

Lesson Guide for Educators: Lesson Two (2-3)		
Lesson Question: What are the most important short- and long-term effects of wildfires?		
Lesson Challenge: Create a set of pictures to show the most important short- and long-term effects of wildfires in a forest ecosystem.		
In the detailed lesson plan, you'll find three parts: Start the Thinking , Grow the Thinking , and Reflect on the Thinking . While these parts can be used in order, this lesson is designed to be flexible—use the activities in order as a complete lesson or pick and choose individual activities to fit your needs.		
Start the Thinking: To begin students' thinking about important short- and long-term effects of wildfires, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Provide students with a copy of Activity Sheet A. Invite students to think about a park or natural area that they know of and then list as many living and non-living members of that ecosystem that they can think of. Consider taking students for a brief walk in a local ecosystem, and noting members of the ecosystem that they notice.	10-30 min	1,2
Invite students to note as many words as possible to vividly describe what they might see, hear, feel, and smell in their selected ecosystem. Then, ask them to draw their chosen ecosystem using their words to guide their thinking.	15–20 min	3,4
Show a video such as The Fox and the Forest Fire. After viewing the video, ask students to suggest how a wildfire might change or affect their selected ecosystem.	10-15 min	5,6
Share the lesson question and challenge. Invite students to suggest how they might change their drawing to show how a wildfire might change or affect their selected ecosystem. As students share their ideas, co-develop or present the criteria for an important change or impact.	5-10 min	7
Grow the Thinking: To help nurture and deepen students' thinking about important short- and long-term effects of wildfires, use at least one of these activities.		
Possible learning activities	Time	Steps
Provide groups of students with Activity Sheet B. Ask groups to suggest short-term effects that wildfire might have on a wooded ecosystem. Invite groups to choose and share the four most important changes, reminding them to use the criteria for an important change to guide their thinking.	10-15 min	1-3
Display or distribute the “Did You Know?” cards. Ask groups to notice any long-term effects of wildfires that could be added to Activity Sheet B.	10-15 min	6
Ask groups to create a drawing that shows at least three important short-term and long-terms changes or effects of wildfire. Encourage groups to visit other groups, noting ideas that might help improve their drawings.	10-15 min	4, 5, 7
Reflect on the Thinking: To guide students' reflection important short- and long-term effects of wildfires, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Ask students to use details from Activity Sheet B to help them revise their original drawings of how a wildfire might affect or change their selected ecosystem.	10 min	1
Invite students to suggest the most important short- and long-term changes of wildfires on ecosystems. Provide examples of how wildfire can both cause damage and create opportunity in ecosystems.	5-10 min	2
Key terms and vocabulary		
Criteria for an important change or effect	An important change or effect: <ul style="list-style-type: none">impacts many or all of the members of the ecosystem or area (widespread)has big or deep impacts on the members of the ecosystem or area (deeply felt)	