Boxed Classroom Kit: South America

This box contains items from the personal collection of Friends of the Rainforest's late founder, Rachel Crandell, from her travels across the South and Central Americas. They were donated to our education program by educator Kathy Lewis.

These cards were developed with collaborative expertise from the Friends of the Rainforest Board and partners, with their knowledge of Indigenous South American hunting, crafts, and cultures. However, without having been on these trips themselves, our team was often limited in their knowledge of each items' origin. These cards may be updated as new information or insight into the origin of these items. Further research is always encouraged, and please reach out if you have any information to add or change so that we can optimize this resource to be as accurate as possible to the communities represented.

In addition to art, hunting tools, and curios, this box includes card-matching games, a large floor map of South American countries and biomes, and materials to make items inspired by the box's contents.

Feel free to explore the activities in this curriculum book, as well as the links to further reading, videos, and other resources. Your students can use this as individuals or small groups, or these activities can be presented as group lessons.

Please reach out if you have any questions or comments. Email us at jamie@friendsoftherainforest.org.

Missouri K-5 Social Studies Standards

K.EG.5.A	“Identify maps as representations of real places.” “Match legend symbols to map features.”
1.EG.5.A	“With assistance, read, construct, and use maps which have a title and key.” “Use a compass rose to identify cardinal directions on a map.”
1.EG.5.B	“Locate a place by pointing it out on a map and by describing its relative location.”
2.EG.5.A	“Read and construct maps with title and key.” “Identify the properties and use of different types of maps for a variety of purposes.”
2.EG.5.B	“Name and locate regions of the world.”
3.EG.5.A	“Read and construct historical and current maps.”
4.EG.5.A	“Construct and interpret historical and current maps.”
5.EG.5.A	“Use geographic sources to acquire information, answer questions, and solve problems.”
5.EG.5.B	“Locate and describe real places, using absolute and relative location.”
2.EG.5.G	“Explain how geography affects the way people live today.”
K.RI.6.A	“Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.”
K.TS.7.A	“Use artifacts to share information on social studies topics.”
K.TS.7.B	“Use visual tools to communicate information.”
K.TS.7.D	“Share findings about a social studies topic.”
K.TS.7.E	“Ask questions and find answers, with assistance.”
1.TS.7.A	“Identify and use artifacts to share information on social studies topics.”
1.TS.7.B	“Create visual tools to communicate information.”
1.TS.7.D	“Share findings about a social studies topic.”
1.TS.7.E	“Ask supporting questions and find answers about social studies topics, with assistance.”
2.TS.7.A	“Identify and use artifacts to share information on social studies topics.”

2.TS.7.B	“Create visual tools to communicate information.”
2.TS.7.D	“Share research about a social studies topic.”
2.TS.7.E	“Develop supporting questions about social studies topics, with assistance. Describe a process to answer those questions. Discuss types of sources that would be helpful in exploring social studies questions.”
3.TS.7.A	“Create and use artifacts to share information on social studies topics.”
3.TS.7.D	“Present social studies research to an audience using appropriate sources.”
3.TS.7.E	“Generate supporting questions about social studies topics. Use steps in a process to investigate a social studies question. Use appropriate sources to investigate a social studies question.”
3.TS.7.F	“Investigate an appropriate social studies question and share results with assistance, if needed.”
4.TS.7.A	“Analyze and use artifacts to share information on social studies topics.”
4.TS.7.B	“Create products such as maps, graphs, timelines, charts and models, diagrams, etc. to communicate information and understanding.”
4.TS.7.D	“With assistance, conduct and present social studies research to an audience using appropriate sources.”
5.TS.7.D	“Conduct and present social studies research to an audience using appropriate sources.”

Next Generation Science Standards

K-2-ETS1-2.	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
K-2-ETS1-3.	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
3-PS2-2.	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [*Assessment Boundary: Assessment does not include technical terms such as period and frequency.*]
3-5-ETS1-3.	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
3-5-ETS1-1.	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
4-PS3-4.	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.* [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.] [*Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.*]
4-PS3-1.	Use evidence to construct an explanation relating the speed of an object to the energy of that object. [*Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.*

Card Matching: South American Country Flags

Materials:

- Country flag cards
- Floor map

Instructions:

- Match country flags to countries on the map.
- Check work with another classroom map or find an instructor to check work.

Next Steps:

- Choose one country on which to do some additional research. Some questions to consider include:
    - What languages are spoken there?
    - What major ethnic groups call this country home?
    - Who are the original residents, and are they represented in the colonial government?
    - What is the population of this country?
    - What are the major industries in this country?

Card Matching: Biomes of South America

Materials:

- Biome cards
- Floor map

Instructions:

- Match biome cards to biomes on the map.
- Check work with another classroom map or find an instructor to check work.

Next Steps:

- Choose one biome to research. Some questions to consider include:
    - Where else in the world can this biome be found?
    - What are some key characteristics and features of this biome?
    - What are some animals that live in this biome that are *unique* to South America?

Card Matching: Rainforest Art, Hunting Tools, and Curios

Materials:

- Artifact info cards
- Floor map
- All artifacts in box

Instructions:

- Match cards to their corresponding items from the box. You may also choose to place the items or the cards on the floor map, but many of the items could not yet be traced to a specific location, and many of the items will not fit on the map itself.

Next Steps:

- Written reflection: Do you have or use any items that are like the items in the box? In what ways are they similar or different?

DIY Blow Gun

Materials:

- Straw (can be any material - plastic, paper, metal, bamboo, etc. - as long as it is straight and has no bends or ridges)
- Toothpick
- Paper
- Tape
- Cotton Balls (optional)

Instructions:
For this mini blow gun, the straw will act as the body of the blow gun, meaning you will only need to make the darts. There are two materials you can use on the back of your dart to stabilize it through the blow gun: paper or cotton.

Paper Method:

- Cut a small strip of paper and wrap it around the back of a toothpick to form a cone.
- Use scissors to cut the end of the cone flush with the back of the toothpick, and make sure that it fits comfortably within the straw. If it is too snug, the dart will not move.
- Test the fit by blowing hard into the straw.

See a real blow gun in use: https://www.youtube.com/watch?v=w-cU490W9PE

To learn more about the kapok tree, which grows the kapok fiber used:
https://www.youtube.com/watch?v=XU3rXgA9FZ8

Cotton Method: https://www.youtube.com/watch?v=mKXBfSXOqA0

DIY Maracas

Maracas have been used in parts of South America, Africa, and the Carribean for thousands of years. The Araucanian people of Chile are believed to be the first to name this instrument "maraca," but many others around the world had separately developed similar instruments. In the box, we see an example of a maraca (likely from Peru) made from a dried gourd. The dark skin of the gourd has been scratched off in patterns to reveal the lighter color interior.

Different cultures and regions around the world make maracas out of different materials, including wood, seeds, different types of gourds, and plastic. How these instruments are played and who plays them also varies by region and culture. In some parts of South America, maracas symbolize supernatural beings and spirits and are used by witch doctors.

Included in this kit are all the materials you or your students need to make your own maracas. As you make your own maraca, consider these questions:

- How is your maraca similar or different to the one in the box?
- How do you predict different materials will alter the sound?
- How many unique sounds can you make with your maraca?

Materials:

- Toilet paper tube
- Dried beans, rice, beads, etc.
- Duct tape
- Scotch tape or glue stick
- Crayons, markers, pencils, paint, etc.
- Any other materials to decorate the outside of your maracas!

Instructions:

- Seal one end of a toilet paper roll with duct tape.
- Fill partway with dried beans, seeds, beads, etc.
- Seal the other end with duct tape so nothing falls out.
- Decorate a strip of colored paper to wrap around the tube.
- Tape or glue the paper around the outside of the tube.
- Your maraca is ready to use!

Next Steps:

Watch this maracas solo by Alex Acuna: https://youtu.be/gtylMWw4zVg. What are some techniques you see Alex using in this video? Pick one or two different techniques to practice making different sounds and rhythms with your maracas.

Sources:

https://www.encyclopedia.com/literature-and-arts/performing-arts/music-theory-forms-and-instruments/maracas
https://www.masterclass.com/articles/guide-to-maracas#what-are-maracas
https://scswa.net/wp-content/uploads/2017/06/Toilet-Paper-Maracas.pdf

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Additional Resources:

- https://www.sachalodge.com/blow-guns-and-poison-darts-traditional-hunting-in-the-amazon/
- https://link.springer.com/chapter/10.1007/978-3-319-07578-5_13
- https://www.sciencedirect.com/science/article/abs/pii/S0304389409020743
- https://www.youtube.com/watch?v=w-cU490W9PE
- https://www.liveabout.com/profile-of-the-maracas-2456892