



# Zoo You Later!

by Christopher Cheng  
illustrated by Kerry Millard

## Teachers' Notes

### WRITING ACTIVITIES

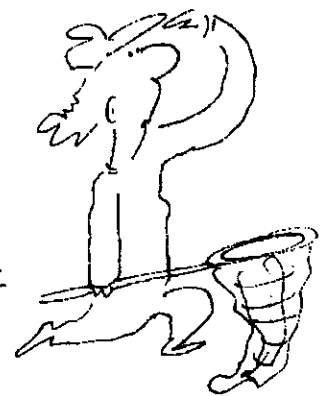
- An animal has escaped from the zoo and you are the media officer. What are you going to say in your press release? The same animal has been captured and returned to the zoo. Prepare another press release to announce this news.
- Write a report on the capture of a zoo escapee, first from the point of view of the keeper who must catch the animal, then from the animal's point of view.
- A zoo escapee returns to the zoo of its own choice. Why? From the escapee's point of view, write a report about why it returned.
- Imagine that you are a zoo escapee. Describe your escape from the zoo, detailing exactly how long you had been planning the escape and how you escaped. Describe your days of freedom, including what you did, where you got your food from, any scary encounters and any tricks you were able to play.
- The impossible has happened – a fish has escaped from the aquarium! Being as creative as possible, reveal how the escape happened and the end result. Make it wild. Make it crazy. Make it fun.
- You have been appointed the new security detective at the zoo. What tasks might you have? Describe your day.

### RESEARCH PROJECT

- Ask students to research an animal featured in *Zoo You Later!*, including information about the natural environment, location in the world, food source, reproduction, classification, status in the wild, size and special features. The research can then be presented as a report to the class, information cards, or computer presentations linked to your school's website.

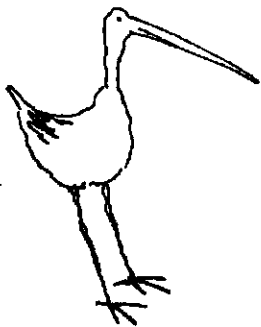
### CLASS ACTIVITIES

- Who Am I? Have each student make up clues about *Zoo You Later!* animals and present them to the class. Have the class guess which animal it is.
- Ask groups of students to search through magazines for photographs of animals used in advertisements. Students can then discuss why a specific animal might have been chosen for a particular ad. Students could choose a *Zoo You Later!* animal and create a print ad for a product of their choice featuring the animal.



- Traditionally, cages have prevented animals from escaping from zoos. Now, enclosures use other methods to prevent escapes, such as moats and hot wires. Have students invent new ways of preventing animal escapes. They could construct models and present talks on the new method of escape prevention.
- From research of the *Zoo You Later!* animals, students should know the natural environment for each. Have students choose one animal and place it in a different environment, then discuss the adaptations that would be needed for the animal to survive in this environment.

- Find out information about mythical animals (such as the bunyip, unicorn or triantiwontigongolope) or extinct animals (such as the dinosaur, dodo or Tasmanian tiger). Now imagine that these animals actually exist and design escape-proof enclosures for them.



- On a map of the world, have students

identify where the animals in *Zoo You Later!* occur in the wild.

- Role-play an animal escape from *Zoo You Later!*

## DEBATE TOPICS

- All zoos should be closed and the animals returned to their native habitats.
- If zoos are only places to go to see animals in simulated wild conditions, we no longer need them now that we have television and the internet.
- Zoos should be closed and the money put towards relieving human starvation.
- Keeping animals in cages is cruel.



## DISCUSSION TOPICS

- In a perfect world, would there still be a need for zoos?
- What will the zoos of the next century be like?



- Where should money for animal conservation come from?
- What strategies can humans employ to conserve endangered animals?
- What should happen if a lion is found roaming the zoo grounds?
- You have been appointed to design a brand-new zoo that will be the home for a traditional collection of animals. What do you need to take into consideration?
- Describe the perfect zoo.
- Using the *Zoo You Later!* animals, discuss the ways animals move, their body coverings and their habitats.
- Why do we have open-range zoos?

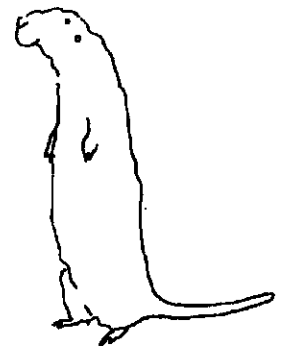
## DESIGN A ZOO

- \* Select a range of animals, then design the perfect zoo to house them. What facilities, staff, exhibits and other requirements will you need?
- \* What food is needed in the zoo? Complete a list of food requirements for the zoo's population, and prepare a budget.
- \* Design an advertising campaign to promote your zoo and its special features.

## ENCLOSURE DESIGN

Discuss the requirements for enclosure design.

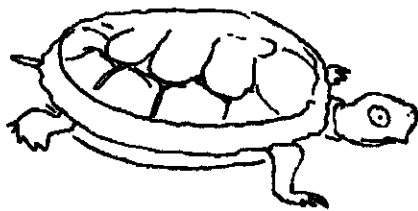
Animal needs: Animals need to be protected from harm, to be sheltered from the elements, to be in good health, to have an area of retreat, to be comfortable.



**Keeper needs:** Keepers need to work in safety, to clean the enclosures, to feed the animals, to treat sick animals.

**Public needs:** Zoo visitors need to be able to view the animals, to learn about the animals, to be safe from the animals.

Choose one of the *Zoo You Later!* animals. From their research about the animal, students could list all the things that they believe the animal will need, as well as the needs of the keepers and viewing public. Now ask them to design an enclosure that fulfils these needs. Build a model of the enclosure.



Most modern zoos have master plans that incorporate designs for animal enclosures.

Contact your local zoo to obtain copies of these plans. Students could construct models of these enclosures, then visit the zoo to look at the real thing.

## ZOO EXCURSION

- \* Look at and discuss the ways different enclosures meet the needs of the public, the zoo animals and the keepers. Examine the general layout of the enclosure.
- \* Sketch different enclosures, indicating the viewing position of the public.
- \* What are the protective mechanisms that the zoo uses to separate the people and the zoo animals? Where would the keepers' facilities be?
- \* Is there a way to make particular enclosures more naturalistic?
- \* What is the zoo doing really well?
- \* What could be improved?
- \* Is it possible for the animals to escape from the enclosures?
- \* Write a letter to your zoo letting them know the thoughts of your class.
- \* See if you can go on a behind-the-scenes tour of a zoo enclosure with a zoo keeper. Students can then see how the keepers' needs are met and

how the animals needs are also met. This will help students model their enclosures.

\* Make a list of zoo animals. As students move through the zoo, they need to find the animal and then note down the protective barrier that the zoo uses to stop the animal from escaping. For example, lion enclosures might have high straight walls. For burrowing animals, like wombats, a barrier must also have been constructed beneath the soil. What might the zoo have used? Encourage the students to find out.

## SCIENCE

### *Classification*

A simple activity to introduce classification would be to classify the class. Have students create classification criteria. Examples could include: girls and boys; glasses and no glasses; long hair and short hair; shoes or sandals; colour of clothing. Discuss with students the need for classifying.

Now build a classification table for the animals of *Zoo You Later!* Try different criteria for classification. Classify the animals according to movement, limbs, food source, country of origin, whether they live on land or in the water, and body covering. Have students create their own ways of classifying the animals.

Collect pictures of animals from magazines and the internet, making sure to include the *Zoo You Later!* animals. Have students classify these according to whether they are domestic animals or wild animals. Classify them according to other criteria.



Find out the biological classification and the scientific names of the different animals. For example, the biological classification for the gorilla is:

Kingdom:	Animalia
Phylum:	Chordata
Sub-Phylum:	Vertebrata
Class:	Mammalia
Order:	Primates
Family:	Pongidae
Genus:	<i>Gorilla</i>
Species:	<i>gorilla</i>

### ***Adaptations***

Identify the special features that each of the animals in *Zoo You Later!* has to enable it to survive in its natural habitat. For example, a giraffe has a long neck to help it forage for leaves and camouflaged pattern to help it blend in with the environment; a camel has extra-long eyelashes to help it cope with sand storms.

### ***Comparisons***

Gorillas are very much like humans. Have students find out information about the physical features of a gorilla: size and shape of hands, length of arms and legs, length of fingers, average weight, length of body fur, food consumed. Students could then compile a comparison chart between the gorilla and themselves.

Students could then find out information about other primates, such as orang utans and capuchins, to extend the comparison chart. Expand the chart to include other animals, with students comparing themselves to the weight of a rhinoceros, the neck of an ostrich, the speed of a cheetah, and the tongue of a giraffe.

## **CRAZY ANIMAL FACTS**

Ask students to find out some crazy facts about the animals from *Zoo You Later!* Here are some examples ...

- Marsupials give birth to immature young that then suckle from their mother. Kangaroos have babies that are the size of jelly beans.
- Snakes swallow food much larger than themselves by dislocating their jaws. A snake has a special bone called the quadrate that is connected to its jaw. This helps the snake to drop its jaw and stretch its mouth over its prey.
- In the wild, most orang utans sleep in a different nest each night. Up in a tree, they bend a few branches together, cover them with leaves, and they're ready for bed.
- How do sea lions stop the scales of fish from scratching their throats as they swallow? Almost every time a sea lion eats fish, it will turn the fish around with its teeth so it can be swallowed headfirst.

You can contact Chris Cheng through his website at [www.chrischeng.com](http://www.chrischeng.com)

## **WEBSITES**

These are zoo sites with great animal information. Most of the links below will take you to source pages from where animals can be selected.

### **Belize Zoo**

<http://www.belizezoo.org/zoo/zoo.html>

### **Chaffee Zoo**

[http://www.chaffeezoo.org/zoo/zoo\\_top.html](http://www.chaffeezoo.org/zoo/zoo_top.html)

### **The Fort Wayne Children's Zoo**

<http://kidszoo.com/facts/exhibitfact.htm>

### **Hanover Zoo**

<http://www.zoo-hannover.de/uk/animals/default.html>

### **Hogle Zoo**

<http://www.xmission.com/~hoglezoo/worldmap.htm>

### **Lincoln Park Zoo**

<http://www.lpzoo.com/tour/tour.html>

### **The Los Angeles Zoo**

<http://www.lazoo.org/animals.html>

### **The Oklahoma City Zoo**

<http://www.okezoo.com/anifacts.html>

### **Oakland Zoo**

<http://www.oaklandzoo.org/atoz/atoz.html>

### **Oregon Zoo**

<http://www.oregonzoo.org/cards/index.htm>

### **Perth Zoo**

<http://www.perthzoo.wa.gov.au/wildlife.html>

### **Philadelphia Zoo**

<http://www.phillyzoo.org/pz-alist.htm>

### **Sedgwick County Zoo**

<http://www.scz.org/animals/home.html>

### ***Other sites for animal information:***

#### **Animal Diversity Web**

<http://animaldiversity.ummz.umich.edu>

#### **The Canadian Museum of Nature**

[www.nature.ca/notebooks/english/mon2.htm](http://www.nature.ca/notebooks/english/mon2.htm)

#### **World Wide Fund for Nature**

<http://www.panda.org/resources/factsheets/>