

Activity Three

Wall Displays Can Grow on You

Episode Title: Any and all episodes

Activity Subject: Body plans and parts, evolution, animal behaviors, defense, science careers, science process

Grade Level: 3-12

National Science Education Standards:

Standards are noted as (standard:benchmarks).

Grades 3-5

Life Sciences	(5:2,3), (6:3,4), (7:2)
Nature of Science	(11:3), (12:1), (13:1,2)

Grades 6-8

Life Sciences	(5:5,7), (6:2,3), (7:1,4,5)
Nature of Science	(11:2), (12:7,8), (13:1,2,3)

Grades 9-12

Life Sciences	(6:1,5), (7:4,7)
Nature of Science	(11:3), (12:6), (13:5,6)

Video Segment References: Refer to the “Video Time Code Index” for segments contained in each episode on body

plans and parts, animal behavior, evolution, defense, science careers, and more. Episode 6 “Survival Game” (Molluscs) and Episode 7 “Ultimate Animal” (Echinoderms) particularly highlight defense.

Learning Objectives: Students build wall displays to illustrate the main points covered in each episode of *The Shape of Life*.

Assessment: Students develop visual displays and write a paragraph or report explaining their thinking (opinion) on some aspect of the display.

Time: Flexible, based on available time and number of episodes or video segments viewed; one hour to view each episode; one to two additional class periods to complete the activity

Group Size: Entire class views videos and contributes to discussion; entire class or small teams of students construct displays.

Materials and Preparation

Have a wide variety of construction materials available, with the capability to produce and print items on a computer, if possible.

Procedure

- 1) Design and post the beginning template for the display yourself if time is limited, or have students design and construct the entire display. Students make and add parts as each episode or segments of each episode are viewed and discussed.
- 2) Before each episode or selected segments from each episode are viewed, have students look for and make note of the information required to develop the display. For example, tell students to look for and

make note of new kinds of defensive structures or strategies developed by each animal group to contribute to the display on defense.

- 3) Displays that might be developed as the episodes or segments are viewed include: (see display ideas below)

Display Ideas

The Tree of Life

Students develop a Tree of Life and add the newly discussed phylum group to the tree as each is viewed. The phylum name and pictures or student drawings of common representatives can be included. *(See illustration on next page.)*

What’s New?

Using a newspaper or newsletter format, students create headlines and short news stories telling about new body plans, parts, and systems of each animal group.

Activities

Names in the News

Using a newspaper or newsletter format, students create headlines and short news stories featuring the investigations of scientists in each episode viewed.

! Defense - Defense !

(Episodes 6, "Survival Game," about molluscs and Episode 7, "Ultimate Animal" about echinoderms particularly highlight defenses.) Students create a collage of words and phrases that headline the defensive structures and strategies of each group of animals.

Favorite Critters

Students make a three-dimensional representation of their favorite animal from each episode or from among all the episodes and mount it on the board with a list of fascinating features that the animal possesses. (Figuring out how to mount their model can be a real challenge and a learning experience itself!)

Phylogenetic Tree of Life

Cnidarians Flatworms Annelids Molluscs Arthropods Echinoderms Chordates Sponges

