

**COURSE TITLE: NATURAL HISTORY OF THE GIFFORD-PINCHOT NATIONAL FOREST**

**NO. OF CREDITS: 5 QTR CREDITS**

**CONTACT HRS: 50  
WA CLOCK HRS: 45**

**INSTRUCTOR: LEROY BURNS, MA  
613 WEST 44<sup>TH</sup> STREET  
VANCOUVER, WA 98660**

**(360) 695-1084 - HOME**

**COURSE DESCRIPTION:**

Our best hope for prudent management of our forests lies with those who are now learning about this environmental and economic resource, and it is incumbent upon us to provide them with an intelligent educational experience. The goal of this course is to examine a typical Western forest and address the role and importance of the U.S. National Forest.

Through a combination of field visits, lectures, and guest speakers' information presented to this class can be adapted to science and social studies curriculum needs for all grade levels K-12 and will:

- Provide an understanding of plant/tree growth
- Develop a system of tree/plant identification
- Offer an opportunity to review Indian activity
- Show the role of fire in our forest ecosystem
- Provide an opportunity to view volcanic history
- Show the recreation demands of today's society
- Review logging practices

The Gifford Pinchot National Forest offers an excellent outdoor classroom for the study of the forest ecosystem as well as the history and geology of the Cascades.

Being in good physical condition is important to accomplish hikes of 3 to 6 miles each day. Both camping and lodging are available. Fees for reproduced articles will not exceed \$10.00.

**LEARNING OUTCOMES:**

As a result of taking this course participants will learn:

1. Native American history and culture of the area.
2. The history of American settlement
3. The geology of the Southern Cascades
4. To organize plant/tree identification system
5. How to identify and evaluate historic forest fires
6. To evaluate the impact of modern forest use.
7. To assess the past and present management practices of the USFS
8. How to use maps and incorporate into classroom lesson
9. To analyze the contribution of Gifford Pinchot to the forestry movement, and relate this philosophy to present-day issues.

**COURSE REQUIREMENTS:**

Following are general course requirements weighted for determining the granting of continuing education credit. Antioch requires a 75% or better to issue credit.

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| 1. Attendance and active participation in all class sessions. | 40% |
| 2. Reading of articles, handouts, books, or texts             | 30% |
| 4. Satisfactory completion of all outside assignments.        | 30% |

#### **400 & 500 LEVEL OUTSIDE ASSIGNMENT:**

Complete the following assignment and submit written materials in word-processed or typed format, double-spaced, no later than three weeks following the conclusion of the class.

1. Prepare a comprehensive teaching unit of 4-5 lesson plans reflecting some specific aspect of the course, such as forest management, Indian history, geology, etc., and indicate student learning activities. In addition to the above, submit a 2-3 page paper explaining the following:
  - a) Your teaching assignment and how you have taught any topics covered in this course.
  - b) How you plan to introduce this topic in your class.
  - c) A statement of expected learning outcomes.
  - d) How you might schedule field trips to the GPNF or other areas that would provide a similar learning experience.
  - e) A description of student evaluation.

Your lesson plan should include the following:

- (a) Name of teaching unit.
- (b) Student learning outcomes.
- (c) All materials to be used.
- (d) Class activities such as field trips, role play, special projects, and tests.
- (e) Instructional strategies, such as visuals, team teaching, cooperative groups.

You should read and make reference to a least two books or publications relating to the topic of your choice.

#### **500 LEVEL OUTSIDE ASSIGNMENT:**

Complete the following in addition to the 400-level assignment, and submit no later than one month following the conclusion of the class:

1. Write a research paper on a topic relating to this course, of special interest to you, which will enhance your knowledge. The paper must be at least ten pages in length and information must be documented. (1) The research paper must reflect additional reading either from the bibliography or other resources relating to the theme of the class. The end product could be used as a handout for your class(es).

**OR**

2. Write an in-depth research paper on a single topic that would contribute to a resource for yourself and other members of your department.

**NOTE:** If the above does not apply to your teaching assignment, or if you are taking this class for elective credit, you have the option of writing a research paper that reflects a level of investigation comparable to that shown above. See the instructor for details.

#### **ASSIGNMENT FORMAT & DUE DATE:**

All lesson plans and papers should be type or word-processed, double, single sided and sent to the Instructor's address listed in this syllabus. All assignments are due to the instructor within 2 weeks of the last class session.

#### **INSTRUCTOR EVALUATION OF WORK:**

Please include a self-addressed, stamped envelope if you would like to receive the instructor's comments on your assignment.

#### **REQUIRED TEXT:**

*The Greatest Good, The History of the Gifford Pinchot National Forest; by Cheryl Mack and Rick McClure.* All participants will be required to have a Gifford Pinchot National Forest map, which may be purchased, at any Forest Service office or at many outdoor stores.

#### **MATERIALS FEE:**

A \$10.00 fee will be charged for reproduced materials.

**WHAT TO BRING:**

Since the class will be involved in hiking every day, it is essential to bring clothing to meet all needs as the weather is subject to drastic change in the Cascades. It is important to have a pack for necessary materials, including a notebook and pencil. Make sure to have appropriate footwear for hiking forest trails. We will have lunch in the field each day, at which time discussion and sharing will take place, so it is necessary to bring a sack lunch. Potable water is not ensured and a canteen is important. **BRING INSECT REPELLENT.**

**QUALIFICATIONS FOR TEACHING:**

**Le Roy "Roy" Burns** has been teaching Heritage classes since 1987. He is a retired social studies teacher, finishing his career as department chairman at Hudson's Bay High School in Vancouver. Following his retirement he worked part-time at Clark Community College. Roy grew up in the Washougal River area, near the Gifford Pinchot National Forest boundary, and explored the region since his childhood days. He is the co-owner of the "old family homestead" which is now a model tree farm. Recently he was appointed to President Clinton's U.S. Forest Service Advisory Committee, designed to help manage federal forestlands.

**MEETING PLACE:**

The class will meet at the Carson American Legion parking lot in Carson, WA.

**TRAVEL INFORMATION:**

From Vancouver follow State Highway 14 to the Carson junction (about 50 miles), turn north onto Wind River Road. Follow for about one mile to meeting place. From Yakima, follow US 97 to State Highway 14 and then proceed to the Carson junction.

**ACCOMMODATIONS:**

The first several days will be spent in the Carson area. There are three USFS campgrounds located near class activities--Panther Creek, Beaver, and Paradise. The facilities can be located on the GPNF map. A commercial campground is located a mile north of Carson. The only motel in the immediate area is the Econo Lodge in Stevenson (509) 427-8292. The Carson Mineral Hot Springs Hotel is located just east of Carson (509) 427-8292. They also have rustic cabins and showers. The new Skamania Lodge is located west of Stevenson and is expensive. If interested call (509) 427-7700.

Information about accommodations for the last two days of the class will be available at our initial meeting.

## NATURAL HISTORY OF THE GIFFORD PINCHOT NATIONAL FOREST BIBLIOGRAPHY

- Harris, Stephen L., Fire and Ice. Pacific Search Press, 1976
- Hansen, Mel, Indian Heaven Backcountry. Touchtone Press, Portland, OR, 1977
- Hogfoss, R. E., Fire History of the Gifford Pinchot National Forest, unpublished draft, 1982
- Hogfoss, R. E., Resume of Forest History-Gifford Pinchot National Forest, unpublished draft, 1978.
- Isaac, L. A., Reproductive Habits of Douglas Fir, Charles Lathrop Pac Foundation, Washington D.C., 1943.
- Munger, T. T., The Cycle From Douglas Fir to Hemlock. Ecology, 1940.
- Shane, Scott, Discovering Mount St. Helens, University of Washington Press, 1985.
- Tolfree, Jamie, History of the Wind River Lumber Company, Skamania County Historical Society, March 1985.
- Tolfree, Jamie, Peeled Cedar on the Gifford Pinchot National Forest, unpublished draft, 1985.
- U.S.D.A., Final Impact Statement on the Northern Spotted Owl, 1982
- U.S.D.A., Forest Ecosystem Management Report, 1993
- U.S.D.A., Pacific Yew Final Impact Statement, 1993
- Watkins, T. H., Father of the Forests, American Heritage, Feb./March 1991

## NATURAL HISTORY OF THE GIFFORD PINCHOT NATIONAL FOREST COURSE SCHEDULE

### DAY 1:

8 – 8:30 a.m. Orientation at American Legion picnic area  
 8:30 - 9 a.m. Visit Government Mineral Springs  
 Explain general history and geology of the Southern Cascades  
 9 a.m. - 12 p.m. Hike into Trapper Creek Wilderness – Identify forest plants  
**12 - 12:30 p.m. Lunch and discussion**  
 12:30 - 3 p.m. Visit Trout Creek Fish restoration project—Presentation on Stream management  
 Observe scientific plant research.  
 3 - 5 p.m. Visit the new Canopy Crane research tower learn about life in the old growth forest

### DAY 2:

8 - 9 a.m. Visit several logging sites – Discuss pros and cons  
 9 a.m. - 12 p.m. Hike Crest Trail to Indian Heaven Wilderness boundary—Identify plant/tree species.  
 Observe trail use; Discuss impact of increased wilderness activity.  
 Review early white man's activity in the region.  
**12 - 12:30 p.m. Lunch and discussion**  
 12:30 - 2 p.m. Visit the Indian Race Track – Review Indian History in Cascades  
 2 - 4 p.m. Walk to Red Mountain Lookout – Observe role of fire management  
 4 - 6 p.m. Visit Big Lava Beds – Introduce History of volcanic events  
 Review the legend of "Big Foot"

### DAY 3:

8 - 9 a.m. Visit the USFS spacing study.  
 9 a.m. - 12 p.m. Hike Falls Creek Trail – Observe "spotted owl habitat area".  
**12 - 12:30 p.m. Lunch and discussion**  
 12:30 p.m. - 4 p.m. Meet with private timber company representative  
 Observe management practices employed by private industry  
 Discuss USFS logging policy & impact on the local community.

### DAY 4:

8 - 9 a.m. Visit site of an authentic "basket tree" (Peeled Cedar).  
 9 a.m. - 12 p.m. Meet with USFS archeologist – Discuss Indian food sources  
**12 - 12:30 p.m. Lunch and discussion**  
 12:30 - 1:30 p.m. Visit Outlaw Ridge Observation point – Intro to Mt. St. Helens  
 Hike Lewis River Trail – Douglas Fir old growth forest  
 - Observe upper Lewis River; discuss hydro-electric development.  
 - View largest Yew trees on the GPNF; discuss chemical taxol  
 - View "Bolt Camp" where cedar was harvested & discuss cedar in the Natl. Forest today.

### DAY 5:

8 - 9 a.m. Hike Crest Trail to old growth forest in Trout Creek area  
 9am - 12 Noon. Hike to Bunker Hill  
**12 - 12:30pm Lunch and discussion**  
 12:30 - 2 p.m. -Visit tree nursery site:  
 2 – 4 pm Review current USFS timber management.  
 - Get input from environmental representative  
 - Presentation by recreation representative  
 - Talk by timber representative  
 4 – 6pm - Discuss the history of the Gifford-Pinchot Forest and the USFS

### DAY 6:

8 - 10 a.m. Walk through and evaluate a small timberland that has been under  
 perpetual management for 50 years  
 10 - 11:30 a.m. Live plant and tree identification test  
**11:30am - 12pm Lunch and discussion**  
 12 - 1 pm Final exam critique and culminating activities, including a "think tank" session offering ideas  
 from this class that could be implemented in a classroom setting.