

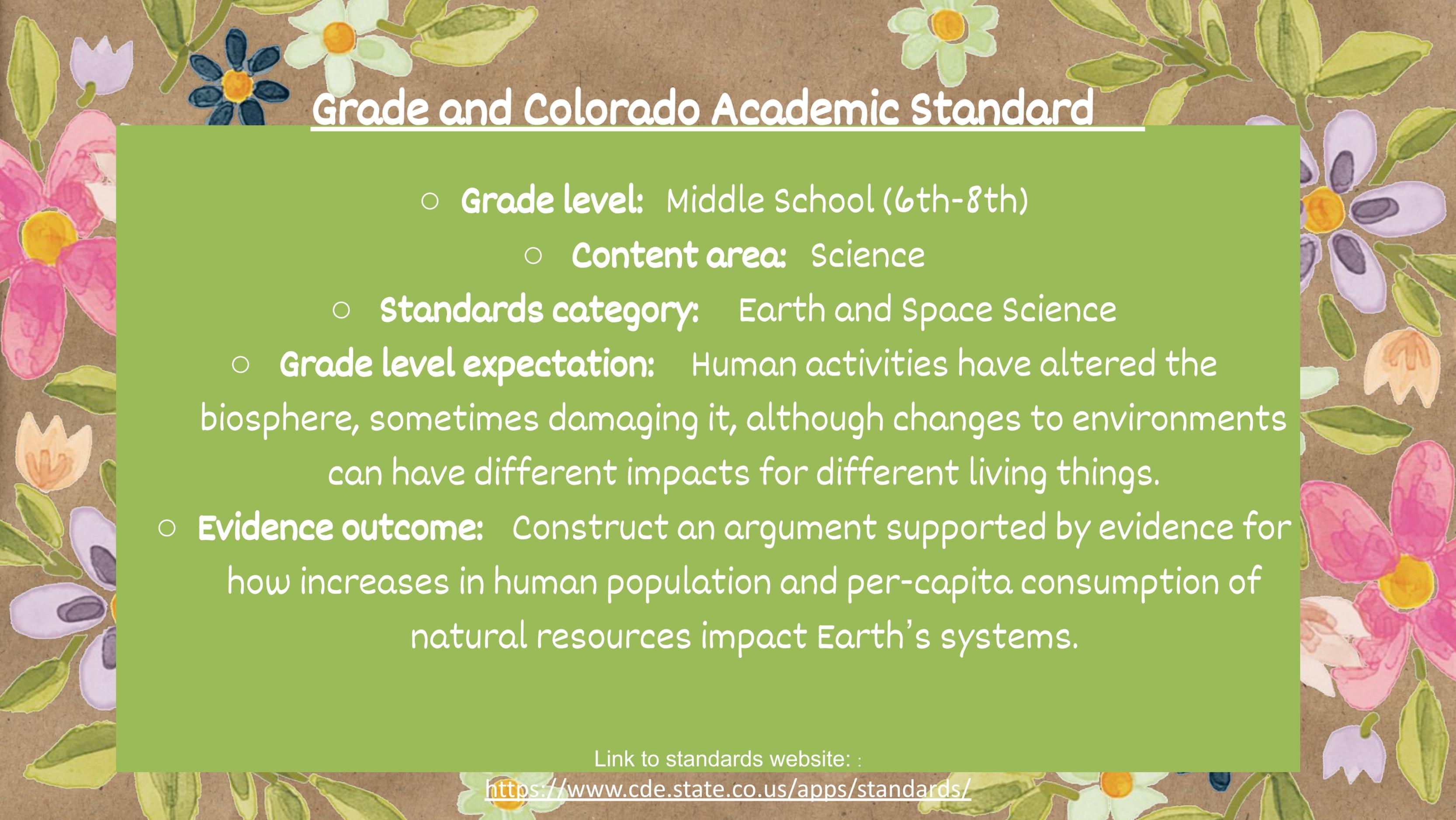


Bumps in the Night by Amalie
Howard

“Trinidad Research”

Developed by Genevieve Vellequette, Charlotte Youngman,
and Annalise Anderson for CU Boulder’s Children’s Book
Festival 2024, Open Education Resource, Creative Commons.

Available at colorado.edu/event/bookfest

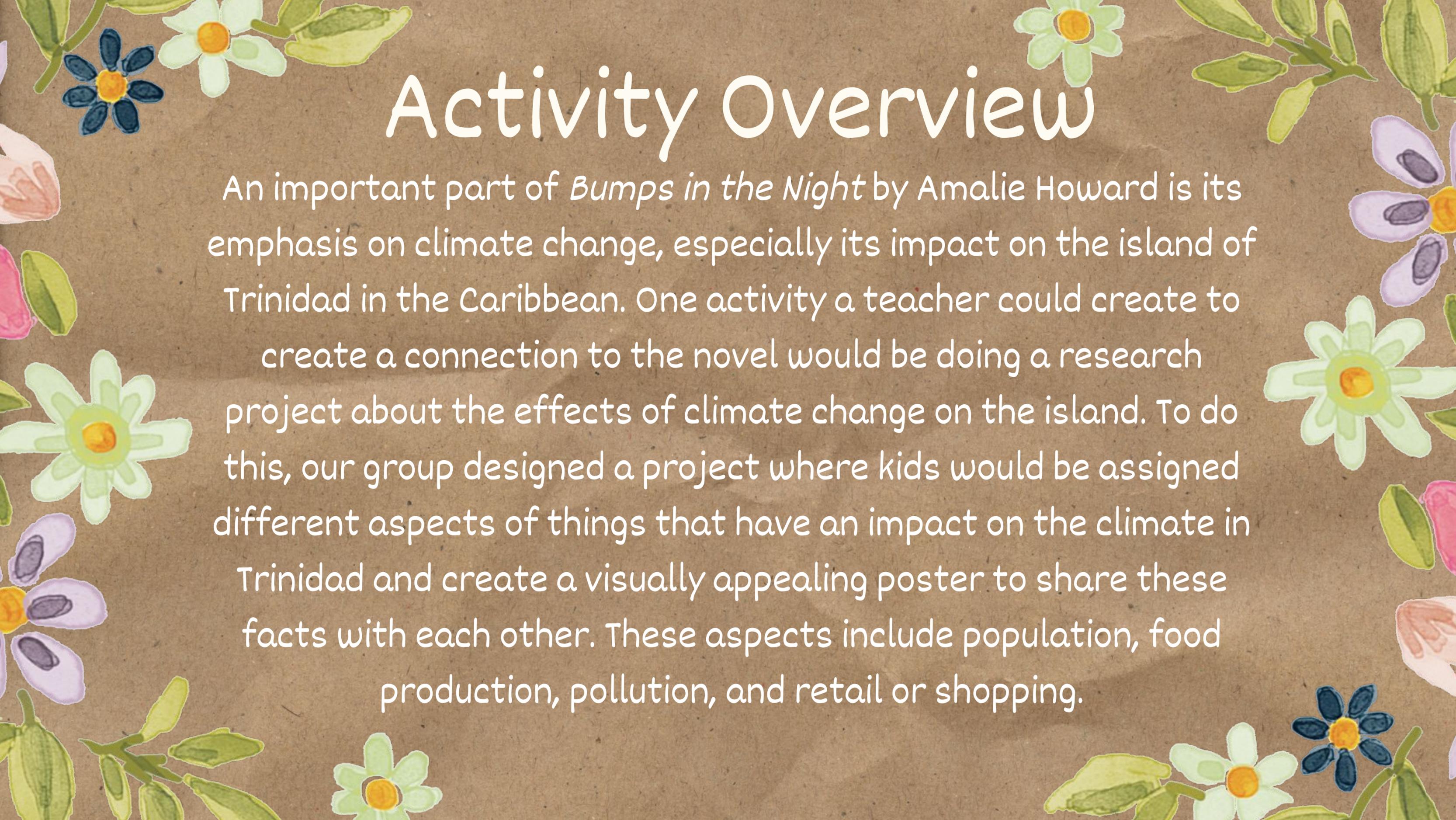


Grade and Colorado Academic Standard

- **Grade level:** Middle School (6th-8th)
 - **Content area:** Science
 - **Standards category:** Earth and Space Science
 - **Grade level expectation:** Human activities have altered the biosphere, sometimes damaging it, although changes to environments can have different impacts for different living things.
- **Evidence outcome:** Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Link to standards website: :

<https://www.cde.state.co.us/apps/standards/>



Activity Overview

An important part of *Bumps in the Night* by Amalie Howard is its emphasis on climate change, especially its impact on the island of Trinidad in the Caribbean. One activity a teacher could create to create a connection to the novel would be doing a research project about the effects of climate change on the island. To do this, our group designed a project where kids would be assigned different aspects of things that have an impact on the climate in Trinidad and create a visually appealing poster to share these facts with each other. These aspects include population, food production, pollution, and retail or shopping.

Materials!

- Computer/iPad for research
- Poster paper
- Coloring pencils
- Multi-color markers/pens
- Highlighters



Directions (introduction)

To introduce this activity, the teacher would first have the students read *Bumps in the Night* by Amalie Howard. They would highlight sections that focus heavily on the culture in Trinidad and read them to the class to stimulate group discussion. Then, divide students into **groups** and assign them a different aspect of life in Trinidad. Assign each student a role in order to keep work even (roles could be researcher, illustrator, question developer, etc). They will research the questions on the next slide and find the answers to make a poster.

Directions (Assignment Layout)

- a.) Group 1: Focuses on general population on the climate
 - i.) Number of citizens in Trinidad
 - ii.) How the population has grown
 - iii.) **Future challenge** : How could Trinidad manage issues that come with a growing population (such as lack of resources and impact on climate)? What solutions can help?

- b.) Group 2: Focuses on common foods for the region (agriculture, water, etc) and how farming or production impacts the environment
 - i.) Describes what they are (Doubles, Roti, Pelau, etc)
 - ii.) The impact of farming that food on the country
 - iii.) **Future perspective:** How can Trinidad solve any environmental impact on problems related to food production and farming?

Directions (Assignment Layout) part 2

- a.) Group 3: Focuses on environmental pollution specifically affecting Trinidad
 - i.) Biggest causes of pollution in the country (burning of fossil fuels, plastic / trash disposal, etc)
 - ii.) Impact of pollution on the country (the environment, citizens, etc)
 - iii.) The science behind what happens when fossil fuels are burned on the environment
 - iv.) **Future challenge:** What can be done to reduce pollution and keep the environment clean?

- b.) Group 4: Focuses on retail / shopping / trade and if it is sustainable for the environment
 - i.) Explore how people in Trinidad shop and exchange goods and if it tends to be local vs. global shopping (Amazon versus stores on the island, for example)
 - ii.) Look into the most common goods purchased and look into environmentally friendly alternatives from Trinidad
 - iii.) **Future challenge** : What problems might Trinidad face in the future with trade and shopping, and how can they be solved?

Finally, have them create a visually appealing poster to share with the class!

Additional Suggestions!

- The students could also print out pictures or relevant research from credible resources to quote from to add to their visual presentation.
- In addition to their visual presentation, they could also make a short video about their research to accommodate students who learn better when watching or listening to a video with motion pictures and such.
- Example of a possible visual presentation:



Thank you!

We also hope you can join us on Saturday, November 9 at the Boulder Public Library to meet Amalie Howard and hear more about *Bumps in the Night* in-person...along with other authors and illustrators!

For more information, visit

<https://www.colorado.edu/event/bookfest>

The CU Boulder School of Education and Boulder Bookstore present

2024 Children's Book Festival

Saturday, November 9 | Boulder Public Library



Join us on Saturday, November 9, 2024 | 10 a.m. – 5 p.m.

 Boulder Public Library (Main Branch) - 1101 Arapahoe Ave.
Free parking available

This free event includes author talks, a panel for educators, book sales and signing, children's activities and more. Come for part of the event, or stay for the day!

Free educational resources available on our website. Continuing Education Units (CEUs) available for teachers and librarians.

Support provided by the CU Boulder Office for Public and Community Engaged Scholarship



Learn more and register at [colorado.edu/event/bookfest](https://www.colorado.edu/event/bookfest)

BOULDER
PUBLIC LIBRARY

 School of Education
UNIVERSITY OF COLORADO BOULDER

 Boulder
Bookstore