

# Glossary

**Climate** ('klī-mət): The average condition of the weather over large areas, over a long time, or both.

**Ecosystem** (ē-kō-sis-təm): Community of plant and animal species interacting with one another and with the nonliving environment.

**Extinguish** (ik-'stiŋ-(g)wɪʃ): To bring to an end.

**Fiction** ('fɪk-shən): An invented story.

**Fossil fuel** ('fä-səl 'fyü(-ə)l): Fuel, such as coal, petroleum, or natural gas, formed from the fossilized remains of plants and animals.

**Ignite** (ig-'nī): To cause to burn.

**Prescribed fire** (pri-'skrɪbd 'fɪ(-ə)r): The controlled application of fire to wildland fuels under certain weather conditions as a forest management tool.

**Resistant** (ri-'zɪst-tənt): The condition of being able to withstand the force or effect of.

**Suppression** (sə-'pre-shən): To inhibit the growth or development of.

**Understory** ('ʌn-dər-'stɔr-ē): The vegetation between the forest canopy (the area with leaves) and the ground cover.

Accented syllables are in **bold**. Marks taken from Merriam-Webster Pronunciation Guide.

Adapted from: Pyne, S.J. 2008. *Year of the fires: The story of the great fires of 1910*. Missoula, MT: Mountain Press Publishing Company.

## FACTivity



### Time Needed:

One class period or homework

The question to be answered in this FACTivity is: What was the impact of a recent natural disturbance on a community, a region, or the world? Natural disturbances are events such as fires, floods, earthquakes, tsunamis, and volcanoes.

The procedure to use to answer this question is:

Discuss the story of the 1910 fires with the rest of the class after you have all read the article. In particular, discuss the impact the fires had on Forest Service fire policy and on public attitudes toward wildland fires.

As a class, identify a natural disturbance that has been in the news in the past year. Collect information about the event and its impact using the library and Internet. You should also record your own recollection of the event. How did you learn of the event? How did you feel about it? Were you or someone you know directly affected by the event? Collect photographs as well.

Write a story about the event and its impact, including photographs. Your teacher will have you share your stories with the class or in small groups.



After you and your classmates have shared your stories, your teacher will hold a class discussion comparing and contrasting your stories with the story of the 1910 fires. How are the natural disturbances similar and different? How do the impacts compare? Do you think the impact of the recent event will last as long as the impact of the 1910 fires? Why or why not?



**Teachers:** If you are a PLT-trained teacher, you may use Activity #86, “Our Changing World,” #89 “Trees for Many Reasons,” and #81, “Living with Fire,” as additional resources.

### ***National Science Education Standards***

#### **Science as Inquiry:**

Abilities Necessary To Do Scientific Inquiry;  
Understanding About Scientific Inquiry

#### **Life Science:**

Structure and Function in Living Systems;  
Populations and Ecosystems

#### **Science in Personal and Social Perspectives:**

Populations, Resources, and Environments;  
Natural Hazards;  
Risk and Benefits;  
Science and Technology in Society

#### **Science and Technology:**

Understanding About Science and Technology

#### **History and Nature of Science:**

Science as a Human Endeavor;  
Nature of Science

### ***Additional Web Resources***

**1910 Fire Commemoration Information Site**  
(includes good photographs and eyewitness accounts)

<http://www.fs.fed.us/r1/1910-centennial/index.html>

**The Great 1910 Fire** (includes good photographs)

<http://www.1910fire.com/>

**Idaho Forest Products Commission: The 1910 Fires**

<http://www.idahoforests.org/fires.htm>