From Steaming Swamp to Blanket Bog

An exhibition of photographs taken on fieldwork in the Peruvian Amazon

Worksheet (Level 3–4)

Use this worksheet to help you think about the concepts, ideas, facts and experience portrayed in this exhibition. The answers could be in the pictures or in the captions (the picture numbers are given in brackets) or might need you to think more widely about what you've seen and use some of your own knowledge. You can answer the questions as you go round the exhibition, take the worksheet away with you and think about it afterwards, or a combination of the two.

You can find the answers to the questions below (and all of the pictures) on the exhibition website: https://peatlands.wp.st-andrews.ac.uk/educational-materials/, by clicking on the document, *Levels 3 & 4 Worksheet – Answers*.

1) What is this palm called? Give both the common (local) name and the scientific or botanical name. Can you name any other plants that are common in Peruvian peatlands? (2, 6, 7, 8, 10)

Common name in Peru:

Botanical name:

Other plants of Peruvian peatlands:

2) Name and describe one feature of this palm which allows it to survive in waterlogged conditions. (4)

3) The tree *Cecropia* is common in the floodplains of the Amazon. Make a list of its ecological characteristics. (8, 9)

4) This palm is the source of at least two useful products. What are they, what are they for and to whom are they useful and/or important? (2, 23, 24, 25, 27)

5) What is peat and how does it form? (1, 33)

6) Have you ever been to a peat bog? If so, describe what it was like. If not, use the information in the exhibition to imagine what it might be like. (e.g. 12)

7) Where in the world are you most likely to find peatlands? (1, 33)

8) What are the main human activities that threaten Peruvian peatlands and their vegetation?

9) What is it about peatlands that makes them important for mitigating climate change? (33)

10) Can you think of any other reasons why peatlands are important?

11) How many species are there in typical palm swamp vegetation? (3) Is this a lot, i.e. is biodiversity high compared to Scottish peatlands? (33)

12) What are ecologists hoping to find out by measuring the trees in the peatland regularly (about every five years or so)? (3)

13) What else, beside trees, is being monitored in the peatlands and why? (21)

14) Why are animals more difficult to survey than plants? (11)

15) What kind of plants are most abundant in an open (i.e. non-forested) peatland? (7)

16) Can you explain why boats and not cars are the most common mode of transport in this part of the Amazon? (13)

17) What can we learn from studying peat cores (samples of peat taken from below the surface)? (15)

18) What is the name of the indigenous people shown in the exhibition who live in and around the peatlands of the Pastaza-Marañón Basin in northern Peru? And what does "indigenous" mean? (e.g. 20)

19) Make a list of the ways that the Urarina use *aguaje* palm (*Mauritia flexuosa*). (27, 29, 30)

20) Who among the Urarina has the skills and knowledge to make and weave thread? (30)

21) How are palm fruits traditionally harvested? How sustainable is this approach and are there any alternatives? (22)