



Elephant Conservation

Collaborative Inquiry Project – Arts Integration

Grade Levels

Grades 7-8

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.

How will you create artwork to help the public learn about issues that threaten African elephants and encourage them to participate in their conservation?

Explore

1. Begin the lesson by asking students to research elephant conservation on their own using the Zoo's Future for Wildlife website: <http://futureforwildlife.org/>. If it works better for your class, browse the African elephant category of this website together as a group and plot important information about conservation and threats to African elephants on a chalkboard, SmartBoard or chart paper.
2. You can also engage your students in a discussion asking about what types of things they learned about elephant conservation during their visit to the Zoo.
3. Next, observe images and video from organizations such as 96elephants (<https://www.96elephants.org/>) or Wild Aid (<http://wildaid.org/>). How do those videos make you feel? What is their message? What elements in those videos generate those feelings?

Explain

4. Continue with above discussion and come up with a list from your class of ways African elephants are threatened.
5. Explain to your class that you have an activity that will let them create a piece of artwork that has the purpose of informing the public of the threats African elephants are facing and to encourage them to change their behavior to benefit elephant conservation.

6. Break the class up into groups, or however you feel will work best for this activity. You could assign topics to each group if that works better for your class. Each group will create a piece of artwork using whatever variety of materials you can provide them.
7. Each group will share their artwork with the class when they are finished.

Expand

8. After each student has finished their artwork, discuss the issues that were brought up. Ask your students to explain the messages they are trying to convey.

Assess

9. Share your work! When you and your class have completed this activity, we'd love to see what you came 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. Please include your school's name and the grade you teach. When you're done, click "Submit." When we receive your submission, we'll share your class's work!

Standards

Ohio Academic Content Standards
Visual Art Standards – Perceiving/Knowing Grade 7 3PE - Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices. 6PE - Connect various art forms to their social, cultural or political purposes and include regional examples. Grade 8 4PE - Understand how social, cultural and political factors affect what contemporary artists and designers create.
Visual Art Standards – Producing/Performing Grade 7 5PR - Create a work of art in collaboration with others to address a social or cultural issue. 6PR - Demonstrate understanding of visual literacy, illustration and graphic communication. Grade 8 3PR - Use critical thinking and visual literacy to communicate a specific idea. 4PR - Present personal artworks that show competence in the use of art elements to create meanings and effects.



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Supplemental Materials

My Research Plan

1. Questioning
State the problem.
Make a hypothesis.

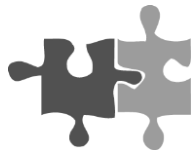


How will you create artwork to help the public learn about issues that threaten African Elephants and encourage them to participate in their conservation?

2. Planning
Make a plan by asking
these questions
(think, talk, write)



3. Implementing
Gather the materials.
Follow the
procedures.
Observe and
record the results.



4. Concluding
Draw a conclusion.



5. Reporting
Share my results
(informal)
Produce a report
(formal)

