

Project Learning Tree  
Hike through the Guide  
*Global Connections: Forests of the World*



1. What are the stipulations for reprinting PLT materials?
2. What are the primary objectives for students who participate in activities from this guide?
3. Which five countries are the most forested?
4. What is the Montreal Process? What countries are involved??
5. How do you know if a word can be found in the glossary?
6. What is the World Forestry Center?
7. Where can you find correlations to national academic standards in science and social studies?
8. Name two activities that help to teach Geography.
9. The Food and Agriculture Organization (FAO) of the United Nations classifies forests into five basic climate groupings. What are they and how are they determined?
10. Where can you find information about the conceptual framework for PLT? What five themes are addressed through PLT's activities?
11. What are five major human activities that are affecting forest cover?
12. Where can you find information on production, trade, and consumption of forest products?
13. What are ways that a teacher might use the World Forest Tour cards found in the Student Pages on pages 23-30?
14. What is carbon sequestration?
15. What six components make up an environmental issue?

16. What are PLT's goals?
17. How does feeding the world's hungry affect forests?
18. Using the Global Connections map, look at the area along the equator and the tropics. What do you notice about forest coverage in relation to these lines?
19. Using the Global Ecological Zones map, where are most of the world's temperate oceanic forests located?
20. Where can you find recommendations for media resources to support use of the activities?

*PLT sponsored in [state name] by [PLT local sponsor].*

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Hike through the Guide  
*Exploring Environmental Issues: Focus on Forests*  
Answers

1. What are the stipulations for reprinting PLT materials without permission?  
*Inside the front cover. Only student pages may be reproduced without permission.*
2. What are the primary objectives for students who participate in activities from this guide?  
*Page 11-12, Objectives of the Module*
  - *Demonstrate an understanding of how different cultures, people, and societies view and define forests.*
  - *Describe different ways that people around the world interact with forests.*
  - *Identify geographic factors that determine the major types of forests around the world.*
  - *Explain how environmental and human factors have affected and continue to affect the world's forests.*
  - *Describe how economic, political, and social systems play a role in managing forests around the world for a variety of uses.*
  - *Define sustainability as it relates to the world's forests, including ecological, economic, and social elements of sustainability.*
  - *Explore efforts around the world to protect and conserve forests and forest resources.*
3. Which five countries are the most forested?  
*Russian Federation, Brazil, Canada, United States, and China. The Forest Planet, Student Pages, page 16.*
4. What is the Montreal Process? What countries are involved?  
*The Montreal Process is a collaborative effort among 12 countries to better understand and define what sustainable forest management means, and to identify measures by which countries can gauge their progress. Those countries have agreed on a set of seven criteria that identify what is important in sustainable forest management and 67 indicators for measuring progress. The participating countries are Argentina, Australia, Canada, Chile, China, Japan, Republic of Korea, Mexico, New Zealand, Russian Federation, USA, and Uruguay. Activity #6, page 179 or Glossary, page 151.*
5. How do you know if a word/term can be found in the glossary?  
*It is highlighted in bold and italics type.*
6. What is the World Forestry Center?  
*The WFC is a nonprofit organization committed to promoting sustainable forestry through education and research. See About the World Forestry Center and PLT, page 7.*
7. Where can you find correlations to national academic standards in science and social studies?  
*Appendix H (science) and Appendix I (social studies).*
8. Name two activities that help to teach Geography.

*Five activities teach Geography: #2, 3, 4, 6, 9. They are listed in the subject chart at the bottom of page 12 or can be found in the sidebar at beginning of each activity.*

9. The FAO classifies forests into five basic climate groupings. What are they and how are they determined?  
*The first criterion for forest classification is based on temperature. The five groupings are tropical, subtropical, temperate, boreal, and polar. Activity #3, page 43 or page 48.*
10. Where can you find information about the conceptual framework for PLT? What five themes are addressed through PLT's activities?  
*Appendix B, page 116; Diversity, Interrelationships, Systems, Structure and Scale, and Patterns of Change*
11. What are five major human activities that are affecting forest cover?  
*Deforestation, forest fires, and fragmentation are reducing forest cover. Reforestation and afforestation are increasing forest cover. Activity #4, page 53.*
12. Where can you find information on production, trade, and consumption of forest products?  
*Appendix F*
13. What are ways that a teacher might use the World Forest Tour cards found in the Student Pages on pages 23-30?  
*The cards describe forest issues in different countries. They are organized by Making a Living, The Forest Provides, Wildlife, and People and the Forest. Teachers may copy (and laminate) the cards and use them with students as discussion topics, as journal writing prompts, or as a jump-start for research projects. Individual activities also give suggestions for using the cards. Background Information, pg 13.*
14. What is carbon sequestration?  
*Carbon sequestration is the removal and long-term storage of carbon dioxide from the atmosphere through the use of both natural and industrial processes. The Forest Planet Student Page, pg 21 or Glossary, page 113.*
15. What six components make up an environmental issue?  
*Problem, Issue, Values, Players and Positions, Beliefs, and Solutions. Glossary K, page 151.*
16. What are PLT's goals?  
*See About the World Forestry Center and Project Learning Tree, page 7.*
17. How does feeding the world's hungry affect forests?  
*One of the major underlying causes of deforestation today is subsistence farming, with farmers cutting or burning forests in the process of simply trying to feed their families. The Forest Planet Student Pages, page 19.*
18. Using the Global Connections map, look at the equator and the tropics. What do you notice about forest coverage in relation to these lines?  
*Forests are heavily concentrated in this area.*

19. Using the Global Ecological Zones map, where are most of the world's temperate oceanic forests located?  
*In Europe*
20. Where can you find recommendations for media resources to support use of the activities?  
*Under Media Connections at the end of each activity.*