



Elephant Movements

Connections to Africa – Arts Integration

Grade Levels

Grades 1-3

Engage

This activity is designed to start your students in recognizing themselves as scientists and thinking critically about problem-solving. The goal is to teach scientific concepts through arts integration and to encourage creativity. As with all lessons provided, please feel free to adapt them according to your students' abilities. You may find it more successful to lead activities and discussions as a whole group as opposed to having your students work in small groups. Certain scientific vocabulary may or may not be appropriate for your students' level of understanding. Take these ideas, make them your own and your students will have a greater chance at success.

Observe the elephants at Cleveland Metroparks Zoo. Watch how they move. How do elephants move in ways that are similar to the way humans move?

Explore

1. Begin the lesson by asking students to recall observing the elephants at the Zoo during their visit. Ask them to share some of the observations and behaviors they remember seeing. You can also use the Zoo's Online Resource Library and watch elephant videos to prompt discussion.
2. Record words and phrases that your students produce in whatever way you're comfortable (chalkboard, SmartBoard, chart paper) so that students can recall those resources later in the lesson. Prompt students by asking how quickly elephants move, what parts of their body move when they walk, how they use their trunk and for what purpose, etc. Ask students what types of things they can assume about an elephant by observing these movements.

Explain

3. Explain to the group that you have an activity that will give them the opportunity to become elephants to teach each other the things they learned about the elephants while at the Zoo. They will use dramatic play or improvisation in groups of two to describe how and why the elephants move the way they do.
4. Break students into groups of two (or ask for volunteers as a whole group if that works better for your class), and explain that each student will take turns to imitate these

movements for each other. What can you teach other people about elephants through your movements?

5. Optional: Ask students if they are able to record some of their ideas on the research plan sheets included.

Expand

6. After the students have had a few moments to take turns acting out their elephant movements, interrupt and prompt them to compare elephant movements to people movements. For example, people use arms, hands and utensils to eat their food, while elephants only use their trunks. What qualities do their trunks have that help them eat? What qualities do their bodies have that help them adapt to their environments?

Assess

7. Bring students back together as a class and ask them to share with the class some of the things they acted out with their partner. Record answers on the board, etc. or on the attached Research Plan.
8. Use the Zoo's Online Research Library to watch videos of elephants and compare your motions to theirs and to prompt discussion.
- 9.

Standards

Ohio Academic Content Standards
Drama/Theater Standards - Producing/Performing Grade 2 5PR - Describe and model effective social and group skills when participating in dramatic play with partners Grade 3 7PR - Use elements and processes of theater to integrate information from other academic content areas.
Grade 1 Drama/Theater Standards - Responding/Reflecting 7RE - Demonstrate confidence and self-direction when engaging in dramatic play.
Grade 1 Life Science Topic: Basic Needs of Living Things Living things have basic needs, which are met by obtaining materials from the physical environment.



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Supplemental Materials

My Research Plan

1. What is my research question? Is it a good question?



Observe the elephants at Cleveland Metroparks Zoo. Watch how they move. Why do they move the way they do?

2. How can I get my information?



3. What will I do with this information?



4. How will I know I did my job well?

