



Fifth Grade
El Imposible National Park, El Salvador

National Standards for Grade Five Lessons

English

Standard 3: Evaluation Strategies

Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.

Standard 1: Reading for Perspective

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves and of the cultures of the US and the world.

Standard 4: Communication Skills

Students adjust their use of spoken, written and visual language to communicate effectively with a variety of audiences and for different purposes.

Standard 7: Evaluating Data

Students conduct research on issues and interests by generating ideas and questions, and by posing problems.

Life Science

Standard 3

Students develop an understanding of the structure and function in living systems, populations and ecosystems, and diversity and adaptations of organisms.

Math

Standard 1: Grades 3-5

Students understand the need for measuring with standard units and that measurements are approximations and how differences in units affect precision.

Technology

Standard 5: Technology Research Tools

Students use technology to locate, evaluate and collect information from a variety of sources.

Standard 4: Technology Communication Tools

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Social Studies

Standard 5: Environment and Society

Students should understand how human actions modify the physical environment.

Science

Standard 6: Personal and Social Perspectives

Students develop an understanding of populations, resources and environments.



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Lesson 3: Deforestation

Concept

One element of a complex ecosystem may provide essential components to the survival of many species of plants and animals.

Essential Question

How can the clearing of trees destroy a community?

Additional Resources

- **Resource Index-** Check out this page at <http://www.rainforest-alliance.org/programs/education/teachers/curriculum/resources/index.html> for additional supplemental materials that complement these dynamic units and to access many of the resources listed below.
- **Slideshow** – The Learning Site provides a slideshow and script about El Salvador that includes background information about the animals, people and landscape of this region. The slideshow can be downloaded for viewing in the classroom, printed out and read as a story, or viewed online with the students.
- **Unit-Specific Stories-** The Rainforest Alliance has developed two original stories for use with these units, available in English, Spanish and Portuguese. The stories are available to download and print or can be viewed on-screen.

**Alex Goes Exploring in El Imposible
Life In San Miguelito**

- **Species Profiles** - The species profiles, available to view on screen or download from the beginning of the unit or the Resource Index, include photos, habitat, foraging behavior, group relationships, threats and many more facts.
 - Ocelot
 - Great Curassow
 - King Vulture
 - Blue-Crowned Motmot
- **Rainforests: Supermarkets to the World** - A great two-page introduction to the many fruits, vegetables, medicines and other products that we use everyday, which are harvested from tropical rainforests.
- **Park Profile** - Visit <http://www.rainforest-alliance.org/programs/aar/el-salvador.html> for a basic introduction to El Imposible National Park.

- **Rainforest Poster** - Check out this colorful two-page poster depicting the layers of the rainforest, rainforest products, and the threats faced today by many of the world's rainforests is available for your use.

Inside the Canopy – Structure and species of the rainforest
Status Report – What is happening to the rainforest

- **Rainforest Products** – Visit <http://www.rainforest-alliance.org/resources/forest-facts/lives.html> for a summary of products that we use in our everyday lives that originate in rainforests. Both teachers and students will find information on the products found in their homes and supermarkets that either originated in tropical forests or are currently produced there.
- **Profiles in Sustainability** – Click [here http://www.rainforest-alliance.org/programs/profiles/index.html](http://www.rainforest-alliance.org/programs/profiles/index.html) for case studies on companies who work closely with the Rainforest Alliance to ensure that their practices protect wildlife, workers and communities.
- **Conservation Coffee Summary** – Visit <http://www.rainforest-alliance.org/programs/education/teachers/curriculum/pdfs/conservation-coffee.pdf> to access an eight-page introduction to the issue, including a glossary of terms. These are appropriate for students to read independently.
- **Venn Diagram Template** - Download a photocopy-ready Venn diagram designed to complement this unit.
- **Certificate of Accomplishment** - Print out colorful rainforest certificates for your students to commemorate their completion of these units.

Step 1- CONNECT (The Concept to Prior Knowledge)

Challenge

Students will identify and connect with the benefits of trees.

Procedure

1. As a class, brainstorm the relationship between trees and humans.
 - a. How do we benefit from trees?
 - b. How do they benefit from us?
2. Discuss oxygen/CO₂ exchange, soil stabilization and protection from erosion, animal habitat, shade, medicine from the rainforest, etc.

Step 2- LITERATURE/DISCUSS (Give Expert Information Book; Ask Questions)

Challenge

Students will be challenged with opposing viewpoints of the relationship and attitudes between humans and the forest.

Materials

-Book: The Lorax, by Dr. Seuss.

Procedure:

1. Read The Lorax, by Dr. Seuss.
2. Discuss the two main characters. Explore student's thoughts and reactions to what these characters represent in our society.

Step 3A- PRACTICE (Language Arts)**Challenge**

Students will use their knowledge of the forest to predict a deforestation scenario.

Materials

- Paper, pencils

Procedure

1. Students will create a story that shows what they think would happen if all the trees were cut down in their neighborhood.
 - a. Who would be affected?
 - b. What changes would occur?
2. Students will act out their stories for the class and/or for the whole school.

Step 3B- CREATE (Performance Tasks Related to Standard Indicators)**Challenge**

Students will organize a community tree planting day.

Procedure

1. Have students pretend they have replanted a forest that was cut down for coffee production. Predict how long it would take to look like a forest again.
2. Students will organize a community tree planting day.
3. Students will monitor the growth of their trees throughout the year.

Step 4- PRESENT (Edit Work/Students Orally Present Projects)**Challenge**

Students will put on an open house to present their service project to the community.

Materials

- Recycled or FSC-Certified paper (visit <http://www.rainforest-alliance.org/marketplace/index.html>)

Procedure

1. Students will make and distribute invitations, on recycled or tree-free paper, for an open house where they will describe to the community their goals and objectives of their tree planting service project.

LESSON 3 ASSESSMENT RESULTS:

Teacher observations of tasks with rubrics as listed below, as well as collected work samples.

Assessment Guidelines	3 = P (Proficient)	2 = S (Satisfactory)	1 = NW (Needs Work)
1. Student clearly states backyard deforestation scenario.			
2. Student's spelling, punctuation and grammar are accurate.			
3. Student's story is based on scientific discovery.			
4. Story is neatly typed or handwritten.			
5. Student makes a clear statement as to how deforestation would affect all living organisms in their community.			