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Where Do Zebras Live?

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Mt. Pleasant Elementary School, Mt. Pleasant Community School District

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Where Do Zebras Live?

Created by: Dawn Wiley

Mt. Pleasant Elementary School, Mt. Pleasant Community School District

Grade Level (Req.): 1st grade	Content Area (Req.): Art	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Geography • • 		
Time Frame (Req.): Four 45 minute class periods	Goal (Req.): To help students learn about zebra's live.	
	Objective (Req.): Students will be able to identify Africa on a map. Students will recreate a design in the feel of Kenya fabric design. Students will draw a zebra in its environment.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Drawing paper, pencils • Tempera paint, brushes • Fabric examples • How to draw a zebra handouts • Larger colored paper for border • Large world map • LCD projector with picture files containing: Zebras in their environment, Kenya fabric designs 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Where do zebras live?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Start the lesson by reading the legend of "How the Zebra got its Stripes." 2. Geography – First Class: Location – 1) Get out large world map and show them where Africa (then Kenya) is located on the world map. 2) Where is Africa relative to the USA? Have a student use the pointer to find the USA on the map. Help out if needed. Place – 1) What are the Human Characteristics of Africa? Show LCD pictures of people from Kenya and talk about clothing. 2) What are the physical characteristics of Africa? Answers: Desert, Plains (Grassland), Mountain. Show LCD pictures. Talk about how this would affect the zebra. 3. Art – First Class: Hand out "How to draw a Zebra." Talk about the shapes they know and how to use them to create a zebra. Draw an example on the board. Talk about the direction of the stripes. Horizontal or Vertical? Student will spend the rest of the class practicing how to draw a zebra. When they are confident with the zebra drawing, hand out the large paper to do the finished zebra. Remind them to make the zebra the focus of the drawing. 4. Geography – Second Class: Location – 1) Get out large world map and review where to find Africa (then Kenya) on the world map relative to the USA. Place – 1) Review the physical characteristics of Africa. We will all be drawing the Plains area. Show LCD pictures of zebras again, this time talk about the shapes of the trees and landscape. 5. Art – Second Class: Paint zebras with black and white paint. Practice drawing trees until they feel like they are ready to add them to their zebra drawing. 6. Geography – Third Class: Location – 1) Get out large world map and once again review where to find Africa (then Kenya) on the world map relative to the USA. See if by now one of the students 		

can find Africa and Kenya for you on the map. Place – 1) Review, what are the human characteristics of Africa? Show LCD pictures of people from Kenya and talk about clothing. Show pictures of printed clothing patterns from Kenya.

7. Art – Third Class: Tell students they will be using one of these designs for the border of their picture. Finish painting the rest of the picture with colors needed. Have border paper ready to glue to painting when they are finished with zebra. If finished, they can practice border design on scrap paper.
8. Geography – Fourth Class: Location – 1) Get out large world map and once again review where to find Africa (then Kenya) on the world map relative to the USA. See if by now one of the students can find Africa and Kenya for you on the map. Place – Review 1) What are the human characteristics of Africa? Show pictures of printed clothing patterns from Kenya.
9. Art – Fourth Class: Before this class: glue all paintings to border paper. Demonstrate how we will be creating the border design for our painting using only white paint. Have students finish painting the rest of the picture. If finished, they can practice border design on scrap paper. If ready, using only white paint, create border design.

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Formative Evaluation (Req.): Check for understanding in both art and geography classes

Assessment (Req.): Rubric

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade K-2: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade K-2: Understand how geographic and human characteristics create culture and define regions.
- National Art Standards: Understanding and applying media, techniques, and processes.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to use maps and other geographic representations, geospatial technologies, and spatial

thinking to understand and communicate information

- The physical and human characteristics of places
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Five Themes of Geography Used (Req.): <ul style="list-style-type: none">• Location• Place•••	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none">•••
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21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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