

“Back in my day...”

Nº. 85

INTERMEDIATE/SENIOR

Social Studies



LESSON SUMMARY

Students will describe differences between historical and current practices of logging in Algonquin Park.



Activity Information

Grade Level:	Intermediate/Senior
Estimated duration:	2 to 3 class periods
Materials:	Presentation materials (posters, PowerPoint)
Setting:	Indoors
Key Vocabulary:	History, forestry
Topic:	History of Forestry in Algonquin Park

Curriculum Links

Drama	Developing Creativity, Communicating
History:	Continuity and Change
Geography:	Human-Environment Interactions
Science:	Sustainability and Stewardship, Change and Continuity
Environmental Science:	Sustainable Agriculture and Forestry

Learning Goals

Describe what the students are expected to learn. Share goals with students.

1. The history of forestry in Algonquin Park
2. The historical practices of forestry
3. The contemporary practices of forestry

Teacher Background

Logging in Algonquin Park started around 1830, with square timber (white and red pine). Peak of the square timber trade was reached in 1864 and the last square timber was cut in 1912. The construction of railways in the late 1800s and early 1900s greatly facilitated access to logging sites and saw mills. These rails were used in the Park until 1995.

Raw material for these early sawmills was still predominantly pine. In later years, smaller pine and spruce were used. By the 1930s, species other than pine were cut. This evolution resulted from a variety of factors, including a reduced availability of pine and spruce, the introduction of trucks for transport instead of river driving, and the development of a domestic furniture industry.

Around 1950, individual trees were first marked with paint to designate their removal or retention. In the 1960s and early 1970s, marking became the rule, and presently, all stands (areas to be harvested) are marked before cutting.

The dominant logging system in the 1970s and 1980s was: fell with chain saw; skid tree length by wheeled skidder to central landings; cut, sort, and pile the products and then load and haul using trailer type trucks. Although the above system is still used to some extent, the primary method now is to cut and skid to small landings, and haul tree lengths to central landings outside the park where products are manufactured. This process allows for better recovery of the more valuable forest products and reduces both the amount of area required for landings in the bush and the quantity of machinery in the Park, and therefore, less noise.

Logging in Algonquin Park provides a locally harvested, renewable resource, while sustainable forest management protects ecological and social-cultural values. This ensures the maintenance of natural forest conditions for current and future generations. Forestry practiced in Algonquin Park is science-based, subject to meaningful public consultation, and ensures that the forest is managed sustainably as required under provincial legislation. Forest management objectives are about balancing environmental, social, and economic criteria, with high consideration for a variety of ecological indicators.

From the Algonquin Forestry Authority website www.algonquinforestry.on.ca

Show a video from:

Forests Ontario video resources (<https://www.youtube.com/ForestsOntario>)

Activity

1. Split students into the following five categorical groups:
 - a. Transportation
 - b. Equipment
 - c. Lifestyle
 - d. Economic
 - e. Environmental
2. Once in these groups, have students brainstorm ideas in both the 'then' (beginning of Algonquin logging, the 1800s) and 'now' categories for their specific topic. Students can record these on chart paper or a sheet of notebook paper.
3. Each small group will share their ideas with the whole group, and if other students have suggestions, they can be added.
4. Have each category group star things they are certain of, circles things that need verification, and records any remaining questions they have. Students are then given a class period (or homework) to research their topic and answer their questions/verify their information.
5. During the next period, students will have the chance to work together and create a presentation of their category's information in a short dramatic interview/performance. Depending on the group, you could leave this open-ended and let them get creative. If students are struggling for an idea, you could give them the following set up:

Times have changed. One group member is a 101-year-old logger! How has your job (and your group's specific category) changed and evolved over the years? Prepare to be interviewed by your remaining group members.

Alternatively, you could open up the assignment so that any form of presentation is acceptable provided the information is there. This could include a poster, power point, diorama, Prezzi, other dramatic presentation, song, etc.

Regardless of their method of presentation, emphasize the requirement to compare and contrast the different periods of time, as well as the need to use terminology, detail, and examples when necessary.
6. The following period, students should share their information through their various presentations with the class.

Extension

Have your students share their presentations with another class/grade!

Evaluation

The focus of this assignment is not the students’ method of sharing their information/research, but the information itself. Therefore, the attached marking rubric focuses mainly on the level to which the information was researched, its accuracy, and its detail.

The attached rubric is for the small group, specific category information sharing.

NAME: _____

“Back in my day...” Algonquin Forestry History Marking Rubric
(Drama edition)

	4	3	2	1
Drama	Strong use of dramatic conventions to convey information. Is presented in a highly logical and understandable way.	Successful use of dramatic conventions to convey information. Is presented in a logical and understandable way.	Limited use of dramatic conventions to convey information. Is presented with some confusion or lacking clarity.	Does not use successfully dramatic conventions to convey information. Is not presented in a logical and understandable way.
Accuracy	The information given is well articulated and highly accurate. Examples are given to contextualize each piece of information and support student understanding.	The information given is articulate and accurate. Some examples are given to contextualize each piece of information and support student understanding.	Some information given is articulate and accurate. A few examples are given to contextualize and support information.	Little to no information is articulate and accurate. Little to no examples are given to contextualize information.
Detail	Gives a highly detailed account of what the given category was like ‘then and now’, using relevant terminology.	Gives a detailed account of what the given category was like ‘then and now’, using relevant terminology.	Gives a somewhat detailed account of what the given category was like ‘then and now’, using some relevant terminology.	Does not give any detail of what the given category was like ‘then and now’, using little to no relevant terminology.
Comparison	Clear and thorough comparison of the similarities and differences within the given category between the two time periods.	Clear comparison of the similarities and differences within the given category between the two time periods.	Some attempts to compare and contrast the given category between the two time periods.	Unable to compare and contrast the given category between the two time periods.

NAME: _____

"Back in my day..." Algonquin Forestry History Marking Rubric
(General)

	4	3	2	1
Drama	Information is presented in a highly logical and understandable way.	Information is presented in a logical and understandable way.	Information is presented with some confusion or lacking clarity.	Is not presented in a logical and understandable way.
Accuracy	The information given is well articulated and highly accurate. Examples are given to contextualize each piece of information and support student understanding.	The information given is articulate and accurate. Some examples are given to contextualize each piece of information and support student understanding.	Some information given is articulate and accurate. A few examples are given to contextualize and support information.	Little to no information is articulate and accurate. Little to no examples are given to contextualize information.
Detail	Gives a highly detailed account of what the given category was like 'then and now', using relevant terminology	Gives a detailed account of what the given category was like 'then and now', using relevant terminology	Gives a somewhat detailed account of what the given category was like 'then and now', using some relevant terminology.	Does not give any detail of what the given category was like 'then and now', using little to no relevant terminology.
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