

# PEOPLE OF THE FOREST

## Mark It on the Map

See the world map on page 3 for some of the places mentioned in this issue. On a more detailed world map, help students find the following places:

**Burma, Malaysia, Indonesia** (Sulawesi), **Congo River, Ituri rain forest, Papua New Guinea, Mediterranean Sea, Italy** (Rome), **Great Britain, Scotland, Germany, northeastern United States, eastern Canada, Pacific Northwest, Sierra Nevada, San Joaquin Valley.**

## Vocabulary

aqueduct	temperate
medieval	reforestation
profusion	nectar
sapling	beseeking
shaft	splint
mystic	cosmic
nymph	satyr
appease	foliage
insolent	minstrel

## Introduction

Read aloud "Editor's Note" on pages 2–3. Model how to outline the most important facts for note taking. As students read the issue, have them form pairs and take notes on one article. Then have them check their notes against their classmates'. Discuss what should be included and left out in effective note taking.

## Questions for Discussion

- ➔ Why are forests important to people?
- ➔ What is charcoal, and what has it been used for?
- ➔ Why have parts of forests been cleared all over the world? What are the dangers of deforestation?
- ➔ What have the U.S. government and private groups done to conserve and replace forests?
- ➔ Why should the rain forests not be cleared for farmland?
- ➔ Compare the ways natives of the forest and outsiders have treated the rain forest.
- ➔ Why is it especially important to preserve the plants of the rain forest?
- ➔ How do Tabaembi's family and tribe use products from the forest in their daily life?
- ➔ How do the Efe and Lese peoples cooperate for a better life?
- ➔ Why is creating art and beautiful objects and clothing important to people all over the world?
- ➔ Why do trees symbolize or represent the different stages of life? How do they show that life continuously renews itself?
- ➔ What do forests represent to people? How do we know?
- ➔ What are the purposes of the singing and trance-dancing ceremony among the Temiar people? What things from the forest are used in this ceremony?
- ➔ Why is it important for the Malaysian government not to cut down the forests on the Temiar's land?
- ➔ Why was Robin Hood a hero to poor people in England?

## Writing Workout

Students may complete one or more of the following activities:

- ➔ Write an article for the school newspaper explaining why the rain forests of the world should not be cut down.
- ➔ Make up a Robin Hood adventure.
- ➔ Work as a class to write some nature haiku. Collect these in a book for the classroom library. Use oshibana (see pages 28–29) to illustrate the book.

## Viewpoints

Ask students these questions: What are your feelings about forests? Would you like to live in one? Have you ever hiked a trail or camped out in a forest? Describe your experience.

## Then and Now

Have students find out how much of the earth's land was covered with forests one hundred years ago and how much forestland is left today.

## Get Into Art

Students may complete one or more of the following activities:

- Create a chart of a tree showing its parts and their uses.
- Make a bulletin board display of a tree with tags telling about tree customs from around the world. For information, see especially pages 23–26.
- Press plants and flowers to make a picture to use as a card, wall decoration, or part of a journal or book of your own writing. Follow the directions on pages 28–29.

## Global Studies Research Projects

Divide the class into four groups and have them find out how the clearing of the forests has affected these groups: (1) Indians of the tropical rain forests of Central and South America; (2) Native Americans of the woodlands of the northeastern United States and eastern Canada; (3) natives of the rain forests of Southeast Asia; (4) natives of the rain forests of central and western Africa.

## Environmental Science Enrichment

- Have students work together to make a chart of why forests are important in preserving the environment.
- Arrange for a nature walk with a local expert. As a follow-up, have students use a regional tree guide to draw pictures of local trees for classroom or hallway display.

## Literature Enrichment

- Students will enjoy reading more adventures of Robin Hood.
- Lead the class in a choral reading of the poem "Trees" by Joyce Kilmer. Students may have other tree poems that they would like to read to the class.

## Just for Fun

- Turn to page 15 to unscramble the names of the trees in "A Crazy Mixed-Up Forest."
- Distribute copies of the recipe "Hamburgers-of-the-Forest" (pages 34–35) for students to try at home.

## Follow These Footsteps

Captain John Smith  
Jupiter  
Yggdrasil

Great Earth Mother  
Thor  
Brothers Grimm

Cybele  
Adam and Eve