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| **Grade** | **Content Areas Being Integrated**  |
| **7** | **Visual Arts/Life Science** |

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|  | **Arts Discipline** | **Other Content Area** |
| **Standards****Addressed in the Integrated Lesson/Activity** | 2.3 Develop skill in using mixed media while guided by a selected principle of design.2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art. 2.6 Create an original work of art, using film, photography, computer graphics, or video. | 3. d. *Students know* how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms. 3. e. *Students know* that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival. |
| **Student Objectives in Each Discipline** | Students will create a mythical creature by using various forms of media.  | Students will be able to justify the environment that they created around their mythical creature due to specific adaptations of the mythical creature. |

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| **Integrated Student Objective** | ***What is the objective of the integrated activity? Look at connections being made between the two content areas.***Students will create a mythical creature by referencing the process of evolution through adaptations.  |
| **Essential Question** | ***What is the question you want the students to be able to answer at the end of this lesson?*** What adaptations have allowed your creature to live in their specific environment? |

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| **Materials/Resources** |
| Paper, pencils, magazine cut outs or Xeroxed pictures of animals, colored pencils, glue or tape |

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| **Lesson/Activity Description** |
| Students will use various images from magazine cut-outs or Xeroxed pictures of animals in order to put together a mythical ‘hybrid’ creature. They can transfer the images onto the paper by creating carbon copy on the back of the Xeroxed pictures. They can also tape or glue partial images onto the paper. The background will represent the habitat of the mythical creature. Here students will justify the environment that they created around their mythical creature due to specific adaptations of the mythical creature. |