

## Teachable Moments: A Guide for Your Fieldtrip

### Mammal Halls, Grade 4

*Gallery Description: The Museum's three, world famous Mammal Halls show African and North American mammals in their natural environments. Many of these mammals are shy, and some are nocturnal, so these scientifically accurate dioramas provide the only way most of us can get close to these creatures in their natural habitats.*

#### Science Activities

- Have students look at one diorama. Ask them to find 5 examples of both living and nonliving environmental components.
- Ask students to go the Northern Fur Seal diorama (N. American Mammal Hall, 2nd floor), then to the jaguar diorama (N. American Mammal Hall, 2<sup>nd</sup> floor). Ask them if the sea lion could survive in the jaguar's habitat. Why or why not?
- Talk with students about what animals need to survive (food, water, and shelter). Ask students to look at where each mammal lives and discuss how the mammal depends on its environment to survive. (For example, if there is water in the diorama, maybe the mammal eats fish. If a mammal lives in brown grass, maybe it hides from predators in the grass.)

#### Social Studies Activities

- Ask students, "Could the environment of this diorama represent one of the four regions of California? (Mountains, desert, coast, or valley)"

#### Language Arts Activities

- Tell students you are going to say some facts and opinions about a diorama. Have students give a thumbs up for a fact, and a thumbs down when they hear an opinion. For example:
  - "A walrus is the coolest mammal." (opinion)
  - "A walrus uses tusks to break ice to get to fish." (fact)

*These activities support the following 4<sup>th</sup> Grade California State Standards:*

#### Science

Life Science 3a: Students know ecosystems can be characterized by their living and nonliving components.

Life Science 3b: Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

Life Science 3c: Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

#### Social Science

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

**Language Arts**

Reading Comprehension 2.6: Distinguish between cause and effect and between fact and opinion in expository text.