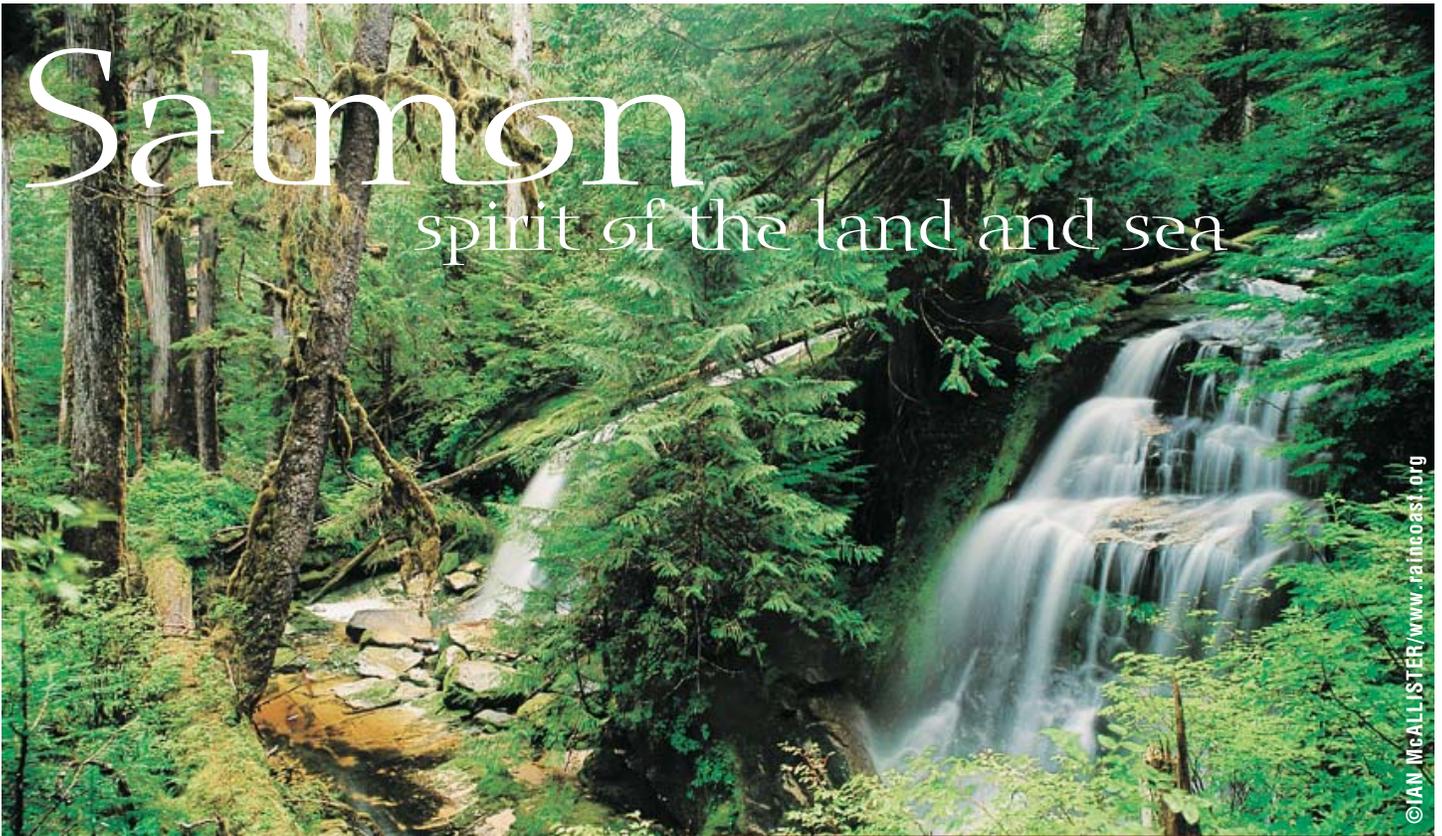


Salmon

spirit of the land and sea



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Animals of the Temperate Rainforest

FOR MILLIONS OF YEARS the wild salmon has helped nourish the plant and animal life of the temperate rain forest. Born in the streams and rivers of the forest, the salmon travels to the ocean where it lives for up to five years before returning to the stream or river in which it was born.

There are six species of salmon that are common to the Pacific Northwest: Chinook, Chum, Coho, Pink, Sockeye and Steelhead. From the waters of the Pacific to those of the temperate forests, salmon are a crucial link in the health of both ecosystems. Sadly, many wild salmon populations have been threatened because of habitat destruction, over-fishing and other causes.

Follow One World Journeys' online photo documentary expedition, "Salmon: Spirit of the Land and Sea," at: <http://www.OneWorldJourneys.com/salmon/> and learn what the Expedition Team experienced in its quest to understand the importance of the wild salmon. Use this site and the suggested activities below to introduce students to the facts about temperate rainforests and the lifecycles of animals and insects that inhabit the rainforest.

MATERIALS SUITABLE FOR GRADES K-4

Subjects

Art, Language Arts, Science, Social Studies

Objectives

Students will be able to:

- identify the physical and biological characteristics of the temperate rainforest; and
- identify and summarize the life cycle of salmon, bear and caddisfly.



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Sockeye salmon in British Columbia's Dallery Creek

Activity 1 — Get the Facts

Materials: globe, computer with Internet access, large index cards, crayons, markers or colored pencils

Begin the activity by discussing what students know about rainforests. Identify the two types, tropical and temperate, and compare the locations. Tropical rainforests are located near the equator where temperatures are above 80°F, and temperate rainforests are found north of the Tropic of Cancer and south of the Tropic of Capricorn. Use a globe or map to show the tropical and temperate rainforest zones. Most students are familiar with the plants and animals of the tropical rainforest, but brainstorm a list of plants and animals that live in the temperate rainforest. Visit the following sites to introduce the students to the diverse life of the temperate rainforest.

<http://www.OneWorldJourneys.com/salmon/>

<http://www.nps.gov/olym/edurain.htm>

<http://www.EnchantedLearning.com/biomes/tempdecid/tempdecid.shtml>

<http://www.ingenuityworks.com/products/davetaylor/life1-1.htm>

<http://www.nps.gov/olym/stuanim.htm>

<http://www.enature.com/>

Ask students to choose an animal that interests them. Working in pairs or small groups, list facts about their animals using the above sites. Students should answer the following:

- What is your animal?
- Where does it live?
- What does it eat?
- How does it move?
- How does it protect itself?

Once all information is gathered, distribute index cards and crayons. On one side, have students draw a picture of their animal, and on the other side list the facts. Each group can then present their Fact Cards to the class. When finished, the cards can be used to play games by reviewing the facts about the animals of the temperate rainforest.

Activity 2 — Lifecycle Charades

Materials: white paper, pencil

Begin by comparing the stages of life cycles of familiar animals. Let them know that they will be focusing on the life cycle of three special animals of the temperate rainforest - salmon, bear, and caddisfly. Distribute a piece of paper to each student. Have them fold it into thirds and label the top of each section with the words salmon, bear, caddisfly. Ask them to draw what they think each stage of the life cycle looks like for all three animals. When they finish, discuss their thoughts.

On the opposite side of the paper, have them label each column again. This side will be used for researching the actual life cycle stages for each animal. Students should draw and label the stages on their paper. Investigate further by visiting the following sites:

<http://www.nwf.org/wildalive/lifecycles/>

<http://www2.northstar.k12.ak.us/schools/upk/chena/salmon/life.html>

<http://www.insidesportfishing.com/Encyclopedia/Articles/1677.asp>

<http://www.OneWorldJourneys.com/salmon/>

Allow students to discuss and even quiz one another about their drawings and make adjustments where needed. The stages are: Salmon - egg, alevin, fry, parr, smolt, adult; Bear - cub, juvenile, adult; Caddisfly - egg, larvae, pupa, adult.

On small slips of paper, write the stages of each animal and put in a cup. Ask students to stand up and pantomime the stage that you call out. When you say “cycle” they are to



The white spirit bear or Kermode bear is only found in British Columbia

pantomime the next stage of development for that animal. When the life cycle of that particular animal is completed, draw another slip of paper from the cup and continue. Once the game is completed, discuss the differences between the three animals. Ask students how the salmon, bear and caddisfly are connected. Each animal depends on another for food, thus forming a food chain:

caddisfly → salmon → bear

Such a food chain links the Pacific Ocean to the rivers and land of the temperate rainforest.

Activity 3 — Temperate Forest Comic Capers

Materials: white paper, crayons, markers, or colored pencils or transparencies, markers and overhead projector

This is an opportunity for the students to apply their knowledge gained from following the “Salmon: Spirit of the Land and Sea” expedition and the suggested activities. Encourage them to develop a comic strip about the life of a particular animal of the temperate rainforest. Stress to them that it is to be creative, yet factual! When completed, create a class comic book to add to the school library.

Another variation of this activity is to cut overhead transparencies in half (length-wise) and let the students use overhead markers to create their comic strips. Then, put on a show for the whole class using the overhead projector.