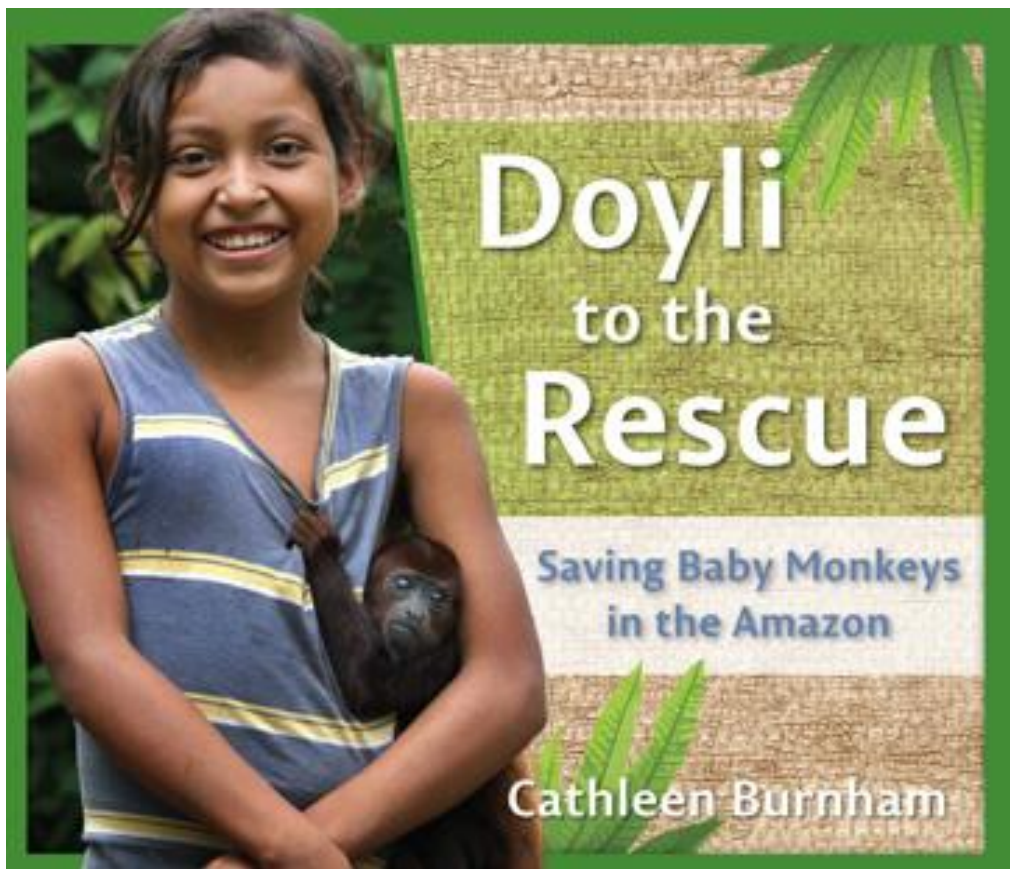


# **Doyli to the Rescue:** **Saving Baby Monkeys in the Amazon**

A teacher's guide created by Marcie Colleen  
based upon the book  
with photos and text by Cathleen Burnham



Published by Crickhollow Books

## **Cathleen Burnham**

### **Author/Photographer**

#### ***Doyli to the Rescue: Saving Baby Monkeys in the Amazon***

Cathleen Burnham is an experienced travel and wildlife photojournalist. She has done assignments across the globe from Africa to Southeast Asia, from South and Central America to Europe. She is an author of a number of books, including this multi-book series, the WAKA series (World Association of Kids and Animals), profiling real kids around the world who are actively engaged in local wildlife conservation on a grassroots, community-based level.

In the inspiration for this first book, *Doyli to the Rescue*, Cathleen Burnham visited young Doyli and Doyli's family on a number of trips to the region. This and subsequent trips were taken with Burnham's own kids, who have been actively engaged in developing the concept of sharing Doyli's story, and other stories in the WAKA series.

Ms. Burnham hopes these stories about extraordinary kids who are active doing creative, practical things to save wild animals will inspire others to get involved to protect animals and natural habitats close to home and around the world.

For further information about the WAKA series, visit: [www.WAKABooks.org](http://www.WAKABooks.org).

## **Marcie Colleen, Curriculum Writer**

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing picture books of her own at home in Brooklyn, NYC.

Visit her at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).

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## How to Use This Guide

This classroom guide for *Doyli to the Rescue: Saving Baby Monkeys in the Amazon* is designed for students in first through fifth grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Doyli to the Rescue: Saving Baby Monkeys in the Amazon* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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**Title: Doyli to the Rescue: Saving Baby Monkeys in the Amazon  
photos & text by Cathleen Burnham**

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Activism**

### **Brief synopsis:**

*Doyli to the Rescue: Saving Baby Monkeys in the Amazon* is a photodocumentary book by journalist and writer Cathleen Burnham. It is the first book in her WAKA (World Association of Kids and Animals) series, six books for young readers that profile wildlife preservation efforts being undertaken by kids around the globe.

In this first book, 10-year-old Doyli rescues endangered, orphaned monkeys from the perils of native hunters and the black market. She takes the rescued animals to her island home in the Peruvian Amazon, where she nurtures them with her strong medicine of love and nourishing food.

When the little monkey orphans are old enough and strong enough, she releases them back to their natural habitat: the Amazon rainforest.

Cathleen Burnham visited young Doyli and Doyli's family and school on a trip taken with Burnham's own kids. Together with her family, Burnham travels the world meeting extraordinary, real children saving animals. This book, and the others in the coming WAKA series will show how people of all ages can work together to save Earth's most endangered animals.

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# English Language Arts

## **Reading Comprehension**

Before reading *Doyli to the Rescue: Saving Baby Monkeys in the Amazon*,

Look closely at the Front Cover ~

- Describe what you see.
- Who are the characters? What are the characters doing?
- Imagine you are the little girl in the illustration. How does her pose make you feel?
- How do you think the monkey feels? Safe? Scared? What in the photograph might indicate the monkey's emotion?
- Where is the setting of the story? What clues on the cover tell you this?
- Can you guess what the story might be about? What are some clues that tell you the setting?

The Map Pages ~

- Describe the map of South America.
  - What areas are highlighted or labeled?
  - How do you think this map relates to the story of *Doyli to the Rescue: Saving Baby Monkeys in the Amazon*? What do the two red dots mean?
  - Where is South America on a globe?
  - Where is your home in relation to South America?
  - What do you know about South America?
- Describe the map of the Amazon (which continues on the next page).
  - What areas are highlighted or labeled? What pictures are included on the map?
  - How do you think this map relates to the story of *Doyli to the Rescue: Saving Baby Monkeys in the Amazon*?
  - Where is the Amazon in relation to the map of South America?
  - Where is the Amazon on a globe?
  - What do you already know about the Amazon?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- When the story opens, who is the man hunting?
  - Why does the man have to stop hunting at nightfall?
  - What tool does the man use to hunt?

- Is the man successful in his hunt? How does this make you feel? Does he have a right to hunt? What are his reasons for hunting?
- What does the man find when he retrieves the dead female monkey?
- Why does the man take the baby monkey?
- Why are there so many monkeys around Doyli's house?
- What does it mean to call these animals "wild" monkeys? Do you have wild animals around your neighborhood? Do you ever see their babies?
- Describe some of the ways Doyli cares for the monkeys.
- Why does the Indian man bring the red howler baby monkey to Doyli? What does this tell you about the man's feelings for monkeys?
- Who takes care of the monkeys with Doyli?
- Describe some of Doyli's chores. How do these chores compare with your chores around the house?
- Describe Doyli's morning routine. How does this routine compare to your morning routine? What are some similarities? What are some differences?
- Describe Doyli's journey to school. Describe your own journey to school.
  - Doyli faces many difficulties on her way to school. List them.
  - Do you face any problems on the way to your school? What are they and what do you do to make sure you get to school on time and safely?
- Why does Doyli's brother say "greedy" when he sees the logging barges? How does logging affect Doyli and her family?
- What will those logs be used for? Will they just be used in the Amazon?
- What are some of the classes and activities Doyli participates in during her school day? Do you have any of the same classes and activities? Which ones?
- Why are the kids that attend school in the Amazon considered lucky?
- Why does Uncle Gilberto call the monkeys "mischievous"?
- Doyli is excited to go to the market. Why?
  - Describe the journey on the way to the market.
  - Describe the atmosphere of the market.
- Why is Doyli concerned about the baby spider monkey in the cage?
  - The man is called a "monkey thief". Why?
  - How does Doyli think the man got the baby?
  - How does Doyli rescue the baby spider monkey?
- At the end of the day, how does Doyli feel about her life on the island? What are the textual clues that tell you this?
  - What is Doyli's biggest dream?
  - What do you think would happen to the monkeys if Doyli and her family were not there to help them?
  - Do you think Doyli is a hero? What does that mean? What does it take to do what a hero does? Have you ever done something like that?

- List five words to describe Doyli.
- What do you think the monkeys would say to Doyli if they could?

Let's talk about who made *Doyli to the Rescue: Saving Baby Monkeys in the Amazon*.

- Explain that Cathleen's name is the only name on the cover because she is both the author and the photographer of *Doyli to the Rescue: Saving Baby Monkeys in the Amazon*.
- What does an author do?
- What does an illustrator, or in this case, photographer do?
- Why do you think Cathleen decided to use photographs instead of illustrations for this book?

In the style of *Doyli*:

- Using a camera, document a portion of your day. Ideas include:
  - Your morning routine
  - Your journey to school
  - Your school day
  - Your afterschool activities
  - Your evening and bedtime
  - Any volunteer activities that you and your family do
- Using a combination of text and photos, tell the story of that portion of your day. Use *Doyli* as a mentor text.
- Share and display the finished pieces for the class.

### Reading Nonfiction

While reading *Doyli to the Rescue: Saving Baby Monkeys in the Amazon* aloud to the class, have students take notes in two columns:

- Things We Learned
- Questions We Have

Pause before each page turn to add notes to the columns. These columns can either be on individual or hung on the board and worked on as a class.

Things We Learned (Facts)	Questions We Have	Answers We Found

- Once the story is read, discuss the Questions We Have column.
  - Were any of these questions answered as the story went along?
  - If so, ask students to find the answer within the text.
  - Record the answer next to the question in a third column labelled Answers We Found.
  
- For all remaining questions in the Questions We Have column, that have yet to be answered, students will need to take the steps to find answers, either through Internet or book research.
  - Discuss how to find answers to questions through research.
  - Assign students to specific questions to help them focus.
  - Record all answers in the Answers We Found column.
  
- After the answers have been shared with the class, engage in a discussion on research practices.
  - What was the most difficult about finding answers?
  - Was it easier to find answers on the Internet or in a book?
  - What tips would you give someone who is about to do research?

*Extension:* Design and illustrate posters, each representing a Fact, Question, and researched Answer based on *Doyli to the Rescue: Saving Baby Monkeys in the Amazon* and display them within the classroom.

### **Character Study**

Take two large pieces of paper. Using a marker, divide each piece of paper into four boxes.

Label one piece of paper DOYLI. Label the other piece of paper ME.

<b>Doyli (or Me, for the other paper)</b>	<b>Home/Family</b>
<b>School</b>	<b>Community</b>



On the paper labeled DOYLI, fill in each box with descriptions of Doyli, her home/family, her school, and her community.

Do the same thing on the paper labeled ME.

- Can you find at least five similarities between you and Doyli? What are they?
- What are differences between you and Doyli?
- Imagine you were to meet Doyli:
  - What would you ask Doyli?
  - What would you want to tell her about yourself?
  - How would you want to spend your time with Doyli? What is something you both might enjoy doing together?

Use this activity as a lead in to celebrating each other's differences and finding similarities, even with those who do not look or live like us.

### **Writing Activities**

#### **The Mind of a Mischievous Monkey ~ Point of View**

*Doyli to the Rescue: Saving Baby Monkeys in the Amazon* is written in third-person point-of-view, meaning that the story is told by a narrator (not named in this book) who is watching the events unfold.

But what would the book be like if it was told in first-person point-of-view, from the perspective of one of the mischievous monkeys?

Either as a class or individually, explore *Doyli to the Rescue: Saving Baby Monkeys in the Amazon* from the point of view of a monkey. What does the monkey see? How does the monkey feel about being with Doyli and Uncle Gilberto?

Advanced classes will be able to actually re-create *Doyli to the Rescue: Saving Baby Monkeys in the Amazon* from a different point of view. However, a simpler approach is to simply have the class create captions and thought-bubbles for the monkeys in the photographs.

*Additional Challenge:* From the point of view of the baby spider monkey, write a thank-you letter to Doyli.

## **Wish You Were Here ~ Postcards from the Rainforest**

Doyli lives in the rainforest.

If you were to travel there:

- How would you get there?
- What would you see?
- What would you hear?
- What would you do?
- What would the weather be like?

Create a large postcard of your trip to the rainforest. Be sure to illustrate one side and include a note to a best friend or family member on the other side. Be sure to be descriptive, so that the person who gets the postcard can best imagine your trip.

Display the postcards on a bulletin board, along with a map indicating where rainforests are found in the world.

- Where are some of the major rainforests?
- How are they similar and different?
- Where would you want to visit? Why?

### **Dear Doyli...**

Doyli is such an inspirational little girl who is making a difference where she lives.

Using the moments in *Doyli to the Rescue: Saving Baby Monkeys in the Amazon* as inspiration, write a letter to Doyli. The letter should include:

- Detail about what you found inspirational about the book
- An example of how you could plan to use this inspiration to make a difference in your own community
- A thank you to Doyli for the inspiration

As a class, mail your letters to Doyli to:

Crickhollow Books  
3147 S. Pennsylvania Ave.  
Milwaukee, WI 53207

## **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some ways to bring *Doyli to the Rescue: Saving Baby Monkeys in the Amazon* to life in the classroom and have fun with speaking and listening skills.

### **Choral Reading**

- Using the text of *Doyli to the Rescue: Saving Baby Monkeys in the Amazon*, take the role of the narrator while students chime in with the rainforest sounds.
- Turn *Doyli to the Rescue: Saving Baby Monkeys in the Amazon* into a script. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

### **Mime**

- Ask students to silently act out a page from the book, exaggerating body motions and facial expressions. See if others can identify the page that goes along with the mimed action.

### **Drama**

- Create a TV commercial to encourage people to visit the rainforest or to read *Doyli to the Rescue: Saving Baby Monkeys in the Amazon*.
- Record a radio version of *Doyli to the Rescue: Saving Baby Monkeys in the Amazon*. Students decide what to use for the sound effects to create a mental picture of each scene in the story.

## **Language Activities**

### **Vocab Detectives**

*Doyli to the Rescue: Saving Baby Monkeys in the Amazon* has some new and challenging vocabulary. Words like "quarry" and "canopy" may be unknown to some young readers.

Re-read *Doyli to the Rescue: Saving Baby Monkeys in the Amazon* aloud and ask students to listen carefully for words they do not know.

- As soon as they come across an unknown word they should raise their hand.
- Repeat the phrase using the unknown word. What might it mean, based on context?

- Look up the word in the dictionary. (*Depending on the level of your students, a student volunteer can do this or the teacher can.*) Read the definition.
- Come up with a way to remember what the word means. *Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.*

Create a list of the vocabulary words and hang it on the wall. Revisit it again and again.

## Math

**Word Problems** *Note to teachers: Use the word problems below as inspiration to write your own, based on Doyli to the Rescue: Saving Baby Monkeys in the Amazon or any other book of study. For younger students, visuals, such as props, may be used.*

- 1) A monkey eats 2 cups of dry food a day. How many cups of dry food a day would Doyli need to feed 12 monkeys?
- 2) Doyli has three baskets of fruit from Uncle Gilberto's tree. There are 20 servings of fruit in each basket. How many servings of fruit does Doyli have in total?
- 3) On her way to school, Doyli sees four large barges carrying a total of 320 enormous logs. How many logs are on each barge?
- 4) The trip to school is supposed to be 45 minutes long but Doyli and Omar become delayed half-way. How many minutes has Doyli and Omar gone when they get delayed?
- 5) Doyli and Uncle Gilberto travel 4 hours to the market and 4 hours back home once a month. How many hours does Doyli and Uncle Gilberto spend traveling to and from the market in a year? How many minutes?

### **Doyli's "Journey to School" Math Board Game**

Math can be a struggle, but it's never as challenging as Doyli's daily journey to school! Create your own path-style (like Candy Land or Chutes and Ladders) board game to sharpen math skills and get Doyli safely to school.

How?

- Create your board. The "start" will be Doyli's house. The "finish" is the school. Include as many details of Doyli's journey as possible by referring to the book.

- Create the rules of the game.  
The game must include elements of addition, subtraction, multiplication, or division.
- Add obstacles such as the loggers, piranha, and caimon.
- Label all game pieces or add things to make them look pretty. People don't want to play games that are just plain pieces of paper.
- Place the game in a box or large envelope. If you have small pieces, place them in a bag. Label your box with the name of the game, who made the game, and a picture in the background to decorate.
- Present the game to the class, along with the playing instructions, and enjoy!

### **To Market They Go**

Spend some time helping students identify American money coins (penny, nickel, dime and quarter) and dollar bills, while also discussing the values of the money.

- What is the purpose of money (to buy food, toys, clothes, give to charity, etc.)?
- Which do you think costs more—a car or a loaf of bread; a beach ball or a diamond ring?

Brainstorm some ways to earn money.

### The Peruvian *Nuevo Sol*

The currency or money in Peru, where Doyli lives, is called the *Nuevo Sol* and there are 100 céntimole (cents) in one sol.

The sol is available in a range of bank notes from 10, 20, 50, 100, 200. There is also a selection of coins in use in Peru which come in 1, 2 and 5 *Neuvos Soles*, other coins that are in circulation are 5, 10, 20 and 50 céntimole. View images of the Peruvian bank notes and coins at <http://www.limaeasy.com/peruvian-money-currency-guide>.

The *nuevo sol* became the official currency of Peru in 1991 and translates as “new sun” in Spanish.

If you are travelling to Peru many places will accept U.S. dollars as a form of payment particularly in places such as restaurants, supermarkets and large shops.

- Set up a “marketplace” in the classroom filled with some of the items Doyli encounters at her own Peruvian marketplace: flips flops, jewelry, candy, rice, chilis, homemade jungle medicine, sugarcane, and sweet potatoes. Don't forget the powdered milk and dried food for the monkeys!
- Place Peruvian *Nuevo Sol* prices on all of the items.
- Using the conversion of 3 nuevo sols = 1 U.S. dollar, have students complete the following tasks:

- Convert all prices to U.S. dollars.
- Purchase food for 9 monkeys for a week, if the monkeys each eat 2 cups of dry food and 1 cup of milk each day.
- Gather a list of items using a set amount of nuevo sols.
- Add an item to sell at the market, setting the price in both nuevo sols and U.S dollars. Determine how many items you would need to sell in order to make a certain amount of money.

## Science

### **Let's Go to the Rainforest!**

Doyli lives in the rainforest.

Rainforests are lush jungles that receive lots and lots of rain. In fact, it is typical that it rains every day in the rainforest. Because of the rain, these forests have very dense trees and foliage. Rainforests also are homes to many animals.

Here are several science-based activities for students to explore and research the rainforest and those animals that call it home.

#### The Rainforest Ballet

- The trees in the rainforest grow in different layers. Some of the trees in the rainforest are very, very tall. *(Have the students reach up tall to touch the sky.)*

The trees that grow really tall get blown by the wind, so in order to blow about and not fall down, they have to support themselves with wide bottoms. *(With hands above their heads and feet spread wide, have students blow about from side to side.)*

There is also a layer of trees in the rainforest that aren't quite as tall, but they grow very, very thick covering the forest floor like an umbrella. This layer is so thick that almost no sunlight gets through. *(Students should hold their arms a little lower and touch each other's hands to represent the canopy.)*

The next layer of the rainforest contains vines that climb up tall. *(Have students get on their knees and move their arms in climbing motion to represent the vines.)*

The forest floor is very still and very quiet. The trees and plants that grow above drop leaves and flowers and nuts and things. *(Students should take their hands and wiggle their fingers above their heads down to the floor.)*

- Using YouTube, find some audio selections of rainforest sounds. What do the students hear? What kinds of animals? What other sounds?

Make a list of animals of the rainforest. Using YouTube, research what the “call” of each animal is. Practice mimicking each call. Assign an animal call to each student and create the sounds of the rainforest in the classroom. (Be sure to try to find the sound that a howler monkey makes!)

- Next, create the sounds of a thunderstorm, from beginning to end:

Snap fingers.

Pound floor. (Thunder rumbling.)

Clap hands together in an irregular cadence.

Slap hands on legs. (Flick light switches on and off or turn flashlights on and off to represent lightning.)

Stomp feet.

Slap your hands on your legs and stomp your feet. (Height of the storm.)

Stomp feet.

Slap hands on legs. (Flick lights or flashlights less frequently.)

Clap hands together in an irregular cadence. (A little softer now.)

Pound floor, a few times.

Snap fingers. (Quietly and slowly.)

Open palms. (Be still.)

- Add all of the above together to create a rainforest ballet with sound and movement.

### **DIY Rainforest in a Bottle**

A bottle rainforest is a closed container with a plant or plants inside. It is a miniature ecosystem: a model of a rainforest. It is easy to observe what happens in a terrarium because they are so small. In real life, it is hard to observe changes in the environment

because it is so big. Create and observe a terrarium to understand the rainforest and the water cycle.

- 1) Cut a two-liter plastic bottle in half, so that the top with the opening is separate from the bottom.

To the bottom of the bottle:

- 2) Add a layer of small rocks in the bottle for drainage.
- 3) Add some dry moss on top of the rocks to keep dirt out of the rocks.
- 4) Add a layer of activated charcoal (which you can find in a pet store) to prevent mold.
- 5) Add potting soil to the top of the half of the bottle.
- 6) Plant some green plants, preferably some tropical plants that would benefit from a wet environment with diffused light.
- 7) Water the plants. Don't overdo it!
- 8) Replace the top of the bottle over the bottom. And tape the bottle halves together.

- If the cap is not removed will the plants be able to "breathe?" How?
- Will the plants run out of water? Why or why not?
- Watch the following video from the National Science Foundation about the water cycle <https://www.youtube.com/watch?v=al-do-HGuIk>.
- Create a diagram of the water cycle to explain what you have learned.
- Define the following terms:
  - evaporation
  - precipitation
  - transpiration
  - condensation
- If the bottle rainforest is not watered, where will the water come from?

- 9) Using a notebook, observe any and all changes in the bottle rainforest for a month.

- What is found on the underside of the plastic?
- Touch the plastic. Does it feel warm?
- How is the terrarium like a rainforest?
- How do you think your plants will grow?



- Do you have to add water very often?
- Draw a water cycle diagram to explain what has occurred within the bottle rainforest.

After at least a week:

- Take off the top of the terrarium and feel the soil. Is the soil still moist? Why? Is it dry? Why?
- If the water evaporated, where did it go?

### **Rainforest Friends Research Project**

There are many animals mentioned in *Doyli to the Rescue: Saving Baby Monkeys in the Amazon*.

- Red howler monkey
- Pygmy marmoset
- Red uakari
- Woolly monkeys
- Monk sakis
- Sloth
- Caiman
- Piranha
- Tapir
- Pink River Dolphins
- Spider monkey

Assign each student or pairs of students a rainforest animal to research on the Internet.

Information to be gathered must include:

- Type of animal
- What it eats
- Where it lives
- Draw a picture
- Write 3 words that describe your animal
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all of the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

## **Nature's Umbrella**

The rainforest is like an "umbrella" because it shelters and protects so many unique unusual plants and animals.

Give an umbrella to each student.

Taking turns, each student is to open up their umbrella say, "I am a rainforest and I shelter (insert a rainforest plant or animal)."

Once all umbrellas are open, students should stand closely together to create the rainforest canopy. Notice how little light gets to the floor.

One by one, remove each umbrella. Students whose umbrellas are taken should say, "I am a rainforest, without me there is no (insert the same name of a rainforest plant or animal)." Continue until all umbrellas are gone.

Read *The Great Kapok Tree* by Lynne Cherry. Why would someone destroy the rainforest? What would happen if the rainforests disappeared? Discuss and research answers.

*Further study:* This activity can be used as a springboard for discussion about impacts and how what we do impacts the world around us.

## **Save the Rainforest**

In the past 50 years large areas of rainforest have been destroyed. Unfortunately this means that there is a very high rate of animal extinction, as the wildlife depending on the forest dies or has to move if their section of rainforest is lost.

There are many reasons why the rainforests are being destroyed.

- Cattle ranching
- Logging
- Agriculture
- Mining
- Oil Companies
- Dams

In groups of 2-3, conduct library or Internet research one of the above reasons for deforestation and present your findings to the class. Be sure to include:

- What your topic is
- How it destroys the rainforest
- How we can make a difference to end this destruction

Did you know that you can sponsor a piece of the rainforest?

<http://www.rainforestfoundation.org/protect-acre>

“Every \$50 your class or school raises will help indigenous peoples in Central and South America to secure their rights to 10 acres of their ancestral rainforests.

Organize a fundraising event, sell tickets to the event, get sponsors or raise money in any other creative way. Host a talent show, run, walk, bike, dance, hold a bake sale, a rainforest readathon, or open a lemonade stand for the rainforest.”

### **Create a Rainforest Library**

Gather fiction and non-fiction books, newspaper articles, internet clippings, videos and any other form of media about the rainforest and its inhabitants.

Related book suggestions:

*The Great Kapok Tree* by Lynne Cherry (Harcourt, 1990). Fiction with strong Nonfiction elements.

*Nature’s Green Umbrella* by Gail Gibbons (HarperCollins, 1997). Nonfiction.

*A Rainforest Habitat* (National Geographic School Publishers, 2010). Nonfiction.

*The Umbrella* by Jan Brett (Scholastic, 2004). Fiction picture book.

*Over in the Jungle: A Rainforest Rhyme* by Marianne Berkes (Dawn Publications, 2007). Nonfiction.

*“Slowly, Slowly Slowly,” said the Sloth* by Eric Carle (Puffin, 2007). Fiction picture book.

*In the Rainforest (Magic School Bus)* by Eva Moore (Scholastic, 2001). Fiction with science elements, about rainforest ecology and chocolate (cocoa) production.

Visit <http://www.rainforestfoundation.org/teaching-materials-elementary-level> for more activities to bring the rainforest into the classroom.

Also, this page has 10 things you can do to save the rainforest:

<http://www.rainforestfoundation.org/10-things-you-can-do-save-rainforest>

## **Social Studies**

In the past, many animals became extinct because of naturally occurring events, such as a volcano, or changes in the climate. But today, humans are the biggest threat to wildlife.

- Many animals are losing their homes as humans cut down the forests to make space for farmlands, especially palm oil plantations.
- Adult animals are killed by people, and the babies are stolen for the pet trade.

But the good news is, because humans created this problem, they have the power to stop it. We need to make sure that the rainforests remain safe to live in so that these animals can continue to survive.

Here are some ways your students can make a difference.

### **Kids Can Make a Difference!**

Palm oil plantations have emerged in recent years as a cash crop used for fuel and food. Palm oil is found in about half of all items on our grocery store shelves, from cookies and ice cream to detergents and cosmetics. Production of the crop can destroy rainforests and endanger the animal population.

- Australia's "The Checkout" provides a detailed overview of the issue in the following short video: <https://www.youtube.com/watch?v=RI8zB6dNzJk>

Kids making a big difference can be found at:

Kids Against Palm Oil (KAPO) ~ [www.kidsagainstpalmoil.org](http://www.kidsagainstpalmoil.org)

Young People's Trust for the Environment (YPTE) ~ <http://www.ypte.org.uk>

In Hong Kong, Kids Take Action for Elephants:

<http://newswatch.nationalgeographic.com/2014/04/28/in-hong-kong-kids-take-action-to-stop-the-illegal-ivory-trade/>

Australian kid Daniel Clark saves orangutans:

<http://www.abc.net.au/btn/story/s3456851.htm>

Forest School 101: <http://redapes.org/about-us/youth/forest-school-101/>

Caretakers for the Environment: <http://www.caretakers4all.org/> (see Global Forum newsletters for descriptions of kids' projects) and <http://cei2014.org/>

There are small things that people can do everyday that can have a BIG impact on our environment. In small groups, or as a class, brainstorm ways to get involved in the fight for sustainable palm oil.

- 1) Cabinet Collecting ~ search your cabinets at home! How many items can you find that contain palm oil or palm oil kernels? You can do the same in the grocery store, being sure to note which companies use the oil.

- 2) Speak your mind ~ write letters to those companies who use palm oil asking for consideration in regard to sustainable palm oil. Remember, just because a company claims to use "safe" palm oil and contains the seal from the RSPO, you know better! Make your case using facts from your online research.
- 3) Spread the word ~ Knowledge is power. Those who do not know of the problem, aren't going to do anything about it. Create posters about the dangers of palm oil to hang around the school to educate others.

For other tips to help save the environment, check out 50 Ways to Help (<http://www.50waystohelp.com/>).

- As a class, pledge to do at least ONE of these 50 ways each day for a month.
- For each way the student helps, they will be given a star. (Deeds should be verified with a parent/guardian/teacher's signature).
- The stars can be tallied at the end of the month for prizes. Also, set a class goal, if the class "earns" 200 stars at the end of the month maybe there will be a pizza party!

## **Where Children Sleep**

Nothing speaks to the differences and similarities among children around the globe, like the houses they live in.

The book *Where Children Sleep* by photographer James Mollison is a book of large-format photographs of children's bedrooms around the world--from the U.S.A., Mexico, Brazil, England, Italy, Israel and the West Bank, Kenya, Senegal, Lesotho, Nepal, China and India--alongside portraits of the children themselves. Each pair of photographs is accompanied by an extended caption that tells the story of each child.

A slideshow of some of the bedrooms can be found online at:

[http://www.huffingtonpost.com/2012/07/16/where-children-sleep-james-mollison-photography\\_n\\_1664731.html](http://www.huffingtonpost.com/2012/07/16/where-children-sleep-james-mollison-photography_n_1664731.html)

As a class, discuss a few of the photographs.

- Describe where the child sleeps.
- Are there any similarities to your own bedroom? Any differences?
- What predictions might you make about the person who lives here?
- Where in the world could this be?
- How does this bedroom make you feel?

Then read the accompanying child's biography.

- Were any of your predictions about the child correct?
- Where in the world is this bedroom? Find it on the map/globe.
- What new information do you have about this child now?
- How does this bedroom make you feel?

Look closely at Doyli's house in *Doyli to the Rescue: Saving Baby Monkeys in the Amazon*.

- Describe where she sleeps.
- Are there any similarities to your own bed? Any differences?