

Lesson 7.1

LOGGING IN THE MAINE WOODS, THEN AND NOW

Objective: Students will identify the major steps in the logging process in its early years during the mid-1800s. They will research the same steps in the logging process today and compare the two.

Materials:

- **Sheet 7.1:** Logging Then and Now student handout
- Access to library and the Internet
- Optional Supplement: *From Stump to Ship*, a 1940s short film of the Maine logging industry.

Timing: Two class periods, plus homework assignment

Background Reading:

- Chapter Seven, Section One

Procedure:

1. Review with students the information from Chapter Seven, Section One on the lumber industry in Maine.
2. Have students fill in the first column of their logging charts with the information they have learned from the chapter.
3. Give students some time in class to research the methods used by loggers today. Students should work individually or with a partner. Suggest sources for them to use: books written on logging and timber technology after 1980, encyclopedias, parents who work in the logging industry. Encourage them to try calling loggers in their local area, or to look on the Internet for information. Try these sites:
 - http://www.osha-slc.gov/SLTC/logging_advisor/mainpage.html. Occupational Safety and Health Administration. Logging Advisor. This site has good information on equipment used by loggers.
 - <http://www.sfrc.ufl.edu/Extension/ffws/hots.htm#ho%20menu>. Florida Forestry Information, University of Florida.
 - www.ume.maine.edu/~woodlot/harvest.htm. Maine Woodlot Assistance web site.
4. Allow students to finish the assignment for homework. When students have completed their charts and handed them in, debrief with the class, asking questions like the following:
 - What methods do loggers use today that they didn't 150 years ago?
 - How has technology affected the logging industry?
 - How have methods of shipping changed?

- What kind of an effect do newer methods have on the environment?
- How do you think things might change in the future?

Follow-up Activities:

- Have students complete similar charts for shipbuilding, fishing, and/or granite industries.
- Invite a local logger, paper mill worker, or wood lot owner to come and speak to the class about timber in Maine and its uses today.

Alignment with Learning Results:

Grade Level: **6th-8th**

Content Area: Social Studies: **GEOGRAPHY**

Standard: **Geographic Knowledge, Concepts, Themes, and Patterns**

Students understand the geography of the community, Maine, and the U.S., and various regions of the world and the geographic influences on life in the past, present, and future.

Descriptor **D1d**: Describe the impact of change, including technological change, on the physical and cultural environment.

Grade Level: **6th-8th**

Content Area: Social Studies: **HISTORY**

Standard: **Historical Knowledge, Concepts, Themes, and Patterns**

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.

Descriptor **E1b**: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and the future.

Name: _____ Date: _____

LOGGING IN THE MAINE WOODS, THEN AND NOW

Logging practices have changed a great deal in Maine since the mid-1800s. Today, new technology makes it easier to cut lumber and move it from one place to the other. Use your knowledge of past logging practices to complete the first column of the chart below; then, do some research at the library, on the Internet, or on the phone to complete the second column.

	1850	Today
Cutting down a tree		
Hauling Logs out of the woods		
Transporting logs to the market		
The living conditions of the loggers		
Risks that the loggers did/do face		

