

Lesson: The Amazon Rain Forest (Dramatic Play) **Length:** 45minutes-1 hour, plus additional time to rehearse the play for a performance.

Age or Grade Intended: 5th grade

Academic Standard(s): English Language Arts:

5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.

5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.

Performance Objectives:

After performing the play, the students will complete a five question worksheet about the play with 80% accuracy.

The students will orally explain the four characteristics that enhance meaning in a dramatic play with 100% accuracy.

Advanced Preparation by Teacher: The teacher will have to print the play from the internet. After printing the play, the teacher will have to take into consideration the number of students in the class and how many parts are in the play. If there are more students than parts, the teacher will need to think of other duties/activities for the students to perform in the play. The teacher will also have to take into consideration if the students will perform this in front of an audience, such as other grades and parents. Simple costumes may also have to be created for this play, depending on involvement. Before assigning students to specific parts, the teacher will have to learn a little about each part to introduce them to the class, so that students can volunteer for a desired part.

Procedure:

Introduction/Motivation: Today we are going to be animals in the Amazon Rain Forest. I would like you to close your eyes and begin imagining different characteristics in the Rain Forest (Gardener's Multiple Intelligences- Intrapersonal). As we go on this adventure begin to brainstorm about the Amazon Rain Forest. What are some examples of what you see in the Rain Forest (Bloom's Taxonomy- Application)? What are some examples of what you smell (Bloom's Taxonomy- Application)? Think about what you feel and hear as well (Bloom's Taxonomy- Knowledge). Now that we are familiar with the Rain Forest, we are going to perform our own rendition of the dramatic play "The Flooded Forest of the Amazon." (We changed the name of the play to make more sense to the students.)

Step-by-Step Plan:

1. Pass out the script.
2. Introduce parts of the dramatic play.
3. Read through the play as a class.
4. Volunteer/assign students to specific parts.
5. Explain the four characteristics to enhance meaning in a play (Volume, timing, phrasing, and gestures).
6. Practice the play.
7. Students will sing the song printed below.

Rainforest – Tune to I've Been Working on the Railroad

I've been working in the rainforest,
All among the trees.
I've been working in the rainforest,
Where I saw the bats and bees.
Parrots, butterflies and toucans,
Monkeys and hummingbirds galore,
Frogs and snakes and spotted leopards
On the rainforest floor!

I've been working in the rainforest,
All among the green.
I've been working in the rainforest,
Where the plant life must be seen!
Ferns and mosses and lianas,
Orchids and honeysuckle, too.
Oh, how special is the rainforest,
A magic place come true!

This song comes from:

<http://www.coe.iup.edu/worldofkindergarten/R/RainForest.html>

(Non-Text Reference and Gardener's Multiple Intelligences-Musical)

8. Create simple costumes for the characters. (Gardener's Multiple Intelligences-Visual/Spatial)
9. Make sure all students know their parts.
10. Discuss the play with the students
 - a. Is your character a mammal (Bloom's Taxonomy-Knowledge)?

- b. What is the play about (Bloom's Taxonomy- Comprehension)?
- c. What is the relationship between the characters (Bloom's Taxonomy- Analysis)?
- d. How would you change the plot if you could (Bloom's Taxonomy- Synthesis)?
- e. Do you agree with the actions of the characters in the play (Bloom's Taxonomy- Evaluation)?

The entire play uses Gardener's Multiple Intelligences of Verbal/Linguistic, Interpersonal and Bodily/Kinesthetic.

After rehearsing the play with lines memorized, the students will perform the dramatic play for parents and other students in the school.

Closure: After performing the play, the students will find and read more information on any mammals in the play.

Adaptations/Enrichment: Students that have Learning Disabilities in Reading and Mild or Moderate Mental Disabilities will be able to participate in the dramatic play by making animal noises and acting as animals in the background.

Self-Reflection: After the play has been performed by the students, the teacher will want to make sure that the students enjoyed what they were doing and also that they learned how to use timing, phrasing, and expression appropriately while performing a dramatic play. The teacher may also want to ask herself if the students enjoyed performing the play in front of an audience.

The play that we selected is one of our non-text references. We found it at <http://www.saburchill.com/plays/plays04.html>

This play is also our non-dominant culture reference because it takes place in the Amazon Rain Forest in South America. Many of the animals found in the play are not found in the United States.

The Amazon Rain Forest : The Play

by the students of the Ecole Active Bilingue Jeannine Manuel Primary Ecology Club (1994-1995)

Characters

- Narrator
- Arrowana
- Green kingfisher
- Howler monkey
- Big-headed turtle
- Macaw
- Bôto Dolphin
- Tambouqui
- Three-toed sloth
- Agouti
- Ukari
- Toucan
- Pipa toad
- River Dolphin
- Electric eel
- Squirrel monkey

The scene opens in a small section of the Brazilian rainforest. The toucan and the howler monkey are in their trees. The three-toed sloth is hanging from a branch.



Narrator

The Flooded Forest of the Amazon is just waking up - deep in the forest we can hear the first sounds of the birds. Loudest of all are the macaws.

Macaw

(flying in) What a beautiful day. It smells like there is a Brazil nut tree around here.

Toucan

Keep off! Private! These are my Brazil nuts.

Macaw

But there are enough nuts for everybody.

The birds argue in the tree.

Narrator

Silly birds! Now if we listen carefully we can hear the arrowana splashing about in the water.

In the water - school of tetras

Arrowana

There's a nice, juicy fly - my favourite breakfast - up I go!

Launches itself into the air to take the insect.
Tetras move off.

Arrowana

Its only when the forest is flooded that I can reach the bugs in the trees.

Enter River dolphin and Bôto dolphin.



Bôto Dolphin

What a lovely morning! We'll have to hurry if we want to catch some tetras before they are frightened away.

Pipa toad

(waking up) What's all that splashing? You just scared away all the tetras.

Green kingfisher

(hovering above the water) Too true! I have an empty hole to fill and little ones to feed back in the nest.

The birds are still arguing. Some seeds drop in the water.

Tambouqui

Thank you birds for sending these seeds down - a nice delivery! Those birds are always fighting and I'm usually the one that wins the prize.

Bôto dolphin

Now that the river has flooded the forest the humans are taking a lot of our fish.

River Dolphin

We are lucky that the humans do not harm dolphins - they seem to believe that it is bad luck to kill us!

Bôto dolphin

I suppose you're right for once. Why don't we swim up the Rio Negro? There are more fish there and the humans do not usually visit that far.

The dolphins exit.



Macaws

(flying off to another tree) I've had enough of that Toucan. Let's try another type of tree. We might be luckier.

Toucan

And I've had enough of you, macaws. Thank goodness you've moved away and left me alone.

Macaws

'Bye 'bye, Toucan.

Howler monkey

(Appearing in tree) Get out and leave me alone. I'm enjoying my breakfast and I'm in no mood to be interrupted. You are always disturbing me with your daily squabbles.

Three-toed sloth

Oh stop being greedy, Howler and let the Macaws have some fruit.

Howler monkey

Alright but you must leave me alone, Macaws. I'm going to the upper canopy where the best fruit is, so you keep away.

Three-toed sloth

Why do these animals waste their energy on fighting? They should take

life in a more relaxed way, like sloths.

Narrator

Look - more animals are arriving in the flooded river.

Enter electric eel

Electric eel

There are lots of animals to eat - which one shall I shock?

Big-headed turtle

Not me because I've a lovely shell to protect me from your electric shocks.

Electric eel

I might not be able to shock you, turtle but that Tambouqui is definitely shockable and well within my range.

Tambouqui

What's that strange feeling?

Noise of electric shock. Small fish scatter. Shock stuns Tambouqui who falls down & off stage. Eel follows.

Pipa Toad

Thank goodness the eel didn't stun me or the babies I am carrying on my back might have been injured.

Big-headed turtle

My shell is heavier than your babies, toad. That's why I move so slowly.

Arrowana

You turtles at least have a shell to protect you from the eel's shock. I'd better get out of here before he comes back.

Pipa Toad

Good thing that the arrowana's left - he won't scare away the smaller fish now.

Narrator

And what is this? I can see an agouti coming to the water's edge.

Enter agouti

Agouti

I need to find food quickly - I haven't eaten in ages. Now that the forest is flooded all the seeds fall into the water and I have to swim to get them.

Three-toed sloth

I may be lazy but at least I know how to swim and climb trees. I'm never hungry - Ha! Ha!

Macaws

(Squawk!) Help! Squirrel monkey alert!

Toucan

I'm safe because of my size but I'll stay sitting on my eggs to protect them.

Enter squirrel monkey, followed by ukari



Squirrel monkey

Never mind - there are plenty of fruits and insects around in the trees.

Ukari

Don't touch those red fruits over there - I've got my eye on them.

Howler Monkey

Not my fruits, you haven't. I'll have to start charging these animals if they keep coming to my tree like this.

Ukari But that's not fair! This tree and its fruits belong to everybody, so stop being selfish.

Howler Monkey But I fought for this tree and now its mine. There are plenty of trees in the forest and I've already got macaws lodging here.

Ukari But I was here before the macaws so it's you that should get out.

Agouti You're so stupid - you squabble over fruit when its everywhere. seeds are much harder to find at this time of year.

Macaws If that Toucan would only fly away we'd be able to steal one of its eggs.

Toucan There are too many predators after my eggs - I'll stay here all day if I need to to protect them.

Arrowana I'm annoyed that the squirrel monkey has shown up. It'll eat most of the insects in the trees over the water.

Pipa Toad You and your insects! I have to go and hide - my babies are hatching.

Three-toed sloth Its late. It will be dark soon - I have to find a safe place to sleep.

Agouti Oh bother! The day's almost over and I've only found a few seeds.

Narrator And now, as darkness falls, let's say good night to the animals.

Each animal comes into the light and takes a bow