UNIT: HABITATS & ANIMAL ADAPTATIONS
CAMOUFLAGE & MIMICRY IN THE CLASSROOM (Lesson 3 of 5)
Grade Band: 3
Content Focus: Theatre & Science



LEARNING DESCRIPTION

Animals are very creative! They adapt to their environments to improve their chances of survival; two types of adaptation are camouflage and mimicry. In this lesson, students will use voice and body, as well as the observational and creative skills of costume and set designers, to use camouflage and mimicry in their own natural habitat–the classroom!

LEARNING TARGETS

Essential Questions	"I Can" Statements
What are camouflage and mimicry? How are color, shape and pattern important elements of camouflage and mimicry? How can we use acting and design skills to explore camouflage and mimicry in the classroom?	I can define camouflage and mimicry, and tell the difference between them. I can identify color, shape and pattern in my own clothing and in my classroom environment. I can make choices that create the effect of camouflage.

	I can use my voice, body, and art materials to create the effect of mimicry of another organism (a classmate) in my classroom environment.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia. a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions. b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.	TA3.PR.1 Act by communicating and sustaining roles in formal and informal environments. TA3.PR.2 Execute artistic and technical elements of theatre.

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
3-LS4-2. Use evidence to construct an explanation for how the variations in traits among individuals of the same species may provide advantages in surviving and producing offspring. 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can thrive, struggle to survive, or fail to survive.	**Anchor Standard 3:** I can act in improvised scenes and written scripts. **Anchor Standard 8:** I can relate theatre to other content areas, arts disciplines, and careers.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• Adaptation - A change by which an organism becomes better suited to its	• Voice – An actor's tool, which we shape and change to portray the way a

environment ● Mimicry - An adaptation by which an organism copies the physical or vocal characteristics of another ● Camouflage - An adaptation by which an organism visually blends into its surroundings by virtue of its shapes, patterns, and coloring ● Habitat - The natural home or environment of an animal, plant, or other organism	character speaks or sounds ● Body – An actor's tool, which we shape and change to portray the way a character looks, walks, or moves ● Set design - The creation of the physical space in which the action of a performed event takes place ● Costume design - The creation of clothing and accessories for a character in a performance ● Levels - Position of the body (high, middle, and low)

MATERIALS

- *Optional: Drum or percussion instrument*
- *Optional: Sound clips of mimicry*
- Images of camouflage and mimicry in the natural world (from textbook, class resources, or the internet)
- Multi-colored pieces of construction paper
- Scissors
- Glue
- STEAM journals/blank paper
- Writing utensils

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

Animal and Habitat Statues:

- Use a drum, percussion instrument, or clapping to establish that students will form statues in response to a single beat and then relax out of the statues in response to a double beat.
- Remind students that statues do not move, but that they must allow themselves to breathe and blink.
- Provide a series of prompts of animals specific to Georgia habitats. The teacher can project images on the board or simply say the name of the animal.
    - As the teacher says the animal, have students form a statue of that animal with their bodies.
- Use observational language to comment on specific physical choices that students make to create their statues (e.g., "I see that Caitlyn has her chest low like a stalking leopard," or "Donté's arms are straight back like a grasshopper's wings."

Work Session

Camouflage:

- Define and discuss camouflage. Show examples of camouflage from the natural world.
- Introduce the concept of camouflage in the classroom.
    - Model by looking for colors and patterns that mirror your own clothes. Find a place in the classroom where you can approximate blending in. Prompt students to say, "Where's Ms. _____? We can't see her!"
- Discuss how in theatre, television, and film, costume and set designers make intentional choices about costumes and sets used in the production.
- Explain that students are going to be like costume designers, making choices based on colors, shapes, and patterns in the given costumes and settings in the classroom.
- Invite one or two volunteers to come to the front of the room. Have the class identify colors, shapes, and patterns both on the volunteers and around the classroom, and brainstorm ideas for the volunteers to camouflage themselves in the classroom.
- Model being a predator, looking for prey (the volunteers), and passing them by because they blend into their surroundings.
    - Ask students to think of a predator. Ask students to stand at their desks and use their bodies to show how their chosen predator acts when they are hunting prey.
        - Ask students to change their facial expressions and body movements to act like the predator. Have students give their predator a sound.
        - Have students change their body level (high, middle, or low) depending on what type of predator they are. For example, a snake would move at a low level while a bear would move at a high level.
- Have students partner up and work together to identify camouflage opportunities for each partner; when each is camouflaged, have the other act like a deceived predator.
- Have volunteers share examples of the camouflage opportunities they found around the classroom by acting like the deceived predator and camouflaged prey.

Mimicry:

- Define mimicry; share examples (visual and perhaps aural) from the natural world.
- Remind students about the roles of designers; explain that they will use simple materials to create external adaptations to mimic other organisms (classmates).
- Model with construction paper, scissors, and glue or tape. Select a student to mimic, and use the supplies to quickly create a 'costume' piece that mimics what that student is wearing.
- Have the student who is being mimicked come up to the front of the class, strike a pose or make a movement, and make a sound as their character. Stand by the student with the costume piece, and mimic the sound. Have the class say, "Look, it's two _____s!" (i.e., if standing next to and mimicking Tyler, the class says "Look, it's two Tylers!").
    - Discuss mimicry as a form of flattery or disguise, and impress upon the students that the activity should not be used in order to mock, tease, taunt, make fun of, or bully others.
- Have students work with their partners to use materials to create a costume piece to mimic each other's visual appearance – primarily clothing.
- Once students have created their pieces, tell students that now the student being mimicked should strike a pose or create a movement and make a sound for the other student to mimic.

- Invite volunteers to come to the front of the room to perform their mimicry. Have the class say, “Listen! Look! It’s two _____’s!”
- Remind students that they worked together to understand mimicry, and have students thank each other for the honor of both mimicking and being mimicked.

Closing/Reflection

- Facilitate a discussion about the following: How did we use elements of costume and set design – color, shape, and pattern – to bring camouflage and mimicry to life in our classroom “habitat”? How did we use characterization (facial expressions, movements, sounds, etc.)?
- Students will draw a picture of themselves demonstrating camouflage or mimicry in the classroom.
    - Students should identify the image as an example of either camouflage or mimicry.
    - Students should identify the areas and objects in the classroom that were used for camouflage or the classmate on whom the mimicry was based.

ASSESSMENTS

Formative

- Observe student comprehension of camouflage and mimicry as they use costume clothing, shape, and pattern in the lesson.
- Observe how students use costume design, as well as their voices and bodies, to successfully create the effects of camouflage.

Summative

- Evaluate the student drawings for evidence of comprehension of camouflage and effective use of design concepts in the lesson activity.
- Evaluate student performances of camouflage to determine if they were able to use their bodies and voices to act like a predator who could not find a camouflaged prey.
- Evaluate student performances of mimicry to determine if they could use costume design and voice to demonstrate mimicry.

DIFFERENTIATION

Acceleration: Have students research a specific animal native to one of Georgia’s habitats. Students will identify a predator and prey relationship. Then students should complete the same activity in the lesson using the specific predator and prey relationship they defined.

Remediation:

- Lead a slow visual tour of the classroom as a class, identifying specific colors, shapes, and patterns, and making connections with individuals to provide ideas to be used for camouflage.
- Allow students to adjust objects in the classroom environment to facilitate the camouflage effect.

- Rather than mimicking one another, have all the students mimic the teacher.

ADDITIONAL RESOURCES

CREDITS

U.S. Department of Education- STEM + the Art of Integrated Learning
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**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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