



Maxine's Tree

TEACHER'S NOTES

by Diane Léger-Haskell, illustrated by Dar Churcher

Maxine's father is a volunteer who builds trails in the Carmanah Valley to raise public awareness of the beauty and value of the ancient rainforest. Maxine often goes with him and plays among the giant trees while her father works. She has a favourite sitka spruce and does her best to save it from logging by making a sign that says "Maxine" and putting it on the tree. She figures that nobody would hurt someone's favourite tree. When her family returns a few weeks later, she finds that many people have made signs for their favourite trees.

Although *Maxine's Tree* presents only one point of view in a controversial subject, it does open a very timely topic for discussion. This book could be a springboard into a study of how trees are used in our society, how many families are dependent on the forest industry for their livelihood, the concerns of environmentalists, and possible solutions for problems in resource depletion, wilderness preservation, and job creation. The concept of the power of one individual to make a difference can also be developed.

Language Arts—listening, reading, discussing, recognition of facts and opinions, poetry

Math—graphing, estimating/measuring

Science—identification of tree species, how trees grow, forest ecosystems, caring for the environment, preservation of species, wilderness protection, the value of trees for the production of oxygen and cleaning of the air

Social Studies—logging methods, uses of forestry products, geography: parts of BC/Canada/the world that are forested, location of parks and protected wilderness areas in BC/Canada/North America, careers, the history of logging in BC

Art—painting, drawing, collage

Healthy Living—respect for others' opinions, how to disagree, personal power, dealing with change, emotional connections to places and things, camping, volunteering for a cause you believe in, the value of nature

CURRICULUM INTEGRATION

VOCABULARY LIST

volunteers	ancient	fungi	murmured
rainforest	cousin	special	knitting
great-grandmother	watchful	pebbles	driftwood
sitka spruce	giant	campsite	charcoal
burrow	gnome	mossy	favourite
underbrush	hollow	western hemlock	cedar
clearcut	replanted	velvet	bark
moss	ferns		

BEFORE YOU READ

SCIENCE

Trees are Important

Divide the class into small groups or conduct a whole class brainstorming session to list all the products and intangible benefits that come from trees. Classify the information generated from the brainstorming session.

LANGUAGE ARTS

Predicting

Show the illustrations before you read the story. Ask your students to write one sentence for each illustration to tell what they think is happening.

AS YOU READ

LANGUAGE ARTS

First Reading

As you read the story aloud, discuss the following questions. Explain the difference between facts and opinions and how your students can word their comments so that it is clear whether their statements are fact or opinion. You might want to make a list of questions arising out of this discussion that need to be answered through further research.

Why was Maxine's dad building trails in the Carmanah Valley on weekends?

Why did Maxine want to save her tree?

Why are forests logged?

What is a clearcut?

What are the pros and cons of clearcutting?

Emotions

Discuss and record vocabulary for the emotions the story characters are feeling in each of the illustrations. Find proof in words and phrases in the story. Talk about why they are feeling these emotions. Ask your students to tell when they felt the same way.

Favourite Places and Things

Have a circle discussion to allow your students to tell about a favourite place or thing and why it is special.

Vocabulary Development

As you reread the story, ask your students to listen for unfamiliar words and raise their hands each time they hear one. Reread the sentence containing the word and ask the children to use context to predict what the word means. List these words on chart paper and use them for Language Arts activities:

- looking up definitions in the dictionary
- alphabetical order
- suffixes and prefixes
- Book Bingo games
- spelling lists and tests
- sentence writing
- phonetic classification

AFTER YOU READ

SCIENCE

Identification of Trees

Take your students for a walk through a neighbourhood park or wilderness area to identify different tree species. Bring leaf samples back to class to display and label.

Research

Have small groups or individual students research different species of trees and produce a chart with pictures showing the profile of the tree, the leaf or needle, the seed, how the roots grow, the flower.

Guest Speakers

Invite a spokesperson from a local environmental group to speak to your class or school about initiatives in your area to preserve forest or wilderness areas. Invite a spokesperson from your provincial ministry of forests to explain the protective logging practices that are being enforced in your province.

Tree Survey

Send a form home with your students on which they can list the number and species of trees growing in their yards. (Adapt this activity if your students live on acreages in a rural area—perhaps the trees in the school yard could be counted.)

Classification

Classify a collection of leaves by shape, size, texture, pattern, compound/simple, etc. Ask your students to think of different ways the leaves could be classified.

Seasons

Discuss how trees change with the seasons. Show your students how to divide a sheet of paper into four equal spaces by folding in half crosswise and lengthwise. Ask them to draw and colour the same tree in the four seasons, and to label their drawings.

MATH

Graphing

Create a class bar graph to display the information gathered in the Tree Survey.

Measuring

Provide pairs of students with measuring tapes, maps showing the location of trees to measure (or label the trees beforehand), forms to record estimations of circumference and actual measurements. This activity could be conducted in the school yard if there are trees, in a local park or on private property.

Counting

Use a branch of a tree covered with leaves for counting practise in an early primary classroom.

Estimating

Display a branch of a tree in the classroom or go to a tree outdoors and ask your students to estimate how many leaves there are on the branch. Record estimations, then count to confirm.

Standard Units

Ask your students to each bring a leaf to school. Use the leaves to measure desks, doorways, tables, shelves, etc, in the classroom. Have your students record their measurements. Discuss why these measurements differ and why standard units of measurement were established.

FIELD TRIPS

The reading of *Maxine's Tree* could relate to a number of field trips:

- nature hike through a wilderness area
- tree farm
- wildlife reserve
- environmental centre
- grocery store to shop for products from trees

AFTER YOU READ

SOCIAL STUDIES

Geography

Use maps to show the areas of large parks in BC, Canada or North America. Discuss the uses that are made of these parks.

Paper

- Discuss/research how paper is made.
- Brainstorm the ways that paper is used. Find ways to classify the information.
- Imagine living a day without paper. List a number of activities that normally use paper and what we would do if we didn't have paper. e.g. look up a phone number in the phone book, go to the bathroom, read the newspaper, read a recipe.
- Discuss how paper is used in different cultures. e.g. the Japanese make room dividers with paper, the Chinese make ceremonial dragons

MUSIC AND MOVEMENT

Musical Instruments

Make instruments using objects from nature. Your students will have many ideas for ways to use sticks, rocks, shells, etc. to make instruments. Use your creations to accompany yourselves while singing an appropriate song.

Listening

Play some classical music with varying tempos and volume. Ask your students to imagine what is happening in the forest as the music is playing. Have them move around the classroom or gym to demonstrate. Discuss and allow time for them to illustrate their ideas.

ART

Collage

Use old magazines to create collages to depict the value and beauty of wilderness areas.

Leaf Rubbings

Use leaves gathered for Math and Science activities to create rubbings. Lay paper over the leaves and colour gently with wax crayons.

Print Making

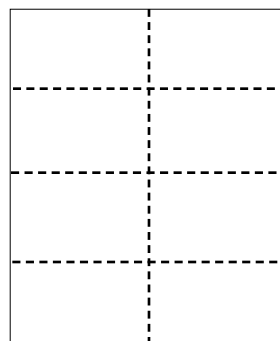
Use apples, pears, nuts or other tree products to make prints. Allow your students to experiment freely, then go on to the pattern making activity below.

Constructions

Use paper to create origami figures or other constructions.

Pattern Making

Teach your students how to make patterns by repeating a shape. Have them create eight equal spaces on their papers by folding, first lengthwise, then crosswise twice. Use the print making tools to stamp in the same position in each space. Build the pattern by adding to each space until the artist is satisfied.



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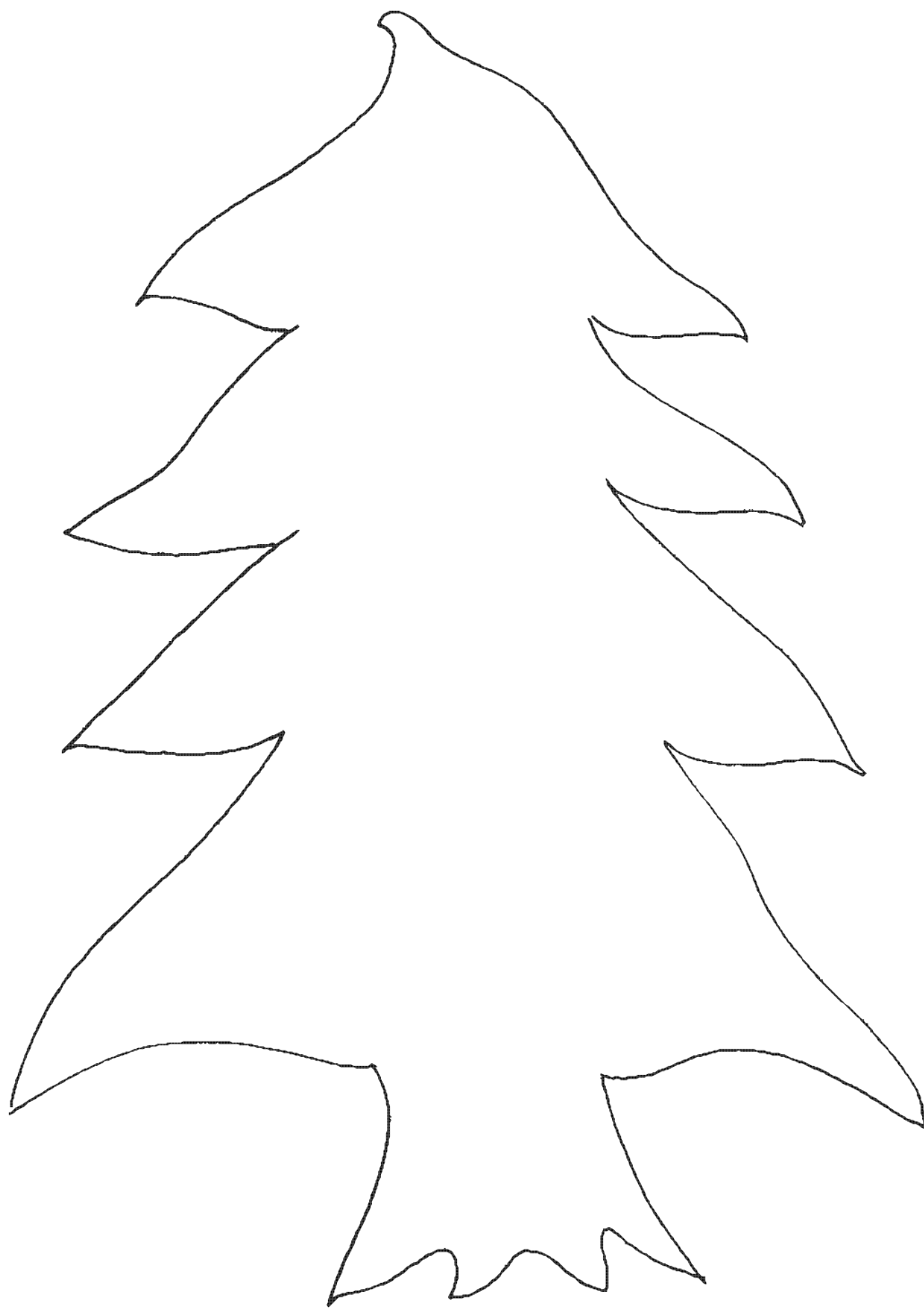
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Date _____

Name _____

TREES ARE IMPORTANT



Date _____

Name _____

Word Study

Print the root word:

camping _____

trails _____

helped _____

loved _____

watchful _____

played _____

liked _____

giants _____

branches _____

living _____

carefully _____

joined _____

trimming _____

bushes _____

struggled _____

taken _____

standing _____

trees _____

replanted _____

asked _____

undisturbed _____

making _____

slowly _____

tallest _____

happily _____

gently _____

Date _____

Name _____

Estimating and Measuring

1. Measure one meter up from the ground on each tree.
2. Estimate the circumference of each tree trunk at this point.
3. Use a measuring tape to measure each tree trunk at this point.

Tree

Estimation

Measurement

Tree

Estimation

Measurement

Tree

Estimation

Measurement

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