



Urban Forestry Lab Exercises



IN A NUTSHELL

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SUBJECTS

Language Arts
Mathematics
Science

The lessons in this manual are designed to inform students about trees in urban settings, provide them with experience in collecting data about trees, and give them the opportunity to participate in the development of a local urban forest. The first two chapters of the text list equipment that will be needed for the lessons for various age groups and provides three activities appropriate for all grades. The three remaining chapters contain urban forestry exercises categorized for elementary, middle, and high school studies. The studies range from tree planting and identification to investigating soil temperatures, pH readings, and calculating the board footage in a given tree. Each exercise contains background information, the targeted age group, learning objectives, explanation of the procedures, references for further study, student worksheets, discussion questions with answers, and important vocabulary. The appendix provides word search puzzles and quizzes (along with answers) and contains a glossary.

Grade Level
K-12

Length
200 pages

Date Published
1996

THE BOTTOM
LINE

"Many of the activities are unique and can be done in inner cities."

What the REVIEWERS Said !	Key Characteristics	Strengths Noted	Other Considerations
	Fairness and Accuracy	Factually accurate. Allows students to experiment and collect own data.	Some statements may show a subtle bias against some land use practices.
	Depth	Breaks material down into general and more advanced concepts.	Does little to address environmental issues involving forestry.
	Emphasis on Skills Building	Students practice data collection and analysis, as well as developing and testing hypotheses.	Little emphasis on creative thinking skills or processing implications of findings.
	Action Orientation	Encourages children to plant trees and develop a local arboretum.	
	Instructional Soundness	Activities are experiential, learner-centered and hands-on. States goal and objectives for each lesson.	
	Usability	Procedures are clear and easy to follow.	Some equipment may be difficult to acquire. May not provide sufficient teacher preparation.

"I just wish I had the time to do all the activities that I want to do."

"Tends to look at trees as a commodity."