

Zoology II

Waldorf Curriculum - Fourth Grade
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Booklist: Main Lesson

The Human Being and the Animal World. Roy Wilkinson.

Towards Creative Teaching. Martyn Rawson & Brien Masters.

From Nature Stories to Natural Science. Donna Simmons.

A Path of Discovery: Volume 4, Grade 4. Eric Fairman.

Painting in Waldorf Education. Dick Bruin & Attie Lichthart.

Waldorf-Inspired Watercolor Painting with Children. Anita Briggs & Nadia Tan.

Drawing from the Book of Nature. Dennis Klocek.

Watercolor Pencil Magic. Cathy Johnson.

Actual Size. Steve Jenkins.

What Do You Do With a Tail Like This? Steve Jenkins & Robin Page.

A Journey through Time in Verse and Rhyme. Heather Thomas.

Collections of animal poetry as needed.

Art & Handwork Materials

Whatever books you need to complete the Cumulative Project. You of course may have favorites; here are some suggestions:

Magic Wool. Dagmar Schmidt & Freya Jaffke. Making wool pictures (dry)

Feltmaking and Wool Magic. Jorie Johnson. Making wool pictures (wet)

Off-the-Shelf Fabric Painting. Sue Beevers. Background fabric for quilt or tapestry

Exploring Textile Arts. All kinds of fabric art

Creating with Paint: New Ways, New Materials. Sherrill Kahn. Rubber stamping

Collage Discovery Workshop. Claudine Hellmuth. Paper collage

Notes from Resource Guide for Waldorf Teachers Grade 4

Man & Animal

- The Twelve Groups of Animals Kolisko
- Man & Animal Poppelbaum
- Man & Animal Wilkinson
- A New Zoology Poppelbaum
- Lost World of the Kalaharie van der Post
- Born Free Adamson
- Under the Sea Wind Carson
- The Edge of the Sea Carson
- The Sea Around Us Carson
- Animal Stories Streit
- The Sense of Wonder Carson
- Man – Mammal Schad
- The Faber Book of Animal Stories Morris

- The Human Being and the Animal World Wilkinson

See also the list given by Eric Fairman on p.15 of A Path of Discovery: Volume 4, Grade 4 of parent/teacher background resources

and

the two page list of Fourth Grade Animal Stories given by Donna Simmons on pages 79-80 of From Nature Stories to Natural Science (for read-alouds).

Zoology II

Unit Introduction

The second part of this block covers the material in the remainder of Alan Wilkinson's book (an invaluable resource!) Your child will spend three weeks studying several specific head and trunk animals more in-depth and learning more about the three-fold nature of the human being. The moral responsibilities of man in relation to the animals (stewardship) will also be discussed further.

Which Animals to Choose?

This is the trickiest part of the Man and Animal block. As Wilkinson writes, it is easy for the teacher to get carried away and try to cover too much content. It is better to choose just a few animals and cover them thoroughly. What follows is all the notes I can find to help you choose which animals to study and helpful resources.

1. Eugene Schwartz suggests the following animal groups:

Mice, beavers, and other rodents
The octopus and the dolphin, creatures of the sea
Cows, horses and other ungulates
Hummingbirds and penguins, eagles and chickadees
Lions and cats, wolves and dogs

You can see main lesson book pages for these topics on his Grade 4 CD-ROM.

2. Painting in Waldorf Education pp.86-91

Gives painting notes for the following animals:

Notes on painting the octopus	pp.86-87
Jellyfish	p.87
Fish	p.87
Cow	p.87-89
Eagle	pp.89-90

Suggests saving painting squirrel, fox, mouse, lion, elephant, camel for higher classes.

3. Drawing from the Book of Nature gives drawing notes for the following animals:

Chapter Five: The Animal World

Ant	p.32
Wasp	p.32
Katydid	p.33
Grasshopper	p.33
Praying Mantis	p.33
Egg, larva, pupa, butterfly (mirrors seed, leaf, bud, flower)	p.34

Chapter Six: Lower Animals

Earthworm	pp.36-37
Jellyfish/sea anemone	pp.38-40
Slug/snail	pp.40-42
Squid	pp.42-44
Clam	pp.44-45

Chapter Eight: Birds

Dove	p.62
Puffin	p.62
Sparrows	p.63
Wren	pp.64-65
Bald Eagle	pp.66-68 (in my book page 67 is printed in between 72 and 73 – check yours!)
Duck	pp.69-71
Owl	pp.72-74

Chapter Nine: The Ungulates

Cattle	pp.75-78
Deer	pp.78-81
Pig	pp.81-83
Horse	pp.83-87

Chapter Ten: The Carnivores

Dogs	pp.88-92
Lion	pp.93-94
Domestic Cat	pp.95-97

P.S. If you're looking for poems about cats, try My Cat Has Eyes of Sapphire Blue by Aileen Lucia Fisher.

4. The Human Being and the Animal World

Introduction
Rudolf Steiner's Ideas on Evolution
The Human Being and Animal Compared
The Group Soul
Classroom Work
Man as a Threefold Being

Notes for part I of this block:

Observations of human form	pp.13-14
Cuttlefish (head animal)	pp.14-16
Mouse (trunk animal)	p.16
Discussion of limbs, specialization, summary of points covered so far	pp.17-20

Notes for part II of this block:

Cow	20
Horse	22
Elephant	24
Lion	27
Camel	28
Dog	30
Birds and Fishes	30

Useful Poems	36
Bibliography	36

Note: ***The most important lessons*** for your child to gain from this block are covered succinctly in the section called The Human Being and Animal Compared.

5. There's a little book available from Barbara Dewey called Waldorf-Inspired Watercolor Painting with Children, by Anita Briggs & Nadia Tan. It has a section of "Animal Series" notes pp. 22-24.

Duck in the Reeds	p.23
Rabbit or Mouse in Tall Grasses	p.23
Ocean Floor	p.24

This also contains color pictures of animal paintings in the back of the book.

Paintings in the back of the book include eagle, kingfisher, chick, duck, fish, lion, and rabbit. The "Bunnies in Winter" painting is interesting because it uses only the color blue.

6. USEFUL POEMS

suggested by Roy Wilkinson

- "Unstooping," Walter de la Mare found in P.O.D IV – page 41
- "Hiawatha's Brothers," Henry Wadsworth Longfellow
- "From Venus and Adonis," William Shakespeare (The Horse)
- "The Elephant," Hilaire Belloc
- "The Elephant," Herbert Asquith
- "The Lamb," William Blake
- "The Tiger," William Blake
- "The Badgers," Eden Phillpotts
- "The Complaint of the Camel," Charles Edward Carryl found in P.O.D. IV – page 43
- "A Green Cornfield," Christina Rossetti (Skylark)
- "The Eagle," Alfred Lord Tennyson found in P.O.D. IV – page 41
- "To the Skylark," Percy Bysshe Shelley
- "To a Skylark," William Wordsworth
- "To the Cuckoo," William Wordsworth
- "The Green Linnet," William Wordsworth
- "Birds' Nests," Norman Ault
7. Other suggestions from Eric Fairman: found in P.O.D. IV
- "Sharpeyes the Eagle," Eric Fairman page 41
 - "Crocodile River," Dorothea Dowling pages 41-42
 - "The Sloth," Don M. Saunders page 42
 - "The Echidna," Joan Trollope page 42

Find Eric Fairman's teaching notes for this block on pages 11-15 of his fourth grade book.

8. "Man and Animal Lesson Plan"

I have the lesson plans Kathe Forrest wrote for this block – they seem to be no longer available online. Here are some notes from them.

They include:

A main lesson book illustration for the three-fold human being

Verse for the main lesson book

*What the Heart feels
is good and true,
the Head plans and the
Hands can do.*

Animal information:

Octopus
Mouse (and poem "The Mouse", by Clifford Monks)
Horse (and poem "The Horse", no author given)
Deer

Poem for the main lesson book "I Stand Erect"

*I stand erect between earth and sky
The center of the world I am.
My right hand points to the cold North Star;
My left hand points to where hot lands are
Behind me is due North, South, East and West.
Where I stand is the Best.*

Animal Information:

Cow (and poem "The Cow, no author given)
Elephant
Bald Eagle
Lion
Prairie Dog

Man and Animal summary:

"An eagle's strength is in its head, its thinking. A lion's strength is in its heart, its feeling. A cow's strength is in its limbs, its willing. All of these strengths live within a human being. Man's task is to balance and weave together the strengths of the eagle, the lion and the cow in his thinking, feeling and willing."

9. Watercolor Pencil Magic

The chapter called "Painting Birds and Animals" (chapter 7) includes Painting Fur and Hair, Painting an Animal's Eye, Painting Feathers, Painting Flocks of Birds, Creating a Bird's Portrait, and Creating an Animal's Portrait. Illustrated are sea gull, deer, rabbit, squirrel, bunting, cardinal, goldfinch, snow geese, heron, cat & dragonfly.

10. A Journey through Time in Verse and Rhyme "Animals" chapter

		page
"A Cloak for a Fairy" (spider)	Anonymous	42
"The Spider"	Christina T. Owen	42
"Robin Redbreast"	Traditional	43
"The Robin"	Laurence Alma Tadema	43
"Cock Robin"	Traditional	44
"Little Bird"		44
"The Robin's Song"	Old English Rhyme	45
"A Little Bird"	Christina T. Owen	45
"Mice"	Rose Fyleman	46
"Six Little Mice"		46
"The Kind Mousie"	Natalie Joan	47
"Three Mice"	Charlotte Drutt Cole	48
"Cheetie-Poussie-Cattie, O"	Traditional	48
"Five Eyes" (cats)	Walter de la Mare	48
"A Kitten's World"	Lea Wills, age 11	49
"Lion and Unicorn"	Traditional	50
"The Lion"	Anonymous	50
"The Tyger"	William Blake	51
"The Waddlers"	Olin Wannamaker	52
"Duck's Ditty"	Kenneth Grahame	53
"The Browy Hen"	Irene F. Fawsey	53
"Peacocks"	Anonymous	54
"The Eagle"	Alfred Lord Tennyson	54
"Mighty Eagle"	Percy Bysshe Shelley	54
from "The Skylark"	James Hogg	55
"Song of the Sylphs"	Eileen Hutchins	55
"I'm a Starling... me Darling"	Pam Ayres	56
"Whisky Frisky" (squirrel)	Traditional	57
"The Hedgehog"	Edith King	57
"The Beaver's Tale"	Erle Wilson	58
"The Little Hare"	Anonymous	58

		page
"Our Night Visitor" (rabbit)	Christina T. Owen	59
"The Snare" (rabbit)	James Stephens	59
"The Shepherd"	William Blake	60
"The Pig's Tail"	Norman Ault	60
"The Donkey"	G.K. Chesterton	61
"The Llama"	Hilaire Belloc	61
"Ox and Cow"	Margaret Morgan	62
"Cows"	James Reeves	62
"Cows"	Pelham S. Moffat	63
"The Blind Man and the Elephant"	John Godfrey Saxe	64
"The Elephant"	Hilaire Belloc	65
"The Lobster Quadrille"	Lewis Carroll	66
"How doth the little Crocodile"	Lewis Carroll	66
"The Owl and the Pussy Cat"	Edward Lear	67
"The Owl"	Molly de Havas	68
"To a Butterfly"	William Wordsworth	68
"Busy Bees"	Christina T. Owen	69
"High June" (grasshopper)	C.A. Morin	69
"Wiggly Worm"	Christina T. Owen	70
"Sir Miriapod" (centipede)	Olin Wannamaker	70
"The Snail"	William Cowper"	71
"The Tadpole"	Elizabeth Gould	72
"The Frog"	Rose Fyleman	72
"Toad the Tailor"	M.E. Hussey	72
"Earth Folk"	Walter de la Mare	73
"Who's In?"	Elizabeth Fleming	74
"Zoo Manners"	Eileen Mathias	74
"Unstooping" (man)	Walter de la Mare	75

Lesson Plans

Part One

Many of the resources in your booklist give great detail on these lessons, so I will outline the best places to look to guide you in your teaching.

The Three-fold Human Being

- Refer to Wilkinson's suggestions for class discussion on pages 13-14.
- See also the quoted passage on pages 74-75 of From Nature Stories to Natural Science.
- A verse for the three-fold human being:
*What the Heart feels
is good and true,
the Head plans and the
Hands can do.*
- This section of the block is also discussed in "The Shape of the Human Body" on page 32 of Towards Creative Teaching. Includes modeling suggestions.

Explorations of Animals

Head Animals

- Again, Towards Creative Teaching is useful here. It contains an overview of the concepts of head-animal and trunk-animal. Read pages 32-33 for parent background. The head animal they choose is the cuttle-fish (first three paragraphs of "Animal Forms" section).
- Roy Wilkinson gives quite a detailed description of the head-animal and trunk-animal discussion. He suggests pictures so you may want to turn to some of the drawing and painting resources to have some pictures done up in advance. Alternatively, you can make a list of animals you wish to discuss and find illustrations in fiction and nonfiction books or search for prints, posters, paintings, or sculptures. Regardless, it will help you yourself to have practiced drawing, painting, and modeling the animals you plan to teach.

For a head animal choice, Wilkinson also uses Steiner's suggestion of cuttlefish.

Trunk Animals

- The discussion of trunk animals in Towards Creative Teaching is the next two paragraphs on page 33. The trunk animals they recommend are mouse, deer, lamb, or horse.
- Wilkinson gives details on a discussion of trunk animals – he recommends Mouse. You should only choose one head or trunk animal to discuss when first introducing the concept. The time to study multiple animals is in part two.

What is a Limb Animal?

- For this final discussion, use the last three paragraphs of Towards Creative Teaching to guide you. This section begins “Now comes the mystery of what is special about the human being.”
- Wilkinson also gives you information to guide this part of the lessons. You can find this on pages 17-18.

Review

- For this final day of the lessons in Part One, use pages 18 (starting from the bottom paragraph) through page 19 (ending with “Men and women have hands.”) of Wilkinson’s book.

Lesson Plans

Part Two

Even fewer indications may be given for this section of the lessons, as much depends on the exact animals you choose. Use the Unit Introduction and Notes (pages 5-9 of this document) for a list of ten helpful resources for this block and which animals they cover.

Inner Qualities of Animals

- Refer to Wilkinson's suggestions for class discussion on pages 19-20, from the section beginning "Perhaps during the discussion" and ending with "extract certain points as a lead in to the next chapter..."
- Donna Simmons also talks about archetypal animals and soul qualities in her book From Nature Stories to Natural Science. See page 75. Animals mentioned are deer (fleetness of foot), eagle (keen eyesight), rabbit (sharp hearing), dog (loyalty), lion (courage), and fox or coyote (cleverness). She recommends Native American stories, Anansi stories of West Africa, and Br'er Rabbit stories of the southern United States.

Study of Different Animals

- Planning pages for this have been provided (see pages 14-15 of this unit packet).

Notes on Stewardship

- As part of this unit, you might want to go into a focus on stewardship, our responsibility to take care of the animals, since we are "above" them, so to speak. If you are choosing a large number of animals from one part of the world (such as Africa or Australia), in your Study, you could learn a bit about the conservation efforts going on there. The cereal Gorilla Munch (available in grocery stores or online http://www.amazon.com/EnviroKidz-Gorilla-Munch-Cereal-10-Ounce/dp/B000FBL8FU/sr=8-1/qid=1169576898/ref=sr_1_1/102-1400508-4044953?ie=UTF8&s=grocery) has an Adopt-a-Gorilla program on every box. 1% of the sales of EnviroKids products also goes to saving animals. If you study fish and birds at the end of the unit, you can talk about clean water (again) and do a trash pickup at a local river, or learn about how to keep the air cleaner. Realizing that humans have gifts that animals don't have, and that we're responsible to use those gifts to take care of the world around us, adds a new perspective to any stewardship projects you've already done.

Suggested Timing

Part One (corresponds to pages 13-19 of Roy Wilkinson's book)

Week One: Day 1, 2, 3 The Three-fold Human Being

Week One: Day 4, 5 Explorations of Animals:
Head Animals

Week Two: Day 1, 2 Trunk Animals

Week Two: Day 3 What is a Limb Animal?

Week Two: Day 4 Review

Part Two (corresponds to pages 19-35 of Roy Wilkinson's book)

Week Two: Day 5 Inner Qualities of Animals

Week Three:
Study of Different Animals
Notes on Stewardship

begin Cumulative Project

Planning Page

Unit Overview

Animal

Date(s) Covered

Planning Page

Animal Information

Animal:

Date(s) _____

Book/page number for animal poem -

Book/page number for animal information -

Book/page number for drawing & painting notes -

Lesson Plans

Day One

Day Two

Independent Activities

For independent work for this unit, you might want to consider

If your child will be working independently on his/her Study of Different Animals, for the most part, you may want to stay out of this and only give criteria for what qualifies as a thorough study and the elements you expect in each main lesson book page.

I didn't originally take this idea from Enchanted Learning.com but when I Googled a list of things that would be helpful in an animal report, one of their articles came up. Here is what they suggest:

The Animal's Name: What does its name mean? Sometimes this will tell you something important or interesting about the animal. For example, platypus means "flat-footed." For some animals, there are special names for a baby, a male, a female, or a group. Also, list your animal's scientific name; this should consist of a capitalized genus name and a lower-case species name. For example, the platypus is *Ornithorhynchus anatinus*.

Anatomy/Appearance: What does your animal look like? How big is it? What shape is its body? What does an average one weigh? Does it have horns, antlers, fur, crests or claws? Describe the teeth, head, neck, tail, etc. How many legs does it have? Are its legs long or short? How many eyes and how many body parts does it have? Does it molt as it grows?

Locomotion: Can your animal move? If so, how does your animal move (does it walk, fly, jump, burrow, etc.)? Is it slow-moving or fast-moving? Why is this important to its survival? For example, most fast-moving animals are fast so that they can catch dinner (like the cheetah) or avoid becoming dinner (like the deer).

Diet: What does your animal eat and how does it get its food? Is it an herbivore (plant eater), carnivore (meat eater), omnivore (eating meat and plants), or something else? Is there something unusual in the way your animal eats? (For example, the flamingo sieves its food from mud while its head is upside down under the water.) Where is your animal in the [food web](#) (is it a top predator, like the grizzly bear, is it at the base of the food web, like krill, or is it somewhere in the middle)?

Habitat and Range: What type of biome does this animal prefer (does it live in the desert, swamp, tundra, deep sea, coral reef, tropical rainforest, pond, or other habitat)? Where in the world does it live? List the continent(s), country/countries, and/or smaller areas that it lives in.

Adaptations: What are the obvious adaptations of your animal to its environment? For example, the giraffe's neck is an adaptation for obtaining leaves that are high off the ground. It also has tough lips to avoid thorns on its main food source.

Life Cycle/Reproduction: Give information on the animal's life cycle and reproduction. For example, in the case of insects, list and describe each stage in the process of their metamorphosis. For a species of shark, describe whether it bears live young or lays eggs.

Behavior: Describe interesting features of your animal's behavior. For example: Is there evidence of herding or is it a solitary animal? Does it burrow underground? Does it hibernate, estivate, or migrate in cold weather? Is it nocturnal (most active at night)?

Defense/Offense: How does it defend itself (and/or attack other animals)? Does it use teeth, fangs, claws, armor, horns, antlers, pincers, poison, a stinger, muscles, a strong smell, and/or something else?

Enemies: What animals eat or otherwise kill your animal? For example, for caterpillars, birds eat caterpillars, but wasps also lay their eggs in the caterpillars (and this eventually kills the wasp's unwilling host).

Species Survival Status: Is this animal species in danger of extinction? If so, why? Has it lost habitat, lost a food source, or has it been overhunted?

Classification: optional How is this animal classified and what animals is it closely related to? In the Linnean system of classification, organisms are classified into a Kingdom, Phylum, Class, Order, Family, Genus, and species. For example, elk are classified as follows: Kingdom Animalia, Phylum Chordata, Class Mammalia (mammals), Order [Artiodactyla](#), Suborder Ruminantia (ruminants), Family [Cervidae](#) (the deer family), Genus *Cervus*, species *C. elaphus* (species names are often italicized and written in lower-case; the C. here refers to the genus *Cervus*).

Something Special: Is there anything special about this animal? For example, are there legends about the animal?

Illustration: A main lesson book illustration is essential.

It would be interesting for you to discuss with your child what he/she thinks would be important to know about each animal this is studied and only keep this list on the side to remind him/her of something he/she has forgotten. Also, your child may want to know about things you've never thought of... for example, he/she may want to find a poem or song about each animal.

You can also create a scoring rubric and have your child "score" him/herself throughout the research process to see if he/she has gathered a sufficient amount of information. Also originally my idea, but Enchanted Learning.com got there first. Here is the rubric they propose:

The Following is a Rubric for Assessing Each Part of Your Animal Research:

	Beginning 1	Developing 2	Accomplished 3	Excellent 4	Score
Introduction	Disorganized, no information on what is to come	Gives too little information.	Summarizes report	Concise, well-written introduction	
Research Part 1 (name, anatomy, locomotion, diet, habitat, range, adaptations)	Does not cover all appropriate topics	Covers some of the appropriate topics.	Covers most of the appropriate topics.	All appropriate topics covered well. Also includes interesting facts.	
Research Part 2 (life cycle/reproduction, behavior, defense/offense, enemies, species survival status, classification, etc.)	Does not cover all appropriate topics	Covers some of the appropriate topics.	Covers most of the appropriate topics.	All appropriate topics covered well. Also includes interesting facts.	
Spelling/Grammar	Many spelling and grammatical errors	A few errors	Only one or two errors	Spelling and grammar perfect	
Presentation	Illegible, messy	Almost illegible	Legible writing, accompanying illustrations	Well organized presentation, accompanying illustrations	
Timeliness	Over a week late	A week late	A day or two late	Handed in on time	

from Enchanted Learning.com
<http://www.enchantedlearning.com/report/animal/>

If you want your child to be familiar with using graphic organizers to gather information, there are some available for print out on Enchanted Learning.com

<http://www.enchantedlearning.com/graphicorganizers/animalrpt/>

Or you can work together to list what material he/she needs to cover in her Study of Different Animals and create your own graphic organizer to help sort and organize the information. There's no reason why your family can't come up with your own graphic organizer that works best for your child!

Other independent work ideas:

It might be nice to try tying poetry and performance art in with this topic. Perhaps your child may not find a poem for a certain animal and be inspired to write a poem of his/her own. This should be encouraged as much as possible and would be a good time for mini-lessons on

- use of the thesaurus (to create a richer vocabulary)
- synonyms
- similes and metaphors
- onomatopoeia
- font and form (using the lines of the poem to create the shape of the animal – see Douglas Florian's collections of animal poetry for examples of this)

I ended up deciding on a piece of conceptual artwork for the final project, but there's still room to tie in performance art. Your child could write some movement verses to share with younger children (perhaps neighbors, family friends, or to share at storytime at the local library). This is a good way to have your child's poetry skills used in a different way and for him/her to gain greater understanding of the animal by imitating it, while passing on some of the information he/she has learned to an interested audience.

Cumulative Project

My idea for the cumulative project this unit is a large art piece, such as a tapestry, a collage, or a sculpture. My vision is that your child would choose one animal to focus on and create a life-size (preferably – doing things in real scale helps children understand better the animal they are studying. Read Actual Size by Steve Jenkins for some great examples of this) illustration/art piece showing it. This could be a dry or wet wool picture or a needle felted sculpture, a quilt or tapestry, or a paper or fabric collage, a shadowbox scene... whatever technique seems to appeal to him/her and would be suitable for showing the animal in question. Let your creativity shine. Some ideas are given below

A giraffe quilt – dye the fabric for the skin colors, grassy plains, sky, tree trunk & foliage yourself

A wet felted underwater scene with a featured sea animal and other smaller fishes – this would be really cool if he/she studied those fish that live deep deep in the ocean and have lights on their noses. Find teacher information about deep sea fishes here:
<http://www.teachers.ash.org.au/jmresources/deep/creatures.html>

A paper collage of a dragonfly (larger than life), with painted tissue papers used for the wing colors. There are some beautiful paper collages of animals in What Do You Do With a Tail Like This? by Steve Jenkins & Robin Page.

Dry felted sculptures work well for nearly any animal. Try this technique for a bunny, squirrel, bat, or other furry fist-shaped size creature. Your child can create an entire habitat for the animal using silks and additional dry felted figures.

You could also consider having the child create her own knitting pattern for the animal he/she's chosen. Dye the yarn for your project yourself, so your child can get the exact colors necessary. If your child is interested in wire and beadwork, let him/her try that. I can imagine a really beautiful delicate insect sculpture. Really, anything goes.

By the way, there are books about knitting with wire, if you're interested in trying it. Many unusual shapes can be made in this way. Or you may want to save that for next year's Botany units.

Steps in the process:

1. The child chooses the animal he/she wants to study in depth.
2. The child chooses the art material and technique which would work best to showcase the animal's unique characteristics.
3. The child sets a timeframe for the completion of his/her final project and determines the criteria for success.
4. The child completes his/her art piece.
5. The child evaluates his/her art piece and shares it with the family.

Man and Animal

Assessment

Notes from A Handbook for Waldorf Class Teachers

Morning Lesson: Man and Animal

Themes

- Threefold nature of the human form
- Morphology – correspondence between specialised forms of animals and human systems (Class Four) and soul characteristics and qualities (Class Five)
- Human form is incomplete, animal forms more perfectly adapted to particular situations
- Animal specialisms related to and arising out of their habitat
- Environmental conservation and bio-diversity – the biography of a species (particularly in Class Five)
- Temperamental qualities of animal types (Class Five) e.g. the choleric wolverine, phlegmatic sloth, melancholic camel, and sanguine prairie dog
- Exploring animal groups (Class Five)

Aims, objectives and skills

- To show how moral choice is related to the potential of the human hand – human freedom to utilize the upper limbs, especially by serving others and the environment in which she or he is placed and not simply one's own needs
- To engender respect and sympathy for the animal world
- To show how technology arises from the comparative vulnerability and incomplete development of humankind
- To explore the meaningfulness of phenomena by identifying the 'signature' of animal forms and the way in which these arise from environmental factors
- To explore the animal and environmental 'gesture' through drawing and painting – using colour impressionistically
- To write precise characterisations of the animals studied (the beginnings of scientific description)
- To write more impressionistic pieces from another (the animal's) point of view
- To write animal "fables" or "Just-So" type stories
- To model characteristic animal forms in clay
- To provide individualised topics in the form of short studies, for example: a domestic animal, native fauna, studies of a specific species

Background Reading

- Foundations of Human Experience (Study of Man), lectures 4 and 12
- Practical Advice, lecture 7
- Discussion with Teachers, sessions 9-11
- Soul Economy, lecture 10

Please note that some of the assessment criteria listed here apply to Botany (studied in fifth grade).

Zoology II Journaling Page

Lesson:

Date:

Today we

The most successful part of the lesson was

I wasn't as happy with

I noticed that my child

Tomorrow we will

Brainstorming/To-Do List for the next lesson: