



LEARNING LABS AMAZON SURVIVAL

Trek into the Amazon flooded forest to discover how the seasonal cycles of high and low water shape life along the river. Students explore what adaptations enable animals—and people—to take advantage of this dynamic environment.

GRADE LEVEL: 3-5 | **CAPACITY:** 35 students | **DURATION:** 50 minutes

KEY CONCEPTS

Experimentation, adaptations, form and function, relationships

SKILLS

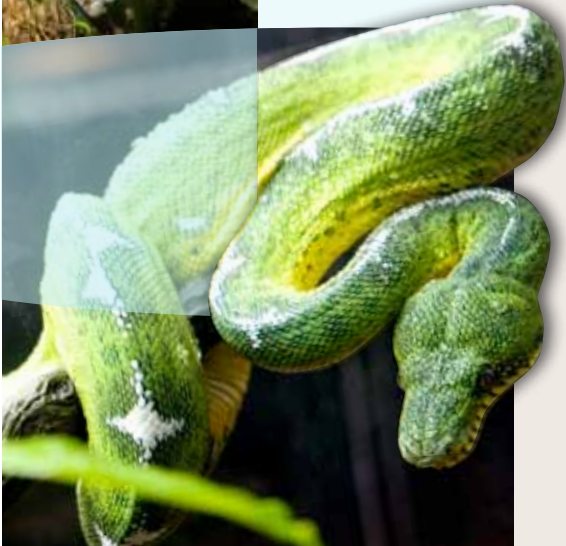
Observation, teamwork, collaboration, inquiry, problem solving

IL STATE LEARNING STANDARDS

- 11.A.2a, 11.A.2b, 11.B.2a, 11.B.2b, 11.B.2c, 11.B.2d, 11.B.2e, 11.B.2f
- 12.A.2a, 12.B.2a, 12.B.2b, 12.E.2a

WHAT TO EXPECT FROM THE LEARNING EXPERIENCE

- Students work and collaborate in groups
- Teachers and chaperones may participate
- Multimedia resources encourage further exploration
- Students sit on mats in groups



For more information contact
studentprograms@sheddaquarium.org



FURTHER EXPLORATION

Shedd Educational Adventures Observing Animals and Aquarium Poetry

<http://sea.sheddaquarium.org/sea/>

World Wildlife Federation: Amazon

<http://www.worldwildlife.org/what/wherewework/amazon/index.html>

PBS.org

Journey into Amazonia

<http://www.pbs.org/journeyintoamazonia/>

Discovery Education Ant Architecture and Geography of South America

<http://school.discoveryeducation.com/lessonplans/>

Amphibiaweb

<http://amphibiaweb.org>



CONNECTIONS TO THE EXHIBITS

Amazon Rising is home to the animals you might see in the learning lab and many more. Below are ways to further explore the aquarium for a more focused field trip.

Amazon Rising

Walk through a year along the Amazon River. Notice that the exhibits are labeled by season — high-water and low-water. Ask students to find the differences in how animals are adapted to survive during the two seasons. Do not forget to include people. Look at the low-water house on stilts and an identical house in the high-water section above the red-bellied piranhas. Even people have adapted to the seasons!

Look for the blue poison dart frogs that share their home with giant monkey frogs. Ask students to notice where the frogs are in their habitat. Why would the blue poison dart frogs be at the bottom and the giant monkey frogs at the top? Why are they different colors? How does this help them survive? Be sure to notice their feet and discuss the differences in how each frog is adapted to its habitat.

In the High Meadow exhibit you'll find a giant: the green anaconda. How does an anaconda survive? Notice the anaconda's colors and what is in its habitat. Did you see the shed skin hanging around the exhibit? What and how does an anaconda eat? Could you survive by eating only small mammals once every two weeks?

CONNECTIONS TO THE CLASSROOM

- As you prepare for your visit, have students design a tree habitat. Starting at the bottom, have students find animals that would survive during the low-water season near the roots of the tree. Then have them find animals that would live in the different parts of the tree as the waters rise. Don't forget about the tree canopy. Water may not rise that high, but this level is a productive part of the rain forest and home to many animals — and plants.
- After your trip, revisit the tree you built. Is there anything you can add to it or change? How about people? Students can design a high-water house. What aspects are important to include in the design of the house? Should it be on stilts or low to the ground? Make sure the people have a way of getting around too!



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