



Under Cover

Hints for Teachers

MUSEUM INFORMATION:

Under Cover is a safari hunt that asks students to look for animals with different kinds of body coverings. Here are some hints for using this hunt in the galleries.

- The museum does NOT provide copies on **Under Cover**. Please prepare copies for your students.
- Students are asked to look for animals with fur, feathers, shells, and scales. Animals with all these coverings can be found in the *Evolution* and *New England Forests* exhibitions. Animals with some of these coverings can be found in the animal halls and the Birds of the World Gallery. Remember, many animals such as crabs, snails, and insects have shells.
- The Fossil Mammals and Vertebrate Paleontology halls will not show good examples of fur, feathers, or scales because skeletons and fossils rarely show what kind of covering the animal had when alive.
- Pick one gallery to focus on or ask students to find examples of different body coverings in different galleries.
- When your students arrive at the museum, they will be given a brief greeting by a museum staff member. After this greeting is a good time for you to talk to your students and chaperons about the **Under Cover** activity.

PREPARING AN ACTIVITY:

- Make photocopies of the **Under Cover** activity for your students. The museum will NOT have copies available.
- **Under Cover** asks students to draw pictures of things they find. Provide your students with crayons or pencils for their drawings. Markers are not allowed in the galleries.
- The museum asks that students refrain from leaning on any of the glass cases while drawing. We recommend providing students with clipboards or notebooks to lean on.
- **Under Cover** has a brief set of directions printed at the top for chaperones to use. For more chaperone information, please see the **Under Cover** information for chaperones.
- The **Under Cover** information for chaperones lists hints for chaperones and suggestions for how to use the discussion questions. We recommend photocopying this sheet for chaperones or discussing the tips with them.
- If it is appropriate for your group, you may want to ask students or chaperones to copy the specimen names near each drawing.

IN THE CLASSROOM:

Extend the fun! Talk about animals and their bodies back in the classroom.

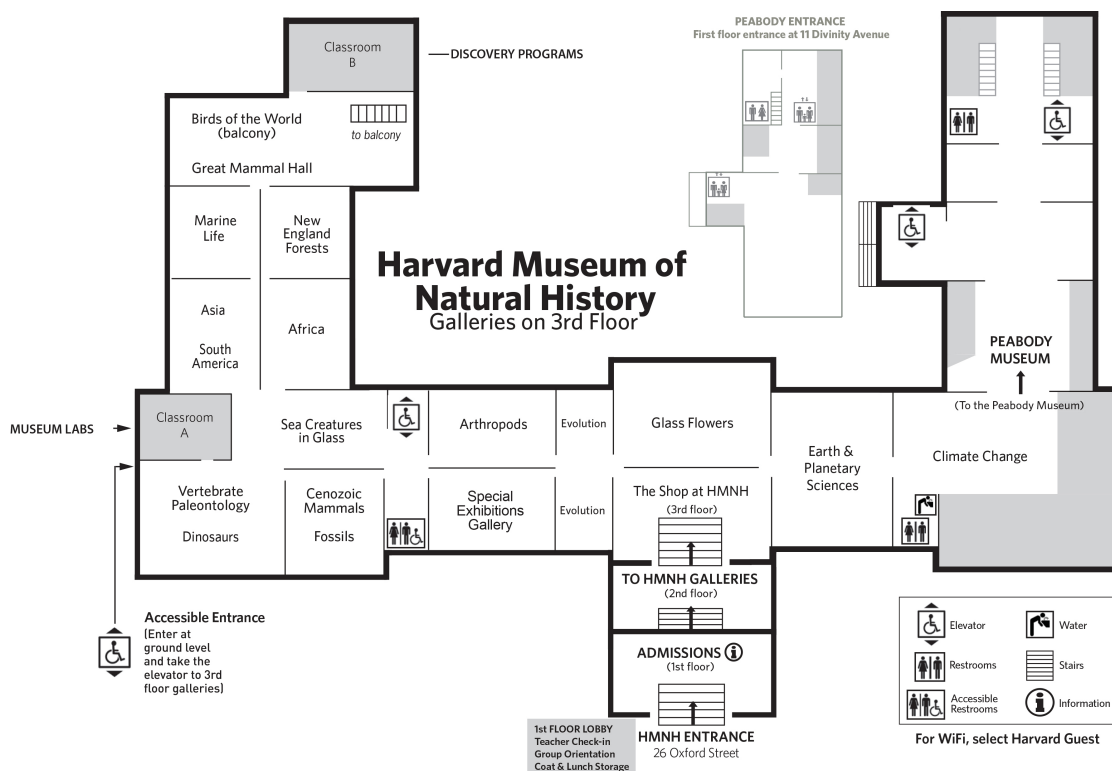
- Different groups of animals have different body coverings. Look at pictures of reptiles, amphibians, birds, fish, and mammals to see which group they belong too. Which group do we belong to?
- Make a chart of all the things your students have found. List all the things with fur, with feathers, etc.
- Talk about animal adaptations. How does the fur, feathers, or shell of an animal help it survive?
- Different coverings have different textures. Gather feathers, shells, or other natural objects and make texture rubbings.

Under Cover

Information for Chaperones

DIRECTIONS:

- Animals have many different types of body coverings. This activity invites students to find animals in the museum with different coverings and draw them.
- Your students will be looking for animals that have **FUR, FEATHERS, a SHELL, and SCALES**.
- Your students can find these things in any order. Ask your group to look for these types of animals as you explore the museum. When you find something, stop to draw it.
- Animals with all these coverings can be found in the *Evolution* and *Language of Color* exhibitions. Animals with some of these coverings can be found in the animal halls and the Birds of the World Gallery. Remember, many animals such as crabs, snails, and insects have shells.
- The Fossil Mammals and Vertebrate Paleontology halls will not show good examples of fur, feathers, or scales because skeletons and fossils rarely show what kind of covering the animal had when alive.
- Pick one gallery to focus on or ask students to find examples of different animals in different galleries.
- As your students draw, discuss their findings with them by asking questions such as:
 - How does the fur, scales, feathers, or shell help the animal?
 - What other sorts of covering do you see (spikes, horns, and plain skin are some examples)?
 - What colors or patterns do you notice on the fur, scales, feathers, or shell?
 - Which animal would you like for a pet? Why?
- You may want to copy the specimen names near your students' drawings.
- Remember: The glass cases in the museum are fragile. Please remind your students to lean on the floor or their leg while drawing. Do NOT lean on the glass cases.





Under Cover

Activity for students

- Students look for animals with different body coverings and draw them. They will look for something with **FUR**, **FEATHERS**, a **SHELL**, and **SCALES**.
- Look for animals in different exhibits.
- Your group can pick one thing to draw for each covering or each student can pick their own.
- Use the questions at the end of the sheet to help your students discuss what they find.

1. Draw something with **FUR**.

A large, empty rectangular box with a thin black border, intended for a student to draw an animal with fur.

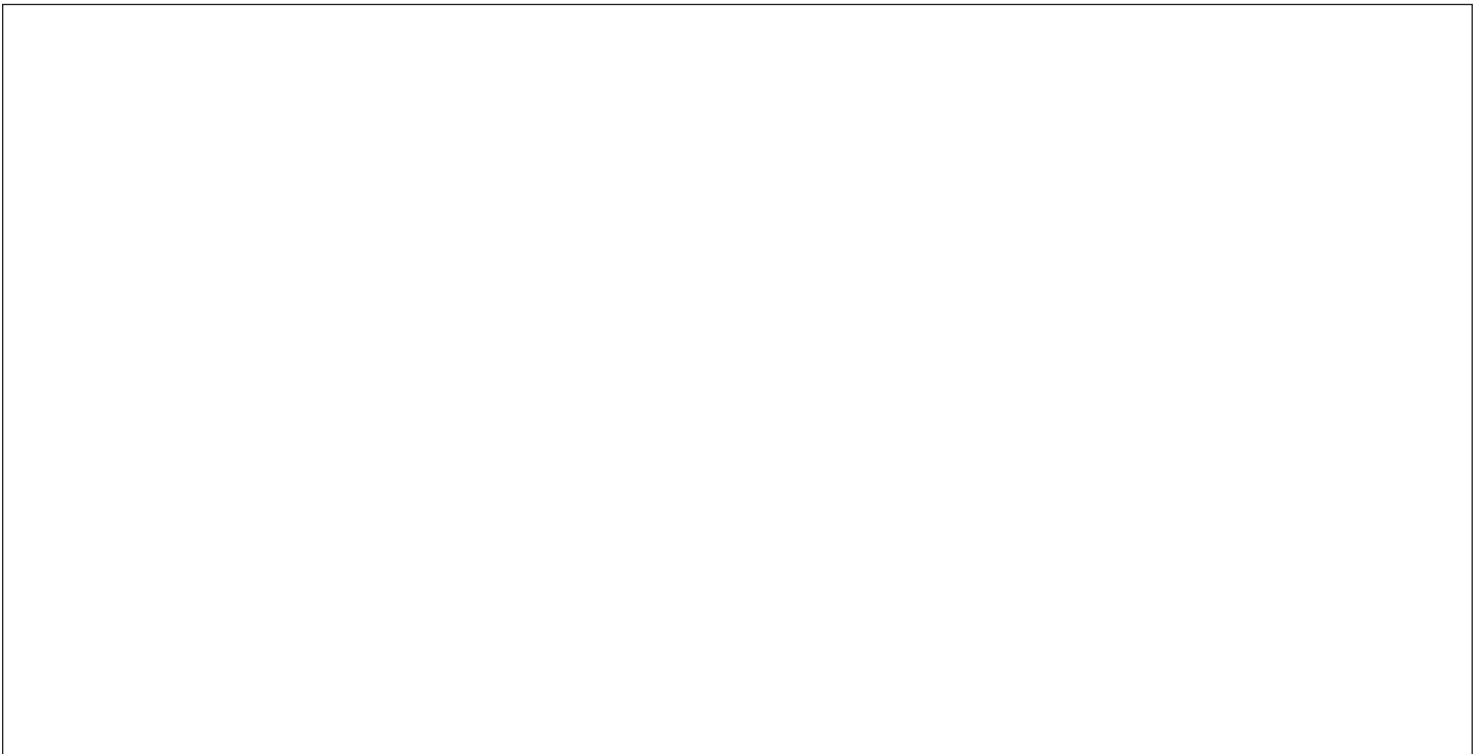
2. Draw something with **FEATHERS**.

A large, empty rectangular box with a thin black border, intended for a student to draw an animal with feathers.

3. Draw something with a **SHELL**.



4. Draw something with **SCALES**.



QUESTIONS FOR KIDS:

- How does the fur, scales, feathers, or shell help the animal?
- What other sorts of covering do you see (spikes, horns, and plain skin are some examples)?
- What colors or patterns do you notice on the fur, scales, feathers, or shell?
- Which animal would you like for a pet? Why?