



Educational Partners:



**SOCIETY OF
AMERICAN
FORESTERS**
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U.S. Endowment
for Forestry and Communities

FORESTS OF THE FIRST STEWARDS

K-2 Discussion Guide

EPISODE 2: MENOMINEE TRIBAL ENTERPRISES (MTE) AND END USE PRODUCTS

Episode Overview:

Subtopic 3: Menominee Tribal Enterprises

We meet up with RON at MTE for an interview, as he walks us through harvesting, sustainability, and production. Through the interview we touch on the history of the mill, learn the unique process of selecting timber to be processed, and the origins of the process passed down by Chief Oshkosh and how this practice leads to sustainable harvesting and a healthy forest.

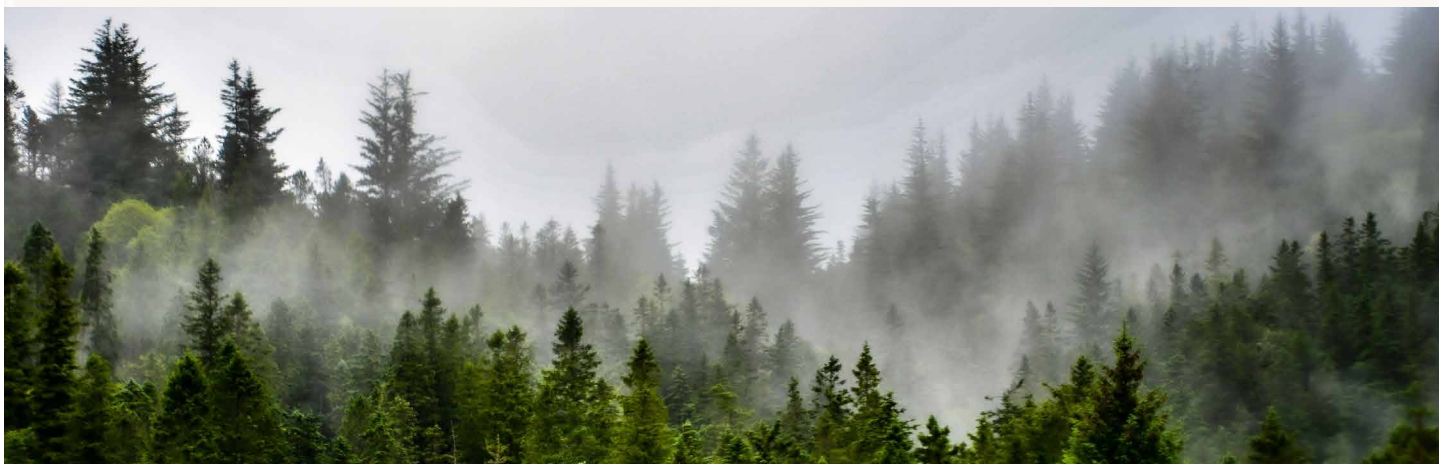
We meet up and interview, JOHN AWONOHAPAY, who gives us a visual guide through every step of the process, from the selection process to harvesting to the final product, from out in the field through the MTE processing facility.

Subtopic 4: Fire Crew

We travel to the Fire and Forest Management Station to learn more about how the techniques the Menominee are actively utilizing to manage the forest. We learn about slash and burn techniques and their efforts to mulch the forest floor to limit the spread of fire and avoid permanent damage to the forest. We also touch on their efforts to re-introduce controlled burns, and the history and cultural connection of using fire to manage and promote a healthy and diverse forest.

LEARNING OBJECTIVES

1. Recognize how trees become products like floors.
2. Understand that forests can be used responsibly to create useful items.
3. Appreciate that cultural practices guide how forests are managed.





STANDARDS ALIGNMENT

NGSS (Science)

- K-ESS3-3: Communicate solutions that help protect natural resources.
- K-PS3-1: Plan and conduct investigations to understand energy in objects (light, heat, motion). [Optional: for timber processing demonstration]

Common Core (ELA)

- CCSS.ELA-LITERACY.RI.K.3: With prompting, describe the connection between two ideas in a text or media.
- CCSS.ELA-LITERACY.SL.K.2: Confirm understanding of a text read aloud or information presented orally.

Activity Time

30 minutes

Activity Summary

This lesson helps students learn how the Menominee Tribe cares for the forest through sustainable logging and forest management. After watching episode 2, students will play a hands-on game where they act as trees to explore what happens when too many trees are cut or when forests are not properly balanced. Through different scenarios, they discover how forests can stay healthy when people take only what they need and allow time for trees to grow back.

Materials: None

VOCABULARY

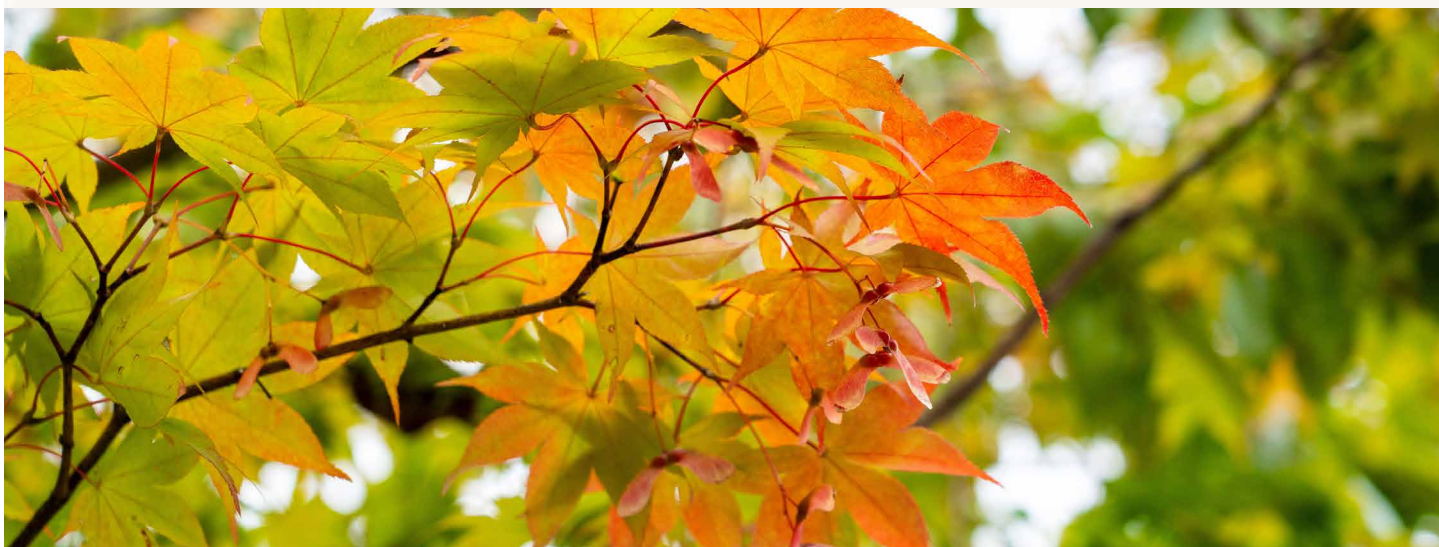
Logging - When people cut down trees in a forest to use the wood for things like houses, paper, and furniture.

Forest management -

Habitat - The place where an animal or plant lives and gets what it needs to survive, like food, water, and shelter.

BACKGROUND INFORMATION

For many generations, the Menominee people have cared for the forest by using natural resources wisely and respectfully, allowing the forest in turn to provide valuable and high-quality products. Menominee forest management practices not only allow for materials to be collected to create forest products, but also ensure the long-term health of the forest by preventing the spread of disease, providing habitat for a large variety of plants and animals, and utilizing the natural benefits of fire.





LEARNING PROCEDURE

- Introduction: 4 minutes
 - Explain to the students that they will be watching a video and doing an activity about how the Menominee Tribe takes care of the forest, allowing the forest to provide them with products. Introduce the terms logging, forest management, and habitat. Review the term forest products from lesson one.
- Activity 1
 - Watch Episode 2: 8 minutes
 - Play the game The Forest Gives, We Give Back: 15 minutes
 - Have all the students stand up and spread out, approximately arms-length apart from each other.
 - Explain that they are trees and you are coming into the forest to log wood for flooring.
 - Round one: Tell the students you came into the forest and cut down every single tree. Have all the students lay down on the ground. Ask them what would happen if you came back into the forest the next year and needed more wood for floors. Would there be any trees left?
 - Round two: Have all the students stand up again, this time very close together. Explain to them that, this time, you won't cut down any trees. Ask them what might happen if one tree right in the middle got sick? Could it spread to all the other trees?
 - Round three: Have the students stand arms-length apart. This time, call on certain students to be "logged" until approximately half of them are laying down. Now what would happen if you came back later for more wood? Would there be enough? How long should you wait before logging more trees?
 - Encourage the students to come up with their own scenarios and questions, then test them out as a group. You can explore themes like fire, animal habitat, and drought.
 - Wrap Up: 3 minutes
 - Discuss with the students how the Menominee people have been managing and caring for their forest for a very long time. They have passed down their knowledge and experiences from generation to generation.





RESOURCES

- Additional Information
 - <https://menominee-nsn.gov/CulturePages/BriefHistory>
 - <https://www.menominee.edu/sustainable-development-institute>
 - <https://www.mtewood.com/>

Supplemental option

- Go on a “wood walk”. Take the students on a walk through their classroom, school, library, home, or other indoor space. Encourage them to identify as many different products as possible that are made from wood. Keep a tally and see how many different products you find.

Additional Resources from LEAF: Wisconsin’s K-12 Forestry Education Program:



LEAF-Wisconsin's K-12 Forestry Education Program
College of Natural Resources
University of Wisconsin-Stevens Point

- [Lesson 1: American Indians and the Forest](#)
- [Lesson 7: Sustaining Our Forests](#)
- [Career Profile - McKaylee Duquain](#)
- [Wisconsin Forest Tales](#)
- [K-1st Grade Field Enhancement - Sensing the Forest](#)
- [2nd-3rd Grade Field Enhancement - Observing Forest Interactions](#)
- [4th Grade Field Enhancement - Unlocking a Forest's Past](#)
- [5th-6th Grade Field Enhancement - Studying Forest Layers](#)
- [5th-6th Grade Field Enhancement - Woods Worth](#)
- [5th-6th Grade Field Enhancement - Competition in the Forest](#)