

Carousel Players

Presents

Saving Lonesome George

By Gail Bowen

Teacher's Study Guide

By Amanda Bietz and Carlee Smith



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Meet Sweet Solomon Bunch, a pirate with a heart of gold who loves animals. When his best friend, a rare turtle, is kidnapped, he gathers a timid boy, his pet squirrel, a hacky-sack expert and the absent-minded Hyacinth Macaw to help him. The audience participates in their adventure to save the turtle from extinction. Inspired by Lonesome George, a real Galapagos turtle that is the last of its kind, this empowering play inspires children to act to help the environment and learn about building friendships, kindness and teamwork.

THEMES

Environmental Awareness	Responsibility	Charity and Kindness
Empowerment	Recognizing Individual Skills	Goal Setting
Friendship and Teamwork	Preservation of Endangered Species	Overcoming Fear

You can download this study guide at www.carouselplayers.com

Saving Lonesome George

by Gail Bowen

Directed by **Pablo Felices-Luna ***
Set and Costume Design by **Jackie Chau**
Lighting Design by **Bradley A. Trenaman**
Sound Design by **Lyon Smith**
Study Guide by **Amanda Bietz and Carlee Smith**
Cover Illustration by **Natasha Pedros**
Stage Management by **Erin Finn ***

The Characters

Colin Doyle * plays **JESS** – A boy who, except for his squirrel, Charlie, is alone in the world.

Jeff Giles * plays **H.D.** – A cool kid, who loves his iPod and is expert at the art of hacky sack.

Monica Dufault * plays **HYACINTH MACAW** - The absent-minded leader of KOALA!

& MAD ESMERELDA BRILLIANT - A villainous pirate with no respect for endangered species.

Kevin Hobbs * plays **SWEET SOLOMON BUNCH** - A warm-hearted pirate
in the wrong profession.



Saving Lonesome George by Gail Bowen was first produced by Persephone Theatre, Saskatoon in 2008.

* Members of Canadian Actors' Equity Association

The Playwright

Although Gail Bowen is best known for her Joanne Kilbourn mysteries and her CBC work, she is deeply interested in the relationship between children and the arts. She has written adaptations of *Peter Pan*, *Beauty and the Beast* and *Doctor Dolittle*. She is delighted that Carousel Players is presenting her original play, *Saving Lonesome George*. Further information on Gail Bowen's writing at www.gailbowen.com

Carousel Players

Carousel Players is an award-winning professional theatre for young audiences based in St. Catharines that is committed to the development of new work and the production of theatre that entertains and challenges our audiences. We present inspiring and creative plays for children aged 5 to 14 in schools, theatres and other venues. We ensure that our performances, theatre school and classroom programs are affordable for all children regardless of their socio-economic status or situation. Our home is in the Old Courthouse in downtown St. Catharines at 101 King Street and 5 theatre and dance companies regularly perform in our space – the Sullivan Mahoney Courthouse Theatre.

Our Activities

Throughout our 37 year history, over 2.6 million students, teachers and families have seen our productions. We regularly perform in schools across Ontario, and frequently tour to theatres in London, Toronto and Orangeville and festivals in Ottawa, Vancouver, Winnipeg, and Calgary. Our award-winning plays have toured as far away as England and Japan. Carousel Players offers March Break programs and summer drama programs to youth aged 5 to 14, a creative writing group for youth called Uth Ink and is a partner with Brock University in the new Commotion Youth Theatre Project. We host student volunteer placements and internships for young professionals.

Our History

Carousel Players is a non-profit charitable organization that was founded in 1972 by Desmond Davis, a Professor of Drama at Brock University in St. Catharines. Des and his wife Faye came to Canada in 1970 from Australia where both had gained considerable experience in professional theatre and created a theatre to serve youth in Niagara. The name for the company is inspired by one of Canada's oldest carousels in nearby Port Dalhousie where you can still take a ride for just a nickel. Other artistic leaders of the company include Duncan McGregor (1977 to 1990), Pierre Tetrault (1990 to 1998), Kim Selody (1999 to 2006) and Pablo Felices-Luna (2007 to present).

Carousel Players Staff

Pablo Felices-Luna (Artistic Director), Jane Gardner (General Manager), Jason Woodgate (Production Manager), Donna Vandecoevering (Accounts & Tour Manager)

Carousel Players Board of Directors

Debra McLaughlan (Chair), Carolyn Mackenzie (Vice-Chair/Secretary), Corey Miles (Treasurer), Garry Blain (Past-Chair), Janis Barlow, Glen McCann, Margaret Newby, Gyllian Raby.

Carousel Players acknowledges the support of our generous funders



Saving Lonesome George

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Plot Summary

Jess is a lonely boy who has no one but his squirrel, Charlie, as a friend. H.D. is a cool and energetic skater boy who only cares about one person—ME. But when Hyacinth Macaw, the leader of KOALA!, an organization of children who want to save the world enters their lives one day, their world is turn upside down. The boys reluctantly set out, with Hyacinth and a pirate named Sweet Solomon Bunch, on a journey to save Lonesome George, the last tortoise of his kind in the Galapagos Islands, from the evil pirate, Mad Esmerelda Brilliant. Over the course of their journey, Sweet Solomon Bunch and Hyacinth Macaw open the eyes of the boys to the beauty of the world and in doing so help the boys to realize that, with a little bit of trust in each other, they can make a difference in the race to save Lonesome George’s life.

CLASSROOM ACTIVITIES- *Before the Performance*

ACTIVITY # 1 (Visual Arts, Science and Technology, & English)

The Environment and ME

Instructional Steps:

- As a class, discuss what the word “environment” means to the students. What words come to mind? Write these on a piece of chart paper or on the chalk board.
- Discuss some of the problems that are happening in the environment right now (For example, over-fishing, pollution, garbage, climate change).
- Individually, have students draw a picture of a beautiful part of the environment (For example, a sunset, birds in the backyard, a dolphin in the ocean, a volcano, etc.).
- Around this picture have students write words that describe their feelings and thoughts about this location.
- Next, have students write words to describe their relationship with the environmental problems in the world (Do they think that they can make a difference? Is it their parents’ problem? Is it hopeless at this point?).
- Have students share their pictures and viewpoints.
- As a class, determine actions students might take to help the environment.
- Create a class list of environmental goals. Post the list in the classroom.



ACTIVITY #2 (Science and Technology & Language Arts)

Disappearing Creatures

Instructional Steps:

- Ask the class what would happen if there were no more birds. Write key responses on the board.
- Ask the class what would happen if there were no more trees. Write key responses on the board.
- Ask the class to imagine what the world would look like with no birds and trees in it.
- Have the class draw an image of this world on a piece of chart paper.
- Ask the students how they might protect the trees and birds in our environment. Write the students’ ideas on another piece of chart paper.
- In pairs, the students will create Save the Trees and Save the Birds posters to post around the school.

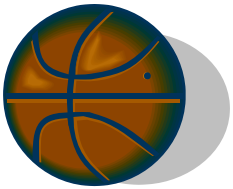


ACTIVITY #3 (Health and Physical Education & Science)

Obstacles Through the Environment

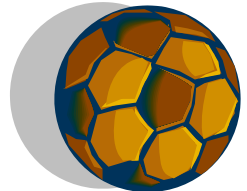
For this activity, the teacher will need access to the school's gymnasium, and also to the following equipment in the following order: Soccer balls, pylons, hoola hoops, skipping ropes, basketballs, and soccer balls. The obstacle course will be set up as follows:

- ✓ It requires two lanes for two students to be running through the course at the same time.
- ✓ The course will run from one end of the gym to the final destination of a basketball net.
- ✓ In each lane, place a soccer ball on a mark a few feet from the starting line. Set up three pylons in a zigzag pattern a few feet ahead of the soccer ball. Students will be moving the soccer ball around the pylons and back to its original spot.
- ✓ In each lane, a few feet ahead of the last pylon, place a hoola hoop.
- ✓ In each lane, a few feet ahead of the hoola hoop, place a skipping rope.
- ✓ In each lane, under the basketball net, place a basketball.
- ✓ In each lane, beside each obstacle will be a card with a question for students on it.
 1. Name one thing that can be recycled;
 2. Name one thing that can be done when packing a lunch to help the environment;
 3. Name one thing that can be done around the school to help the environment;
 4. What is one change that that you can make in your life to help the environment.



Instructional Steps:

- In two teams, one student from each team will run through the obstacle course at a time.
- Each team will have its members lined up, just behind the starting line. On a signal from the teacher, the first two runners enter the obstacle course.
- Run to the soccer ball and move it (with your feet) around the pylons, one at a time.
- Moving in the opposite direction, return the soccer ball to its original spot.
- Very loudly, answer the question on the card located by the soccer ball.
- Advance to the hoola hoop, and spin it around your waist ten times.
- Very loudly, answer the question on the card located by the hoola hoop.
- Advance to the skipping rope, and skip 10 times.
- Very loudly, answer the question on the card located by the skipping rope.
- Advance to the basketball, and shoot until you get it through the hoop. Very loudly, answer the question on the card located by the basketball.
- As each runner finishes the course, another member of the team begins. The first team with all members through the course is declared the winner.



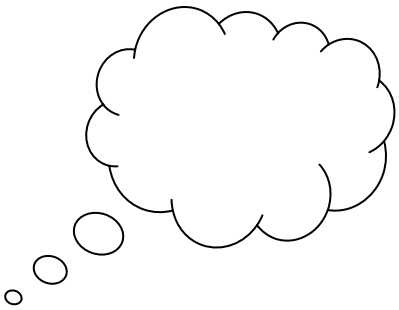
ACTIVITY #4 (Visual Arts & English)

What's in a Title?

This activity will explore information and interpretations related to the title of a play/book/story.

Instructional Steps:

- Tell the students that they will be watching a play called *Saving Lonesome George*. Discuss what they think the play will be about based on its title.
- Now tell the students that there will be five characters in the play (Jess, HD, Sweet Solomon Bunch, Hyacinth Macaw, and Mad Esmerelda Brilliant). Tell the students the character's names and identities (Sweet Solomon Bunch is an adult and a pirate).
 - Based on these characters, ask students to predict a memorable moment in the play.
 - In pairs, students will create an advertising poster that features their predictions in its design.
 - When students are finished their posters, they will share their ideas about what *Saving Lonesome George* will be about.



Note: After the play, students can compare their original ideas about the play to what the play was actually about.

ACTIVITY #5 (Visual Arts)

Create the Tortoise

(This activity is the lead-in to the activity that follows, and will require the teacher to have art supplies: construction paper, glue, scissors, stickers, pipe cleaners, paper plates, paper cups, and markers are some suggestions.)

Instructional Steps:

1. Divide the class into two teams.
2. Tell the students that they are going to be participating in a team-based activity called *Capture the Tortoise*, similar to *Capture the Flag*.
3. Within each of the two teams, divide the students into three groups.
4. Using the art supplies provided, each group will create a tortoise that the group's entire team will use in *Capture the Tortoise*.
5. The tortoise they create should look like what they think Lonesome George will look like in the play.



ACTIVITY #6 (Health and Physical Education & Drama)

Capture the Tortoise

(This activity is the second part of the activity, Create the Tortoise. Ideally, it will take place outside, in a large, open area; however, if that space is not available, a gymnasium will suit. The teacher will need to make sure that two hoola hoops are available.)

1. Have the students retrieve their handcrafted tortoises, and move either outside, to a large, open area, or to the school's gymnasium.
2. Separate the students into the same two groups that they were in initially for *Create the Tortoise*. These two groups will be the teams for the activity.
3. Send one team to one end of the playing area, and the other team to the other.
4. Tell the students that the object of the activity is for each team to capture the other team's tortoise, otherwise known as their Lonesome George.
5. Tell the students that the areas they are currently sitting down in are going to be their teams' areas—also known as their safe areas.
6. At the far end of each team's area, there will be a hoola hoop. In the hoola hoop will be one of the three tortoises that the respective team has created. Around each hoola hoop, there will be two guards, who will be at least three feet from the hoola hoop. These guards will try to prevent players from the other team from capturing their team's tortoise.
7. As players from one team enter the other team's area, and try to capture that team's tortoise, players from the defending team may tag them. (In order tag someone, a player from that defending team must touch the person.)
8. If someone is tagged, he or she must freeze in the spot where he or she is tagged for five seconds. The freeze will represent a character from the play, of that student's choosing. (The student must count: "one Mad Esmerelda, two Mad Esmerelda, etc.) After five seconds are up, the student will cross back to his or her team's area.
9. Once someone reaches the opposing team's tortoise, he or she must safely bring it to his or her team's side in order to capture it. In order to safely move the tortoise, the student must ensure it stays intact.
10. When a team loses a tortoise, another one is placed inside the hoola hoop.

The game continues until one team has no tortoises left; when this happens, the other team is declared the winner.

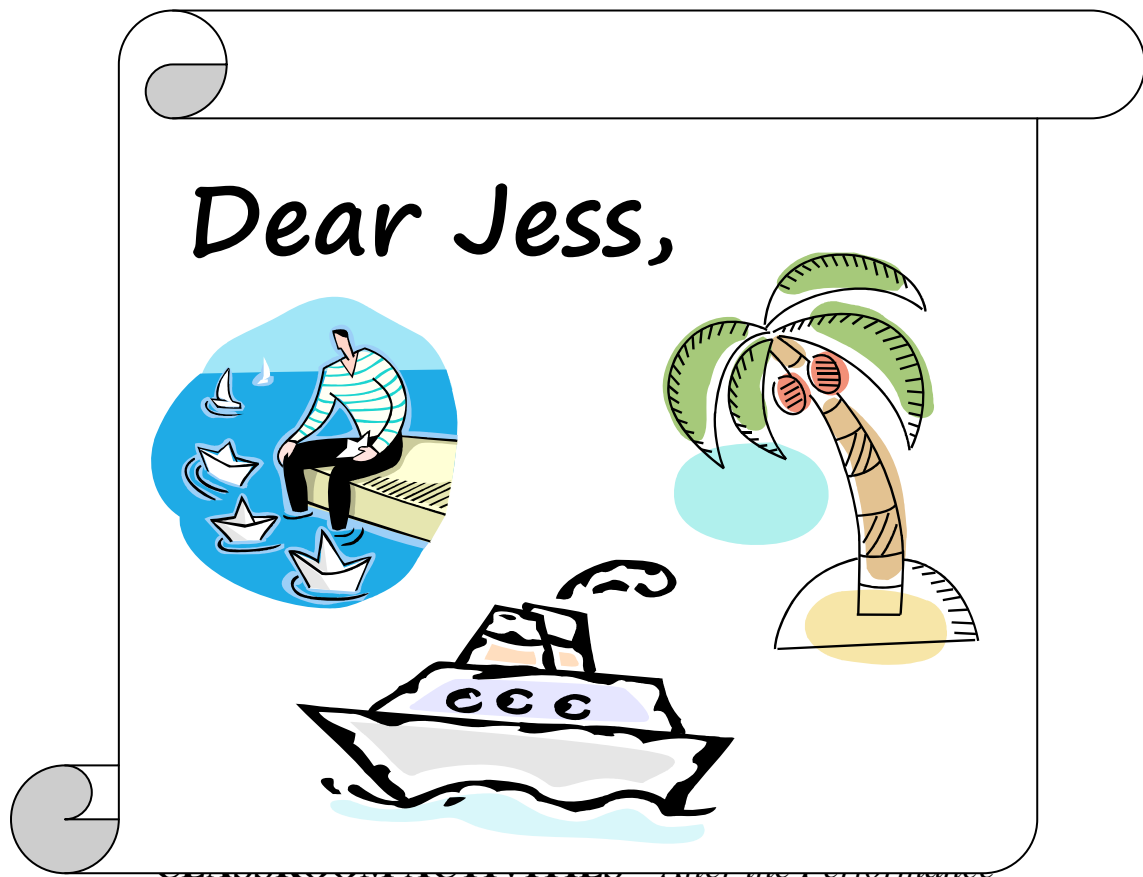


ACTIVITY #7 (Health and Physical Education)

Safe Travelling

Instructional Steps:

- Tell the students that the play they are about to see will deal with travelling. Explain that travelling requires precautions in order to be safe.
- Ask the class to predict what sort of trip the characters in the play might take.
- Tell the students that together, they are going to write a short letter about travel safety to Jess, one of the characters in the play.
- Write “Dear Jess” at the top of a piece of chart paper, and ask the students how they think the letter should begin.
- Ask what Jess will need to do in order to be safe on a dock. Incorporate the students’ ideas into the letter.
- Ask what Jess will need to do in order to be safe on a boat. Add these ideas to the letter.
- Ask what Jess will need to do in order to be safe on an island where there are foreign plants and animals. Add these ideas to the letter.
- Ask the class how to end the letter.
- Ask a volunteer to read the letter aloud.



ACTIVITY # 8 (Language Arts and Visual Arts)

Story Mapping

Instructional Steps:

- Review the play’s story with the class. Create a set of plotline summary statements.
- For each plotline summary statement, assign a few students to create an illustration.
- Add the plotline summary statement to the bottom of each illustration.
- Combine the illustrations to form student-created “books” about the play.
- Invite students to read the books aloud.



ACTIVITY # 9 (Language Arts)

Who Is Most Like Me?

The following activity is an extension of the lesson “The Environment and ME”.

Instructional Steps:

- Divide students up into five groups and give each group one piece of Bristol board.
- Assign each group one of the following characters: Jess, HD, Sweet Solomon Bunch, Hyacinth Macaw, and Mad Esmerelda Brilliant.
- Each group will write their character’s name on the board and then write down all the words and traits that they associate with that character (physical traits and personality traits).
- Next each group will write down all of the words that they think describes that character’s opinions about the environment.
- After each group presents their character sketch to the class, mount the sketches around the room.
- Ask students to stand in front of the character sketch that is most like themselves. Ask students from each group why they think they are similar to that character.
- Ask students to move to the character sketch they hope to be more like. Ask students why they want to be more like that character.
- Have students return to their seats and write a list of goals they might set in order to be more like that character.



ACTIVITY # 10 (Language Arts)

Character Interview

This activity will serve as an extension of “Who is Most Like Me?”



Instructional Steps:

- Tell the students that they will be participating in interviews in which they will be role-playing characters from the play.
- Ask the students to recall which characters they wanted to be like in the “Who is Most Like Me?” activity.
- Assign students to pairs. One partner will be a reporter, and the other will be his or her character from the “Who is Most Like Me?” activity.
- The reporters will be asking the characters questions about their environmental actions and goals.
- Brainstorm as a class some questions the reporters might ask. Decide on an order in which the questions should be asked.
- Have the pairs decide how the characters will respond to each of the questions. They will discuss what the character will say and how he or she will say it. Here, they will discuss tone of voice.
- Have the pairs practice their interviews.
- Set up an interviewing area at the front of the classroom.
- After the students have had enough time to practise, ask for volunteer pairs to perform their interview for the class.
- When all the performances are completed, ask the students how they might encourage family members to become more environmentally-friendly.

ACTIVITY # 11 (Language Arts)

Talking Thoughts

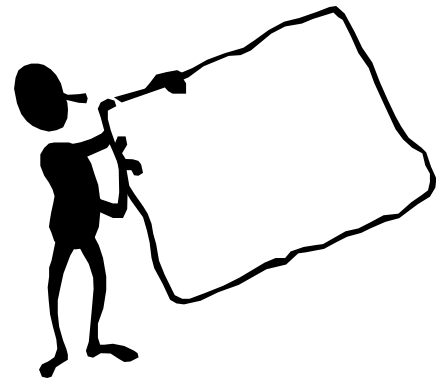
Instructional Steps:

- Recall with the students H.D.'s first encounter with Jess, when he made fun of Jess playing his recorder to Charlie. Ask students how they would feel if they were Jess. Write the students' responses on different pieces of construction paper, all of the same colour. Post on the chalkboard.
- Ask the students how they felt about H.D.'s character at the beginning of the play. Write the students' responses on different pieces of construction paper, all of the same colour (a different colour from the responses to the previous question). Post on the chalkboard.
- Ask the students how they feel about Mad Esmerelda Brilliant and what she is trying to keep the other characters from doing. Write and post responses on new pieces of construction paper.
- Ask the students to describe the changes in H.D. and Jess from the beginning to the end of the play. Write and post responses on new pieces of construction paper.
- Ask the students why saving Lonesome George is important. Write and post responses on new pieces of construction paper.
- Assign different students to read aloud all words and phrases on various colours of construction paper.

ACTIVITY #12 (Language & Visual Arts)

Translating Thoughts into Posters

(This activity is an extension of the previous activity. It requires the following materials: one piece of Bristol board per student, markers, pieces of coloured paper, glue, sparkles, and scissors).



Instructional Steps:

- Remind students of the previous activity, and ask them what images or pictures might be associated with the different feelings they discussed (written on construction paper and posted on the board).
- Point to one feeling, as an example, and suggest an image that might be associated with it.
- Ask each student, as he or she suggests an emotion and an image, to come up to the front, and draw that image on the chalkboard.
- Ask the students individually to select one emotion from the play. This is the emotion that each one will represent on his or her poster.
- Using the materials provided, the students will create their own emotion posters.

ACTIVITY #13 (Dramatic Arts)

An Invitation to Help

Instructional Steps:

- Assign students to groups of three.
- As a class, recall the scene when Sweet Solomon Bunch first asked Jess and HD to help him save Lonesome George. What reactions did the characters have when asked to help? What were their reasons?
- Have students in each group assigned to a role: Jess, HD, or Sweet Solomon Bunch (Note: In a class that does not divide evenly into groups of three, any groups of four may add Hyacinth Macaw as a character).
- Have students recreate the scene, playing the characters assigned.
- As a class, discuss how the characters talk, how they sound, and how they move in certain ways that gives more information about them.
- Have groups practise their scenes again.
- As a class, discuss what each character was probably thinking when invited to help save Lonesome George. Discuss how characters' thoughts might be different from or similar to their actions.
- Have groups practise their scenes again.
- Have the student who plays Sweet Solomon Bunch choose one moment in the scene when the audience should know what Sweet Solomon Bunch is thinking on the inside but not saying out loud.
- Have students practise their scenes again, only this time, the scene will freeze at the moment Sweet Solomon Bunch wishes to share his or her thoughts. After Sweet Solomon Bunch's thoughts have been shared, Sweet Solomon Bunch will rejoin the "frozen picture" and the scene will continue.
- Follow the same procedure for the remaining characters in the scene until the scene freezes three (or four) times throughout.
- Have a final practice.
- Perform the scenes for the class.
- Discuss how the students' rehearsal and performance have changed their understanding of the characters.



ACTIVITY #14 (Visual Arts & English)

Earthly Pirate Scroll

The following lesson can either be a preparation for Earth Day or an everyday effort to promote environmental stewardship within your school.

Instructional Steps:

- Ask students some of the ways that Jess, HD, Hyacinth Macaw, and Sweet Solomon Bunch helped the environment. Why were their actions so important? What would have happened if they had done nothing? Write answers on the board under the heading “Lonesome George”.
- Discuss actions that students already take in their everyday lives to be environmentally friendly. Write answers on the board under the heading “Things We Do”.
- Ask students what further steps the school might take in order to be environmentally friendly. Write answers on the board under the heading “Things We Should Do”.
- Assign students to groups of three or four.



- In their groups, have students create one earth day/environmental stewardship message that will give the students of their school a tip on how to be more environmentally friendly (For example, Ask mom and dad to put more fruit in your lunch, they have less packaging!).
- Have each group translate their message into pictures.
- On enough paper to make a banner, students will print, draw and colour their environmental messages.
- When finished, hang the banners up in the hallways of the school.



ACTIVITY #15 (Visual Arts & Science and Technology)

Friends of Lonesome George

The activity takes place over a number of days. The teacher needs two water basins (two large and deep plastic bins will do), salt and water.

Instructional Steps:

- Before the lesson begins, prepare both water basins by filling them close to the top with water. Add a small box of salt to one basin.
- Assign students to bring in two of the same object for the day of this lesson (e.g., two pieces of wood, two full pop cans, two coins, two pieces of paper, two balls of plastic wrap, two pine cones).
- Have students surround both basins and tell them that one basin is filled with salt water and the other with fresh water.
- Have students test water buoyancy on their two objects. Which basin allows objects to float more easily? What materials float best? What three materials, from all the materials tested, would you use to build a boat?
- Assign students to work in pairs.
- Tell students that they will be building “Friends of Lonesome George” boats. The boats will be tested in salt water (since this is what the boat sailed through in the play) to see which one holds the most weight (in the form of coins).
- Students will draw a design of what they think their boat should look like. First, they will design the physical structure of the boat, deciding on materials that will help to keep the boat afloat (What will the main part of the boat be made out of? What shape will it have? What will hold it together? How will we keep it from sinking?). Next, they will decide how to decorate the boat (Will the boat have an environmental theme? Will it portray your favourite moment in the play? Your favourite character?).
- Have students bring from home any materials (not already in the classroom) they will need to build the boat.
- Students build and decorate their boats.
- Test the boats first by making sure they float without any added weight.
- Next, add one penny to each boat.
- Continue adding pennies to each boat until all boats have sunk or cannot hold any more pennies, taking note of which boats sank in order.
- As a class, discuss the process of building the boats (Was it difficult to make the boat look like the design?), the decorations, and how different structures made it possible to hold more or fewer pennies.



ACTIVITY #16 (Visual Arts, English, and Dramatic Arts)

The Life of Lonesome George

Some time in a computer lab is ideal, but not necessary, for this activity.

Instructional Steps:

- Students will be divided into small groups and research the life of Lonesome George from when he was born to his current stage of life (alternately, they will be given information by the teacher).
- In their groups, students will take this information to make a story book about Lonesome George's life. A sentence on the bottom of the page will accompany a student-drawn picture on the top. Any information not found through research about Galapagos tortoises can be made up, based on information from the play. (For example, we know that many tortoises on the island were hunted, so perhaps Lonesome George hid on the island and escaped being eaten this way. Perhaps he was in love with a lady tortoise who was taken away to another island and this is why he has been reluctant to reproduce with any of the tortoises from the Darwin Research Institute. Or perhaps he came from a large family with eight brothers and twelve sisters and he loved nothing more than lying in the sand with his siblings).
- Once the story book is finished, students, in groups, will decide on three important events from Lonesome George's life. They will make these events into a series of tableaux (a tableau is a "frozen picture" taken from a moment in time). Each tableau should be held for approximately three very slow seconds before students change into the next tableau. Each group will present to the class their tableau. Note: It is important to remind students that in a tableau, people can pretend to be objects such as the foliage that lives on the Galapagos Islands.



Go to www.galapagos.org for more information and activities about Galapagos creatures!

ACTIVITY #17 (Visual Arts, English, and Science and Technology)

Advocating for Animals

This activity could be considered an extension of the Activity #18 “Letter from KOALA!” and aims to promote awareness of threatened or endangered species within Canada. Permission from the principal and some time in a computer lab is necessary to complete this lesson.

Instructional Steps:



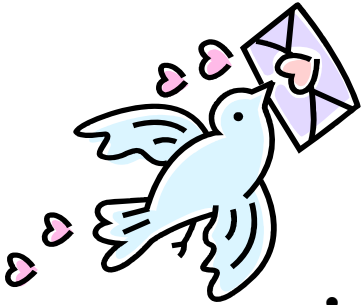
- Students will work individually for this project.
- In a computer lab, students will go to the website www.sararegistry.gc.ca and sign up for an endangered or threatened species with the teacher (to ensure no overlap).
- Students will use the information about their species to create a poster (hand drawn or computer generated), that features a picture of the species, where the species is found, the habitat of the species, the threat level of the species, the causes of decline of the species, and actions students can take in order to prevent their further decline. The posters should attract viewers and create interest in the animal.
- After the poster is created, students will create a short announcement to inform their fellow students about the species they have chosen, why it is important, and what students can do to help (Donate money to a conservation organization, write a letter to a government official, or create a backyard habitat).
- The teacher might make a school-wide announcement at the beginning of conservation month. The announcement should state that future announcements will be coming from the class about endangered or threatened species in Canada and that a poster with that species will be displayed in the school on the same day.
- The teacher might set up a schedule so that students make an announcement each morning about a new species until they are all finished. If any students are too nervous to talk by themselves, they can make their announcement with a friend. (Note: Reading and practising the announcements in class can help students overcome this fear. It can also help with enunciation and vocal expression).



ACTIVITY #18 (Language Arts)

Letter from KOALA!

This activity is a two-part exercise that will get students involved in the magical world of the play as well as in their own communities. Use Activity #17 as a follow up lesson.



Instructional Steps:

- Ahead of time, prepare the first letter on the next page of this study guide, giving it a fun font, plenty of colour, a decorated envelope, and if possible, a colourful feather enclosed.
- Tell students that you have received a letter from someone special and read the letter to the students.
- Assign students to pairs. Have pairs take a few moments to brainstorm and plan their response letter.
- Have pairs write a first draft of their letter to Mad Esmerelda Brilliant.
- Have each pair swap their letter with another pair in the class. Students will read the letters and make suggestions for improvement to their peers.
- After receiving feedback, have students make changes to their letters before completing the final copy.

Part Two

In preparation for this activity, it is suggested that an endangered animal within Canada be chosen ahead of time and some information about the animal be given to students. The animal in the letter provided here is the Woodland Caribou. To find out more about the Woodland Caribou for this project, visit www.caribouandyou.ca. A valuable website to consider if wanting to choose a more localized animal is www.sararegistry.gc.ca.

Instructional Steps:

- Discuss with the class the endangered animal you have selected to write a letter about. What does it look like? Where does it live? Why is it important? Why is it almost extinct? What can we do to protect it?
- Read the second letter provided in this study guide to the class.
- Students return to their assigned pairs to plan and write their letters.
- Students trade their letters with another group to proofread and edit.
- Students make the necessary changes and re-write their letters.
- As a class, send the letters to the appropriate figure head (Prime Minister, Member of Parliament, premier, Member of Provincial Parliament, Minister of the Environment, or Premier of another province, depending on where the animal resides).



Letter One

Dear students of Mr./Mrs./Ms./Miss _____'s Class,

My name is Hyacinth Macaw. I am a part of an organization called *KOALA!* which stands for "Kids of All Lands Act!". It is an organization of children who are dedicated to saving the world.

As you may have heard recently, I helped my friends Jess, HD, and Sweet Solomon Bunch save a Galapagos tortoise named Lonesome George from the evil Mad Esmerelda Brilliant. At *KOALA!* we heard that your class helped to save Lonesome George too and we would like to make you all members of our *KOALA!* Task Force! We have a secret mission with *KOALA!* that needs your help.

Here at *KOALA!* we feel that writing a letter can really help our goal of protecting the environment and its animals. In order to prove to us that you will make good members of our organization, we would like you to write a letter to Mad Esmerelda Brilliant, telling her why Lonesome George, and all other animals that are close to being extinct, are so important to people.

We have asked your teacher to give your finished letters to a squirrel named Charlie, who will send them to us in the quickest fashion. Good Luck and keep conserving water.

Earthily yours,
Hyacinth Macaw

Letter Two

Dear students of Mr./Mrs./Ms./Miss _____'s Class,

Congratulations! After reading all of your excellent and convincing letters to Mad Esmerelda Brilliant, I am pleased to announce that you are now the newest members of *KOALA!* At *KOALA!* headquarters, we knew that your class would care deeply about our secret mission to help the environment and want to thank you for your hard work. Welcome to the team!

Your assignment is to write another letter, this time directed at the Premier of Ontario, Mr. Dalton McGuinty, to convince him that not enough is being done to help save the Woodland Caribou in Ontario. The Woodland Caribou are facing extinction because of logging practices that are forcing them to move north and that are attracting wolves to the disturbed areas. We want you to send him letters as a class and convince him that these beautiful creatures need to be saved. Good luck and keep on recycling.

Earthily Yours,
Hyacinth Macaw

Notes on Student Assessment

Activities in this study guide provide several opportunities for the teacher to assess the students' group work skills and creativity. The teacher may consider: Is the student working well with the others, and sharing ideas? Is the student listening to others' ideas? Is the student taking initiative, and helping others? Is the student sharing supplies? Is the student maintaining a positive attitude, fostering a healthy working environment?

The teacher may wish to have a chart created, with the students' names in rows, and with the above considerations (or some of them) in columns; he or she may assign marks for each category, based on observations. The teacher may wish to observe each student on different occasions, taking all considerations into account on each observation.

Ontario Ministry of Education Curriculum Expectations

The Arts: Visual Arts

- Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences.
- Identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art.

Knowledge of Elements

- Use art tools, materials, and techniques correctly to create different effects

Creative Work

- Produce two- and three-dimensional works of art that communicate their thoughts and feelings about specific topics or themes.
- Identify and explain the specific choices they made in planning, producing, and displaying their own artwork.
- Make artistic choices in their work, using the elements of design specified in this grade for a specific purpose.

Critical Thinking

- Describe the subject matter in both their own and others' art work.
- Explain how the artist has used the elements of design to communicate feelings and convey ideas.

The Arts: Dramatic Arts

- Describe the basic elements of drama and dance (e.g., suspense, pattern, energy).
- Interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama and dance techniques (For example, writing in role).
- Compare their own work with the work of others in drama and dance through discussion, writing, movement, and visual art work.

Knowledge of Elements

- Describe their own and others' work in drama and dance, using appropriate vocabulary.
- Demonstrate the ability to concentrate while in role in drama and dance.
- Demonstrate an understanding of a character's point of view through writing in role, and through using body movement in role.
- Use the vocabulary, tone of voice, and body movements appropriate for a specific character when role playing.
- Identify ways in which the voice and body can be used to convey thoughts and feelings when role playing.
- Describe some basic ways in which the body can be used in space and time.
- Demonstrate a knowledge of the movements of natural objects and materials, using their voice and/or body.
- Distinguish between real and imaginary situations in drama and dance.

Creative Work

- Create works of drama and dance, using appropriate elements.
- Speak in role as characters in a story, assuming the attitude and gestures of the people they are playing.
- Demonstrate the ability to move and control their bodies in space and time.
- Use language and non-verbal means of communication effectively for a variety of purposes both in and out of role.
- Demonstrate control of their bodies when moving like different objects and animals.

Critical Thinking

- Describe the ways in which the experiences of characters in simple performances relate to their own experiences.
- Demonstrate an understanding of different points of view.

Language Arts

- Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work efficiently.
- Generate, gather, and organize ideas and information to write for an intended purpose and audience.
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.
- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
- Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Oral Communication

- Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience.
- Choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience.
- Identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning.
- Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Reading

- Read a variety of literary texts.
- Identify a variety of text features and explain how they help readers understand texts.

Writing

- Gather information to support ideas for writing in a variety of ways and/or from a variety of sources.
- Write short texts using a variety of forms.
- Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features.
- Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation style.

Media Studies

- Identify conventions and techniques appropriate to the form chosen for a media text they plan to create.

Science and Technology

- Assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live.
- Assess the role of humans in maintaining a healthy environment.
- Demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.
- Investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function.
- Investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment.
- Investigate the properties of and interactions among liquids and solids.
- Investigate structures that are built for a specific purpose to see how their design and materials suit the purpose.
- Assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things.

Earth and Space Systems

- Investigate, through experimentation, the characteristics of water and its uses.

Life Systems

- Identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans.
- Describe changes or problems that could result from the loss of some kinds of living things that are a part of everyday life, taking different points of view into consideration.
- Describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment.
- Identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced.
- Identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live.
- Identify examples of environmental conditions that may threaten plant and animal survival.

Structures and Mechanisms

- Investigate, through experimentation, the properties of various materials.
- Use technological problem-solving skills and knowledge acquired from previous investigations, to design, build, and test a structure for a specific purpose.
- Identify the materials that make up objects and structures.
- Investigate, through experimentation, how various materials and construction techniques can be used to add strength to structures.
- Investigate, through experimentation, the effects of pushing, pulling, and other forces on the shape and stability of simple structures.

Matter and Energy

- Describe their own and their family's uses of energy; identify ways in which these uses are efficient or wasteful, taking different points of view into consideration; suggest ways to reduce personal energy consumption; and explain why it is important for people to make these choices.
- Demonstrate an understanding that humans get the energy resources they need from the world around them and that the supply of many of these resources is limited so care needs to be taken in how we use them.
- Investigate the properties of liquids and solids.
- Investigate, through experimentation, interactions that occur as a result of mixing and/or dissolving liquids and solids, liquids and liquids, and solids and solids.
- Use scientific inquiry/experimentation skills to investigate liquids and solids in terms of their capacity for buoyancy.
- Conduct investigations to determine the effects of increasing or decreasing the amount of force applied to an object.

Treasure Map

Ahoy Matey! X marks the spot! Draw a path from your ship to the treasure.
Draw in any obstacles you pass on your way to the loot!

