

Participants in the Animals in Art tour will explore the variety of ways in which artists represent real and imaginary animals. Use the suggestions below either before or after your museum visit to encourage further inquiry in the classroom.

ACTIVITIES

- Some of the images of animals that you will see at the museum are of real animals, but some were imagined by the artists who made them. Have students invent an imaginary animal by combining parts of animals they saw at the museum, or by collaging parts of animals from pictures in magazines.
- Read *Aesop's Fables*, or other folk tales involving animals, to students. Explain that sometimes artists and writers use animals in their works to explain things about the ways that people behave. If your students were going to write a story like this about themselves, what animal would they be? Why?
- Read *How the Zebra Got its Stripes* to students (this book is part of a series by Golden Books, which includes other similar stories about animal attributes). With students, make a list of the other animals they have seen, and what their most important attributes are – a turtle's shell, for example, or a leopard's spots. When your list is made, have them choose an animal and write their own story about how their animal got that attribute.
- Are students surprised at the number of animals that can be found in works of art at the museum? Ask them why they think so many artists choose to include animals in works of art?
- Take a trip to the zoo. Compare real animals to the pictures and sculptures of animals seen at the Walters.



ADDITIONAL RESOURCES

<http://www.umass.edu/aesop/contents.html>: Aesop's Fables online
http://edsitement.neh.gov/view_lesson_plan.asp?id=240: Lesson plan on fables, from the National Endowment for the Humanities

How the Zebra Got its Stripes, Justine Fontes
Teaching with Aesop's Fables, Theda Detlor
Charlotte's Web, E.B. White