



Name: \_\_\_\_\_

Section: \_\_\_\_\_

Date: \_\_\_\_\_

## CANOPY IN THE CLOUDS LIVING HISTORY PROJECT

### Living History Project Expectations

In lieu of a test for the *Canopy In The Clouds* unit, each of you will be completing a living history report on a different organism, species, or human. Living History means that you “become” the person who works in the cloud forest, or the organism/species that resides in the cloud forest. You will be giving a presentation to your classmates in which you will speak of yourself, the topic you select, in the first person and dress in a manner that represents yourself correctly.

#### *Requirements for the Living History project:*

- DESCRIPTION** → Give the name of your organism, species, or human and a brief description. Where does it live or work in the cloud forest? What are its basic needs, habitat, or resource requirements? When/how/by whom was it discovered? What is the focus of its work or job?
- SPECIAL CHARACTERISTICS** → What special traits does the organism or species have in order to survive in the cloud forest? How has the species evolved over time to become what we know it as today? What prior knowledge or schooling must the person complete to work in the cloud forest?
- INTERDEPENDENCE** → What relationships is your organism/species/human involved in? Does it have any symbiotic relationships with other species? Is it the predator or prey in a predatory relationship? Does it compete with other species for resources? Why? Which resources? Does the person rely on others to complete work successfully within the cloud forest?
- ADAPTATIONS** → What challenges does your organism or species face within its habitat? What adaptations have evolved within the species to face these challenges? Are any defense mechanisms needed by your organism or species? Why? What challenges does the person face as they work within the cloud forest?
- ROLE OF ORGANISM/HUMAN IN ECOSYSTEM** → What role does your organism, species, or human play within this habitat? Is your organism/species important within the ecosystem? What would happen if your organism/species no longer existed within its ecosystem? What positive impacts does this human have on the ecosystem? Negative impacts?
- PRESENTATION** → You should give a presentation as if you WERE the organism or species, talking about itself, or yourself in a human role. Your grade will be determined solely on the information you present. There are no written aspects of this project. **DO NOT** write a lengthy paper filled with facts and then read it in front of the class. You may use note cards **ONLY** during your presentation. Your presentation should be at least 4 minutes long. If you wish to use additional visual aids you are more than welcome.
- APPEARANCE** → During the presentation, you should be dressed as if you were the organism, species, or human. Use your imagination when thinking about how to present yourself.

My organism/species/human is: \_\_\_\_\_

My *Living History* presentation will be given on: \_\_\_\_\_



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### Suggested Topic List

#### **BIRDS**

Resplendent Quetzal (*Pharomachrus mocinno*)  
Orange-billed nightingale-thrush (*Catharus aurantirostris*)  
Ruddy woodcreeper (*Dendrocincla homochroa*)  
Collared redstart (*Myioborus torquatu*)  
Violet sabrewing hummingbird (*Campylopterus hemileucurus*)  
Green violet ear hummingbird (*Colibri thalassinus*)  
Stripe-tailed hummingbird (*Eupherusa eximia*)

#### **FROGS**

Underwood's Litter Frog (*Craugastor underwoodii*)  
Piglet Leaf Litter Frog (*Craugastor podiciferus*)  
Golden-groined rain frog (*Pristimantis cruentus*)

#### **MAMMALS**

Mantled howler monkeys (*Alouatta palliata*)  
White-faced capuchin monkey (*Cebus capucinus*)  
Collared Peccary (*Tayassu tajacu*)

#### **INSECTS**

Leaf Cutter Ant (*Atta spp.* and *Acromyrex spp.*)  
Beetles (Coleoptera)  
Hummingbird mites (Arthropoda)  
Scorpion (*Centuroides limbatus*)  
Hercules beetle (*Dynastes hercules*)  
Weevil (Curculionidae)  
Cockroach (*Blattodea spp.*)

#### **PLANTS**

Leafy Liverwort (Marchantiophyta)  
Strangler Fig (*Ficus spp.*)  
Forest flower (*Centropogon solanifolius*)  
Clusia (*Clusia spp.*)  
Ocatea (*Ocatea montacredensus*)

#### **HUMANS**

Biologist or Ecologist  
Cattle Rancher



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### Presentation Rubric

Name: \_\_\_\_\_

Organism/Species/Human: \_\_\_\_\_

	<b>4</b> <b>Above &amp; Beyond</b>	<b>3</b> <b>Complete &amp; Correct</b>	<b>2</b> <b>Incomplete</b>	<b>1</b> <b>Incorrect</b>
<b>Description &amp; Special Characteristics</b>	Student provided a detailed description of the organism or species, its habitat, history and evolution. Student discussed the basic resource requirements of the organism or species and any diversity seen. Student discussed the human role, focus of work & prior education needed. Student provided additional information. <b>4</b>	Student provided a correct description of the organism or species, its habitat, and its resource requirements. Student discussed the focus of human work. One special characteristic is provided. No additional information is provided. <b>3</b>	Student did not provide a description of the organism/species OR did not describe the habitat OR did not discuss resource requirements. Student did not discuss the focus of work OR education needed. No information on history, evolution, diversity, or special characteristics is provided. <b>2</b>	Student provided incorrect information regarding the organism or species, its habitat, or resource requirements. Incorrect information was given on the special characteristics of the organism/species. Incorrect information was given about the focus of human work or prior knowledge/schooling. <b>1</b>
<b>Interdependence &amp; Adaptations</b>	Student provided informative and expansive information on the symbiotic, competitive, and predatory relationships of the organism/species. Extensive information was provided on the challenges and corresponding adaptations & defense mechanisms. Student discussed the relationship between humans and challenges faced, with extensive detail. <b>4</b>	Student provided a correct description of the relationships of the organism/species. Basic information was provided on the challenges and corresponding adaptations and defense mechanisms. Student discussed a relationship between humans and a challenge faced. <b>3</b>	Student did not provide a description of the relationships of the organism/species OR did not provide information on the challenges, adaptations, and defense mechanisms. Student did not discuss human relationships OR challenges. <b>2</b>	Student provided incorrect information regarding the relationship of the organism or species. Incorrect information was provided on the challenges, adaptations, and defense mechanisms. Incorrect information was provided on human relationships or challenges. <b>1</b>
<b>Role in Ecosystem</b>	Student provided thorough and expansive information regarding the role of the organism/species with the ecosystem. An extensive explanation was provided regarding the future of the ecosystem without the organism/species. Positive & negative impacts of humans were provided. <b>4</b>	Student provided information regarding the role of the organism/species within the ecosystem. A basic explanation was provided regarding the future of the ecosystem without the organism/species. Positive or negative impacts of humans were provided. <b>3</b>	Student did not discuss the role of the organism/species with the ecosystem OR did not explain the future of the ecosystem without the organism/species. Student did not discuss the impacts of humans. <b>2</b>	Student provided incorrect information regarding the role of the organism/species with the ecosystem. No information was provided regarding the future of the ecosystem without the organism/species. Student provided incorrect information regarding human impacts. <b>1</b>
<b>Presentation</b>	Student made an exceptional presentation, spoke loudly and clearly, provided class with abundant information, had a visual aid, and did not depend on written aids. <b>4</b>	Student made a presentation that provided accurate & necessary information. <b>3</b>	Student did not provide class with the necessary information, was unclear in their presentation, OR read off of a piece of paper. <b>2</b>	Student provided the class with incorrect information about the organism, species, or human OR was reluctant to give presentation, OR failed to give presentation. <b>1</b>
<b>Appearance</b>	Student used exceptional creativity and materials in making a thorough and complete outfit to represent the organism, species, or human. <b>4</b>	Student used unique materials and thoughts in making an outfit to represent the organism, species, or human. <b>3</b>	Student had an incomplete, incorrect, or poor outfit to represent the organism, species, or human. <b>2</b>	Student wore the school uniform during the presentation OR street clothes. <b>1</b>