



### DESCRIPTION

In this lesson, students discover some of the effort necessary to create a zoo. It is designed to encourage students to learn more about and have a greater appreciation for wildlife.

### OBJECTIVE:

**Learners will-**  
create a zoo environment and assess its ability to maintain life.

### SETTING THE STAGE:

Ask students to give some examples of animal adaptations and write them on the chalkboard, if possible.

Propose that adaptations allow animals to live in certain environments.

Explain that an animal is considered successful if it produces offspring.

Ask students if they know the five basic needs all animals must have to be successful: food, water, shelter, space, and a mate.

Discuss how adaptations allow animals to get their basic needs and, therefore, be successful.

Explain that zoo exhibit design is based on satisfying these animal needs.

Discuss some ideas for creating an exhibit for any animal of your choice.

### CUB-LEVEL ACTIVITY:

Ask each student to think of an animal they would like to learn more about. (Can be done in groups if you prefer).

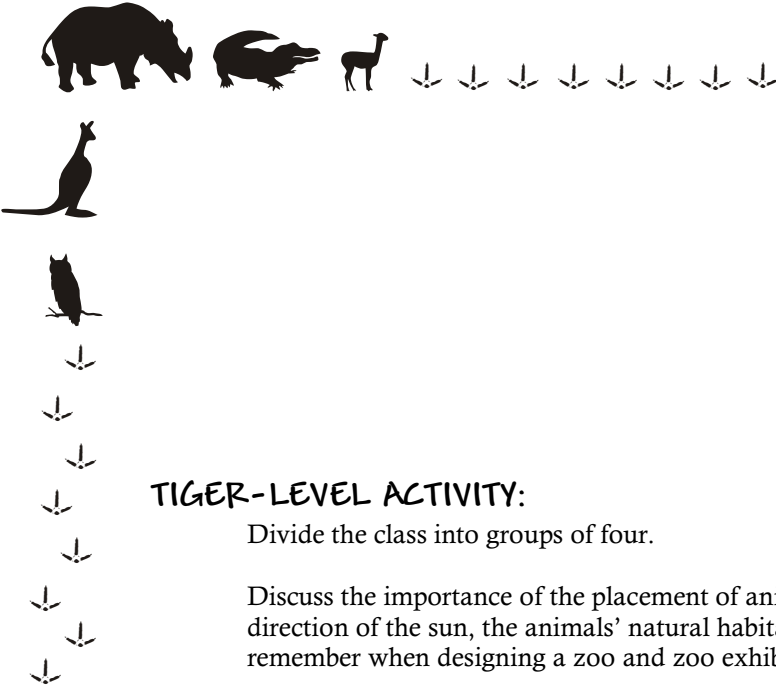
Allow each student to look through reference books or to visit the library and find an interesting fact about their animal.

Have students give an oral presentation to the class explaining what their animal is, what interesting fact they found, how they would design an enclosure for the animal, and how the enclosure allows the animal to utilize the behavior/adaptation that was the interesting fact.



### CLASSROOM ACTIVITY





**TIGER-LEVEL ACTIVITY:**

Divide the class into groups of four.

Discuss the importance of the placement of animals in a zoo, and how factors like the direction of the sun, the animals' natural habitats, and the animals' size are all important to remember when designing a zoo and zoo exhibits.

Allow each group to design a zoo on a piece of poster board. The group will need to decide where the animals will be placed, whether certain species can live together, how the exhibits will be designed, and any other features of their zoo.

Give each group access to art supplies, if desired.

Have each group present its zoo to the rest of the class. The presentation should include: why the animals were placed where they were, how the exhibit resembles their natural habitat, how the exhibit helps the animal, and how people will be able to see the animals while remaining safe, etc.

**CLOSURE:**

Ask students if they believe it is possible to meet all of the needs of every animal. Why or why not? (suggest limiting factors like space and money)

Ask them to think about how they would create "their" zoo in stages as resources became available.

**MATERIALS:**

**CUB:** Reference materials

**TIGER:** Posterboard, reference materials, art supplies

