



Designing a Zoo Sign

Virtual Classroom Extension

Grade Levels

Grades 5-8

Objectives

This activity is designed to start your at-home students in recognizing themselves as scientists and in thinking critically about problem-solving. The goal is to teach concepts through discovery and to encourage using scientific thought processes. Feel free to adapt the lessons provided to better suit your students' abilities. Take these ideas, make them your own, and your students will have a greater chance of success.

Materials

Paper (any size), markers, pencils, crayons. Computer design programs if you have them available.

Background Information

This activity can be used with your at-home students after viewing the clouded leopard Conservation Facebook Live stream from 4/17/2020. The goal is to teach scientific concepts through arts integration and to encourage creativity.

How will you create a zoo sign that will help the public learn about issues that threaten clouded leopards (or an animal of your choice), and encourage them to participate in their conservation?

Procedures

1. Begin this lesson by asking your at-home students to research clouded leopards, or an animal of their choice. A good place to start researching is the Zoo's Online Resource Library at <http://resourcelibrary.clemetzoo.com/>.
2. As the students conduct research, they should reflect on the various ways these animals are threatened, they should also begin brainstorming about what types of information are most important for the public to know.
3. Explain to your at-home students that you have an activity where they will take on the role of a zoo graphic designer. A graphic designer is a person who communicates and plans ideas and experiences in the form of words and pictures. In this activity, they will design an sign that not only teaches about the issues affecting the animal of their choice, but also how people can help in their conservation.

4. Have your students brainstorm what they believe makes a good educational sign. What elements should their sign contain? What makes a sign interesting? Have they seen examples of good or bad signs that they can refer to?
5. Each student will create their sign using markers, pencils, crayons, paper, and computer design programs if available. Remind students that if they choose to use photos, many are available on the Zoo's Online Resource Library at: <http://resourcelibrary.clemetzoo.com/>.
6. Each student should share their sign with others when they are finished. As part of their sharing, ask each student to identify the design elements they used to get across the threats to the animal.
7. After all of the students have shared, ask the following questions: Which signs do they find most interesting and why? What design elements are most eye-catching for zoo guests? What challenges did the students encounter when creating their sign.
 - a. Share your work with the Zoo - we would love to see what you've come up with. Click the "Share Resources" button at the top of the Zoo's Online Resource Library at <http://resourcelibrary.clemetzoo.com>. From the dropdown menu, select "Document." Attach your file and complete the form on the page.

Standards

Ohio Academic Content Standards
<p>Visual Art Standards – Perceiving/Knowing</p> <p>Grade 6</p> <p>2PE- Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.</p> <p>Grade 7</p> <p>2PE- Identify professions that use artistic skills and problem-solving.</p> <p>3PE- Identify sources of visual culture in society and the media and discuss how the messages that convey affect personal and consumer choices.</p> <p>Grade 8</p> <p>6PE- Identify professions that use artistic and problem-solving skills</p> <hr/> <p>Visual Art Standards – Producing/Performing</p> <p>Grade 5</p> <p>3PR- Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.</p> <p>4PR- Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary issue.</p> <p>Grade 6</p> <p>6PR- Integrate elements of art and design to solve interdisciplinary problems.</p>

Grade 7

5PR- Create a work of art in collaboration with other to address a social or cultural issue.

6PR Demonstrate understand of visual literacy. Illustration and graphic communication.

Grade 7 Life Science Topic: Cycles of Matter and Flow of Energy

In any particular biome, the number, growth, and survival of organisms and populations depend on biotic and abiotic factors.

Next Generation Science Standards
Earth's Systems 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
Matter and Energy in Organisms and Ecosystems MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
Human Impacts MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
Interdependent Relationships in Ecosystems HS-LS2-7 Design, evaluate and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

