

Chop, Chop, Who's There?

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OVERVIEW

Topic: Writing letters (e-mails) of persuasion and letters (e-mails) to inform.

In this lesson students will discover some of the problems facing the rain forest by reading the book The Great Kapok Tree by Lynne Cherry. The students will also write e-mails to the President to inform him of the destruction and ask for help. Students will be able to explain various ways that humans are destroying the rainforests.

LENGTH OF LESSON

Two 45 minute classes

Subject: English, Science, Technology

VIDEO/TECHNOLOGY HARDWARE AND SOFTWARE

Video: *Passport to the Rain Forest*
101 What's A Rainforest and 108 Fire, Flood and the Future of Forests
Computers with Internet connection
Projection unit for Internet (optional)
URL www.whitehouse.gov

Word processor
Printer (optional)

WEB APPLICATIONS

The Internet will be used for Interpersonal Exchange. The students will send an e-mail to the President of the United States.

LEARNING OBJECTIVES

The student will be able to:

- demonstrate comprehension of a variety of printed materials (VA SOL English 3.5)
- write letters across all subject area (VA SOL English 3.10)
- write effective narrative and explanations (VA SOL English 4.7)

- understand that environments support a diversity of plants and animals that share limited resources (VA SOL Science 3.6)
- write and send an e-mail (VA SOL Computer/Technology 5.4)
- demonstrate proficiency of word processor (VA SOL Computer/Technology 5.4)

MATERIALS AND TEACHER PREPARATIONS

- The Great Kapok Tree- A Tale of the Amazon Rain Forest by Lynne Cherry (multiple copies if you choose to have the students read)
- Cards for the forest game (attached)
- Chalk board or white board for writing ideas.
- Map of South America

PREPARATORY/PRE-VIEWING ACTIVITIES

Ask: What does a forest look like? (Answers will vary but should include trees and animals) Tell them that they are going to become the different parts of a forest. Give each child a roll to play in the forest. Use the cards that are provided. Have them come to the front of the class one at a time and say what they represent in the forest. It will become crowded in the front of the room as

the forest grows. The animals that live in the trees should stand beside their tree as well as the fruits and nuts of that tree or plant. One of the cards is a lumberjack or logger and one is a bulldozer. After the forest is “built” send the lumberjack in to cut one tree down. Have that tree and all of the fruits or nuts for that tree sit down. The animals from that tree can move to another tree to live. Have the lumberjack cut two trees down and all of the fruits and nuts for that tree sit down. The animals from that tree can move to another tree. Continue this until all of the trees are gone and the animals are left. Now have the bulldozer walk across the remaining forest with their arms stretched out to create a road. Every plant that is in the way will now sit down.
Ask: What is going to happen to the animals that depend on the trees for food and shelter? (The animals may die because of lack of food and shelter).

FOCUS FOR VIEWING/ OTHER TECHNOLOGY

Ask: Could something like this actually happen? (Accept all answers but do not respond). Tell them they are going to find out if things like this really happen. Say: There are many different types of forests. We created a pretend forest in our class. I want you to help identify another forest.

VIEWING AND /OR ONLINE ACTIVITIES

1. **Focus:** Say: I am going to show you a part of a video without sound. I want you to see if you can tell from the pictures what type of forest we are going to study. **Start** at the beginning of the tape, *What’s A Rainforest*, where you see an owl and a black panther. Turn sound off. **Stop** as soon as you see the canopy of the rainforest (nothing but trees). Ask who can guess what type of forest we are going to study now? (Rainforest) If they didn’t guess right

rewind and this time point out the water, the rain and some of the animals. If you have to rewind do not stop until you see the title, Passport to the Rainforest.

2. **Fast Forward** to the new segment titled, *Recipe for a Rainforest*. **Focus:** Tell the class that they are going to watch this next section and see if they can find out two things rainforests depend on. **Start** when you see the title, *Recipe for a Rainforest*.. **Pause** when you see the picture of the world. Ask: What two things do rainforests depend? (rain and heat)
3. **Focus:** Say: I am going to show you another clip of the video and I want you to see if you can tell me where I would find rainforests? **Resume** video and Stop when the announcer says, “...along the Pacific Northwest of the United States”. **Ask:** Where can we find rainforests? (South America, Asia, Africa, Australia, Puerto Rico, Pacific Northwest of the United States) You may have to rewind this section if they can not name all of locations.
4. **Focus:** Tell the class: We just heard that there is a tropical rainforest in South America. Find South America on the map. Say: We are going to read a book about the Amazon Rainforest located in Brazil, which is in South America. Find the Amazon Rainforest on the map. The name of the book is the **Great Kapok Tree** written by Lynne Cherry. She wrote the book because she is concerned about the rainforest. Would anyone like to guess why she would be concerned about the rainforest? Write all answers on the board. Tell the class that we will read the book to find out that answer.
 At this time you can do one of the following:
 - Read the book to the class.
 - Have multiple copies of the book and allow students to take turns reading.

After the book is read ask the question again. Why was Lynne Cherry the author of the book concerned about the rainforest? (The logger wanted to cut the tree down which was a home for many animals).

5. **Focus:** Say: Now we are going to look at some problems of the rainforest. Tell the class that we are going to look at a section of the video and see if they can name the single greatest threat to the rainforest. Put in the video #108, *Fire, Floods and the Future of Rainforests*. **Fast forward** until you see shelves with stacks of leaves in newspaper and a man with a red shirt. **Start** when you see the man in the red shirt. **Pause** after the narrator says, "Logging is the single great threat everywhere". Ask question again, what is the single greatest threat to the rainforest? (logging).
6. **Focus:** Tell the class that they are going to watch this next section and you want them to see how many different images of destruction they can recognize. **Resume** video and **Stop** when you see the man in the white shirt walking towards the camera. Ask: How many ways of destruction did you see? (logging, fire, bulldozers moving the earth around, roads being built). **Ask:** Is there anyone that we could contact to let them know what is happening to the rainforest and ask them for help. Accept reasonable answers but lead them into saying that we can ask government officials You want students to get the idea that we could contact the President of the United States. Tell the class that we are going to email the president to tell him about the deforestation and ask for his help.

POST-VIEWING AND/OR ONLINE ACTIVITIES

As a class brainstorm ideas that would be important to include in an email to the President. Write these ideas on the board. Accept all answers. Some possible ideas are:

- Loggers are cutting down trees which are homes to many species
- Erosion occurs because loggers cut trees
- Animals do not have homes after the trees are cut.

Have the class write their e-mails on paper first. Based on your writing procedures in class, write, edit, correct, and have a final copy on paper before you send students to the computers. They could even type their emails in a word processor program and copy and paste into the email format.

Go to the Internet site, www.whitehouse.gov. (**NOTE TO TEACHER.** Make sure you type this in correctly. If you type in www.whitehouse.com instead of [gov](http://www.whitehouse.gov) you will go to an adult site. You may want to bookmark this site ahead of time.) Go over this site and show them how to click to get to the email part. There are certain criteria that have to be met before sending email. Make sure you have the appropriate permission from parents before sending email. If you have students who are not allowed to send email or if their parents do not want them to use their address, a class email can be sent. You can use the school's address as a return address.

ASSESSMENT

The letter/email that the student writes will be used as an assessment.

ACTION PLAN

1. Invite a biologist in to speak about habitats and endangered species.
2. Invite someone from the logging industry to talk about logging practices.
3. Take a field trip to an area that has been logged. Have students write about what they see and how they feel.

EXTENSIONS

Art

- Create a panorama of the rain forest.

- Create a puppet of one of the animals of the rain forest and act out the story.

VSTE. She enjoys spending time with her husband and cats.

English

Have the students pretend that they are one of the animals from the story. What would they say to the logger? Have them act it out.

Math

- Research the amount of rain that falls per year in your area. Compare it to the amount of rain that falls in the rain forest. Create a spreadsheet with graphs.
- Go to the following web site to help collect past data on the weather.
Weather Underground Page
<http://www.wunderground.com>

Social Studies

Students can use the Internet to locate a map that shows the world's rain forests. Using a teacher-provided world map, students can color in the areas of rain forest and label the equator. Web site that can be used to get maps:

Science

- Research the different animals that are found in the rainforest. Make a list of all the endangered animals.
- Study the different habitats found in the rainforest.

ABOUT THE AUTHOR

Ferri Lockhart

Ferri is the technology specialist at Fleming-Ruffner Magnet Center in Roanoke City, VA. Before this she taught Special Education as a Learning Disabled teacher for twelve years. Ferri received the Apple Distinguished Educator award in 1996 and again in 1998 for her use of technology in the classroom. She has presented at a variety of workshops and conferences and provides training for numerous school divisions in Virginia. Ferri is a member of the Archeological Society of Virginia and

Elm Tree	Squirrel Lives in the Oak tree	Apple Tree
Apples	Oak Tree	Acorns
Pine Tree	Pine Cones	Robin that has a nest in the Elm tree
Hickory Tree	Hickory Nuts	Maple Tree

Dogwood Tree	Flowers	Bees that collect pollen from the flowers
Blueberry bush	Blueberries	Rabbit that eats the blueberries
Field mice that eat the hickory nuts	Owl that lives in the Maple tree	Mushrooms
Bulldozer	Lumberjack or Logger	Grass