**Gibbon Conservation Center**

**Musical “Trees”**

2nd Grade

Post– Visit Activity

This lesson plan meets the NGSS in the areas indicated below if used as recommended. It is not however limited to these standards and can be modified as the instructor sees fit to include more or adjusted to meet the needs of other grade levels.

**Next Generation Science Standards (NGSS)**

*Interdependent Relationships in Ecosystems*

Performance Expectations

Make observations of plants and animals to compare the diversity of life in different habitats.

**Dimension #1 Scientific & Engineering Practices (SEP)**

*Asking Questions*

*Constructing Explanations*

*Engaging in arguments from evidence*

**Dimension #2 Crosscutting Concepts (CC**)

*Patterns*

*Cause & Effect*

**Dimension #3 Disciplinary Core Ideas (DCI)**

*Life Sciences*

Plants and animals have predictable life cycles. As a basis for understanding this concept: a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.

*Investigation and Experimentation*

Scientific progress is made by asking meaningful questions and conducting careful investigations As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Make predictions based on observed patterns and not random guessing.

**Materials**

Masks from first meeting

Map of diminishing rainforest

CD of gibbon song

CD player

Viewfinder

Chairs

**During the Post Visit**

**Review**

*What is a gibbon?*

*Where do gibbons live?*

*In which countries can we find gibbons?*

*How can we tell all the species of gibbons apart? CCCP*

**Viewfinder (Optional Review *outside*)**

Have all the viewfinders start on the same photo.

You can have students share the viewfinder so that they can help identify as a group.

Ask the students to tell you to describe what gibbon they see.

Go through CCCP (Country/Call/Color/Population)

Talk a little bit about the individual to emphasize each individual is unique (special)

*What do gibbons sound like?*

*Why do they make that sound?*

*What does territorial mean?*

*What is a logger?*

*Can you name some ways we are similar to gibbons?*

*Can you name some ways we are different from gibbons?*

*Can you show me how a gibbon walks?*

**Musical “Trees”**

Put on your mask from our last visit.

*What type of gibbon is it?*

Show me how a gibbon walks.

Show me how your gibbon sings.

Have the students grouped by table if there are no tables then have them pull their chairs into groups of about 5.

Now stand next to your chair.

Let’s pretend you are gibbons and the chairs are trees.

Go ahead and sit in your tree.

Since gibbons are territorial and wouldn’t share a tree there can only be one of you in a chair.

When I start playing the music I’m going to have all of you stand up and walk around your trees (chairs) and swing “brachiate” to the next one

When I stop the music you’re going to need to “brachiate” swing to the nearest tree (sit in the closest chair)

If you can’t sit down in a tree you are out.

You can come to the front of the class to sit on the floor.

* For the first round have one chair for each student.
* Begin playing the music and have the students walking around the chairs
* Shut off the music
* Tell the students loggers have come to remove a tree
* This first round everyone will still have a chair
* Begin playing the music again
* Remove a chair from each group
* Shut off the music
* Tell the students loggers have come to remove a tree
* Have the students who are still standing go sit off to the side
* Repeat the last 4 steps about 4x’s or until there is only one student left

Gibbons can leap far distances but this is too far for a gibbon to reach they need more trees to be able to find enough food to live.

Gibbons that are still in trees come join us in the front of the class

*How do you feel about getting out?*

*Why are gibbons endangered?*

**SE Asia Rainforest Map**

Show a Map of gibbon territory with dwindling rainforest and dates.

The green is where gibbons can live because there are trees.

*What is happening to the area they can live?* (getting smaller )

Gibbons are losing their territory everyday

*How does that make you feel?*

*What are loggers using the wood for?*

*What are some other ways gibbons are loosing their territory?*

*What is the most endangered gibbon?*

*Do you think there is anything we can do to help?*

**Gibbon Pledge (Optional)**

Have the students fill out their own bookmark pledge card.

You can review, as a group, things you can do to help conserve the rainforest.

Give them time to color and name the gibbon on the backside of the card.