



Yellowtail Dam NPS Photo

Level II

Fifth Grade to Eighth Grade

The activities in this section are designed for students in fifth through eighth grade. All activities can be changed to best suit the teachers need. The activities and levels are designed as building blocks. All of the items in Level I correspond in some way and are introductory to the items in Level II.

Activity 1

Geology

The Water's Work is Never Done

By Paul Gordon

About sixty-million years ago, a river meandered north to the Arctic Ocean across a continent vastly different from the North America of today. The land was already old, so old it is hard to grasp its antiquity. Even then, where the north bound river ran, change after change had taken place. Great oceans had come and gone; mountain ranges had appeared and eroded away. Beneath the place where the river flowed, bygone

seas had deposited layer upon layer of sedimentary rock, including the massive formation today called the Madison Limestone through which modern Bighorn River has cut its way. There had also been climatic changes: long periods of warm or cool weather, times when rains poured upon the land, times when desert-like conditions prevailed. Life had changed as well as the land and

Continued on Page 31

The river clawed at its bed, at times keeping pace with the rising of the land, at times blocked in its rush to the sea forming natural lakes.

the climate. The early seas that covered this land had been home to myriads of creatures whose fossils are entombed today in Bighorn Canyon's limestone. Land creatures had also walked this country; the long age of the dinosaur had already come and gone. These great creatures had roamed this land and disappeared, leaving only enough evidence of their existence to tantalize and intrigue us. Mammals had inherited the plains and the banks of the river. Camel, horse, mammoth, musk-ox, and lion were among their number. Like the dinosaur, they in turn would vanish. Plants had also changed. Simple one-celled species, flowering shrubs, grasses, and finally massive trees had appeared, lived their span, and disappeared.

But still change was ongoing, as deep beneath this scene, the earth stirred and rumbled. The land rose, at times rapidly and at other times only infinitesimal fractions of an inch in decades. The river clawed at its bed, at times keeping pace with the rising of the land, at times blocked in its rush to the sea forming natural lakes. In time natural dams were eroded, allowing the river to travel on, in its never ending alteration of the land.

This process has continued throughout the ages. In time the Bighorn and Pryor mountains came to dominate the landscape, at times rising slowly, and at other times pushing upward through seismic activity.

Side canyons draining the Bighorn and Pryor Mountains; have cut down to the level of the mother stream. In so doing, these canyons have carved and created mini-climates and little hidden worlds of their own. These places are often oases in the drier, harsher climate on the

Geology Rocks at Horseshoe Bend

The rocks in the ridge overlooking Horseshoe Bend are a record of dramatic changes in the climate and environment of this region over time. All of the rock layers visible at Horseshoe Bend were deposited during the Mesozoic Era (66-245 million years ago). During this time, amphibians, reptiles (including dinosaurs) and primitive plant forms dominated the land. Mammals and flowering plants began to appear near the end of this Era.

The red rocks at the base of the ridge (Chugwater Formation) records a time when the area probably had an arid, coastal plain environment. The overlying gray beds (Gypsum Springs Formation) probably indicate a similar environment persisted with the addition of shallow, warm seas.

The Sundance Formation contains abundant

southern end of the recreation area and warmer spots in the wetter, cooler northern portion. As the water whittled away at the landscape, carving Bighorn Canyon and its tributaries, the Bighorn was loaded with vast amounts of sediment. This served as an abrasive, wearing away the rock beds of the river and drainages, gouging loose more material to be carried downstream, some as far as the Gulf of Mexico.

The construction of Yellowtail Dam in the 1960s had the most dramatic influence of any event ever on the canyon-cutting actions of the Bighorn River. The dam changed the rapidly flowing, silt-laden stream into a gentle moving lake. When the river lost its velocity, it also lost its ability to maintain its load of eroded material. Mud and silt quickly settled to the lake bottom, creating deposits over thirty feet thick in the southern portions of the lake.

Prior to the construction of Yellowtail Dam, the Bighorn was not only muddy and silt-laden, but its water volume also fluctuated. The dam regulates downstream flows and the river runs clear, its load of sediments left behind in Bighorn Lake.

Although Yellowtail Dam has greatly altered the recent canyon-cutting activities of the Bighorn, it has not stopped them. The upper reaches of the tributary canyons are still being whittled away, be it ever so slowly.

Yellowtail Dam, like all man-made objects, is temporary, when measured in geological time. Canyon cutting and mountain building are measured in millions of years. The life of a dam is measured in hundreds. So even now, the water's work continues.

marine fossils and records a time when an ocean flooded the area. The most common fossils are Crinoid stem fragments (Pentacrinus), belemnites (Pachyteuthis), and oysters (Gryphaea). These fossils are the remains of marine organisms that settled to the sea floor, were buried, and preserved in the sea-floor mud. The Morrison Formation records a retreat of the ocean and return to a coastal plain environment, now more tropical with lush plant growth. Dinosaurs roam the region. Dinosaur fossils have been found in the Bighorn Canyon Area and surrounding basin.

The Pryor Conglomerate forms the top to the ridge and is the base of the Cloverly Formation. This coarse-grained rock resulted from the sand and gravel left behind by eastward-flowing streams that drained rising mountains in the area of present day western Montana.

Bighorn Canyon Fossils, Paleontologist for a Day



Science, Language Arts, Speaking and Listening

- Standards:** Wyoming Science: Standard 1, Benchmark 9
Standard 2, Benchmark 2 & 3
Wyoming Language Arts: Standard 3, Benchmark 1, 2, 5, & 6
Montana Speaking and Listening: Standard 2, Benchmark 1 & 2
- Duration:** On Site
45 min., tour Horseshoe Bend
Off Site
1 hour lesson using the Horseshoe Bend geology layers word document and fossil photos found in the geology section of the teacher supplement disc.
- Class Size:** Any

Objectives

In their study of Bighorn Canyon geology, students will:

1. Identify the geologic layers at Horseshoe Bend.
2. Identify fossils and the layers they can be found in.
3. Describe the landscape around Horseshoe Bend and how it has changed through time.

Materials

On Site

1. Fossil worksheet
2. Magnifying glass
3. Notebook and pencil to make notes
4. Bighorn Canyon Stratigraphy card (Found under handouts in the geology section of the teacher supplement disc.)
5. Sturdy shoes
6. Water

Off Site

1. Create a virtual tour or Power Point presentation of Horseshoe Bend by using photos and handouts found on the teacher supplement disc.
2. Notebook and pencil to take notes

Vocabulary

Paleontologist: is a person that studies fossils.

Belemnite: is a fossil of a squid-like creature with a long bullet-shaped shell.

Crinoids: are star shaped fossil of marine sea lilies which attached themselves to the sea floor.

Mesozoic Era: records a time 230 to 65 million years ago also referred to as the Age of Reptiles.

Paleozoic Era: records a time 570 to 230 million years ago also referred to as the Age of the Fishes.

Cenozoic Era: records a time 65 millions years ago to present day, also referred to as the Age of Mammals.

Bighorn Canyon Fossils, Paleontologist for a Day Cont.



Science, Language Arts, Speaking and Listening

Setting the Stage

Discuss how nature has a way of changing over time. What are some of the reasons nature changes? (hurricanes, tornadoes, flash floods, fire, and climate changes.) Discuss how the area of Horseshoe Bend has changed over time, including the recent droughts and how there is evidence of all these changes recorded in the rocks and dirt surrounding them.

Procedure

On Site

1. Explore the Horseshoe Bend area with the Park Ranger.
2. Listen to the Ranger Talk about the fossils and layers.
3. Draw pictures of the fossils found, take notes of where they were found, what they are and what geologic layer they came from.
4. Return to the classroom and share your notes with the class.

Off Site:

1. Show the slide/power point presentation of Horseshoe Bend to the students. Discuss the different layers and pass around fossils from that area.
2. Fossils could be hidden in buckets of sand. Students could use their imagination to put themselves at Horseshoe Bend. They could then record their findings and report back to the class.

Additional Activities

Students could assist in creating a fossil bulletin board using their drawings and journal pages. Teachers could plan a trip to the library to learn more about fossils and paleontologists.

Bighorn Canyon Fossils



Student Handout

The following fossils are found in the Bighorn Canyon Area.
Match the fossils with their correct names.

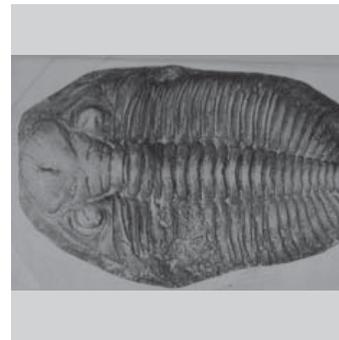
1. Trilobite (Cambrian Era)



2. Crinoids (Jurassic Era)



3. Belemnite (Jurassic Era)



4. Graphaea (Jurassic Era)



Finding the Treasures of Bighorn Canyon



Student Handout

Many people hiking Bighorn Canyon National Recreation Area will use the trails and hiking guide, but some go off trail. The off trail users use maps and compasses to return to their starting point or an interesting geologic formation. Practice your orienteering skills with the three activities below.

Destination Bighorn Canyon - On Site

1. Your teacher has chosen a trail for you to hike.
2. You are on one of two teams. Each team will go to different destinations.
3. Each team will choose their destination.
4. The team needs to take notes on how they got to their destinations using a map and a compass.
5. The teams will return to the starting point and exchange notes.
6. The opposite team must use a map and compass to find the other team's destination.
7. Teams return to the starting point.
8. Did your team find the other's destination? If not, what should have been done differently.
9. Did the other team find your destination? If not, what should have been done differently.

Rock Hunt - Off Site

1. Find a rock and drop it at your feet.
2. Follow the directions below correctly and you should end up at the same place you started.
 - a. Walk 10 steps at 300 degrees
 - b. Walk 10 steps at 60 degrees
 - c. Walk 10 steps at 180 degrees
3. Did you end up back at your rock? If not, try again.

Orienteering Competition

Break into teams. The teacher has chosen 10 destinations. Follow the steps from your starting point to test your directional skills. When you find your destination write it in the blank before the number. Good Luck. Remember, you need to begin each direction at the starting point.

1. Walk 100 feet at 60 degrees.
2. Walk 100 feet at 310 degrees.
3. Walk 30 feet at 180 degrees.
4. Walk 180 feet at 340 degrees.
5. Walk 30 feet at 280 degrees.
6. Walk 180 feet at 40 degrees.
7. Walk 140 feet at 20 degrees.
8. Walk 90 feet at 0 degrees.
9. Walk 50 feet at 220 degrees.
10. Walk 150 feet at 240 degrees.

When you are finished, check your answers with the teacher. The first team with the correct answers wins.



Root Cellar at Hillsboro NPS Photo

Activity 2 History

Bighorn Canyon Characters Christy Fleming

After the mountain men stopped using the Bad Pass Trail, Settlers began to arrive. All of them came for different reasons.

Henry Clay Lovell was drawn to the area in 1883 by the open range which was well suited for cattle grazing. Anthony L. Mason, a Kansas City, Missouri capitalist, was Lovell's financial backer. Their ranch soon became known as the ML Ranch. During the heyday of the open range, the ML Ranch ran cattle as far south as Thermopolis, Wyoming and as far north as the Crow Reservation in Montana. The harsh winter of 1886-87 cut their herd in half. After Mason's death in 1892, Lovell continued to ranch until his death in 1903.

In 1896, Erastus T. Ewing brought his family and his partners to Bighorn Canyon in search of gold. While some gold was found, it was not in paying quantities. Ewing's partners left, but the Ewing family stayed. They settled

at what is now the Ewing/Snell Ranch and began ranching. After changing hands a couple times Philip and Alma Snell purchased the ranch in 1920. The ranch is named after Erastus Ewing, the man that established it and the Snells, the family that lived there the longest.

Grosvener W. Barry, like Erastus, was drawn to the canyon by gold in 1903. After starting three different gold mining companies, he found that he was not going to extract a fortune in gold from the Bighorn Canyon placer deposits. Being a promoter at heart, Barry and his family turned to dude ranching. He advertised his Cedarvale Ranch as a sportsman's paradise. Guest could stay all summer if they wanted. In 1915, a post office was established and put the Cedarvale Ranch on the map as Hillsboro, Montana. Grosvener W. Barry is credited as being the first person to

Continued on Page 37

recognize and exploit the recreational opportunities of Bighorn Canyon.

Caroline Lockhart came later. In 1926 she purchased 160 acres on the Dryhead and began to pursue her goal of becoming the Cattle Queen of Montana. By this time in her life she had already been a newspaper correspondent for the Boston Post, the Philadelphia Bulletin, and the Denver Post. She had also published six novels and was hoping the quiet pace of ranch life would allow her time to write more. She found that ranching was hard work and didn't leave much time for writing. She was able to complete one last novel while on the ranch.



Employee carves notch replicating the craftsmanship of the original builder.
NPS Photo

Taking Care of the Past By Christy Fleming

Bighorn Canyon has four historic ranches. They are each different, but have several similarities. Each represents life on a western ranch beginning with the Mason/Lovell Ranch in 1883 up to 1965. Each is remote, dependant on their own resources for survival.

Now abandoned by their previous tenants, these ranches are an important part of the Bighorn Canyon story. Today the ranches are used to tell people about a way of life.

Over the years the logs in the buildings shrink or rot, sod roofs start to decay, and buildings start to lean. To be able to continue to enjoy the ranches as part of the park history, we need to maintain them. Over the last several years the Cultural Team of the Resource Management Division have been restoring the buildings a little at a time. Their work is very important, but time consuming. Before they lift one finger to begin the hard work ahead, they must research, record, and document the buildings. All of their work must be approved by the State Historic Preservation Office (SHPO). Their goal is to preserve the buildings integrity and replicate the original craftsmanship. Often times the original carpenters, being a long way from town, had to make due with what they had and sometimes they couldn't use the best building practices.

After the documentation is finished, the cultural team begins to work on the building. First the building is stabilized so that it won't cave in or become a safety hazard. Next they take the dirt off the sod roof. They record the placement of

When three loads of Lockhart steers topped the market in Omaha in 1953, Caroline must have indeed felt she was the "Cattle Queen". She controlled over 7,000 acres when she sold the ranch in 1955.

These are just a few of the characters that make up the Bighorn Canyon story. There were cattle rustlers, miners, farmers, and people just passing through. You can learn a lot about the history of an area by looking at the life stories of the people that lived there.



Montana Conservation Corps dump buckets of dirt for a new sod roof on the shop at Lockhart.
NPS Photo

the logs and remove rotten timbers. Using turn buckles they then straighten the building if it is needed. Next they look at sill logs, the logs at the bottom of the building. Generally these are the first to rot as they rest close to the ground. To replace them the entire cabin must be jacked up. The lowest logs that need replacing are done first working up from the bottom log. Again the goal is to replicate the craftsmanship of the original builder. New logs are peeled and worked with hand tools to look as close to the original log as possible. It is then put into place. After the logs are replaced, the building is put back into place and the roof is addressed. New roof logs are set with a moisture barrier over top. Then the dirt that was taken off is put back on. An erosion fabric laid over the dirt to keep it in place until the seeds planted on the roof sprout. Establishing a root system is the key to maintaining the sod roof. Lastly doors frames are straightened, windows are replaced, and chinking is applied.

Some buildings need to be totally worked over, while some just need a pane of glass here or a new log there. The point of all of this is to maintain the buildings so that their stories will continue to be told.

Ranches of the Past



Social Studies, Speaking and Listening

Standards: Wyoming Social Studies: Standard 4, Benchmark 1 & 3
Montana Speaking and Listening: Standard 2, Benchmark 1, 2, & 3

Duration: On Site
1 day, tour all four historic ranches

Off Site
1 to 2 hour lesson, Read articles or rely on notes taken during the field trip to compare the similarities of the ranches.

Class Size: Any

Objectives

After learning about the historic ranches located at Bighorn Canyon, students will:

1. Identify similarities between the four historic ranches.
2. Have an idea of how life was like on the ranch.
3. Be able to discuss the purpose of the buildings on the ranches and compare that to their own homes.

Vocabulary

Irrigation: used to supply dry land with water by means of ditches, pipes, or streams.

Sill Logs: are the horizontal logs that rest on the foundation and forms the base of a wall.

Chinking: is the material used to fill a long, narrow crack or gap between logs, often consisting of clay mixed with other materials including sand, lime, stones, and hair.

Daub: is the rough mortar, clay, or plaster smeared on a surface; used for chinking.

Setting the Stage

Bighorn Canyon has four historic ranches. They were all established at different times and with different purposes in mind, but they have many similarities. These similarities can help us to understand what it was like to live during that time. What are some of the similarities and what does that tell us about life in the Bighorn Canyon area from 1883 to 1965?

Procedure

On Site

1. Explore each of the historic ranches.
2. Record information about each of the buildings.
3. Observe the way the buildings have been built and are being restored.

Off Site

1. Read about each of the four ranches.
2. Take notes on the differences and similarities.
3. Discuss, using notes taken at the ranch, what life must have been like.

Additional Activities

Volunteer to help with restoration projects at an area near you, (chinking and daubing, peeling logs, replacing sod roofs, etc. . .).

Letters to the Past



Language Arts, Reading, Speaking and Listening, Writing

Standards:	Wyoming Language Arts: Standard 1, Benchmark III – A,B,C,D,E, Standard 2, Benchmark I - A,C,D,E,F,G, Standard 2, Benchmark II - A,B, Standard 3, Benchmark 1 & 2 Montana Reading: Standard 4, Benchmark 7 Montana Speaking and Listening: Standard 2, Benchmark 1, 2, & 3 Standard 3, Benchmark 1,2, & 3 Montana Writing: Standard 1, Benchmark 1, 2, 3, & 4 Standard 4, Benchmark 1 & 2
Duration:	Time for research and presentations
Class Size:	Any

Objectives

Students will learn research techniques and the proper letter writing format.

Setting the Stage

Local students will write a letter to one of the historic characters of Bighorn Canyon. Students from farther away will choose characters that were important to their areas history.

Procedure

1. Students will be able to choose from a list of Bighorn Canyon Historic Characters
 - a. Caroline Lockhart
 - b. Anthony Mason
 - c. Henry Clay Lovell
 - d. Robert Yellowtail
 - e. Erastus Ewing
 - f. Doc Barry
 - g. Link Hannon
 - h. Eddy Hulbert
 - i. Frank Sykes
2. Students will be given a week to research their character using at least two sources. One may be the short essays under History on the teacher supplement disc.
3. Students will then be asked to write a letter to their character
4. Students will present to the class a short history of their character and why they were an important part of the history of Bighorn Canyon
5. Students will then read their letter to the class.

Additional Activity

For local students, Students will be guided through the historic ranches. If the character they researched was part of the ranch history, the student may choose to help during the Ranger Lead Program during the field trip.

For students that are unable to come to Bighorn Canyon, they may be able to visit the home of their character either in person or on the internet.



Cactus near Devil Canyon Overlook
NPS Photo

Activity 3 Life Science

Adapting to Habitats Pete Sawtell

Bighorn Canyon is an especially diverse area. Within 70 miles, one can experience several extremely different habitats. A journey from the southern end of the canyon to the north showcases every habitat from the arid desert to the lush forests.

Beginning the journey in the south, one encounters an old-growth cottonwood riparian zone along the riverbanks. The water and cover of the cottonwoods creates a good habitat for deer, bald eagles, muskrats, ducks, geese, birds and lots of other animals.

Slightly farther north, an arid, desert type environment is home to the prickly pear cactus, sagebrush, and juniper bushes. Lizards, snakes, cottontail rabbits, bighorn sheep, and coyotes call this habitat home.

After leaving the desert, one enters a cooler

environment with Douglas fir and Ponderosa pine. Black bears, elk, and an occasional moose call this home.

The north end of the canyon opens up into a grassy plain. Pronghorn can be observed grazing among the rolling hills with hawks soaring overhead.

Often overlooked is the main habitat that stretches the entire length of the canyon, Bighorn Lake. The underwater habitat provides a home for many types of fish including walleye, bass, and catfish. Many plants and animals depend on the Bighorn Lake as part of their habitats as well.

Animals have to adapt in order to live in different habitats. Some animals are very

Continued on Page 41

Adapting to Habitats from Page 40



Yucca at Horseshoe Bend S. Morstad



Juniper D. Cory

adaptable. The coyote, for example, can live in many types of environments. Others, like rainbow trout, can only live in a specific type of environment. They need cold, clear streams, with rocky bottoms for survival.

Animals aren't the only ones who have had to adapt to live in the Bighorn Canyon; people have lived here too, for over 10,000 years. Native Americans had to adapt to these environments, gleaned all of their food and medicine from the land. Native Americans would hunt wild game such as bison, deer, and antelope to provide themselves with meat. They would also gather and eat plants such as the fruit of the prickly pear cactus, yucca flowers, and seeds from limber pine. They would make medicine out of Juniper, Douglas fir, and many other plants. In fact Native Americans, traveling through this area had a use for just about every type of plant they encountered.

It doesn't matter if you are a Bighorn sheep, wild horse, plant or even a person; every creature in the Bighorn Canyon needs water to survive. People and animals are able to move around to find good sources of water, but plants cannot. A plant has to adapt to its surroundings.

The prickly pear cactus, a plant easily found in Bighorn Canyon, is very well adapted to a limited supply of water. One adaptation that the cactus has developed to help it go long amounts of time with a limited water supply is that they don't have leaves. If a plant has leaves, it will lose more water to the air. With smaller or no leaves a plant can maintain a higher level of moisture. Prickly pears

are very good at storing water in their stems and can go a long time without water. They also have broad, shallow root systems, so when it does rain, even for a short amount of time, they can suck up a lot of the available water. Cacti have waxy skin to seal in moisture. These are some of ways that cactus have adapted to life in a hot, dry climate.

Whether a plant, animal, or person, everything needs to have a place to live, a habitat. There are many types of habitats in Bighorn Canyon, and there are some plants and animals that are well adapted for one or more of those different homes.

Adaptations to Living



Science

Standards: Wyoming Science: Standard 1, Benchmark 5 & 6

Duration: On Site
A day long field trip

Off Site
Two hours
Class Size: Any

Objectives

Students will understand how plants and animal adapt to living in their habitats.

Vocabulary

Habitat: is a home for plants and animals.

Riparian Area: is a stream or riverside habitat.

Desert: is an arid land with few plants.

Forest: a wooded area with many trees.

Evergreen: is a tree or plant that keeps its leaves or needles all year round.

Adapt: is to adjust or change (to an environment).

Procedure

On Site

1. Stop at different areas in the park and discuss the different types of habitat.
2. Ask questions:
 - a. What types of animals might live here?
 - b. What plants live here?
 - c. What special adaptations do they have?
3. If you see any cactus, show the adaptations. Ask if they can remember any of the ways the cactus can survive in harsh environments.
4. Supplement flash cards for plants or animals that may not be seen while in the different habitat areas. Flash cards can be made using photos from the teacher supplement disc.

Off Site

1. Talk with the class about a habitat being a home.
2. Ask the students about their habitat? Ask them what we need to survive? (Food, water, shelter, etc.)
3. Make flash cards using photos of animals to discuss different habitats and adaptations they use.

Invent An Animal



Science, Art, Language Arts

Standards: Wyoming Science: Standard 1, Benchmark 3, 5, & 6
Wyoming Language Arts: Standard 3, Benchmark 1, 2, & 6
Montana Art: Standard 1, Benchmark 3 & 4

Duration: 2 hours – for discussion, drawing, and presentations

Class Size: Any

Objectives

The students will:

1. Identify specific adaptations that aid animals in survival.
2. Understand the special environment of Bighorn Canyon and its diverse habitats

Vocabulary

Ecosystem: is a large ecological unit or area where plants and animals live and interact with the abiotic factors of the physical environment.

Abiotic factor: is a characteristic of the physical environment such as temperature, humidity, slope, soil type, shade, and wind.

Community: are the living components of an ecosystem. The plants and animals forming the community are dependent upon one another.

Niche: is the role a particular organism plays within its community, its job.

Species: are organisms with shared characteristics, capable of interbreeding.

Carnivore: is an animal that eats meat.

Omnivore: is an animal that eats both plants and animals.

Herbivore: is an animal that eats plants.

Materials

1. A field guide to birds, mammals, and reptiles
2. Drawing paper
3. Colored pencils

Invent An Animal Cont.



Science, Art, Language Arts

Procedure

All organisms that live in varied habitats have physical, biological, and behavioral adaptations that help them survive in their environment. In this activity students will work collaboratively to create fictitious animals in order to understand adaptations that help wildlife survive.

1. Explain how physical, biological, and behavioral adaptations help plants and animals survive.
2. Ask the students to list examples of physical, biological and behavioral adaptations among plants and animals that help them to survive.
3. Divide the class into small groups.
4. Explain that each group will be designing or creating a new animal for the Bighorn Canyon Area.
5. One student in each group should be designated as the sketch artist. Another should keep a list of the special adaptations this creature will have to survive in Bighorn Canyon
6. Distribute field guides as reference material.
7. Have student choose a habitat from “Adapting to Habitats” and explain that the animal they invent must have adaptations that enable it to thrive in the habitat it has been assigned.
8. The following questions should be addressed:
 - Does your creature lay eggs? If so, how many eggs?
 - Does your creature give live birth? If so, when and how many are born each year.
 - Is your creature camouflaged? In what way does it blend into its habitat?
 - Is your creature a carnivore, omnivore, or herbivore? What does it eat?
 - Does it have enemies?
 - How does it protect itself?
 - Where does your animal live in its habitat? (example – a den, a nest, an open field)
9. Allow 15 – 20 minutes for the students to design their creature. Have them present their creature to the class and answer the above questions. Make sure that the students name their creature.
10. Have other students take notes and ask questions or make comments about the animals presented.
11. Hang the drawings in the classroom.