Comprehension Strategies
PO 7 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.

Strand 3 Comprehending Informational Text
Concept 1 Expository Text
PO 9 Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid comprehension.

Grade 8
Strand 1 Reading Process
Concept 6 Comprehension Strategies
PO 7 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.

Strand 3 Comprehending Informational Text
Concept 1 Expository Text
PO 9 Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.

WRITING STANDARD:
Grade 6
Strand 2 Writing Components
Concept 1 Ideas and Content
PO 1 Use clear, focused ideas and details to support the topic.
PO 2 Provide content and selected details that are well suited to audience and purpose.

Concept 3 Organization
PO 1 Use a structure that fits the type of writing (e.g., letter format,
**Overview**

Everything humans do, both intentional and unintentional, affects the natural systems in which we live. We frequently try to modify our environment in an attempt to improve our lives in various ways. While the modifications may benefit some, rarely do they benefit all. This most often results in a debate as to how beneficial or detrimental the modifications are.

**Purpose**

The purpose of this lesson is to teach students about rainforests as well as the process and effects of deforestation.

**Materials**

- Tropical Rain Forest Information
- Colored pencils/crayons
- World map
- How to Write a Memo

**PO 7** Compare different points of view and research on environmental issues (e.g., land use natural resources, wildlife, biomes).

**Grade 8**

**Strand 4 Geography**

**Concept 1** The World in Spatial Terms

PO 1 Construct maps, charts, and graphs to display geographic information.
PO 4 Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.

**Concept 5 Environment and Society**

PO 1 Describe how humans modify ecosystems (e.g., deforestation and desertification).
PO 2 Describe why humans modify ecosystems (e.g., resources, economic livelihood).
PO 4 Explain how technology positively and negatively affects the environment.

**Deforestation**

- Deforestation Final Assessment
- Tropical Deforestation Reading
- Student Worksheet for Tropical Deforestation and Answer Key

**Objectives**

The student will be able to:
- identify the layers of a rainforest.
- differentiate between tropical and temperate rainforests.
- locate tropical rainforests on a map
- list reasons for and describe methods of deforestation.

**Procedures**

SESSION ONE
1. Read and discuss the Tropical Rain Forests Information. Have the students use colored pencils to complete the layers of the rain forest drawing activity.
Deforestation

2. Distribute a World map. Assist students in locating tropical rainforest regions of the world. Be sure students create a legend on their maps. Have the students list 3 or 4 characteristics of tropical rainforests on the back of their maps.

SESSION TWO

3. Read and discuss the Tropical Deforestation information. Give the students time to complete the worksheet testing their reading and writing skills.

4. Divide students into partners. Pass out the Deforestation Final Assessment. Explain how Memos are written. Have the partners decide if they will write a memo for Option A, B, or C.

SESSION THREE

11. Students should create their Memo. If time is available, some of the groups can share their work with the class.

Assessment

Geography content will be assessed through content of memo, the World map assignment, the student worksheet on deforestation, and the drawing of the rainforest correctly labeled.

Reading skills can be assessed through the student worksheet on deforestation and the labeling of the rainforest layers as well as the 3 or 4 characteristics of rain forests written on the back of the map.

The memo will be assessed for writing skills of Ideas and Organization on the Simplified 6-trait rubric. Students should score 4 or higher on the rubric.

Extensions

Students can research one life form found in the rainforest or one product derived from the rainforest environment. After researching this topic, the students can make decisions about the importance of this life form or product to the world. On a scale of 1 to 10 (ten being the highest), this life form is how important to protect at all costs.

On a scale of 1 to 10 (ten being the highest), this product is important to humans and should be provided at the cost of cutting down the rainforest.