

All Kinds of Forests

There are different kinds of forests. Each helps sustain life for people, animals and insects.



Rainforests can be tropical or temperate, but both get a lot of rain. They are lush, wet landscapes.



Mossy green cloud forests are a type of rainforest found at high altitudes. Clouds cover them even in the dry season.



Old-growth forests, usually found in wilderness areas, support diverse plants and animal life and feature stands of large, old trees. They haven't been disturbed by logging or fire.



Boreal forests are found in northern regions of the planet and typically have coniferous trees (trees with cones and needles rather than leaves).

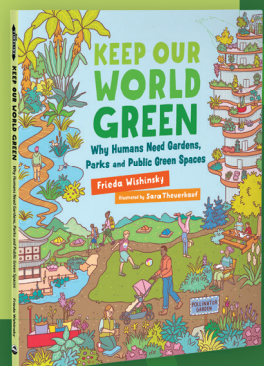


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Excerpted from *Keep Our World Green* by Frieda Wishinsky, illustrated by Sara Theuerkauf © 2025 Orca Book Publishers





MAKING A SPLASH

Teacher Guide

Part 1: Activation

1. As a class, brainstorm all the ways we use water now and how humans used water in the past.
2. Write about a time you interacted with water. What were you doing? Where were you? Who were you with? When was it? Why were you there?
3. Work with watercolors to paint a scene to go with your memory of water.
4. Create a classroom library with picture books about water. Read one a day for a week and vote for the class favorite.
5. Build a list of water-related vocabulary. Use it to write a poem about water.

Part 2: Acquiring

A note about inquiry projects: A good inquiry project starts with a good question. Students need to consider both sides of the question before they reach a conclusion. To support their choice, they need to provide evidence. Teachers can frontload knowledge through articles, videos, books, class discussion and guest speakers.

Provide a journal or “think-book” for students to record their thinking. A ranking scale allows them to show how their thinking has changed and explain why.

Water has
impacted humans

Humans have
impacted water

1. Introduce the inquiry question: What has had a greater impact, water on humans or humans on water?
2. Using a scale, ask students to identify which side they are on initially. Let them know that their thinking may change as they learn more, and that’s okay! It means they are thinking critically about the question. Remind them to record what has made their thinking change.
3. Students will make a T-chart. One column is titled “How water impacts humans.” The other column is titled “How humans impact water.” They will add to the chart with their ideas as new information is shared.
4. Additional resources have been included at the end of this guide. These can be shared with the whole class, or students can watch them independently. They can record their thoughts on the T-chart.

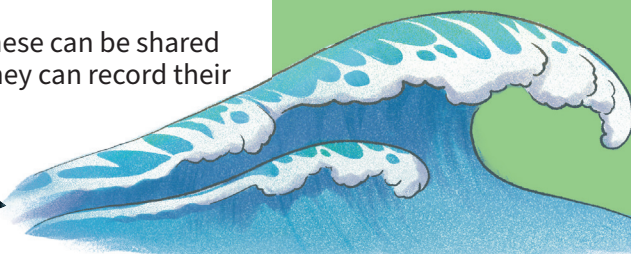


About this guide

Making a Splash: How Humans Consume, Control and Care for Water is a nonfiction book for readers ages 9–12. The author, Colleen Nelson, is a middle-school social studies teacher and has prepared this teacher guide. The book and the lessons stem from work she has done with her classes in a co-curricular science, social studies and language arts inquiry project, planned and executed with her teacher partner, Alex McGavin.



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WHAT DO WE EAT?

Teacher Guide



Every day, no matter where we are or where we need to go, humans need food. Imagine carrying meals with you as you parachute into a war zone or trying to eat a balanced diet as you travel to Mars. Humans have always found innovative ways to create the meals we need to survive. But today we are gobbling up Earth's resources and food is not shared equally around the world. Luckily there are people cooking up solutions. Hungry to learn more? This discussion guide offers readers some food for thought.



ABOUT THE AUTHOR

Megan Clendenan is an award-winning children's author. Her books include *Cities: How Humans Live Together* (Children's Book Council 2024 Librarian's Favorite), *Fresh Air, Clean Water: Our Right to a Healthy Environment* (2023 Green Earth Book Award Winner), and *Design Like Nature: Biomimicry for a Healthy Planet* (2021 Blueberry Honor recipient) and she has more books on the way! Megan loves speaking with readers at festivals, schools and libraries. Megan lives near Vancouver, BC.

DISCUSSION QUESTIONS

Chapter One

1. What did Amelia Earhart eat while flying solo across the Atlantic? What would you eat if you were flying across an ocean in a one-person plane?
2. When was the first vitamin discovered? What was it?
3. If you were an astronaut heading to Mars, what kind of food do you wish you could bring with you or grow along the way?
4. How is space technology being used to help grow food on Earth?



Chapter Two

5. List some examples of how people accessed or shared food during times of war or conflict.
6. Read the sections about the Ancient Roman Army (pages 21–22) and Paratroopers of World War II (pages 24–25). What are some of the challenges to feeding an army?
7. On page 27 the author asks “Are we eating like soldiers today?” What is the author referring to?

Chapter Three

8. Think about what you eat each day. How many types of plants and animals do you eat?
9. Chapter Three discusses a variety of farming techniques. What type of farming would you like to try? Explain why.
10. Why is farming seaweed a good idea for our planet?



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Chapter Four

11. On page 55, the author states “farmers helped build the pyramids.” Do you agree with this statement? Why or why not?
12. If you were stranded on a deserted island with a group of your friends, how would you share duties for finding food and cooking meals?
13. On page 61, the author talks about the different ways people helped each other obtain food during the Covid-19 pandemic. How would you help your neighbors or friends if they needed food?



Chapter Five

14. What are some of the ways that we can change how we eat in the future?
15. On page 67, the author talks about “dining on trash”. What does this refer to?
16. What proportion of food produced is wasted globally?
17. Read page 79. What are some small steps that you could take towards wasting less, sharing more and choosing food that will be good for both the planet and our health?

Writing Exercises and Interactive Activities

1. The book discusses how people have found, grown and shared food through time. What are some ideas from the past? Are there ideas you would like to use in the future? Explain why or why not.
2. Why is food waste such a big problem? Discuss the different ways that food is wasted, how that contributes to climate change and what we can do to change this problem.
3. Research a new recipe, ask for help to make the dish, then share it with friends and family.



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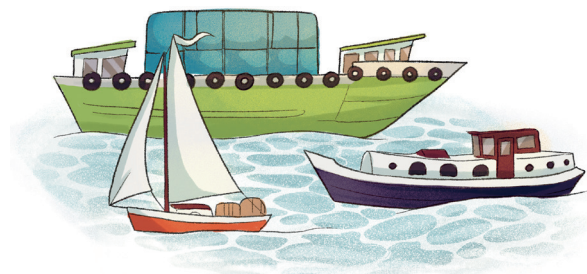


Part 3: Apply

You work at a museum. Your next exhibit is on water and civilization. Your boss, the curator, can't decide if you should name the exhibit "How Humans Have Impacted Water" or "How Water Has Impacted Humans."

The curator has asked you to prepare a presentation to help her decide. Using your T-chart and resources shown in class, explain whether you think the exhibition should be titled "How Humans Have Impacted Water" or "How Water Has Impacted Humans" and why.

You can choose the most effective way to make your presentation. Some suggestions are a tour on Google Earth, a short story, a Padlet timeline or a Canva slide show.



Part 4: Assessment

Water Systems Inquiry Assessment Requirements

Content

- Information is accurate and complete.
- Information is from a reliable source and reflects what has been discussed in class.

Presentation

- Effort has been put into the presentation. It is neat and well-organized.
- All requirements have been met.

Critical Thinking

- Support is rational and realistic.
- Evidence of consideration of multiple viewpoints.

Additional Resources

BBC.com: Climate Change impacting hurricanes

BTN.com: Global Water Crisis-Behind the News

CBC News: Hurricane Helene caused 'post-apocalyptic scene' in North Carolina

Climate.nasa.gov: Global Temperature Anomalies from 1880 to 2019

Inspire Education: Why was the Nile so important?

NatGeo.com: Climate Change 101 with Bill Nye

TedEd: Building the world's largest (and most controversial) power plant

TedEd: How the Suez Canal changed the world

TedEd: 5 TedEd Lessons about Water

YouTube.com: Aimee Craft: What is the meaning of water to Indigenous communities in Manitoba

YouTube.com: Al Jazeera News Bangladesh: Climate change creates a new migration crisis

YouTube.com: Aljazeera News: Driven out by drought: Farmland turns barren in Somalia

YouTube.com: Unicef Unsafe water, hygiene and sanitation kills 1000 children under 5 every day

YouTube.com: Water Changes Everything

YouTube: What is Blue Space? And why it matters

YouTube.com: 3 seconds...S.A.M.



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