

Lesson B3–1

Identifying the Role of Government in Forest Management

Unit B. Plant Wildlife Management

Problem Area 3. Forest Management

Lesson 1. Identifying the Role of Government in Forest Management

New Mexico Content Standard:

Pathway Strand: Natural Resources and Environmental Systems

Standard: VI: Identify public policies and regulations impacting environmental services to determine their effect on facility operation.

Benchmark: VI-A: Consult reliable resources or training to identify the major laws impacting environmental services.

Performance Standard: 1. Identify key components of the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). 2. Describe job-related activities subject to the Occupational Safety and Health Administration (OSHA). 3. Describe requirements of Resource Conservation and Recovery Act (RCRA).

Student Learning Objectives. Instruction in this lesson should result in students achieving the following objectives:

1. Explain the history of the National Forest Service.
2. Explain the role of the National Forest Service.

List of Resources. The following resources may be useful in teaching this lesson:

Recommended Resources. One of the following resources should be selected to accompany the lesson:

Rolfe, Gary L., John M. Edgington, I. Irving Holland, and Gayle C. Fortenberry. *Forests and Forestry* 6th Edition. Upper Saddle River, New Jersey: Prentice Hall Interstate, 2003. (Chapter 1)

Other Resources. The following resources will be useful to students and teachers:

Camp, William G. and Thomas B. Daugherty. *Managing Our Natural Resources* 4th Edition. Albany, New York: Delmar, 2002. (Chapter 2)

List of Equipment, Tools, Supplies, and Facilities

Writing surface

Terms. The following terms are presented in this lesson (shown in bold italics):

Forest supervisor

Multiple use

Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Ask students to make a list of the various responsibilities that governments have to their citizens. Ask students to share some of their items and list on board. It is expected that students will not list “management of forests” on their lists. Ask the students if they are surprised to see that item as a responsibility of the government. If so, why? Lead this discussion to lesson objectives.

Summary of Content and Teaching Strategies

Objective I: Explain the history of the National Forest Service.

Anticipated Problem: What is the history of the National Forest Service?

- I. There are 191 million acres within the nation forests of the United States which are under the control of the United States Department of Agriculture Forest Service. This all began in 1799, when Congress appropriated \$200,000 to buy reserves of live oak along the coasts of South Carolina and Georgia in what was the first acquisition of timberland by the federal government. In 1881, the Division of Forestry was created within the Department of Agriculture. In 1901, the name was changed to the Bureau of Forestry, and in 1905, it became

the Forest Service. The first chief of the Forest Service was Gifford Pinchot. Congress established the Forest Service to provide quality water and timber for the Nation's benefit. Since its creation, the role of the Forest Service has expanded to the management of national forests for additional multiple uses and benefits. **Multiple use** means managing resources under the best combination of uses to benefit people while ensuring the productivity of the land and protecting the quality of the environment.

There are many techniques that can be used to assist students in mastering this material. Students need text material to aid in understanding the history of the National Forest Service. Chapter 1 in Forests and Forestry is recommended.

Objective 2: Explain the role of the National Forest Service.

Anticipated Problem: What is the role of the National Forest Service?

- II. The Forest Service manages public lands, known collectively as the National Forest System, located in 44 States, Puerto Rico, and the Virgin Islands. The lands comprise 8.5 percent of the total land area in the United States. The natural resources on these lands are some of the Nation's greatest assets and have major economic, environmental, and social significance for all Americans. The job of the Forest Service is to manage the forest in a way that allows people to share and enjoy the forest, while conserving the environment for generations to come.
 - A. The Forest Service accomplish this task through five main activities:
 1. Protection and management of natural resources on National Forest System lands.
 2. Research on all aspects of forestry, rangeland management, and forest resource utilization.
 3. Community assistance and cooperation with State and local governments, forest industries, and private landowners to help protect and manage non-Federal forest and associated range and watershed lands to improve conditions in rural areas.
 4. Achieving and supporting an effective workforce that reflects the full range of diversity of the American people.
 5. International assistance in formulating policy and coordinating U.S. support for the protection and sound management of the world's forest resources.
 - B. The Forest Service is organized into four basic levels. Each level has a specific role to play in accomplishing the management tasks of the nation's forest resources.
 1. Ranger District—The district ranger and his or her staff may be your first point of contact with the Forest Service. There are more than 600 ranger districts. Each district has a staff of 10 to 100 people. The districts vary in size from 50,000 acres (20,000 hectares) to more than 1 million acres (400,000 hectares). Many on-the-ground activities occur on the ranger districts, including trail construction and maintenance, operation of campgrounds, and management of vegetation and wildlife habitat.

2. National Forest—There are 155 national forests and 20 grasslands. Each forest is composed of several ranger districts. The person in charge of a national forest is called the *forest supervisor*. The district rangers from the districts within a National Forest work for the forest supervisor. The headquarters of a national forest is called the supervisor's office. This level coordinates activities between districts, allocates the budget, and provides technical support to each district.
3. Region—There are 9 regions, numbered 1 through 10 (Region 7 was eliminated some years ago). The regions are broad geographic areas, usually including several States. The person in charge is called the regional forester. Forest supervisors of the national forests within a region report to the regional forester. The regional office staff coordinates activities between national forests, monitors activities on national forests to ensure quality operations, provides guidance for forest plans, and allocates budgets to the forests.
4. National Level—This is commonly called the Washington Office. The person who oversees the entire Forest Service is called the Chief. The Chief is a Federal employee who reports to the Under Secretary for Natural Resources and Environment in the U.S. Department of Agriculture (USDA). The Chief's staff provides broad policy and direction for the agency, works with the President's Administration to develop a budget to submit to Congress, provides information to Congress on accomplishments, and monitors activities of the agency.

There are many techniques that can be used to assist students in mastering this material. Students need text material to aid in understanding the role of the National Forest Service. The U.S. Forest Service website (www.fs.fed.us) is recommended.

Review/Summary. Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the end of chapters in the textbook may also be used in the review/summary.

Application. Contact the local district ranger to arrange a field trip or guest speaker for the class.

Evaluation. Use the following sample test to evaluate the students' comprehension of the material covered in this lesson.

Answers to Sample Test:

Part One: Matching

1 = b, 2 = g, 3 = e, 4 = c, 5 = a, 6 = d, 7 = f

Part Two: Completion

1. Gifford Pinchot
2. water; timber
3. 44
4. Chief
5. 155; 20

Part Three: Short Answer

1. Ranger District; National Forest; Region; National Level
2. Protection and management of natural resources on National Forest System lands.
Research on all aspects of forestry, rangeland management, and forest resource utilization.
Community assistance and cooperation with State and local governments, forest industries, and private landowners to help protect and manage non-Federal forest and associated range and watershed lands to improve conditions in rural areas.
Achieving and supporting an effective workforce that reflects the full range of diversity of the American people.
International assistance in formulating policy and coordinating U.S. support for the protection and sound management of the world's forest resources.

Test

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Part One: Matching

Instructions. Match the term with the correct response. Write the letter of the term by the definition.

- | | | |
|-----------------|--------------------|--------------------|
| a. Multiple use | d. 1881 | g. National Forest |
| b. 1799 | e. 1901 | |
| c. 1905 | f. Ranger District | |

- _____ 1. Congress appropriated \$200,000 to buy reserves of live oak along the coasts of South Carolina and Georgia.
- _____ 2. This level coordinates activities between districts, allocates the budget, and provides technical support to each district.
- _____ 3. Name of federal agency managing forests was changed to the Bureau of Forestry.
- _____ 4. Name of federal agency managing forests was changed the Forest Service.
- _____ 5. Managing resources under the best combination of uses to benefit people while ensuring the productivity of the land and protecting the quality of the environment.
- _____ 6. The Division of Forestry was created within the Department of Agriculture.
- _____ 7. Vary in size from 50,000 acres (20,000 hectares) to more than 1 million acres (400,000 hectares).

Part Two: Completion

Instructions. Provide the word or words to complete the following statements.

1. The first chief of the Forest Service was _____.
2. Congress established the Forest Service to provide quality _____ and _____ for the Nation's benefit.
3. The Forest Service manages public lands, known collectively as the National Forest System, located in _____ States, Puerto Rico, and the Virgin Islands.
4. The person who oversees the entire Forest Service is called the _____.
5. There are _____ national forests and _____ grasslands.

