

This goal of this study is to compare the OA layers and the number of pine saplings between two forests on the University of North Carolina at Wilmington campus; one forest has not been burned in over twenty years, while the other forest is regularly burned in order to conserve the long-leaf pine forest. This study tested these hypotheses: there is no difference between the OA layer of an unburned forest and a burned forest and that there is no difference in the number of saplings between an unburned forest and a burned forest.

Materials and Methods

To test the hypothesis that there is no difference in the number of long leaf pine saplings between the burned forest and the unburned forest, we took ten steps into the burned forest near the Cultural Arts building at UNCW. We then threw a Frisbee marked with an arrow to randomly choose quadrat location and direction. Our first quadrat began ten steps from the Frisbee in the direction indicated by the arrow. This quadrat, and all subsequent quadrats, was measured using a tape measure into 2m x 4m rectangles and marked with flags. We then counted the number of pine saplings within the quadrat by measuring the diameter of each pine tree; any tree that I could put my hand around and touch my middle finger to my thumb was counted as a sapling. We then tossed the Frisbee again and took ten steps from the Frisbee in the direction of the arrow to establish the next quadrat. This process was repeated until data was collected from ten quadrats. When our path led to a forest edge or trail, we turned into the forest and took ten steps, then threw the Frisbee and took ten steps in the direction of the arrow and established the next quadrat at that point. We then went to the unburned forest and repeated the process until data was collected from an additional ten quadrats. The data testing the sapling hypothesis was

Forest Ecology Lab Report

Karin Nielsen-Saines



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Combined reports of Report to Congress and Report for the Secretary of Agriculture Principles of Wood Science and Technology Franz F.P. Kollmann,E.W. Kuenzi,A.J. Stamm,2012-12-06 **Tongass National Forest (N.F.), Lab Bay**
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documents that have recently been entered into the NASA Scientific and Technical Information Database **Corpus**
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apply corpus based tools dynamically in the language learning classroom *Assessment of grassland ecosystem conditions*
in the southwestern United States ,2004 Assessment of Grassland Ecosystem Conditions in the Southwestern United
States: without special title ,2004 **Communicating Climate Change** Anne K. Armstrong,Marianne E. Krasny,Jonathon
P. Schuldt,2018-11-15 Environmental educators face a formidable challenge when they approach climate change due to the
complexity of the science and of the political and cultural contexts in which people live There is a clear consensus among

climate scientists that climate change is already occurring as a result of human activities but high levels of climate change awareness and growing levels of concern have not translated into meaningful action Communicating Climate Change provides environmental educators with an understanding of how their audiences engage with climate change information as well as with concrete empirically tested communication tools they can use to enhance their climate change program Starting with the basics of climate science and climate change public opinion Armstrong Krasny and Schuldt synthesize research from environmental psychology and climate change communication weaving in examples of environmental education applications throughout this practical book Each chapter covers a separate topic from how environmental psychology explains the complex ways in which people interact with climate change information to communication strategies with a focus on framing metaphors and messengers This broad set of topics will aid educators in formulating program language for their classrooms at all levels Communicating Climate Change uses fictional vignettes of climate change education programs and true stories from climate change educators working in the field to illustrate the possibilities of applying research to practice Armstrong et al ably demonstrate that environmental education is an important player in fostering positive climate change dialogue and subsequent climate change action Thanks to generous funding from Cornell University the ebook editions of this book are available as Open Access from Cornell Open cornellpress.cornell.edu/cornell-open and other Open Access repositories

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