

Objectives

- Compare and contrast two paintings from the Springville Museum of Art.
- Discuss various animal adaptations.
- Create a new animal that has adapted to its environment.

Introduction

Show two images from the Springville Museum of Art, *The Rhinoceros* by James Christensen and *Lizard Relay* by Carel Pieter Brest van Kempen. Instruct students to get in groups of two or three to compare and contrast the two images. Ask students the following questions:

- Why do you think these two images are different?
- What type of message do you think the artist was trying to communicate in these paintings?
- Do you think these paintings tell a story? What would the story be?
- Have these animals adapted to their environments? Why or why not?

As a class, read *What do you do with a tail like this?* by Steve Jenkins and Robin Page. Discussing the adaptations each animal featured in the book has made to its respective environment.

Learning Activity

- 1) Distribute two different animal names on strips of paper (from the book *What do You do With a Tail Like This*) to each student: i.e.: rhinoceros and lizard.
- 2) Instruct students to create a new hybrid animal from the two different animals. For example, rhinoceros head, lizard tail, rhinoceros body, lizard legs, colored green like a lizard and so forth. Students will draw their animal with pencil on their paper.
- 3) Each animal will then be imagined in an environment that suits its needs. For example, the rhinoceros/lizard will need to live in a dry, desert environment to survive.
- 4) Emphasize the importance of details in the picture, pointing out the specific details the artists included in the two featured paintings to illustrate the environment and animal in an interesting way.



Carel Pieter Brest van Kempen, *Lizard Relay: Jaquarundi with Green Iguanas and Banded Basilisks*, 1991, oil on canvas

Materials

- Images of Portraits (See Images from the Museum)
- Children's Book *What do You do With a tail Like This?* By Steve Jenkins and Robin Page
- Sharpies
- Pencils
- Paper
- Small piece of paper with animal name written on it (two per student - See glossary in *What do You do With a tail Like This?* for animal names.)
- Watercolor, pastels, crayons or construction paper crayons to color images

Images from the Museum

- James Calvin Christensen, *The Rhinoceros*
- Carel Pieter Brest van Kempen, *Lizard Relay: Jaquarundi with Green Iguanas and Banded Basilisks*

Utah Core Standards

Science
Standard 4 Objective 1
Tell how external features affect an animals' ability to survive in its environment.

Standard 4 Objective 2
Identify basic needs of living things (plants and animals) and their abilities to meet their needs.

Language Arts
Read aloud informational text.

Integrated Core
Standard 1 Objective 3
Develop and use skills to communicate ideas, information and feelings.

5) Students will then outline their image in sharpie when they have finalized their drawing. The animals may be painted, colored with pastels or construction paper crayons, or other media. Media may also be mixed to create an interesting picture.

Language Arts Extension

Students can also be encouraged to write about their animal and where it came from. Just So Stories by Rudyard Kipling can also be used to model (found multiple places online). Have students answer the following questions:

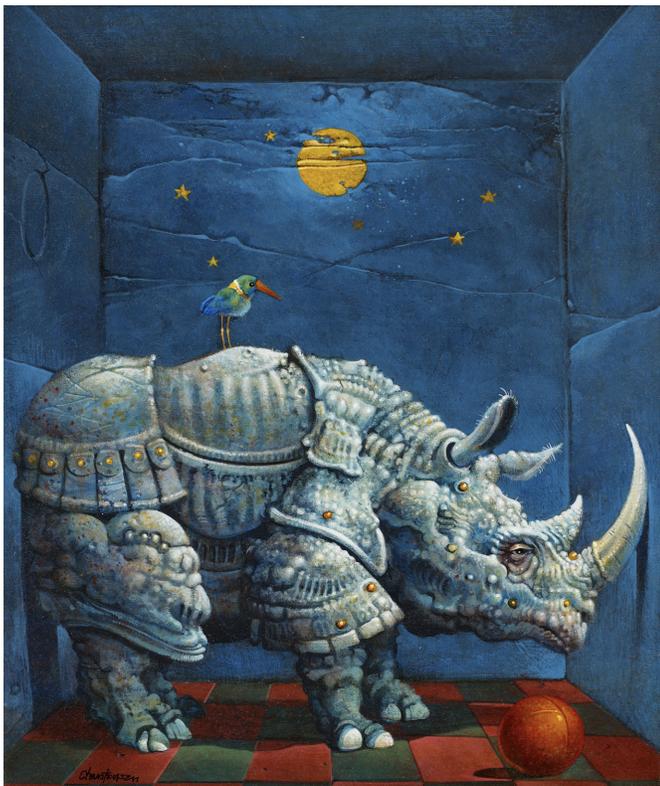
- Where will your creature live?
- What will your creature eat?
- What special needs might your creature have?
- How will your creature move?

Classroom Display

Once students have completed their mishmash animals, create a classroom menagerie, or zoo. Using butcher paper, create a space inside or outside of the classroom where you can display these creative creatures!



Silvia Liz Davis, *Guest*, 1994



James Calvin Christensen, *The Rhinoceros*, 1981

Assessment

Invite students to share their animal with a partner. Encourage them to share two things: how their animal has adapted to its environment, and a problem that they came across as they tried to combine their two animals, and how they were able to solve that problem.

Variations

Other ideas for lesson extensions and variations:

<http://finallyinfirst.blogspot.com/2011/03/what-can-you-do-with-tail-like-this.html>

<http://www.scholastic.com/teachers/lesson-plan/activity-plan-mixed-ages-animal-sculptures>

http://www.ciser.ttu.edu/download/science_education/Conference%20Handouts/CAST%202010/TEKS%20and%20ELPS%20and%20Mods,%20Oh%20My/What_Do_You_Do_With_a_Tail_Like_This.pdf



James Calvin Christensen, *The Rhinoceros*, 1981



Carel Pieter Brest van Kempen, *Lizard Relay: Jaquarundi with Green Iguanas and Banded Basilisks*, 1991, oil on canvas