

# NOTES AND IDEAS FOR TEACHERS

**S** TEACHER RESOURCES  
Prepared by SHAPES for Schools

## TOPIC 1: A RIVER OF THE WORLD

- What is a river? Look closely at the front cover of Amazon River. What can you see?
- On pages 10–11, how many countries does the Amazon stretch across? Which continent is it a part of?
- How long is the Amazon River? What forms of wildlife might you see on it?
- Which mode of transport can be used on the river? What kinds of goods do you think are transported and why?



**ACTIVITY:** Imagine that you are given the opportunity to visit the Amazon River and make a detailed plan using the illustrations to help you. How would you get there? What would you like to see? What would you pack for this trip and why?

- Where does the world's largest rainforest grow? What does this rainforest need?
- Who and what calls the Amazon their home?
- What can you tell about the relationship between humans and nature based on the illustrations?
- Why might we think of the Amazon River as 'a river of the world'?

## TOPIC 2: THE WATER CYCLE

- What is the water cycle? How long has this process been happening?
- With evaporation, what heats up water in rivers, lakes, seas and on land?
- How are clouds formed? What is this called?
- What is precipitation? What causes it?
- Where does falling water go? Who and what gulps it up?



**ACTIVITY:** Do you know the nearest river to you? Discuss who and what relies on it. Then, sketch and label this river with its correct parts. See if you can add notes detailing the water cycle at work.



- What adds 6.5 trillion gallons of water to the atmosphere each day?
- Why is water so important to all forms of life on Earth? How does it connect us all?
- How can we avoid wasting water? How would this help the environment?



## TOPIC 3: LIFE IN THE AMAZON

- According to pages 26–27, what is an ecosystem? What kinds of living and non-living things make up an ecosystem?
- Why might an ecosystem be described as ‘very fragile’?
- Where is the most biodiverse place on earth? What does this mean?
- List the four different parts of the Amazon’s food webs. Write a definition for each one.



## TOPIC 4: THE FUTURE OF THE AMAZON

- How is our climate changing? What is this called?
- According to page 66, what is ‘connectivity’? How are you connected to the Amazon River?
- What is ‘logging’? What simile is used to describe deforestation in the Amazon basin?
- Why is ‘a lonely forest not a happy one’? How does pulling down trees impact animals and plants?



### ACTIVITY:

Write a speech persuading humans to do more to protect the natural world.

You could include: how we are all connected through the Amazon River; why your home and ecosystem is in danger; what human beings can do to help protect the natural world and its wildlife; and why action needs to be taken now to save the Amazon’s future.



- According to pages 52–53, how many indigenous societies live in the Amazon? What do they each understand?
- What do you learn about the Yanomami, Kayapo people, and the Awa tribe? List your ideas.
- Why do indigenous communities in the Amazon need the river and forest to survive?
- What kinds of threats do these communities and the wildlife of the Amazon face?



### ACTIVITY:

Look over pages 26–27 again.

Create a Profile for an animal from the Amazon Riverbank’s food web, including illustrations and facts. Consider their role within their ecosystem and how are they connected to the river, as well as other plants and animals.

For an extra challenge, have a go at creating another Profile but this time for a plant!

- Which other natural resources does the forest contain? What damage is being caused by mining and pipes?
- Why are chunks of the forest being burned? At what rate is the rainforest being reduced?
- On pages 68–69, who are leading protests to protect the Amazon and why? Give examples.
- Who can be a climate activist? What steps can you take to protect the natural world across the globe?

