



Teatro SEA
& Manuel A. Morán
PRESENT

THE GALAPAGOS ANIMAL CONVENTION

Conceived & Written by Manuel Antonio Morán
Musical Direction and Arrangements by Iván Alexander Bautista
Sets, Props, Costumes & Puppets by Ingrid Harris Hamster
Visual Identity by George Riverón
Illustrations by Abdel de la Campa
Executive Assistant & Associate Creative Manager Elizabeth Rodríguez
Production Manager & Technical Director J. Edgar Mozoub
Executive Producer Richard Marino
Directed & Produced by Manuel A. Morán

A Teacher's Resource Guide

Prepared by
J. Christopher Williams

ABOUT TEATRO SEA

Founded in 1985, **Society of the Educational Arts, Inc. / Sociedad Educativa de las Artes, Inc. (SEA)** is a not-for-profit organization dedicated to the empowerment and educational advancement of children and young adults. SEA is one of the few, if not the only, Bilingual/Latin American Arts-in-Education organizations in New York City.

Through an array of effective, comprehensive, and highly powerful Arts-in-Education programs, SEA provides opportunities for children and young adults to examine, challenge and create possible solutions for current educational, social and community issues while fostering their talents, potential and self-esteem.

SEA is responsible for reviving the tradition of doing Children's Theatre in Spanish in New York City, a tradition that was abandoned for more than 18 years. For the past several years, SEA has toured professional theatres, schools, city parks and communities reviving this tradition by performing to audiences of over 75,000 per year.

SEA has also been instrumental in the introduction and education of non-Spanish speaking audiences to Latino Arts and Culture through cultural exchanges with many other ethnic groups and communities. As a result, SEA has been recognized as a leading theater company that offers a repertory of high quality works exemplifying wholesome and educational value, as well as providing a link to Latino Arts and Culture, multicultural understanding and self-esteem for all ages.

In celebration of its 25th Anniversary, SEA opened a brand new state-of-the-art performance space at the Clemente Soto Véllez Cultural and Educational Center on Manhattan's Lower East Side.

Teatro SEA
Puppet and Children's Theatre
107 Suffolk Street, Suite 202
New York, New York 10002
Tels. (212) 529-1545
Fax (212) 529-1567
E-mail us at sea@teatrosea.org

www.teatrosea.org

Dear Teachers:

Thank you for scheduling to bring you wonderful scholars to Teatero SEA to enjoy the magic of theater. We hope that before or after you attend the show you might be able to extend the experience of the theater into your classroom curriculum. Please feel free to use all or parts of this Teacher's Resource Guide in your classroom. The lesson ideas presented here in this guide are for you to use as written or feel free to modify them to meet your classroom needs. We want these lessons to be authentic learning connections and experiences for your scholars to continue thinking about their time in the theater. Our hope is that theater and all the arts might enhance your curriculum and enrich the lives of your scholars. Please share any feedback and results of your success of integrating these lessons into your classroom curriculum.

Happy Teaching!
Teatro SEA Education Staff

WHAT'S INSIDE?

Inside the resource guide you will find different activities to connect to your classroom curriculum. The activities include these subjects: Theater, English Language Arts (ELA), Science and Health, Social Skills, and Art. We have also included a bibliography list of related books.

ABOUT THE SHOW

"If humans don't protect our environment, we have to do it ourselves. It's our home too!" For this reason, the animals have gotten together for an assembly at The Galapagos Islands of Ecuador. They have to organize themselves to save Planet Earth! The convention, very serious, but at the same time, fun, ends with a pact, an action plan, and a promise between the animals and the children, who will be named "Ambassadors of Conservation."

While you enjoy the show you will learn about the special species of animals that live on the Galapagos Island. Please share with your students the different kinds of animals that are featured in the show. After the show you and your students could research other animals that live on the Galapagos Island.



GALAPAGOS ISLAND INFORMATION AND VOCABULARY:

PLACES, EVENTS OR PEOPLE:

Galapagos Island – a group of 128 islands that are a part of Ecuador in South America

Pacific Ocean – body of salt water extending from the Antarctic region in the south to the Arctic in the north and lying between the continents of Asia and Australia

South America – fourth largest continent in the world, the southern portion of the landmass generally referred to as the New World. It is divided politically into 12 independent countries—Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela —and the overseas department of French Guiana

Isabela Island – the largest island that takes up three-quarters of the land mass of the Galapagos Islands

UNESCO World Heritage Site – A World Heritage Site is a landmark or area which is chosen by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as having cultural, historical, scientific or other form of significance, and is legally protected by international treaties. The Galapagos Islands were the in 1978, in fact, it was the first site ever to make the coveted list.

Forests – Forests cover a third of the total land surface on Earth, which is almost exactly the same percentage as the forest coverage in the Galapagos National Park. However, in a way so typical of Galapagos, things are not quite as they first appear and the trees and forests are no exception

Scalesia – plants are giant members of the daisy family (Asteraceae). They can grow up to 20m in height and have a trunk circumference of 60cm. While in stature they may appear to be trees, a closer look will reveal that they share many similarities with shrubs – including soft, pithy timber and fast growth. Scalesia have been referred to as the Darwin's finches of the plant world due to their great ability of adaptive radiation.

Jungles/tropical rainforest – is land covered with dense forest and tangled vegetation, usually in the tropics. Application of the term has varied greatly during the past recent centuries. Before the 1970s, tropical rainforests were generally referred to as jungles but this terminology has fallen out of usage.

Greta Thunberg (b. 2003) – is a Swedish environmental activist on climate change whose campaigning has gained international recognition.

ANIMALS:

Pinta turtle – is a species of Galápagos tortoise native to Ecuador's Pinta Island that is most likely extinct. The species was described by Albert Günther in 1877 after specimens arrived in London. By the end of the 19th century, most of the Pinta Island tortoises had been wiped out due to hunting.[6] By the mid-20th century, the species was assumed to be extinct[7] until a single male was discovered on the island in 1971. Efforts were made to mate the male, named Lonesome George, with other species, but no viable eggs resulted. Lonesome George died on 24 June 2012, and the species was believed to have become extinct with his death.

Blue-footed Bobby – Blue-footed boobies are one of three booby species found on Galapagos. They are large, distinctive birds, found along the Eastern Pacific coastline where they often nest on small islands with rocky coasts. Their name comes from the Spanish word 'bobo', meaning foolish or clown – referring to their clumsy movement on land. Their plumage is brown on top, with a white rump and black tail, whilst their underparts are white. The most distinctive characteristic of the blue-footed booby is its large blue feet, which play an important role in courtship. Females are thought to select males with brighter feet, as they are an indicator of his overall condition and thus the quality of his genes. Females tend to be larger than males, and have darker blue feet.

Pink Land Iguana – One of Galapagos' most recently described species is also one of its genetically oldest. Pink iguanas are not just a different color from other land iguanas; they are a completely separate species. There are only around 200 left, and they are confined to the slopes of Wolf Volcano on Isabela, making them one of the most vulnerable species in Galapagos, as the volcano is still active. First spotted and described by National Park rangers in 1986, it wasn't until 2009 that the pink iguana was officially classified as a separate species to the other land iguanas on Galapagos as initially it was passed off as an oddity. Further genetic analysis suggests that the divergence happened 5.7 million years ago, making it one of the oldest events of divergence recorded in Galapagos.

Galapagos Fur seal – Rarely seen at sea, the Galapagos fur seal rests in the shade along the rocky coastline during the day, and hunts in the Marine Reserve at night. Galapagos fur seals are typically found on the rocky shores of the western islands of the Galapagos Archipelago. They are the smallest in the family of otariids (the eared seals), and have a grayish-brown fur coat. The adult males of the species average 1.5 m in length and 64 kg in mass. The females are smaller averaging 1.2 m in length and 28 kg in mass.

Flightless cormorant – The Galapagos flightless cormorant is an endemic species to Galapagos and is not only the heaviest cormorant species, but also the one which cannot fly out of 29 species. As the name suggests, they cannot fly away and are therefore confined to the lava shoreline and beaches of Isabela and Fernandina. Natural selection led to the species no longer having functional wings as they had very few land predators, and individuals that were better suited to swimming were more successful in passing on their genes.

Galapagos Penguin – one of the smallest penguins in the world and is endemic to the Galapagos Islands. It is the most northerly occurring penguin species, nesting entirely in the tropics, with some colonies living on the northern tip of Isabela in the Northern Hemisphere

Green turtle - only commonly seen in a few places in the world, including Galapagos. They are the only species of sea turtle to nest in Galapagos, with some females returning several times to lay their eggs, and are also the most common species sighted

Sally Lightfoot crabs – brightly-colored coastal scavengers, found in the Galapagos Islands and across the western coast of South and Central America.

Sperm Whale – Named after its large head, the sperm whale is a huge, intelligent, formidable creature capable of diving to depths of over two kilometers. A sperm whale's head is around a third of its body length, so for a large male, this is the same as a hatchback car. It's no surprise then, that their scientific species name *macrocephalus*, means 'big head'.

Dolphin – There are five species of dolphins seen throughout the archipelago. Two of them – Bottle Nosed dolphins and Common dolphins – live in the Galapagos all year long. The other three species – Spinner, Risso's and Pantropical Spotted dolphins – are only seen throughout the islands during their migrating season.



BIBLIOGRAPHY

BOOKS FOR K-3RD GRADE

- *Home for a Tiger, Home for a Bear* by Brenda Williams & Illustrated by Rosamund Fowler
- *Herb, The Vegetarian Dragon* by Jules Bass & Illustrated by Debbie Harter
- *Old Turtle* by Douglas Wood & Illustrated by Cheng-Khee Chee
- *The Forever Forest Kids Save a Tropical Treasure:* by Kristin Joy Pratt-Serafini & Illustrated by Rachel Crandell
- *The Tree in the Ancient Forest* by Carol Reed-Jones & Illustrated by Christopher Canyon
- *Pass the Energy, Please!* by Barbara Shaw McKinney & Illustrated by Chad Wallace
- *The Great Kapok Tree* Written & Illustrated by Lynne Cherry
- *Where the Wisdom Lies A Message from Nature & Small Creatures:* by Hope Ives Mauran
- *Over in the Jungle A Rainforest Rhyme:* by Marianne Berkes & Illustrated by Jeanette Canyon
- *Dear Children of the Earth* Written and Illustrated by Schim Schimmel
- *Mama Miti Wangari Maathai and the Trees of Kenya* by Donna Jo Napoli
- *Rachel Carson and Her Book that Changed the World* by Laurie Lawlor
- *The Forest in the Clouds* by Sneed B. Collard III
- *Zora's Zucchini* by Katherine Pryor
- *Why Do We Need Bees?* by Katie Daynes

BOOKS FOR TEENS/YOUNG ADULTS

- *Eyes Wide Open: Going Behind the Environmental Headlines* by Paul Fleischman
- *Are Mass Extinctions Inevitable?* by Noah Berlatsky
- *Nature and Wildlife* by Diane Andrews Henningfeld
- *Science and Sustainable Wildlife Habitats* by Peggy J. Parks
- *Animals: Creatures That Roam the Planet* by Julie Kerr Casper



INTERNET RESOURCES

Visit the theater's website to learn about upcoming shows, learn about residencies, and public performances.

<http://www.teatrosea.org/>

Visit the Galapagos Conservation Trust website to learn about the islands' flora and fauna, conservation on the island, how to be a responsible tourist and how you can become involved.

<https://galapagosconservation.org.uk/>

Visit the World Wildlife Fund's page for teacher resources. Their curriculum covers areas of wildlife, conservation and saving the planet.

https://www.worldwildlife.org/teaching-resources?utm_campaign=wild-classroom&utm_medium=web&utm_source=search

Visit the National Geographic Kids page to learn more about different animals from around the world.

<https://kids.nationalgeographic.com/animals/>

Read about Saving the Earth:

<https://kids.nationalgeographic.com/explore/nature/save-the-earth-hub/>

Read about Climate Change:

<https://kids.nationalgeographic.com/explore/science/climate-change/>

Read about Plastic Pollution:

<https://kids.nationalgeographic.com/explore/nature/kids-vs-plastic/pollution/>

Read about Declining Biodiversity:

<https://kids.nationalgeographic.com/explore/science/declining-biodiversity/>

Read about Habitat Destruction:

<https://kids.nationalgeographic.com/explore/science/habitat-destruction/>

13 Ways to Save the Earth from Climate Change:

<https://kids.nationalgeographic.com/explore/nature/save-the-earth-hub/13-ways-to-save-the-earth-from-climate-change/>

13 Ways to Save the Earth from Pollution:

<https://kids.nationalgeographic.com/explore/nature/save-the-earth-hub/13-ways-to-save-the-earth-from-pollution/>

13 Ways to Save the Earth from Declining Biodiversity:

<https://kids.nationalgeographic.com/explore/nature/save-the-earth-hub/13-ways-to-save-the-earth-from-declining-biodiversity/>

13 Ways to Save the Earth from Habitat Destruction:

<https://kids.nationalgeographic.com/explore/nature/save-the-earth-hub/13-ways-to-save-the-earth-from-habitat-destruction/>

13 Ways to Save the Earth from Plastic Pollution:

<https://kids.nationalgeographic.com/explore/nature/kids-vs-plastic/>

World Wildlife Fund's list of Endangered Species from around the world. You can review the facts about the animal, their habitat, threats and number of animals in that species.

<https://www.worldwildlife.org/species>

Websites about South America:

- <https://www.worldatlas.com/continents/south-america.html>
- <https://www.ducksters.com/geography/southamerica.php>
- <https://www.britannica.com/place/South-America>
- <https://www.kids-world-travel-guide.com/south-america-facts.html>



WHAT TO KNOW BEFORE THE SHOW!

Use the vocabulary and the show etiquette to help you and your students prepare to enjoy the show.

Learn About the Theater – Cue the Lights! Play the Overture and Raise the Curtain! It is time for the theater. Every play or musical has many parts that work together to tell a story. Use these theater vocabulary words, audience etiquette tips, and diagram of the theater to learn about the parts of a play or musical and how to interact with the space and the actors.

Objective: Learn about the theater by learning the vocabulary and discussing all the parts of a play or musical.

Creative suggestions to cover share the material: Be creative in how you share the vocabulary try using: flash cards, learn 5 words a day a week before the show, pair words with ELA curriculum when applicable, use theater words as a part of spelling words for the week, have students label the diagram of the theater.

Compare the vocabulary and parts of a play with the vocabulary of English Language Arts, narrative writing, and storytelling.

Questions to ask about the theater vocabulary:

- What words are you familiar with already from ELA?
- How does an author tell a story?
- How do you think the story will be told in the theater? or How was the story told in show?
- What are some similarities in seeing a show in the theater and reading a story?

The Galapagos Animal Convention is a **puppet show!**

Puppets – A puppet is an object, often resembling a human, animal or imaginative figure. Puppets are animated or manipulated by a person called an actor called a puppeteer. The Puppeteer uses movements of their hands, arms, or control devices such as rods or strings to move the body, head, limbs, and in some cases the mouth and eyes of the puppet.

The puppets used in this show are tabletop puppets. Tabletop puppets, also called Bunraku puppets, are built with articulation in the major joints, and move similarly to real humans or animals. There is generally a handle at the back of the head, and sometimes short rods at the elbows, ankles or other major body parts. Their expressiveness and subtlety comes from puppeteer's direct contact with the puppet. These puppets can look quite 'alive.' They are usually operated at tabletop level for better audience visibility and ease of operation, though with larger puppets, it is possible to work them from the floor level as well. Generally, the puppeteers are visible, but they can be hidden with lighting techniques. Ideally, three puppeteers would operate one puppet, though depending on the movement required, one or two puppeteers could operate the puppet.

In this show the puppets are manipulated by one puppeteer. The puppeteer will manipulate multiple puppets throughout the performance. Listen for the change of the puppeteers' voice to help you know which puppet character the puppeteer is manipulating. In general, the puppeteer will manipulate the puppet in some way if that character is the talking.

Theater Vocabulary:

actor/actress – a person who acts in stage plays, motion pictures, television broadcasts, etc

character – a part or role played by an actor representing someone with specific traits such as personality, language, mannerisms (actions and body movements), and physical characteristics

script – copies of the written text of a play, motion picture, or radio or television broadcast, it includes the lines of the characters say, a description of the setting, mood and basic stage direction for the actors

scene – a place and time in a play or of an act of a play, usually representing the action between certain of the actors in one place at specific moment.

cast – the people who perform in a show

choreographer – the person who creates dances and arranges movements for a musical

costumer – the person in charge of the costumes for a show

crew – all the people who work together on a show except the cast

director – the person who provides the vision of how a show should be presented, who works with the actors

house manager – the person in charge of the theater auditorium and anything to do with the audience

audience – the group of people together in one place to watch or listen to a play, film, someone speaking, etc. Audience members should be respectful of the actors and theater staff. During the show they should sit quietly, pay attention to the show, participate if asked, and take no video or photos during the performance

lighting designer – the person who designs the lighting for a show and works with the director to get desired effects

musical director – the person who works with the director, actors and orchestra to get the desired musical effects for a show

prop mistress/master – the person in charge of all the props and who usually works with them during a show

set designer – the person who designs the sets for a show...in smaller theaters this person also builds the sets

sound designer – the person who designs the sound direction for the show

stage manager – the person who runs the show from opening curtain to closing curtain and is in charge of everything on the stage and in the back of the stage

aisle – a passage which goes through two areas of seats.

backstage – the part of a theater which is not seen by the audience, including the dressing rooms, wings and the green room

broadway – the largest and most famous theatrical district in New York City

dressing rooms – rooms in a theater provided for the actors in which they change costumes and apply make-up

offstage – the area of the stage which the audience cannot see

proscenium – the arch that frames the front of a stage

set – the setting of the stage for each act and all the physical things that are used to change the stage for the performance

act – 1) the main sections of a musical or play 2) the thing which actors can do

audition – a time when an actor goes before a group of people who are casting a play to show those people what he can do

black out – the quick shutting off of all the stage lights

break a leg – something people tell actors to wish them “Good Luck” before a performance or audition

call – the time that an actor must report to the theater for either a performance or rehearsal

1st, 2nd and 3rd call – a series of warning to the actors and the audience that the show is about to start. Audience members should quiet down and get ready for the show. Actors must make sure all their props and costumes for the show are in place and ready to go. At the 3rd Call the show is about to start.

casting – when the director chooses actors to be characters in a play or musical

cue – signals that are given to both the actors, the crew, the musicians and any others working on a show

curtain – the screen usually of cloth which separates the stage from the audience

curtain call – the bows at the end of a performance

dialogue – the words which are spoken in a play

dress rehearsal – a rehearsal, usually just before a show opens, to practice the show just how it will be on opening night, including costumes and make-up. A rehearsal for both cast and crew

exit – a stage direction telling an actor to leave the stage

monologue – a speech given by one actor

overture – the beginning music in musical theater which usually gives the audience an idea of the music to come and gets them into the feeling of the show

props – all the items used in a play to tell the story not including the scenery or costumes

rehearsal – the period of practice before the beginning of a show in which the actors and director work on the development of the show

reprise – in musical theater, when either a whole song or part of a song is repeated

stage directions – when a script contains information for the actors giving them specific entrances and exits

strike – to take the set apart when a show ends

stage – the main area in the theater where the set, curtains and lights and where the actors perform the action of the show

house lights – the lights in the audience are of the theater

stage door – the entrance for the actors, director, stage crew, and technicians for the show, it usually as an entrance that brings the cast into the backstage area or near the dressing rooms

finale – the last part of a piece of music, a performance, or a public event, especially when particularly dramatic or exciting.

previews – a set of public performances of a theatrical presentation that precede its official opening. The purpose of previews is to allow the director and crew to identify problems and opportunities for improvement that weren't found during rehearsals and to make adjustments before critics are invited to attend.

opening night – the official first night of a play or a musical everything that is part of the show is ready and after this point the important moments, interactions, and sets pieces of the show are not changed

plot - the main events of a play, novel, movie, or similar work, devised and presented by the writer as an interrelated sequence.

Theater Etiquette Begins Before You Arrive

- Arrive to the theater on time.
- Visit the restroom before the performance begins.
- Turn off your cell phone or, if it must be on, put it on vibrate. Do not speak on the phone during the performance. If you must call the person back, do it outside during intermission or after the show has finished.
- Pay attention to announcements that are made prior to many shows about the rules of the theater you are attending and the location of the fire exits.
- Don't speak during the performance...whispering is still speaking, so only in an emergency.
- Remember that the Overture (introductory music) in Musical Theater is part of the performance, so be quiet when it begins.
- Do not take pictures during the performance. It can be very distracting to the actors.
- Remain in your seat for the entire performance. If you must leave, exit during intermission. In an emergency, wait for an appropriate break in the show. It is rude to get up in the middle of a quiet moment...rude to the actors and your fellow audience members.
- Do not eat or drink in the theater. If you must have a cough drop, or something of that nature, do not make noise with the wrapper.
- Do not put your feet up on the seats or balcony and do not kick the seat in front of you.
- Do not angle your head together with your "special someone" as you obstruct the view of the people behind you.

- Don't put or throw anything on the stage.
- Do laugh when the performance is funny.
- Do applaud when it is appropriate during the performance.
- Do applaud when the performance is over...this tells the performers and crew that you appreciate their work.
- Stand and applaud if you really thought the show was great.
- Do not whistle or scream out to the performers except for a Bravo or Brava.



ENGLISH LANGUAGE ARTS CONNECTIONS

ELA Activity 1:

Character Descriptions – Characters are essential parts of narratives and storytelling. Characters have specific traits that are connected to how they look, what kind personality they have, and in this show, characteristics are tied to how the animals act in their habitat. Engage your students in visually describing the animals. Then describe the animal characteristics that are connected to the character's disposition or how they act.

Objective: Students will describe the physical and emotional characteristics of the characters in the show. Students will notice how physical characteristics might overlap or be mirrored in the character's disposition.

Procedure: Select two characters from the show, possibly one character they liked and one they did not like. They could also pick characters that are very different so they can compare and contrast them after writing their description. Have students create a word web or tree chart with characteristics of the animal and of the character's disposition. Use the word web or chart to write a descriptive paragraph of the character.

Make this activity your own: This activity can be adapted for your class on any level some options for this activity include:

- Use a Venn diagram or double bubble thinking map for a class discussion, group, partner or individual activity to compare characters
- Assign different characters from the show to each student or to groups of students. Then have the different groups report to the class sharing their descriptions.
- Use this descriptive writing exercise as part of a compare and contrast activity to meet a larger learning objective
- After students write a descriptive paragraph about the character they chose or were assigned, ask the students to write a fictional narrative featuring their character. They should be imaginative as possible, but use the details in their description as key points that influence their story.

ELA Activity 2:

Summarize of the Show – Transfer your experience at the theater into a learning experience for your ELA curriculum allow students to practice their skills of recalling details of the story, identifying the characters and the actions, and sharing the main ideas and resolution of the story.

Objective: Students will use their skills of recalling details of characters and events to write a detailed summary of the show.

Make this activity your own: This activity can be adapted for your class on any level some options for this activity include:

- Class discussion with listing of the main ideas, supporting details, series of events, and characters
- Collaborative class written summary, partners turn and talk then share to the group
- Partnered brainstorming then individual writing
- Individual writing and then peers share and revise.

ELA Activity 3:

Describing a Place/Setting – The Galapagos Islands are one of the world’s most beautiful and unique places. Look at photos from the Galapagos Islands and write descriptive paragraphs about what you see. Imagine a place that you have been that is beautiful or imagine a place you would like to visit someday. Write a descriptive paragraph about this place. Imagine you are describing this place to a person that is blind or blind folded and cannot see. Describe all the sights, colors and sounds and smells of this place. Don’t leave anything out.

Objective: Students will be able to use descriptive language to thoroughly describe a place.

Students will develop writing skills that allow them to build writing stamina, self-editing and ability to convey idea and clearly formulate a thought.

Make this activity your own: This activity can be adapted for your class on any level some options for this activity include:

- Look at a photo of a place or look out the window and collaboratively write a descriptive paragraph of a place.
- Have students write a description of their favorite place. Then switch descriptions and have students guess where their classmate was describing.
- Look at photos of one place have students write a journal entry to describe the place have students share out. Discuss how each student described the same place in different ways
- Have students read a description of a place that one of their peers wrote. Have the student draw a picture of a place based on the description that they read.
- Luck of the draw: Write down as many different places you can of on individual slips of paper. Have students draw a slip of paper and write a description of that place.

ELA Activity 4:

Storytelling & Narrative Writing – Introduce and teach or review the elements of narrative writing used to tell a story. Use the show as a model and discuss each element of a story based on what the students recall from the show. Then have students write their own narrative.

Objective: Students will learn about narrative writing and the elements of a story by reflecting on the show and discussing and or by writing their own narrative.

Adjust the amount of narrative/storytelling elements based on the grade level:

setting	characters	mood	theme	plot	narrative arch
foreshadowing	rising action	climax	falling action	resolution	

Make this activity your own: This activity can be adapted for your class on any level some options for this activity include:

- Using the experience of seeing the show as a way to teach the elements of a story and introduce narrative writing
- Review these elements if previously taught and allow this review and discussion of the show to be preparation for their own narrative about animal at the Galapagos Island.
- Have students write their own narrative about a visit to the Galapagos Island. What part of the islands will they explore? They will have to describe the place and people or animals they meet. The students will also have to think about sequence and flow of their narrative.
- List all the elements of narrative writing that you comfortable with teaching or have taught. Then lead a discussion having the students recall the parts of the show that correspond with each element

ELA Activity 5:

Take a Stance and Write for a Cause: Watch a clip of Greta Thunberg (links included in the web resources). You could watch Greta address the United Nations General Council or at other environmental rallies or events. You could also read statements or letters she has written to address climate change. Research and choose an environmental stance that you feel passionate about. Write an opinion or persuasive argument essay about the topic selected. In the writing be sure that you support your opinions with researched evidence. Suggest solutions to the problems based on your research and your own thoughts on how the problem.

Make this activity your own: This activity can be adapted for your class on any level some options for this activity include:

- Have students think about a cause in their school or their life that is important to them. Have them research that topic and write an opinion or persuasive argument essay – Research in the neighborhood or city in which you live. Submit your essay to a city council or community develop board
- Allow students to work together to develop an idea and research the topic. Students can work together to write the essay. Students could all write their own draft of the essay and then come together to edit the essay into one.
- After students write their essays have them practice giving there essay as a speech. The students may need to change some of the ways they have written the essay to make it more compelling as a speech. Allow the students to present the essays to the class or grade. The best students speeches could be presented to the faculty. The students could also submit them to the city council or community board to be presented at their next meeting.

SCIENCE CONNECTIONS:

Biodiversity Activity: Students will research and chart biodiversity in different areas of the world and in their area. Students can graph number of different species then will compare and contrast numbers of different species found in different states or continents. Encourage students to research and brainstorm why there are different species found in different areas.

Objective: Students learn about what biodiversity is and learn about the biodiversity in different regions of the world.

Make this activity your own: This activity can be adapted for your class on any level some options for this activity include:

- Depending on availability to technology in the classroom have students research “number of species found in NY” or another state or in another country.
- Use the state or country’s Department of Conservation or Wildlife information to learn about and chart the number of species of animals and plants in an area.
- Research as many places around the world as possible. Chart the number of species in the area.
- Research and list increase or decrease in numbers in that area.
- Discuss different regions that were researched and learn about threats to the animals in that region.

Learning about How to Save the Earth: National Geographic Kids has a great collection of articles and activities for students about climate change, saving Earth’s biodiversity, saving habitats, and ways to reduce pollution. Download articles from these weblinks. Copy the articles and read them with students discuss what they learned and make a plan for action in your classroom, school, homes and communities.

Read about Saving the Earth: <https://kids.nationalgeographic.com/explore/nature/save-the-earth-hub/>

Read about Climate Change: <https://kids.nationalgeographic.com/explore/science/climate-change/>

Read about Plastic Pollution: <https://kids.nationalgeographic.com/explore/nature/kids-vs-plastic/pollution/>

Read about Declining Biodiversity: <https://kids.nationalgeographic.com/explore/science/declining-biodiversity/>

Read about Habitat Destruction: <https://kids.nationalgeographic.com/explore/science/habitat-destruction/>

13 Ways to Save the Earth from Climate Change:

<https://kids.nationalgeographic.com/explore/nature/save-the-earth-hub/13-ways-to-save-the-earth-from-climate-change/>

13 Ways to Save the Earth from Pollution:

<https://kids.nationalgeographic.com/explore/nature/save-the-earth-hub/13-ways-to-save-the-earth-from-pollution/>

13 Ways to Save the Earth from Declining Biodiversity:

<https://kids.nationalgeographic.com/explore/nature/save-the-earth-hub/13-ways-to-save-the-earth-from-declining-biodiversity/>

13 Ways to Save the Earth from Habitat Destruction:

<https://kids.nationalgeographic.com/explore/nature/save-the-earth-hub/13-ways-to-save-the-earth-from-habitat-destruction/>

13 Ways to Save the Earth from Plastic Pollution:

<https://kids.nationalgeographic.com/explore/nature/kids-vs-plastic/>

Develop a School plan to Go Green: After learning about different ways the global warming, pollution and biodiversity changes on our Earth, engage your students in developing ways they can make changes in their daily lives. They may choose to follow all of the 13 ways from the lists above. They may think of ways that they can make changes in their school to “Go Green” Encourage students to research ways that students are leading schools to become GREEN. Encourage your students to make a plan and share it with your principal.

Make this activity your own: This activity can be adapted for your class on any level some options for this activity include:

- Download or research different lists for ways to make schools green. Share with students and have them develop their own list
- Check out 50 Ways to Go Green in Classrooms: <https://www.gilfuseducation.com/50-ways-to-go-green-in-the-classroom/>
- Check out Go Green At School – Lots of tips, suggestions for schools, students, teachers and parents. There are many linked resources: <https://quiethut.com/go-green-at-school/>
- Read this article in The New York Times and make a plan with your students and school: <https://www.nytimes.com/2018/09/05/climate/what-are-schools-doing-to-go-green.html>
- Make a plan and to GO GREEN in your school and plan ways that you can make this sustainable and capable with your students.

Take a Pledge: Make a Change, Make a Difference: Read over the pledge that the Environmentalists lead the audience in during the show. Discuss with your students how they can make this pledge an action. Have students write their own personal statements about how they plan to implement this pledge. Encourage students to include actions steps and a timeline for their implantation of their plan.

The Galapagos Animal Convention Pledge:

We pledge to protect our planet, by planting more trees, by reusing and recycling, by saving water and conserving electricity, by keeping our beaches and rivers clean, and by eating more fruits and vegetables. Because the choices we make today, will create the world of tomorrow.

SOCIAL STUDIES/GEOGRAPHY CONNECTIONS:

Learning about South America: Engage your students in learning about South America by visiting the weblinks.

Some of these sites have interactive games and activities for your students.

Websites about South America:

- <https://www.worldatlas.com/continents/south-america.html>
- <https://www.ducksters.com/geography/southamerica.php>
- <https://www.britannica.com/place/South-America>
- <https://www.kids-world-travel-guide.com/south-america-facts.html>

Make this activity your own: This activity can be adapted for your class on any level some options for this activity include:

- If your school allows or has the capabilities have students go on iPads and visit one of these sites. Have your students take notes and report back to class. As they report back to class ask the students to guide you on the website to the information they are talking about. Show this on your interactive white board or iPad using a projector.
- Go to any of the websites copy and paste the information from the website into a word document. Format the information into information sheet for your students to read together and answer questions.
- Assign one of the websites as homework for the students to research at home with their parent. Have students and parents write down interesting facts they learned. Have students bring back what they learned to share with the class.

Learning Global and Map Reading Skills: Engage students in looking at globes or maps. Teach them about different hemispheres, the equator, the North and South Poles, what are Longitude and Latitude lines, what are the continents.

Regions of the World and Their Customs: Become inspired about learning about the Galapagos Islands from this show and encourage your students to learn more about different cultures from around the world. They may want to research and learn about areas from which their families originated. Have students research on their own and come back and share with the class. They could share by creating a poster, a power point presentation, writing a paragraph and or bringing images, food or other goods from this area.

Students could research different areas of the world by going to the Kids Would Travel Guide website: <https://www.kids-world-travel-guide.com/>

Eco-tourism – Plan a trip around the world and discover habitats or environments around the world. After learning about the different regions and place around the world have students plan a trip around the globe. Encourage students to visit places that have biodiversity and different climates. Have students explain why they chose that place to visit. While visiting this place what could students participate in to help conserve the environment, animal and plant wildlife in the area.

ART CONNECTIONS:

Communicating Through Art and Design: Design a poster about an environmental cause. In this 2-D Design project students will use drawing skills and possibly iPads to create text. Students work as graphic designers to create a public awareness poster campaign with an image and a slogan that targets a specific point of view on ways to solve or make people aware of environmental causes. Posters will make use of visual imagery and text in the form of a slogan to share your message. Posters can be 11 x 17 drawn with oil pastels. Text can be added by drawing on and including the text in hand drawn letters as part of the composition. Another option would be to allow the students to use ProCreate on an iPad to add text to their poster. The posters would be saved/uploaded to be printed for the display.

Pop Art Animals – Create a pop art portrait of an endangered species inspired by Andy Warhol's Endangered Species Prints. Look the list of Endangered Species from the World Wildlife Fund's web page. <https://www.worldwildlife.org/species> This list gives students each animal that is endangered including where it lives, the habitat, threats and how many are left. Students can research animals that interest them and think about ways they would want to call attention to the needs of the animal. They may want to create a drawing or painting of the animal as a pop art portrait like animal Andy Warhol. Students could use imaginative colors, create additional lines to emphasize the animals' fur, patterns and or match the energy of the animal. The background of the portrait can be a solid contrasting color from the color used on the animal. The students should right a brief paragraph to be displayed with their work as an exhibition label introducing the animal. The label text should educate the viewer on the status of this endangered animal.

Animal Camo – Create a painting or drawing with an animal camouflaged in the environment. Students can learn about different animal environments and habitats by visiting the resources from National Geographic Kids or the World Wildlife Fund. Have students discover how animals blend into their habitat. The students should think about where the animals live and how they blend into their environment. Students will draw, paint or collage a composition including an animal hidden in camouflaged in their surroundings. Students should try to create a camouflaged environment and animal.