

# Forests and Fisheries

Environmental Science  
Chapter 3, Section 2  
TB Pages 89-94  
Science- Mrs. Venn

# Table of Contents

Page	Chapter 3.2 Assignments
132	Notes glued in and completed
133	Notes glued in and completed
134	Notes glued in and completed
	Background knowledge (5 items)
	Lab Zone- line graph and 4 ?'s
	Figure 3- 4 questions
	Key Concepts, 5 questions
	Section Assessment & Lab Zone

# Prep work

- Staple the 3 pages of notes on pages 132-134 in your spiral.
- Homework- Complete flashcards for section 2. Place in zip lock bag with the other blue flashcards.

# What You Know

- On page 132 in your spiral, do “**What You Know**” about forests and fish resources in the graphic organizer. (Do not do “What you Learned” yet.)
- Don’t peek by looking in the book!

# Preview the TB pages 89-93

- Look at the pictures, graphs and red and blue subtitles.
- Read the Key Concepts on page 89.
- Read the Key Terms on page 89.

# Background Knowledge S- p.135

- Look around the classroom.
- What are some of the things made from trees in this classroom? List 5.
- Hint: Most things are made from either: plastic, glass, metal, cloth or paper.

# Read the Textbook

- Read the top of page TB-89. The first sentences starts with “At first glance...” and is two paragraphs long.

# Lab Zone Discover Activity TBp.89

Read the directions on tb- 89 and make a line graph using the data. Record you answers on s-page 136.

## Answer the following questions.

1. What is the IV?
2. What is the DV?
3. What happened to the tuna?
4. Describe the changes in the tuna population during this period. Suggest a reason for these changes.



# Notes- Forest Resources

- Read the bottom of textbook page 89 to top of 90.
- Answer questions 1 and 2 in your notes sp 132.

# Managing Forest

- Read page 90 and 91 and fill out your notes, sp 133-134, numbers 3-9.

# Figure 3, page 90 Spiral page 137

1. How can you describe the old forest after clear-cutting?
2. How can you describe the forest after selective cutting?
3. Which final stage- replanted growth or diverse growth- is more like the original old-growth forest?
4. Do you think you can replace an old-growth forest? Explain.

# Go Online

- Compare 2 methods of logging.
  - Click the “Start” button, and use the interactive demonstration. Then answer the 3 multiple choice questions on the page original web page.
- If this link does not work, go to
- [www.pschool.com](http://www.pschool.com)
- Web Code: cep-5032

# Fisheries- a renewable resource

- Read page 92 and finish your notes, sp 134, # 10-15.

# Video- Living Resources

- Disk #3 (we will do this together)
- 10 minutes
- Overfishing

# Fisheries- Key Concepts s-138

- 1. What is aquaculture?

Slides 15-20 will all  
be on spiral page 138

# Figure 6, TB page 93

- Examine figure 6 and read the caption.
2. What costs and benefits does aquaculture involve?

Slides 15-20 will all  
be on spiral page 138



- 3. How can people manage fisheries for a sustainable yield?

Slides 15-20 will all  
be on spiral page 138

- 4. How can setting limits on the size of fish that can be caught help maintain fish populations?

Slides 15-20 will all  
be on spiral page 138

5. Exploding dynamite underwater are outlawed because they harm all the fish in the area.

What are some fishing methods that have been outlawed? Why?

Slides 15-20 will all  
be on spiral page 138

- 6. What steps do you think scientist might take to convince the public to eat different species of ocean organisms? (at least 3 steps)

Slides 15-20 will all  
be on spiral page 138

- Go back to “**What you Learned**” on page 132 in your spiral and complete those notes

# Section 2 Assessment, TB page 93

- Answer ALL of questions 1 a,b,c and 2 a,b,c on spiral page 139.
- **Do the Lab Zone question** (text page 93) **at home**.- Record the answer on spiral page 139. The question starts off with “With a family member...”

# BW and date spiral page 140

- How do laws that limit the sizes of fish that may be caught help protect the fishery resources?

# Quia Games

- [Section 1](#)
- [Section 2](#)
- [Section 3](#)
- [Whole chapter flashcards, word search, concentration](#)
- Whole chapter [Battleship](#)



# Labs

- Tree Cookies Lab- TB p. 94. We will work on the lab together.
- Managing Fisheries Lab

# Longline fishing Method

