

National  
Museum of  
Scotland



# Museum **2** Go

Animal Carnival

# Animal Carnival

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# Animal Carnival

## 1 How to use Museum2Go Animal Carnival

This box contains a collection of over 20 real and replica objects that represent different aspects of Animal life. You are free to carefully handle these items with your class.

The collection and these notes have been put together with help from pupils and staff from Knightsridge Primary working with staff from National Museums Scotland as part of the Museum2Go project. To find out more about Museum2Go please see our website, under schools outreach.

The resource is designed to be used to support a class topic on animals, but it can be used for any relevant topic. These notes are provided to support your teaching and give you ideas of how to use the objects with the class.

The classroom activities in the notes hit a range of outcomes and experiences across the Curriculum for Excellence.

Each object comes with its own object card which you will find in section 3, where you can find out more info about it. These cards can be given out to pupils for them to use in their own research.

Section 4 has details of five suggested activities you could do with your class or group using the objects in various ways across the Curriculum for Excellence and building various capacities.

Section 5 contains information on how to make the objects into a class exhibition for displaying to parents, other classes or simply groups within the class.

Section 6 is a feedback form which we require to be photocopied, filled in and posted back to the address given below after each school uses the resource. This helps us to track its use and make repairs to the items as necessary. We would love to hear how you have got on using this box! Have fun!

Good handling guide:

- Always hold the object with two hands, over a table.
- Where possible put something soft down, like foam or cardboard for the object to rest on.
- Only one person should touch a delicate object at once.

Contact Details:

### **Museum2Go**

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# Animal Carnival

## 2 Introduction to theme

Le carnaval des animaux (The Carnival of the Animals) is a musical suite of fourteen movements by the French Romantic composer Camille Saint-Saëns. The orchestral work has a duration between 22 and 30 minutes.

The Carnival of the Animals was written by Saint-Saens in 1886 while he was on holiday in a small Austrian village. Worried about the impact on his reputation as a serious composer he did not release it while he was alive, but made provision for its release after his death and now it is one of his most famous pieces.

Here is a list of the animals/movements of the suite.

- Lion • Hen • Fast animals or Donkey (Tibetan) • Tortoise • Elephant
  - Kangaroo • Aquarium • Characters with long ears
  - Cuckoo in the depths of the woods • Aviary • Painists
    - Fossils • Swan • Finale •

You can listen to a performance of the pieces online for free here:

<http://archive.org/details/Saint-saensCarnivalOfTheAnimalsbernstein>

This collection of handling items has been inspired by this music and the Animal World gallery at the National Museum of Scotland.

The animal kingdom is estimated to have about 10 million species. Animals get their food from eating other living things and range from being just a few cells up to giant mammals like the blue whale. There are two different types of animals - invertebrates and vertebrates. There are five different groups within the vertebrates; fish, amphibians, reptiles, birds, mammals. This collection comes from across the animal kingdom and throughout time, with the inclusion of fossils. It is simply a sketch of the astounding diversity of animal life on planet Earth.

Conservation status key

Extinct	EX	Not recorded alive in the last 50 years
Extinct in the Wild	EW	Survives in captivity only
Critically Endangered	CR	Extremely high risk of extinction in the wild
Endangered	EN	Very high risk of extinction in the wild
Vulnerable	VU	High risk of extinction in the wild
Near Threatened	NT	Likely to be at risk of extinction in the wild
Least Concern	LC	Widespread and abundant population

# Animal Carnival

## 3.1 Cheetah Skin and Claw



Cheetahs are the fastest animal on land!



### Where do they live?

Cheetahs are found in open grassland, particularly in the African savanna.

**Size:** 1.1 to 1.4 m; Tail 65 to 80 cm; weight 35 to 65kg

**Diet:** They eat other animals for example springbok, which is similar to a deer and rabbits.

### Special skills

Cheetahs have evolved limbs which they can effectively lengthen to run fast. Their longer legs mean their strides are longer, so they can go faster even if they take the same number of strides. Their loose shoulder joints and flexible backbones increase their stride length. They can reach 104kmph 64mph, the cheetah uses its speed to catch antelope of the African savannah.

### Other facts

- Cheetahs have exceptional eyesight, which it uses to look for animals to hunt.
- It uses its quick reflexes and amazing speed to knock over its prey.
- They have very sharp claws, which they use to bring down large prey.
- They have very sharp teeth, for tearing and chewing meat.
- Cheetahs can be hunted by wild dogs, so an example of a food chain involving cheetahs would be
- Wild dog **eats** cheetah **eats** rabbit **eats** grass
- They are threatened, there are only around 10000 cheetahs in the wild.
- Cheetahs have a litter of three cubs, who live with them for one and half to two years.

**See** 

Look at the spotty coat which allows it to blend easily into high dry grasses.

**Touch** 

Feel the soft fur coat

**Think** 

What other animals have unusual markings to blend into their surroundings?

# Animal Carnival

## 3.2 Tarantula



Tarantulas can be kept as pets as they take up very little space and are easy to care for.



© National Museums Scotland

### Where do they live?

They are found in North America, South America, Africa and South Asia. They live in burrows on the forest floor.

**Size:** They can have a leg span of up to the size of a dinner plate!

**Diet:** Carnivorous - tarantulas eat mostly insects, but they also target bigger animals, including toads, frogs, and mice. One species, from South America is even able to prey upon small birds.

### Special skills

It can flick hairs from its bottom into the face of predators to defend itself.

### Other facts

- There are over 800 species.
- Tarantulas moult as they grow, shedding their external skeleton.
- Tarantula venom is weaker than a bee's
- They can live up to 30 years.
- It has an exoskeleton and it can break if falling from a height.

**See** 

Count the number of legs – the two legs at the top are actually arms!

**Think** 

If you had an easily breakable skeleton where would you live- close to the ground or high in the trees?

# Animal Carnival

## 3.3 Spider Conch Shell



These are members of the sea snail family.



### Where do they live?

It is only found in the Indian Ocean and is the largest in its family. Generally found on deeper waters. Depth - 8-20m

**Size:** Length – up to 17cm

**Diet:** They feed nocturnally on fish, invertebrates, sponges, algae and ascidians.

### Special skills

When it was alive this sea snail had large eyes on stalks

### Other facts

- Found singly on sand, rubble and mud areas of coral and rocky reefs, lagoons and estuaries.
- Also known as, Spider Sea Shells, Spider Conch, Lambis Scorio Conch and Scorpion Conch.

See



The spider like tendrils.

Touch



Feel the smooth inside of the shell.

Think



Where do you think this animal would live?

# Animal Carnival

## 3.4 Spiny Oyster



*This is a mollusc, like a snail. There are more than 90 000 species of molluscs.*



### Where do they live?

Cemented to rocks in shallow tropical seas

**Size:** various

**Diet:** they feed on algae

### Special skills

The shell may act as camouflage or develop spines as a defence against predators.

### Other facts

- These shells grow throughout the animal's life, made from a complex secretion of calcium carbonate crystals and a protein.
- Shell is an amazing substance. It is able to produce a wide variety of shapes and colours.
- The different forms of shells allow molluscs to live in the sea, in freshwater and on land. It means they can attach to hard surfaces such as coral and wood; or to swim in open water.
- This shell has two parts, which are connected by a hinge. The animal lived in between the shells.

**See**   
The frilly coloured spines

**Touch**   
Open the shell gently and feel the smooth interior

**Think**   
Do you think this shell contained an pearl?  
Unfortunately not, only one type of Oyster creates a pearl.

# Animal Carnival

## 3.5 Giant Top Shell



### Where do they live?

They live in the Indian and Pacific Ocean.

**Size:** Around 10 cm diameter

**Diet:** Eats algae or films of spores on rock surfaces.

### Special skills:

On Papa New Guinea people use shell knives to slice taro, as metal tools blacken the flesh.

### Other facts:

- Many top shells have a thick mother of pearl lining.
- This animal is a mollusc, like a snail.
- The shell can continue to grow in a spiral throughout the animal's life.

See



Look at the beautiful spiral shape.

Touch



Feel the smooth inside.

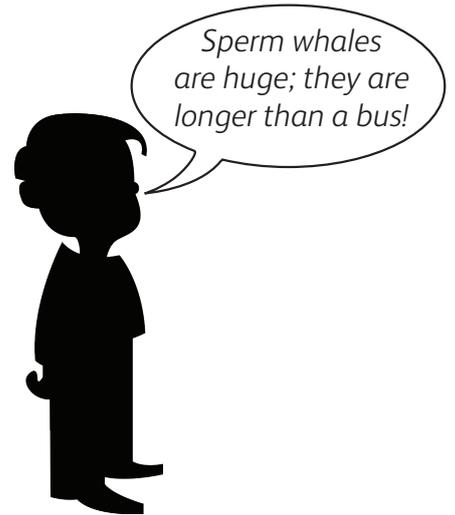
Think



How is this similar to a garden snail and how is it different?

# Animal Carnival

## 3.6 Sperm Whale Tooth *replica*



### Where do they live?

In every ocean of the world apart from the Arctic and Antarctic.

**Size:** 15 – 18m

**Diet:** they feed mostly on giant squid and fish, they eat about 900kg a day.

### Special skills:

They can hold their breath for up to 2 hours. They slow down their heart and empty their lungs, relying on oxygen stored in their blood to stay alive.

### Other facts

- They are known to dive as deep as 1000m in search of food.
- Sperm whales live in groups of 15 to 20 animals called pods. Pods include females and their young, while males roam solo or move from group to group.
- They swim at around 23 miles per hour.
- They use echo location to find food underwater – this means they make a sound and listen for the echo bouncing back. How long it takes, lets them know how far away and how large a school of fish they have found.
- They have 20 – 26 teeth in each side of their lower jaw. Their teeth may not be necessary for feeding, as healthy Sperm Whales have been found with no teeth.
- Sperm whales have extremely large heads and the biggest brains of all animals.

**See** 

Look at the size of the tooth. Does this help you imagine how big the whale is?

**Touch** 

Feel the pointed end.

**Think** 

Do you think that Sperm Whales are intelligent?

# Animal Carnival

## **Introduction to Fossils**

### **How are fossils formed?**

Some animals were quickly buried after their death (by sinking in mud, being buried in a sandstorm, etc) Over time more and more sediment covered their remains. The parts of the animals that didn't rot (usually the harder parts like bones and teeth) were encased in the newly formed sediment. In the right circumstances (when there are no scavengers, quick burial and not much weathering) parts of the animal turn to fossils over time.

After a long time the chemicals in the buried animal's bodies underwent a series of changes. As the bone slowly decayed, water infused with minerals seeped into the bone and replaced the chemical in the bone with rock-like minerals. The process of fossilization involves the dissolving and replacement of the original minerals in the animal.

### **What is palaeontology?**

Palaeontology is the branch of biology that studies the forms of life that existed in former geological periods, primarily by studying fossils.

# Animal Carnival

## 3.7 Ammonite



- Ammonites were a large and diverse group of molluscs, which lived from 400 to 65 million years ago.
- They belong to the same group of molluscs as squid, octopus, cuttlefish and nautilus – known as the cephalopods.
- There are many different species, all with characteristic coiled shells in lots of different shapes and sizes.
- The biggest ammonite is 2m wide and weighs 3.5 tonnes. Such large animals could not survive on land, because their soft bodies would collapse and air would not be able to reach the innermost parts of their bodies.
- They developed increasingly complex shell structures before they were completely wiped out 65 million years ago, along with many other animal groups including the dinosaurs.
- The similar-looking nautilus survived the extinction, perhaps because it lives in deeper water than ammonites did.

*This reconstruction of a living ammonite might help you imagine what the fossil specimen looked like when it was alive.*

# Animal Carnival

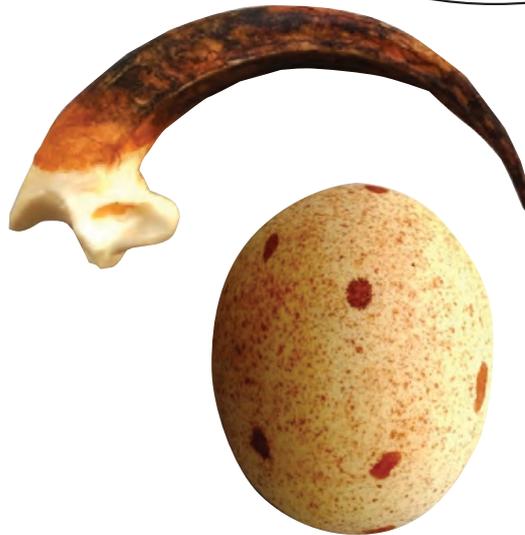
## 3.8 Gryphaea



- Gryphaea are similar to modern oysters, this one is from the Jurassic period, over 150 million years ago.
- They lived on the sea bed in shallow waters, possibly in large colonies.
- The complete fossils consist of two articulated valves: a larger gnarly-shaped shell (the “toenail”) and a smaller, flattened shell, the “lid”. The soft parts of the animal occupied the cavity between the two shells, just like modern oysters.
- The shells feature prominent growth bands. The larger, curved shell sat within the mud on the sea floor.
- These shells are sometimes found in fossil plates along with Turritella, clams, and sometimes sharks’ teeth and fossilized fish scales.
- It is from the Jurassic period.
- It was known as a devil’s toenail, we don’t know whether people thought they actually were the toenails of devils or if they just imagined that devils toenails would look like this.

# Animal Carnival

## 3.9 Golden Eagle Talon and Egg *replica*



*the golden eagle is North America's largest bird of prey.*



### Where do they live?

North America

**Size:** 84 – 97cm, wingspan 1.8 – 2.3m

**Diet:** mostly small mammals, for example rabbits, marmots, squirrels. They also scavenge dead animals, eat reptiles, birds, fish and large insects.

### Special skills

Golden Eagles can reach speeds of up to 150 mph (241 km/h) when diving on their prey.

### Other facts

- Golden eagle mating pairs stay together for many years, maybe even for life.
- Their nests are in very high places, like on cliffs or trees and are very large, platform like constructions.
- Eggs are incubated by both parents for 40 – 45 days.

## See



Look at the speckled pattern on the egg, why do you think it is like this?

## Touch



The pointed end of the claw. They use it to get a good grip on their prey.

## Think



Eagles are at the top of the food chain, what other animals can you think of that are in this position?

# Animal Carnival

## 3.10 Puffin Skull and Egg replicas



When they die their beaks stay colourful



### Where do they live?

- Puffins breed in large colonies on coastal cliffs or offshore islands, nesting in crevices among rocks or in burrows in the soil.
- In Scotland Puffins are mainly found in breeding colonies such as the Isle of May (off the Fife coast); and the Shetland and Orkney Islands.

**Size:** 20 – 30cm

**Diet:** They are omnivores.

### Special skills

- Their short wings are adapted for swimming with a flying technique under water. In the air, they beat their wings rapidly in swift flight, often flying low over the ocean's surface.

### Other facts

- Fish (especially sand eels). Puffins can hold several (as many as 12 or 13) small fish at a time, crosswise in their bill. This allows them to take longer foraging trips, since they can come back with more food for their chicks than birds that can only carry one fish at a time.
- The Puffin is a species of Auk- upright birds that are good flyers, swimmers and divers but who look clumsy when walking.
- Puffins have distinctive black and white plumage. They have a black back and head and a white belly and cheeks with an orange bill and feet.
- Their bills are tall and flattened and they shed the colourful outer parts of their bills after the breeding season, leaving a smaller and duller beak.
- The black and white colouring is called 'countershading' and helps to protect them from predators. If a puffin were sitting in the water and a predator flew over it, the black back feathers would blend in with the water, which appears dark from above. Or if a shark were swimming beneath it, and looked up, the white belly of the bird would blend in with the sunlight above the water.

See



Their holes in their skulls, this makes their head lighter for flying.

Touch



Feel the colourful beak. Do you think the real beak would feel the same?

Think



What other animals use countershading?

# Animal Carnival

## 3.11 Polar Bear Tooth and Claw replicas



Having white fur camouflages them against ice and snow to help them hunt.



### Where do they live?

Found in Arctic regions around the North Pole, and as far south as the limit of the pack ice.

**Size:** 2.1 – 2.6 m long, shoulder height up to 1.6m. Weight range: 300 – 800kg (males), 150 – 300kg (females)

**Diet:** Feed mainly on ringed seals, but also seabirds, stranded marine mammals, reindeer, fish, small mammals and vegetation including berries.

### Special skills

Polar bears skin is black and their fur is clear, which means that sunlight can reach and be absorbed into their black skin.

### Other facts

- In winter, average temperatures reach minus 40°C. Polar bears have two layers of fur to keep warm.
- They have short ears, muzzles and legs mean that less of their bodies are exposed to the Arctic cold, and they are less likely to gets frostbite.
- Polar bears have skin on the pads of their feet to stop them slipping. Researcher have studied these non-slip pads to help design shoes for slippery conditions.
- World's largest bears. They evolved from brown bears in northern Asia.
- They have a thick layer of blubber to keep warm in water and on land.
- Polar bears enter into walking hibernation during the winter, when they keep moving around but may not feed for up to six months.
- Conservation status: Vulnerable, high risk of extinction in the wild.

See



Look at the claw, which bit would have been exposed?

Touch



The rough surface of the tooth. Which of your teeth does it feel like?

Think



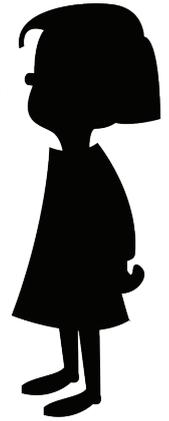
How would you feel about not eating for six months of the year?

# Animal Carnival

## 3.12 Lion Skull and Claw replicas



Lions roar in social groups to improve bonding between group members and to warn other groups to keep away.



### Where do they live?

Found in grasslands, wooded grasslands, woodland, dry forest, scrub and desert.

**Size:** 2.5 – 3.3 metres long (males ex-tail); 2.3 – 2.7 meters long (females)

**Weight:** 150 – 225 kg (males), 110 – 152kg (females)

**Diet:** Lions eat a wide variety of prey including porcupines, armadillos, pigs, antelopes, deer, cattle, giraffes, hippos and even elephants.

### Other facts

- Lions live in prides of up to 20 closely-related females and their cubs, defended by between one and five males. Each pride shares a home range.
- Pride life protects cubs as they grow up in a hostile environment, with many potential attackers. It may take three years for them to learn essential survival skills for life on the plains.
- Lions are the most sociable of wild cats, but some feral domestic cats have a remarkably similar social structure.
- Babysitting – Female lions babysit for other pride members when they are hunting. The babysitters share the grooming and even suckle other cubs as well as their own. They protect the whole group, ganging up on hyaenas and male lions from outside the pride who may try to kill the cubs.
- Hunting lessons – Lion cubs learn to hunt by watching their

### See



The huge nose cavity. Do you think Lions have a good sense of smell? They use this for sniffing out other lions markings of their territory.

### Touch



Feel the powerful jaw bone. How wide does it open?

### Think



Why do you think the lion is so popular?

# Animal Carnival

mother. When they are four months old she takes them on hunts so they can see which animals to kill, and how to work together with other pride members. Later on, she will catch prey alive for them to practise on.

- Family pride – Female lions groom each other and rub heads to make a group scent, which reinforce social bonds within the pride. Female pride members are usually closely related mothers, sisters, cousins and aunts, because female cubs tend to stay with the pride they were born in.
- A male lion's mane is an important sign of its social status – manes get thicker and longer with age. They probably also provide protection in fights between rival males. In very hot environments, such as Tsavo national Park in Kenya, many lions do not grow manes.
- Conservation status: Vulnerable, high risk of extinction in the wild.

# Animal Carnival

## 3.13 Shark Tooth



*This is a fossilised tooth of an ancient shark, that was similar to the great white shark.*



### Where do they live?

Found worldwide, in tropical to warm temperate coastal and offshore seas.

**Size:** 3.5 -6.1 meters long

**Weight range:** 680 – 1900kg

**Diet:** They feed on whales, dolphins, porpoises, fish, seals, fur seals, sealions, seabirds and even other great white sharks,

### Special skills

Because of their large body size and a counter current heating system that prevents heat loss from their muscles, great white sharks can keep their body temperature above that of the environment and stay active in cooler water.

### Other facts

- The great white shark, pictured here is the world's largest predatory shark.
- However they don't attack people very often – there have been only 31 attacks in the Mediterranean in the last 200 years.
- Conservation statue: Vulnerable, high risk of extinction in the wild.

## See



Look at the shape of this fossil, do you notice a bit missing?

## Touch



What does the fossil feel like? Fossils are made from rock.

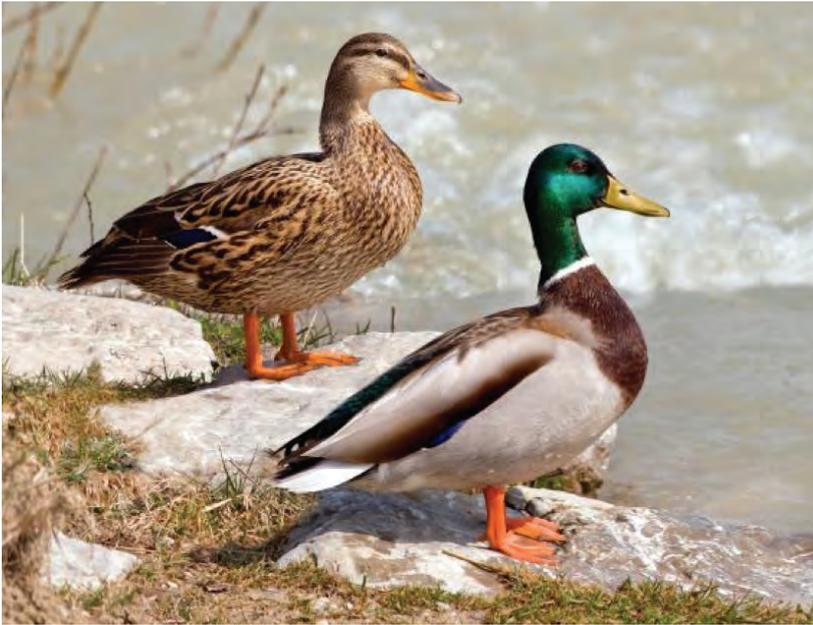
## Think



Sharks are very ancient animals, this fossil is from the time of the Dinosaurs. Can you think of other animals that are around today that are that old?

# Animal Carnival

## 3.14 Mallard Egg *replica*



### Where do they live?

Widespread across UK, wherever there are suitable wetland habitats like small lochs and slow flowing rivers. They are found as far north as the arctic and as far south as the sub-tropics.

**Size:** 50cm – 65cm

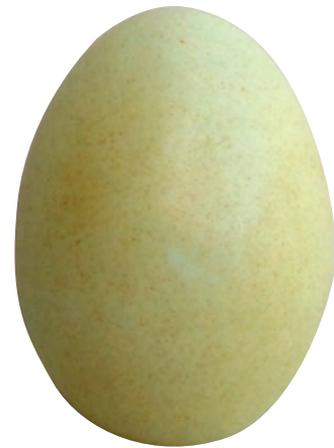
**Diet:** Eat plants and animals; including leaves, shoots and seeds of water plants from the surface. They also eat by submerging the head and neck, or gathered from deeper water by upending.

### Special skills

Females are very well camouflaged into their surroundings. Juveniles are very well camouflaged too. Males are also camouflaged as they moult after breeding and are flightless for 4-5 weeks.

### Other facts

- The male is pictured here on the right and the female on the left.
- Female incubates 11-14 eggs. Eggs hatch after 27 days. The males play no part in raising the young. The young are able to swim, dive and feed themselves soon after hatching.
- Ducks have webs between their toes. These increase the surface area of their feet, which are like a scuba diver's flippers, to improve their paddling.
- The flattened shape of the bill and the webbed feet- perfect for feeding and swimming in the water.



## See



Look at the beautiful colour. Why is this a good colour for eggs to be?

## Touch



The smooth surface; how do you think a real egg would feel?

## Think



These webbed feet are used for swimming. How do you think the other birds use their feet and claws?

# Animal Carnival

## 3.15 Blue Morpho Butterfly



© National Museums Scotland

*Females don't have bright wings, they have brown bits on them.*



### Where do they live?

Blue Morpho Butterflies live in Central and South America and some parts of Mexico. They live high in the canopy of the rainforest.

**Size:** Their wingspan can be up to 20cm

**Diet:** The blue morpho butterfly will generally eat rotting or fermenting fruit using its proboscis. They also eat leaves, sap and nectar from flowers.

### Special Skills

Butterflies wings have been used to inspire super-efficient solar cells. These butterflies rest with their wings closed, showing only the brown side and helping them to blend in to their environment.

### Other facts

- They live for up to 4 years.
- People have hunted the blue morpho butterfly for the blue colour of its wings. They use this pigment to make colourful makeup.
- Some South American species are reportedly visible by the human eye up to one kilometre away.

## See



How the colours change as you look at the butterfly from different angles.

## Think



Butterflies are insects, with six legs and a three part body. Can you see all these parts?

# Animal Carnival

## 3.16 Grey Squirrel



*I've seen squirrels in my garden. They are very common across Scotland.*



### Where do they live?

All kinds of woodland, parkland and gardens. They live in Dreys, which are a kind of nest.

**Size:** 23 – 30cm, tail 20 -24cm

**Diet:** Seeds, bark, insects, eggs and nestlings

### Special skills

They feed on the ground and hide acorns and other fruit in the ground for the winter.

### Other facts

- North America, but now widespread across the UK, having displaced the Red Squirrel.
- You can spot the damage they do to trees by stripping the bark.
- They give birth to one or two litters of 3-6 young between May and October.
- They are rodents, which means they have four front teeth which constantly grow throughout their whole lives and so don't wear away.
- This specimen is stuffed by a taxidermist to preserve it.

**See** 

The metal spikes coming from its feet, this is part of the taxidermy

**Touch** 

Feel the smooth fur and fluffy tail.

**Think** 

Why do you think the grey squirrels replaced the red squirrels in the UK?

# Animal Carnival

## 3.17 Baboon Skull *replica*



*Baboons do not have tails which grip branches and spend most of their time on the ground, but they like to sleep in trees.*



### Where do they live?

They can live in woodland and savannah in Africa.

**Size:** Head and body: 60–86cm; weight 22 – 37kg

**Diet:** Omnivore; they eat whatever they can find like fruits, grasses, seeds, bark and roots. They also eat birds, rodents and even the young of other mammals.

### Special skills

Baboons use at least 10 different and unique vocalisation to communicate with other members of the troop.

### Other facts

- Baboon troops can be as large as hundreds. They are governed by complex hierarchy that scientists don't understand yet.
- There are five species of baboon; the chacma, olive, yellow, Guinea and the hamadryas. The hamadryas baboons are different to the others as they live on cliffs.
- Average life span in the wild is 30 years old.

See



The mix of teeth shapes, these are useful for eating a wide variety of foods.

Touch



The bones of the skull. Can you find the same bones on your skull?

Think



Baboons are primates and humans are primates; what are the similarities and differences between us and baboons?

# Animal Carnival

## 3.18 King Penguin Egg replica



*Penguins fly through the water using their flippers. Penguins cannot fly in the air, but their wings have evolved as flippers, allowing them to fly underwater.*



### Where do they live?

Most live on the islands around Antarctica.

**Size** 85cm–95cm

**Diet:** fish, shrimps and krill. They can dive for food up to 200 times a day.

### Special skills

King penguins do not build nests, because their Antarctic habitat is too cold. Instead the penguin pair incubates the egg on their feet, insulating it from the cold.

### Other facts

- Penguins have legs set back towards the tail which helps them to swim fast.
- Walking they look very uncomfortable.
- Penguins short thickly packed feathers trap warm air close to their skin. They also have a layer of fat to help keep warm.
- Feather tips are lubricated with oil which comes from a gland on their rump.
- Both parents incubate the egg and hatched chick. They take it in turns to go and feed.
- They feed their chicks by eating a fish, digesting it slightly and regurgitating the food into the chick's mouth. Yuk!

## See



The size of the egg. Young penguins need to be able to cope with the harsh climate from birth, so they are large when they hatch.

## Touch



Feel the surface of the egg. Do you think the real egg would feel like this?

## Think



Would you like to live on regurgitated food?

# Animal Carnival

## 3.19 Iguanodon Vertebra



*This is part of the dinosaur's back bone, it would have had over 50 of these bones from head to tail.*



### When and where did they live?

Early Cretaceous 130 – 100 million years ago, in woods. Main fossil sites are in Europe.

**Size:** 10m nose to tail, around 5000kg

**Diet:** Plant eater

**Special skills:** It is thought the Iguanodon spent most of its time walking on all fours, but that it could run on its back legs if it needed to.

### Other facts:

- It has a special bony spike on the thumb, which it is thought it used for defence to jab at enemies.
- The iguanodon was the second dinosaur to be described scientifically.
- Many fossils of iguanodons are found together, which makes scientists think that this dinosaur lived in herds.

See



Where there is a bit which has been worn away on the edges.

Touch



Feel the smooth sides and top and bottom

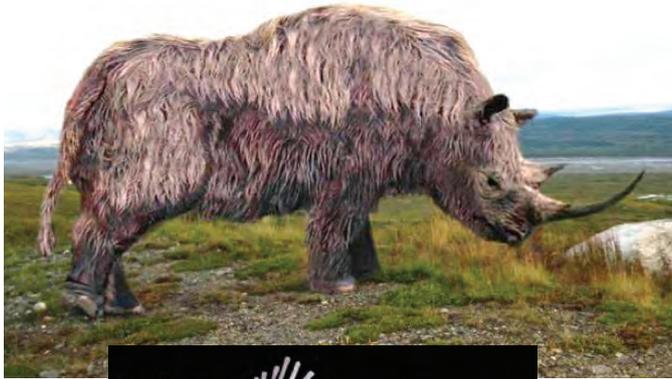
Think



Do you think modern reptiles have similar bones on their spines?

# Animal Carnival

## 3.20 Wholly Rhino Tooth and Jaw



*This is part of a jaw of the woolly rhino, you can see the tooth still stuck in the top.*



### When and where did they live?

3.6million years ago they lived high in the Himalayas in Tibet. When the ice age began they moved down the hills and lived all over the world.

**Size:** 3 to 3.8 metres (10 to 12.5 feet) in length, with an estimated weight of around 2,721–3,175 kg

**Diet:** fed on grass and other vegetation, which it would find underneath snow.

### Special skills

It had a special flattened horn for sweeping snow to reveal vegetation.

### Other facts

- The woolly rhino was covered in layers of thick fur to protect it from the harsh cold of the ice age.
- They were very successful and widespread because they were already adapted to cold environments when the ice age began.
- There are cave drawings of woolly rhinos by early people.

**See** 

The shape of the tooth, perfect for grinding grasses.

**Touch** 

Feel the weight of the jaw, when this animal was alive it would have been much lighter.

**Think** 

Would you have liked to have lived through an ice age?

# Animal Carnival

## 3.21 Elephant Tooth replica



*Elephants need thick skin to hold together their mass because of their large inner pressure. If they didn't have thick skin they would burst!*



### Where do they live?

They live in Africa and India, mostly in grassland, but there is one species that lives in the rainforest in Africa.

**Size:** The African forest elephant is 2.5m tall, much smaller than its cousins in the savannah grasslands, who are up to 4m tall.

**Diet:** African forest elephant is a herbivore and commonly eats leaves, fruit, and bark.

### Special Skills

Elephants use their flexible, muscular trunks for picking and eating leaves.

### Other facts

- The elephant has big ears and big tusks to help it fit in to its environment. The ears are used for cooling them down and the trunk for collecting food.
- The skin can be 2.5cm – 3cm thick. It is grooved with a loose fitting appearance covered by coarse bristles.
- Elephant's skin is sensitive to the sun, sometimes they throw mud on their backs to act as sunscreen.
- Although the skin is very hard, it can be extremely prone to irritation from insect bites, mites living in skin folds.

**See** 

Look at the hairs on the skin.

**Touch** 

Feel the rough, grooved surface.

**Think** 

How thick is your skin on your hand compared to the elephant's skin?

# Animal Carnival

## 3.22 Glossary of useful words

**Adaptation:** the way living things suit their environment

**Canines:** a pair of sharp teeth used to tear food, especially meat

**Camouflage:** the way certain animals use colour or pattern to blend into their environment in order to hide from or to hunt other animals

**Carnivore:** an animal that eats only meat

**Classification:** the way we can sort living things into different groups to help us understand the natural world better

**Conservation:** taking care of living things and protecting them

**Conservation status:** a way to measure and report on how well we are taking care of a particular living thing

**Diversity:** the variety of living things

**Ecosystem:** an environment made up of all the living and physical things that are in it

**Endangered:** a rare species that is in danger of dying out

**Environment:** the natural surroundings of living things

**Extinction:** when a group of living things die out and cannot be replaced

**Food chain:** the way living things are linked by what they eat. A food chain always begins with the sun's energy which is then passed along the food chain

**Food web:** many food chains can be joined together in one big web linking all of the plants and animals in an ecosystem

**Habitat:** the place where a group of animals and plants live

**Herbivore:** an animal which eats only plants

**Incisors:** the front teeth used for cutting

**Molars:** the back teeth used for grinding food

**Omnivore:** an animal that eats both plants and animals

**Predator:** an animal which hunts and eats other animals

**Prey:** an animal which is hunted and eaten by other animals

**Species:** a group of animals which share a number of the same characteristics and can breed together

**Skeleton:** the framework of bones supporting the body

# Animal Carnival

## 4 Classroom Activities

### 4.1 Classification Collage

CFE Level

2

#### Learning Intention

I am learning to understand that animals can be grouped into different categories.

I can group the animals into six groups (Mammals, fish, birds, reptiles, amphibians & arthropods).

#### Task

Produce, as a group, a collage of animals grouped together by a classification system.

#### Success Criteria

The group will discuss and reach consensus.

The animals will be grouped in 5 -7 sensible different categories.

#### CfE Capacities

**Successful Learners:** Learning as part of a group to make reasoned evaluations.

**Confident Individuals:** Opportunity to relate to others and manage themselves in this group task.

**Effective Contributors:** Opportunity to work in a team.

#### CfE Outcomes

I can identify and classify examples of living things, past and present to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN2-02A/**

I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28A**

#### Description

- 1 Discuss with children the process of separating animals into groups or categories so that they are more easily studied and discussed by scientists and others.
- 2 Explain that the following activity will help students learn about the categories of animals. Do not give any clues at this time as to how animals are to be categorized. Students will come up with their own unique system of grouping.

#### You will Need

Animal magazines or clip art of different animals for this task.

A large piece of paper to stick animals on to.

Glue

Scissors

# Animal Carnival

## Description cont'd

- 3 Divide students into small groups of 3-5. Give each child 1 or 2 magazines that have a lot of animal pictures in them. Students in each group look through the magazines and cut out any pictures of animals that they find. Have children keep a common stack for their group. After all pictures have been put into a pile, each group divides their pile of pictures into 5-7 smaller categories. This is done through small group discussion and consensus.
- 4 After each group has categorized their pictures, bring the entire class back together and ask one person from each group explain why they grouped their pictures as they did. They will come up with groupings by colour, size, shape, extinct or not, eating habits, living habits, size of ears and tails, etc.
- 5 **TYING IT ALL TOGETHER:** Show a film to the class about the actual categories that scientists have divided animals into. Discuss these groups and why it helps scientists to have animals broken down into smaller groups. Have children bring in pets that fit the various categories and discuss them.

## Web resource

<http://www.brainpopjr.com/science/animals/classifyinganimals/grownups.weml> This will consolidate it for the children.

## Extension

### Food chains

- 1 [http://www.ngfl-cymru.org.uk/vtc/16022007/food\\_chains/lesson.html](http://www.ngfl-cymru.org.uk/vtc/16022007/food_chains/lesson.html)
- 2 This interactive resource was used for this lesson. Children are introduced to the ecosystem and its definition. Pupils identify animals in the animation. Move the mouse over the animals to check names. Pupils may discuss what other creatures they may find in a garden.
- 3 Screen 2: This screen displays one of each living thing found on the first screen. Pupils see that all living things need food for energy and growth.
- 4 Pupils are introduced to the terms PRODUCER and CONSUMER. Drag and drop living things into their correct position as consumer or producer. Producers begin a food chain. Pupils complete a variety of food chains for different habitats. Short matching activity to consolidate learning from the main session. Always remember phrase together with an animated food chain to complete the session.
- 5 <http://www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm> This game will support those who are struggling with the concept.

# Animal Carnival

## 4.2 Adapting Animals Challenge

### Learning Intention

I am learning to identify how animals adapt and survive in their habitats.

I can identify the features, which help an animal survive in different habitats.

### Task

Discuss adaptations to environments and create an image of an animal suited to your particular environment.

### Success Criteria

The picture of the animal should be annotated with information about how it is adapted.

### CfE Capacities

**Successful Learners:** This activity provides opportunity to openness to new thinking and ideas.

**Effective Contributors:** Opportunities for creative problem solving.

**Responsible Citizens:** widening knowledge about how changes in environments affect wildlife.

### CfE Outcomes

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN2-01a**

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT2-24a**

I can convey information, describe event, explain processes or combine ideas in different ways. **LIT 2-28a**

CFE Level

2

You will Need

Pencils and paper/  
notebooks

# Animal Carnival

## Description

- 1 Begin lesson by talking about animals, which have physical features, which make them well suited to their environment (with older children: survival of the fittest). This includes animals, which are camouflaged to their habitat, features that allow animals to survive in their climate, and features which allow animals to get food and defend themselves. Physical features include:

Elephant – trunk	Shark – sense of smell
Giraffe – neck	Hunting dogs – ears
Echidna – spines	Lion – colour, claws
Gecko – fake tail	Polar bear – coat, colour, claws
Kangaroo – hind legs	Skunk – smell
Goat – surefootedness	Zebra – what happened there?
Bright colours indicating poisonous	Sloth – can be man-made
- 2 Animals gain and adapt their physical features over millions of years, but the task today is going to cut down that time just a little – you are going to design an animal which is perfectly suited to its environment. The text below would be given to the children.

**Background Information:** It is the future, the year 3000, and it is now possible for humans to build planets, and genetically engineer or create plants and animals to live on that planet. You are one of the scientists working on the animals, and it is your job to design and create an animal, which will be perfectly suited to its environment on this new planet.

**Task:** You need to pick one of the following environments of already created planets and create an animal, which is going to be strong and resilient enough to survive in that environment. You need to consider how this animal is going to stay warm or cool, what it is going to eat, how it is going to get its food and water, and how it is going to care for its young to make sure they survive. Your animal must FIT INTO the existing food chain – it cannot be the ultimate predator (the one which can eat everything else and nothing can eat it).

## Environments

### Select 1 of the following:

- 1 This planet is dark and cold most of the time. It is very mountainous. It rains almost all day. Because of the wet, dark conditions, the only plants that grow well are small mosses and funguses. Animals on this planet include a type of mouse, a nocturnal hunting large cat, fish, and a variety of insects.

# Animal Carnival

- 2 This planet is dry and hot. Most of the planet is flat. Water is found in underground streams but there is little water on the surface of the planet. Most of the planet's surface is covered in sand, although there are patches of dry grass. When plants can get their roots down into the water table, they grow into tall trees with leaves at the top but not along the trunk. Plants, which are not connected to the water table, are small and dry, but they are edible. Animals on this planet include insects, a species of birds, which roost in the high trees, a sand-coloured lizard and a type of rat.
- 3 This planet is tropical: wet and hot. Most of the planet is covered by rainforest. The planet is very flat. Water collects in large pools and lakes, which have water in them all year 'round. A species of poisonous plant grows thickly on the ground. The spines of this plant are poisonous, and any animal, which steps on one, is sure to die. The vegetation is plentiful, and includes leaves, fruits and nuts. Animals include carnivorous snakes, varieties of insects, monkeys, fish and birds.
- 4 This planet has a moderate climate. It never gets very hot or very cold, but stays mild all year 'round. It rains for part of the year and the water forms pools and lakes which dry up towards the end of the year and then the planet is very dry. The planet is partly mountainous and partly flat. Vegetation includes tall trees with high leaves and fruit, and a smaller plant, which bears nuts. However, these nuts are inside hard shells, which need to be removed before the nut can be eaten. Animals include rats and mice which live underground, insects, birds that nest in the tall trees, slow moving mammals which also live in the trees and a species of carnivorous nocturnal wolf.
  - When you are designing your animal consider the following:
    - Size
    - What does it eat?
    - How will it catch/get food and water?
    - How will it keep warm/cool
    - Where will it shelter?
    - How will it protect/defend itself from attackers?
  - In the rest of the space, which should be almost a page, you need to draw a labelled picture of your creature. If you wish, you may just draw arrows from your list of criteria to your picture rather than write it all out again.

This activity is provided courtesy of HotChalk, <http://www.lessonplanspage.com/>

## Web Resources

If children are struggling with this task they could be given a computer and use this website: <http://www.buildyourwildself.com/> the children must describe the habitat that would most suit the animal they created and why.

National Museum of Scotland

# Animal Carnival

## 4.3 Animal Poem

### Learning Intention

I am learning to create an animal poem using similes or metaphors.

I can use a range of similes and metaphors to build a picture of the animals in the reader's head.

### Task

To write a poem

### Success Criteria

The poem will be about at least one animal and contain at least two similes.

### CfE Capacities

**Successful Learners:** using literacy skills, pupils develop enthusiasm and motivation for learning.

**Confident Individuals:** Poetry can help pupils to develop self-awareness.

**Responsible Citizens:** This activity could help pupils to consider wider world issues, such as conservation.

### CfE Outcomes

I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a**

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN2-01a**

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT2-20a**

### Description

Previous work has to be done on what are metaphors and similes for this activity to be effective. Similes are easier to understand for less able children as they are comparing the animal to other things.

Choose an animal the children know well, lion. Children will start each line with the name of the animal (lion... is like) or (a Lion comes with...)

The children can be asked to write more or less lines depending on their ability. Try and ensure the children use a range of adjectives and don't go for the most obvious e.g. (A lion roars as loud as an F1 car at high speed).

Children then decorate their poem and share with the class.

National Museum of Scotland

CFE Level

2

You will Need

Pen and paper

# Animal Carnival

## 4.4 Chalk Birds Art

### Learning Intention

- 1 I can look at images of birds and feathers and create an image which reflect my observations
- 2 I can use chalk pastels to create lines, shapes and texture
- 3 I can make choices about my design and colours

### Task

Make an attractive bird, using the materials provided.

### Success Criteria

You will make at least one bird, which has chalk dappled design on it.

### CfE Capacities

**Successful Learners:** Opportunity to let the pupils think creatively.

**Confident Individuals:** Artistic activities help develop a sense of mental and emotional well-being.

**Effective Contributors:** This activity gives experience of creating and developing ideas.

### CfE Outcomes

EXA 1-03a I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.

EXA 1-04a I can create a range of visual information through observing and recording from my experience across the curriculum.

EXA 2-03a I can create and present work that shows developing skill in using the visual elements and concepts.

EXA 2-04a Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

**CFE Level**

1 or 2

### You will Need

A3 White paper

Dry sponges

Coloured chalks

Scissors

# Animal Carnival

## Description

- 1 Fold paper in half, length ways (landscape)
- 2 From the folded edge, draw a simple bird shape (beak, head, wing, body and tail – A template can be used)
- 3 Cut out shape, to create a symmetrical folded bird
- 4 Fold down the wings on each side
- 5 Using the scrap paper cut out a ruler like template with a lined edge – wavy/zig-zag
- 6 Use the chalks to rub along the shaped edge. Pupils can choose 3 colours (hot/cold/harmonic/own choice)
- 7 Start before the top of the first wing, using a dry sponge rub off some of the chalk onto the wing
- 8 Move the template back a little and repeat process, the patterned lines should fade as you work down the wing to create feathered/textured effect
- 9 Children can top up the chalk if needed
- 10 Repeat process over other wing and along both sides of the body, add eyes and colour beak
- 11 Children can change patterns and colours for different parts – think carefully about overall design

## Extension

- 1 Oil pastel butterflies, design colour and pattern focus
- 2 Habitat collage – create a oil pastel design for background, collage an animal on top –can use coloured paper or animal skin tissue paper, googly eyes for effect
- 3 Paper plate fossils –cut shape, black pen/gold silver crayon for markings
- 4 Under the sea picture – oil pastel tropical fish/seaweed etc paint over with a watery blue paint colour wash to create a wax resistant effect
- 5 Clay animals, collage and paint a shoebox habitat for animal

# Animal Carnival

## 4.5 Fishy Art

### Learning Intention

I am learning to use paint to recreate tropical fish with accuracy and detail.

I can take my time and use a range of media.

### Task

To create attractive fish using paper plates.

### Success Criteria

Your fish will represent real fish and be pleasing to look at.

### CfE Capacities

**Successful Learners:**

**Confident Individuals:**

**Effective Contributors:**

### CfE Outcomes

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA2-02a**

I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28**

I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**

## CFE Level

2

## You will Need

- 8 miniature paper plates
- brightly colored acrylic paints
- paintbrush
- 4 large wiggle eyes
- white craft glue
- glue stick
- scissors
- Bright Orange
- Sour Apple (green)
- Turquoise Blue
- Ocean Blue
- Bright Yellow
- Vivid Violet
- Carousel Pink
- Black
- White

# Animal Carnival

## Description

- 1 For each fish you will need two paper plates. Paint one paper plate pink, one yellow, the third one green and the fourth one orange. While those are drying, trace the patterns onto the other paper plates. Paint the pattern pieces the appropriate colours and let dry.
- 2 Cut the painted fish pieces out, you should be able to see your pencil lines through the paint.
- 3 Use a glue stick to attach the fish pieces to the appropriate plates, gluing the pieces to the back.
- 4 Use paint to add stripes or polka dots, decorate them however you like. Use white craft glue to attach wiggle eye.



Hang on your child's bedroom wall for an instant no maintenance aquarium!

## Variation: Hang from the ceiling

If you prefer to hang these from the ceiling there are a few adjustments that need to be made. You could hang them as constructed above, but the back of your fish won't be pretty, it will be unpainted plate with glued on pieces. When hanging from the ceiling these fish will undoubtedly twirl, so to make them visually pleasing on both sides make the following adjustments:

- 1 For each fish body paint TWO plates instead of one and paint the backsides of the plates instead of the front
- 2 Paint both side of all the fins, tails and lips.
- 3 You will need TWO wiggle eyes for each fish instead of one.
- 4 Glue the fins and tails to one of the plates (the unpainted side), and add a long piece of string.
- 5 Sandwich the two painted plates together, painted sides facing outward.



# Animal Carnival

## 4.6 Rainforest Layers Diagram

### Learning Intention

We are learning about the different layers of the rainforest and where the different animals and insects can be found.

### Task

We will read and identify the different layers of the rainforest.

We will identify the different layers of the rainforest by cutting and sticking the descriptions.

We will identify where different animals can be found in the rainforest by drawing and labelling them on our picture.

### Success Criteria

I can match the four main parts of the rainforest to their correct descriptions.

I can place the rainforest objects in the correct layer of the rainforest.

I can document my findings in a clear and attractive manner.

### CfE Capacities

**Successful Learners:** Think and work independently.

**Confident Individuals:** Communication within the class, achieve success in different activities.

**Effective Contributors:** Taking part in communicating in different ways

### CfE Outcomes

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN 2-01a**

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**

CFE Level

2

### You will Need

A picture of the rainforest, descriptions of the four rainforest layers, scissors, glue, paper, pencils and rainforest objects.

# Animal Carnival

## Description

The rainforest is a unique habitat which consists of several layers. Each layer has plants and animals which are adapted to the conditions found there.

- Provide the children with a picture of the rainforest, on smartboard or print-out indicating the four layers and give them descriptions of the four different layers of the rainforest.
- Allow the children time to read the descriptions and cut them out placing them on the areas they think are correct.
- Discuss rainforest animals and insects as a class and identify where each of the animals might live and why.
- Take time to draw or cut and paste animals into the correct areas of the rainforest creating an eye-catching poster.

## Extension

Write a paragraph about each of the rainforest layers identifying where the animals live and why.

## Habitats Hunt...

- 1 Discuss children's ideas of where animals live and why. Introduce the word 'habitat' and discuss what it means, e.g. it provides elements essential for survival; food, water, shelter.
- 2 Ask children to name different habitats. If children are struggling show a list of different ones. <http://www.bbc.co.uk/nature/habitats> This website will support the discussion. Ask what animals they think would be able to live and survive in those habitats and why.
- 3 Take the children on a walk around the school. Observe and record the plants and animals they discover, as well as their location. Ask children to record their findings in a table, e.g. What I found Plant or animal Where I found it/ type of habitat / Conditions of habitat: Woodlice /Animal / Under a stone / Dark, moist
- 4 Using the BBC website the children will select a habitat and research this and create a fact sheet. The fact sheet must include a shaded world map where the habitats can be found, a picture of the habitat, a list of the plants that can be found, a list of 3 animals.

## Web Resources

[www.kids.mongabay.com/](http://www.kids.mongabay.com/)  
[www.rainforest-alliance.org/](http://www.rainforest-alliance.org/)  
<http://www.rainforestsos.org/>

# Animal Carnival

## 5 Create Your Own Exhibition

This section is designed to help you put on your own exhibition, using the objects in this box, or any objects of your own which you have collected. It comprises an introduction, "Why do we put on Exhibitions?" which you can give to the class, using the powerpoint presentation from the website. There is then a series of tasks, where the pupils take on the various roles in a museum to complete their own exhibitions. To do this you can divide the class into four groups and divide the objects between them. You may wish to keep similarly themed objects together, or split them up.

### Notes for Introductory Powerpoint

#### Slide 1: title slide

#### Slide 2: Why do we put on exhibitions?

We put on exhibitions to show people old things, items they would not normally get to see and so that visitors can learn about different topics. For example looking at items from the Victorian days can help you learn about what life was like at this time. Or an exhibition about dinosaurs can help you learn what dinosaurs were like.

#### Slide 3: Who works at the museum?

- Curator – they are experts in their fields. For example we have curators of natural science, covering everything in the natural world, curators of World Cultures who know all about different cultures around the world and curators of Scotland and Europe.
- Exhibitions Officer – these people are responsible for organising and pulling together exhibitions. They work closely with curators and designers.
- Researcher – these people find and check facts to go into the exhibitions.
- Designers – take the information provided by the curators and researchers and make sure it is displayed properly.
- Marketing Officers – promote the exhibition to the public so that lots of people come to see it.
- Guides – help people as they are visiting the museum.

### You will Need

- Introduction to museums and displays powerpoint, from enclosed CD, or downloadable from the National Museums Scotland website, [www.nms.ac.uk/museum2go](http://www.nms.ac.uk/museum2go).
- Thick card or cardboard to make the display case (at least 75cm x 50cm)
- Shoe boxes or other smaller boxes to act as stands in display
- Material and coloured paper to cover boxes and make boxes look attractive
- Paper, pencils and pens for writing object cards, story panels and drawing pictures and maps.

# Animal Carnival

**Slide 4 Look closely at this display what can you see in it?**

- Objects
- Pictures
- Text – story panels
- Object labels (numbered section at the bottom, each object has a label attached)

**Slide 5 For your exhibition how will you find out about the objects?**

- By looking at them and sometimes doing tests on them.
- Doing research on the Internet.
- Ask experts.
- Books or other information.

# Animal Carnival

## Activity 1: Become a curator

In this task you become the expert on your objects. You will have to research your object by; looking closely at it, reading the object card and having a good think. Afterwards then you have to make an object label.

An object label is a few lines about your object, usually saying what it is and something interesting about what it was used for or where it was found. This card will sit in front of your object or have a number on it which will match up to a number beside the object on display so that people know where to look to find out what it is.

Remember to be careful with your object – it could be very valuable. Hold it with two hands and always over a table.

Think about: what it is made from? And what it was used for?

Now write an object label

- Use the object card to find out some information about the object.
- Write it by hand
- Keep it short and simple
- Only write the facts

## Activity 2: Write a story panel

A Story Panel introduces the theme of your exhibition. Why are you presenting these objects together? What story do these objects tell? Working in your group, do a mind map of what your story panel should include. Then one member of the group can write (or type) it out for display, while the others get on with the next task.

## Activity 3: Become a design team

The design team has a few different roles which different members of the team can do in pairs or by themselves.

**Illustrator:** Draw a picture of your object. Draw a picture of your object being used. If it is incomplete why not draw the rest of it? Was it from a different country? You could draw a map of where it was found.

**Case builder:** Use thick card or cardboard to build a case. This can sit on top of a table for display and should be open at the front and top so that people can easily see the objects. It must be sturdy enough to protect the objects and attractive to show off the objects at their best.

**3D Designer:** As a group, arrange your objects in a case. You can use shoe boxes covered with material as stands to make small objects more obvious. Remember to make sure you can see all the objects. You also need to stick up your pictures and story panels, making sure it all looks nice together.



# Animal Carnival

## Activity 4: Become a marketing officer

The Marketing Officer's job is to make sure people know about the exhibition. There are many ways to promote your exhibition.

- Posters
- Leaflets
- Newspaper advertisements
- Internet
- Television
- Invitations

Depending on how much time you have and who you would like to come to the exhibition you can do whichever of these suits best. Make sure everything you create has the following information on it:

- Name of Exhibition
- Brief info about the content
- Date
- Cost
- Location
- Contact details if people have more questions

Now you are all set to welcome people into your exhibition. On the day, your group can take on different roles in your own mini museum. Why not be a curator or tour guide and explain your exhibition to the visitors? Maybe you could be a security guard to protect the precious objects!



# Animal Carnival

## Curriculum Links

### Literacy & English

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**

As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. **LIT 2-05a**

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**

I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28a**

### Expressive Arts

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2-04a**

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. **EXA 2-06a**

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 2-07a**

### Social Studies

I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a**

### People in society, economy and business

By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. **SOC 2-22a**

### Technologies

During practical activities and design challenges, I can estimate and measure using appropriate instruments and units. **TCH 2-13a**

I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures. **TCH 2-15a**

Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have. **TCH 2-15b**

# Animal Carnival



## 6 Feedback Form (please photocopy and return)

Please fill in this form to let us know how you got on using the box and send back to:

Museum2Go Animals  
Learning and Programmes  
National Museums Scotland  
Chambers Street  
Edinburgh  
EH1 1JF

0131 247 4041  
schools@nms.ac.uk

*It is important that we receive a completed form from each group which uses this resource in order to track its condition and record user numbers. Thanks!*

Contact Name	Ages and numbers of pupils who used it
Address of Group	
Email	
Telephone	

What did your group enjoy most about this resource? Why?

What did you group enjoy least? Why?

Do you have any suggestions for improvement?

