

WildernessClassroom.com

Greetings Fellow Explorers,

By now, you've registered for The Wilderness Classroom's Project Peru 2. And you're probably wondering how you're going to implement the features of an online learning adventure into your classroom. This introduction guide is designed to help you navigate The Wilderness Classroom web site, generate student interest, and demonstrate how to implement activities from the curriculum guide into your classroom.

By conducting on-line learning adventures, we hope to empower students through knowledge, inquiry, discovery, and adventure.

Our goal is to help students identify the relationships between living things across the globe, leading them to form a conservation ethic. We feel that showing students the natural relationships between plants, animals, and people in a given environment is the most effective way to do so. Once students begin to understand these complex relationships, they can insert themselves as active members in the continuing cycle of life. Students then can recognize that the choices they make, the food they eat, the products they buy, and the resources they consume all impact the environment on a global level.

This guide is designed to show you how to make Project Peru 2 come alive in your classroom, regardless of your students' level, your technical abilities, and your time commitment. We realize it's a challenge to break from the daily classroom routine and try something new. However, we think that when properly applied, learning adventures can be just as much fun for teachers as their students.

Keep Exploring!

Dave Freeman



Program Overview

The Wilderness Classroom helps students explore the world around them, as they both ask questions and solve problems. Learning adventures encourage a deeper sense of cultural and environmental awareness among students, and help students draw connections between their daily lives and the lives of people across the globe. Throughout the process students are using and improving important skills like: reading, vocabulary, communication, critical thinking, problem solving, and graphing.

During Project Peru 2 your students' job is to help our team answer the question, "How do plants, animals, and people survive in the flooded forest?"

During the adventure, our team will highlight the interdependency of all life in the flooded forests. As we do so, students will explore how sustainable management of resources and habitat helps species survive and grow. Students will also gain a better understanding of the food, water, and other resources they use, and how their actions can have positive and negative effects on the world around them.

Project Peru 2: March 27 - May 5, 2006

Project Peru 2 grew out of a student survey. We simply asked students and teachers who participated in Project Peru 1 where they would like to see The Wilderness Classroom Adventure Team explore next. The overwhelming response was to continue to investigate the earth's tropical rainforests.

During the adventure, the Expedition Team will be in direct contact with classrooms around the globe through online polls, email correspondence, and a monitored chat room. Students will make decisions that directly impact the adventure, while resolving the ecological, moral, and personal dilemmas the team faces. The Wilderness Classroom's multi-disciplinary curriculum guide is aligned to Illinois State Standards and can be used in its entirety or as a supplement to Language Arts, Science, Math, and Social Science activities.



Jesse Beightol holds a black caiman which he featured in *Animals of the Amazon* during Project Peru 2005.

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Expedition Updates

Each Monday, Wednesday, and Friday from March 27 – May 5, 2006, the team will update The Wilderness Classroom web site, www.WildernessClassroom.com, from Peru using satellite technology.

Update Features

Notes From the Trail – Journal entries, photos, daily data collected

Video Clips – A multimedia approach to discovering the rainforest available for QuickTime and Windows Media Player

Animals of the Amazon – Interesting encounters, facts, and profiles of the animals found in the Amazon rainforest

Mystery Photo – Students can use their investigative skills to solve a mystery. Clues are provided as well as a page describing the photo and its relevance to the adventure.

People of Peru – Interviews, profiles, and information about Peruvians we meet along the way and indigenous cultures living in the rainforest

Daily Dilemma – Empower your students to make decisions for the team, the adventure, and the world by submitting your answers in short answer format or as persuasive or expository writing samples.

Cast Your Vote – Decide where the team goes, what they study, how they find shelter, or what they eat by making your voice heard at the polls.

Archived Adventures

Here you can view Wilderness Classroom's 7 previous learning adventures. Previous adventures include dogsledding across northern Manitoba, exploring the Costa Rican rainforest, and canoeing the travel and trade routes of the Ojibwe, Cree, and French Voyageurs.

Edwin, a Cree trapper from Cross Lake, Manitoba, proudly displays a frozen river otter he harvested from his trapline in 2004. Edwin was one of many subsistence hunters and trappers encountered during a 2 month learning adventure in 2004. ►



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Teacher Resources

Sign Up!	Getting Started	Project Peru Lesson Plans
Registration for Project Peru 2, including access to all on-line content, is free! Tell your friends!	A brief introduction to the benefits and goals of participating in an online learning adventure.	Our database of lesson plans, background information, worksheets, and activities based around a weekly thematic unit. Each activity and lesson plan is specifically designed for Grades 3 -7.
Lesson Plans	Workshops & Assemblies	Chat Room
Lesson plans for all of the Wilderness Classroom's previous 7 learning adventures.	These events are available for schools in the Chicago area. For a current schedule of workshops, or to arrange for an assembly at your school, please call Dave at (312) 505-9973.	Each week, bring your class into the Chat Room to communicate directly with the team. Dates and times are available on the Expedition Calendar and will be posted on the Wilderness Classroom homepage. Please log your class on as one user. An LCD projector is a great tool for the Chat Room.

Kid's Zone -Not just for kids!

Boreal Forest Library	Rainforest Library	Project Peru Activities
A vast resource for learning about animals, plants, and animals that call the boreal forest of Canada, Russia, and Scandinavia home.	A continually growing resource of plants, animals, and people of the Central and South American tropical rainforest.	Allows access to student versions of background information and activities from our lesson plan database.
Email An Expert	Email the Team	
Do you have a question that would stump even an Expedition Team member? If so, email a scientist at Shedd Aquarium. On this page you'll find information about the expert as well as a form to submit.	The team loves getting email from students. Submit the form and the team will personally respond to well-written, well-developed questions from students.	

Teaching Tips

Using Learning Adventures in YOUR Classroom

For six years, The Wilderness Classroom has been developing and refining its approach toward online education. We've found that the students and teachers who benefit most from its content are those who use it on a regular basis.

Not every school's technology is the same. Some schools have computer labs with the most up-to-date software, hardware, and resources. However, we know that most of the schools that participate with Wilderness Classroom have limited computer access, and limited time to do so. After careful planning with teachers who have participated in previous learning adventures, we've come up with some strategies to help you implement Project Peru 2 into your classroom.



The students at Grand Portage Elementary School have participated in all 7 of our online learning adventures! ►

Investigate the web site!

The more you know about where to go and what's there, the better you can answer your students' questions and keep students focused. Pre-read the updates so that you can anticipate student questions and needs.

Print the Updates

Many of the Wilderness Classroom activities can be completed without a computer. Use the Notes From the Trail as a guided reading exercise. Reproduce the Daily Dilemma on the chalkboard or over-head laminate to foster discussion.

Use an LCD projector

Many of our participating teachers had never used an LCD projector before bringing an online learning adventure into their classroom. However, it is the perfect tool to focus a large group of students onto a teacher or student-directed activity. Guided-reading activities, group discussions and investigations, and chat sessions are perfect for the LCD projector. You can control the content and navigation, or have a student volunteer/ helper browse the content.

Read the Unit Introductions

As a whole group, read the introduction to each unit. Think about the unit's role and importance in the overall adventure.

Rotating Reporters

Assign a student or group of students to gather information from the most recent update and report back to the class. This would work very well in an incentive-work program.

Small Group Reporting

If you only have one computer available, put students into groups, where each week particular groups are responsible for presenting the material to the class. One group can report on the Notes From the Trail, while another group reports on Animals of Amazon. One group may be plotting the team's progress on a map, while others might compare and graph the weather and temperature in Peru to your school.

Teaching Tips

Managing Time

The table below contains tips on how your students can participate in Project Peru 2 in the time you have available.

15 Minutes per Day	30 Minutes – 1 Hour per Day	1 -2 Hours per Day
<p>Use The Wilderness Classroom during homeroom, attendance-taking, and other “sponge- time” activities.</p> <p>Allow students to explore the web site if they finish work early or as a reward.</p> <p>Select a student reporter to read or share information from the Notes from the Trail.</p> <p>Listen to the Audio Update.</p> <p>Guess the Mystery Photo.</p> <p>Project or reproduce Notes From the Trail, Animals of the Amazon, or People of Peru to use as a guided-reading activity.</p> <p>Cast a Class Vote.</p> <p>E-mail an Expert a classroom-generated question.</p> <p>View the Video Clip as a class.</p> <p>Calculate the distance traveled during the week. Relate the distance to familiar places in your neighborhood.</p>	<p>Use cooperative groups to read the update. Assign, or let groups choose to read Notes From the Trail, Animals of the Amazon, and People of Peru. Have each group present their findings to the class</p> <p>Read Expedition Updates and allow students to work in pairs or small groups to fill in their Discovery Log</p> <p>Complete a whole class Discovery Log.</p> <p>Create a weekly K-W-L chart.</p> <p>Complete each update’s Student Response worksheet.</p> <p>Attend a Chat Session with the Adventure Team.</p> <p>Write an extended response to the Daily Dilemma.</p> <p>Generate a list of questions to submit to the team or Email an Expert.</p> <p>Keep a weather graph.</p>	<p>Submit an extended response to the Daily Dilemma via email.</p> <p>Have students keep a weekly Discovery Log. At the end of the week, discuss and create a poster of the class’ findings.</p> <p>Make connections between what the team is seeing this week compared to the week before.</p> <p>Discuss the possible outcomes of each Cast Your Vote choice. Make a pro/ con list and decide the best option.</p> <p>Let students create an Animal of the Week bulletin board using the Rainforest Library for information and photos. Use other resources as well.</p> <p>Using clues from People of Peru, write a short story using expository writing techniques. Submit them to the Adventure Team via e-mail.</p> <p>Turn your classroom into a virtual rainforest, allowing students to control the design.</p>
<p>Everyday Throughout the Day</p>	<p>Because Wilderness Classroom addresses a range of curriculum areas, the program can be woven into your activities through the day.</p> <p>Language Arts: Use Wilderness Classroom’s updates and the activities in the curriculum guide to integrate Project Peru 2 into your reading time.</p> <p>Math: The Daily Data provides plenty of opportunities to use real statistics and figures to explore math functions and concepts.</p>	

Teaching Tips

Engaging your students



The Wilderness Classroom's unique approach to education lends itself to discovery. We encourage teachers to assume the role of adventurer along with your students. As a co-adventurer, you can share in their enthusiasm. We encourage you to familiarize yourself with our web site on your own, using this guide as a map. We also encourage you to attend one of our workshops, where we will go into greater detail and provide a wealth of background information about the flooded forest.

◀ **Peruvian children watch as Jennifer Covney works on an Expedition Update during Project Peru 2005.**

Using the Discovery Logs

Project Peru 2 will reveal the Amazon rainforest to your students. We also hope to instill a life-long ethic of local conservation and environmental respect in your students.

Discovery Logs are designed to foster the connections between the Amazon and your local ecosystem.

By the end of Project Peru 2, your students will be able to answer the question, "How do plants, animals, and people survive in the flooded forest?" Using the Discovery Logs will also help students find out what it takes to survive in their habitat.

Each week, updates will offer focused clues and information to uncover part of what it takes to survive. As the adventure progresses, students will gain a greater perspective about the elements of survival. Transportation, seasonal changes, shelter, food, and habitat each play a vital role in the survival and proliferation of a species in a given ecosystem.



Our team uses the Chat Room to answer students' questions during Project Peru.

Teaching Tips

Project Peru 2 Themes

Students for Sustainability

Our goal is to present the flooded tropical rainforests as a community of living things. The interactions between these living things impact the environment. Whether in predator-prey relationships, symbiotic relationships, or parasitical relationships, all living things inside a rainforest rely on other living things for food, habitat, and proliferation of the species.

We also hope to make connections between living things in the rainforest and students. As we explore the rainforest ecosystem, we will be asking students to think about their habitat, food, seasonal changes, transportation, shelter, and dependence on other living things for their own survival. One effective way to have students discover their own impact is for them to think about the things they eat, use, throw away, and take for granted everyday, and trace them back to their sources.

Habitat

Introduce your students to the three basic elements of habitat: shelter, food, and water. Discuss the elements of students' own habitat by questioning students what they know. Where does our water come from? Where is our food grown? What type of shelter do you live in? Try to have students answer these questions about an animal they've seen in their neighborhood.

Shelter

Have students draw their personal habitat map. First, have students think about their home's construction. Try to trace the building materials back to their sources. How did the building materials get to their house? What kinds of energy were used to build the house and transport materials?

Next, think about the things inside your house. What are they made of? Is there anything that you have too much of? How would you go about getting things you need? Is this the way it works for everyone?

Finally, how do animals and people construct homes in the flooded forest? What materials and sources of energy are used?

Seasonal Changes

Most students are pretty hard-pressed to attribute seasons' impact on survival. What would happen if you were transported to a different season wearing what you wore to school? Besides being uncomfortable, could it impact your survival?

Ask students about recreation according to the seasons. When is the best time to ride a bike? When is the best time to cross-country ski?

Ask students what role seasonal changes might have if they lived somewhere with only 2 seasons. What if they lived at one of the poles in either darkness or light?

Talk about the seasonal changes in plants. When do plants bloom? When do plants produce fruit? When do you eat watermelon? Why do we celebrate Thanksgiving in the fall? Are there other holidays that are dependent on the seasons?

Finally, what are some examples of ways people, plants, and animals depend on and adapt to the high water season in the Amazon?

Teaching Tips

Project Peru 2 Themes

Food

Students do not generally know where their food comes from. Teaching about food is one of the most effective ways of demonstrating to students that their choices have effects, as the food choices consumers make have the greatest environmental impact. Getting students to think about food beyond the supermarket is not as difficult as it seems.

Dissect a pizza (or other commonly eaten food). What makes up a pizza? Ask students if they've ever seen a tomato growing? Do they know someone who has ever grown a tomato? Have they ever seen wheat growing? Who grows wheat? Where does the cheese come from? How is cheese made? Go through all of the toppings that might be found on a pizza.

Discuss how food gets to the student. Tell students to find foods from each continent during their next trip to the supermarket. How did that food travel? What resources were used? If it's produce, is it still fresh? Evaluate the costs of produce grown locally vs. imported. What role do seasons play in the cost of produce?

How does having access to a diverse diet help students stay healthy? Have people in the United States always eaten the way we do today? What are choices we can make to stay healthy?

What are food sources for the plants, animals, and people in the flooded forest? What are some of the food choices that the adventure team has made? Where does the food come from, and what impact does it have on the environment?

Transportation

People and animals are always moving. Humans and animals travel by air, land, and water. Movement has a significant impact on the environment. Roads need to be cut, gasoline must be used in all motorized vehicles, and trees need to be felled to build a dugout canoe.

How do your students travel? Make a list of all of the methods of transportation you can think of. What forms have you used? How are they powered? If your transportation is a vehicle, how many people does it hold on a regular basis? What types of energy/fuel are needed? What types of fuel have the smallest impact on the environment?

How are methods of transportation different in other areas of the world? Why are they different?

Now make a list for animals' transportation. Which animals use the land, water, or air?



Freshwater dolphins swim and we canoe through the Amazon Basin.

Frequently Asked Questions

How much does it cost?

Registration for Project Peru 2 is free. Log on to www.wildernessclassroom.com to sign up. Follow the team, make decisions for the adventure, and learn about the Amazon rainforest from March 27 through May 5, 2006.

How do I participate with Wilderness Classroom?

Access to WildernessClassroom.com is free to all registered users. The Wilderness Classroom does offer school assemblies, teacher workshops, and teacher in-services for schools in the Chicago area. Please call Dave at 312-505-9973 for more details.

What grades is the Wilderness Classroom curriculum targeted toward?

The Wilderness Classroom's complete curriculum is written according to 3rd – 8th grade Illinois learning standards. However, teachers from each grade from preschool through high school have registered for Project Peru 2.

What academic subjects are covered during Project Peru 2?

The Wilderness Classroom lesson plans contain a complete inter-disciplinary curriculum. Language Arts, Science, Social Science, Math, and Arts are all incorporated within Project Peru 2.

I'm an educator, but not in the traditional classroom setting. Can I participate?

Of course! Teachers and educators from nearly every educational setting have participated in Wilderness Classroom's online learning adventures.

How can I get families involved with Wilderness Classroom?

Encourage families to register for Project Peru 2. Parents and children can read updates and browse the Wilderness Classroom web site more thoroughly than time often permits in class.

What software do I need to access the Wilderness Classroom web site?

The Wilderness Classroom web site is available to any computer that has Internet access. Links to free versions of Windows Media Player and QuickTime Player are available on each of the video pages.

A very special thanks to BlueZones.com for their help with this introduction. We strongly encourage you to participate in BlueZone's Expedition, Quest for the Fountain of Youth. Visit www.bluezones.com for more information.

Discovery Log: Week 1 (March 27 - 31)

Name _____

Preparation

During Project Peru 2, your class will help answer the question, “How do people, plants, and animals survive in the flooded forest?” However, before we uncover what it takes to survive in the rainforest, we have an expedition to plan! Your job this week is to discover what it takes to organize and plan a healthy and successful learning adventure. Fill in the chart below to answer the question, “What preparations are needed for a wilderness expedition?” Think about what you would bring or how you would prepare for a five-week canoe trip in the Amazon or any other adventure you can dream of.

	Date	Source of Evidence	Evidence Found	Your Thoughts
Health and Physical Training				
Gear				
Background Knowledge				
You				

Discovery Log: Week 2 (April 3 - 7)

Name _____

Transportation

During Project Peru 2, your class will help answer the question, “How do people, plants, and animals survive in the flooded forest?” Your job this week is to gather evidence about how living things move in the rainforest. What are the ways plants, animals and people get around in your neighborhood? Can you find any similarities?

	Date	Source of Evidence	Evidence Found	Your Thoughts
People of Peru				
Animals of the Amazon				
Plants of the Amazon				
You				

Discovery Log: Week 3 (April 10 – 14)

Seasonal Changes

Name _____

During Project Peru 2, your class will help answer the question, “How do people, plants, and animals survive in the flooded forest?” Your job this week is to gather evidence about how living things adjust to seasonal changes. What are the ways plants, animals, and people change during the seasons in your neighborhood? Can you find any similarities?

	Date	Source of Evidence	Evidence Found	Your Thoughts
People of Peru				
Animals of the Amazon				
Plants of the Amazon				
You				

Discovery Log: Week 4 (April 17 – 21)

Name _____

Shelter

During Project Peru 2, your class will help answer the question, “How do people, plants, and animals survive in the flooded forest?” Your job this week is to gather evidence about how living things make homes in the rainforest. What are the ways plants, animals, and people stay sheltered in your neighborhood? Can you find any similarities?

	Date	Source of Evidence	Evidence Found	Your Thoughts
People of Peru				
Animals of the Amazon				
Plants of the Amazon				
You				

Discovery Log: Week 5 (April 24 – 28)

Name _____

Food

During Project Peru 2, your class will help answer the question, “How do people, plants, and animals survive in the flooded forest?” Your job this week is to gather evidence about food sources in the rainforest. What are the ways plants, animals and people make healthy food choices in your neighborhood? Can you find any similarities between your food and the rainforest food?

	Date	Source of Evidence	Evidence Found	Your Thoughts
People of Peru				
Animals of the Amazon				
Plants of the Amazon				
You				

Discovery Log: Week 6 (May 1 – 5)

Name _____

Habitat

A habitat is a particular home of a plant, animal, or person. There are 3 elements of habitat: food, water, and shelter. Your job this week is to gather evidence about different habitats in the rainforest. What is your habitat? Where does your food and water come from? How big of a habitat do you live in? Can you find any similarities?

	Date	Source of Evidence	Evidence Found	Your Thoughts
People of Peru				
Animals of the Amazon				
Plants of the Amazon				
You				