

Lesson Guide for Educators: Lesson One (7-9)		
Lesson Question: How much have wildfires changed?		
Lesson Challenge: Create an infographic to describe the degree to which wildfires have changed over time.		
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 how wildfires have changed over time, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Provide each student with a copy of Activity Sheet A. Using information about recent wildfires to start students thinking, invite students to decide which graph from the activity sheet best shows how wildfires have changed over time. Invite students to share their decisions and thinking with the class.	15 min	1,2
Share the lesson question and challenge and briefly explain that recent headlines make it seem that wildfires have changed considerably over time. Inform students that their task is to create an infographic that accurately illustrates how much wildfires have changed over time.	10 min	3
Grow the Thinking: To help nurture and deepen students’ thinking about how wildfires have changed over time, use at least one of these activities.		
Possible learning activities	Time	Steps
Invite students to share their decisions and thinking from Activity Sheet A. As they share, create a list of the aspects or ways that the behavior of wildfires might be compared (e.g., size, frequency, location). Help them develop criteria that can be used to assess which changes might be the most significant.	15 min	1,2
Provide each group with a copy of Activity Sheet B and the Briefing Sheet. Ask groups to look for information that describes how wildfires have changed over time. Groups can use information from the briefing sheet or online sources included in the detailed lesson plan. Prompt groups to note their information and ratings on their activity sheet.	20 min	3-5
Invite groups to share their ratings with the class. As they do, lead a discussion about what their scores reveal about how wildfires have changed over time.	10 min	5
Reflect on the Thinking: To guide students’ reflection how wildfires have changed over time, consider using at least one of the following activities.		
Possible learning activities	Time	Steps
Guide students’ attention back to Activity Sheet A and their initial decisions. Encourage them to decide which graph best reflects how wildfires have changed over time. Alternatively, students could create their own graphs. Students refine their wildfire assessments and create a bar graph.	15 min	1
Provide each student with a copy of Activity Sheet C. Invite students to use the activity sheet to help guide the creation of their infographic.	15 min+	2,3
Key terms and vocabulary		
Aspects of wildfires	Aspects that might be used to compare wildfire behavior include: size, frequency, location, number, intensity, duration, causes.	
Criteria for assessing significance of changes	The importance of a change in wildfires can be measured or assessed by examining: <ul style="list-style-type: none">Breadth: How many parts of the environment and society are impacted by the change in wildfires?Depth: How deeply felt or serious are the impacts of the change in wildfires?Duration of impact: How long will this change in wildfires be felt or noticed?	