

# NOAH'S ARK AT THE SKIRBALL

RE-DISCOVERED ANIMALS LESSON EXTENSION



*Nature and Being*

Storytelling and Symbolism Through Self-Portraiture

coloring and collage activity by [Stephanie Mercado](#)

# COLORING & COLLAGE ACTIVITY - SAMPLE 1



# OBJECTIVES

This lesson plan is an extension of the Noah's Ark at the Skirball: The Art of Imagination curriculum students will:

- Explore self-portraiture using symbols and objects to represent themselves and define their strengths.
- Learn a new way to create a self-portrait that explores their relationship to nature through an innovative form of self-expression.
- Honor and respect nature by thinking critically about the role animals and plants play in maintaining a healthy ecosystem.
- Write a short story or description about the animals they chose for their portrait, and how they relate to them.

# THEMES



- Empathy, caring for others and for nature.
- Identifying similarities among different beings and embracing diversity.
- Biodiversity is necessary for sustaining ecosystem and life.
- Inherent value of all creatures and people.
- Reflect on personal strengths, personality, and creative ways to articulate one's identity.
- Symbolism and meaning using animals and objects to create a portrait that reflects one's personality or values.
- Art concepts - positive and negative space, color relationships, surrealism, symbols, and collaborative

# MATERIALS

- Noah's Ark Flood Stories ([Youtube](#))
- Printed coloring and collage activity sheets.
- Markers, colored pencils, crayons, or watercolor paints.
- Sheet of paper or posterboard to glue activity together.
- Notepaper and pen or pencil to write down thoughts.
- Scissors.
- Glue.
- Glitter, rhinestones, found objects, pressed flowers. (optional)
- World map for geographic-focused activities. (optional)

# THE WORLD

COLORING & COLLAGE,  
ACTIVITY - SAMPLE 2



Stephanie M.

## CLASS ACTIVITY

- Listen to a flood story ([link to YouTube](#)) and ask yourself “What are my strengths?” or “How can I use my qualities to create a better world?”  
Make a list of those strengths or personal qualities using the blank book on page 11.
- Explore different animals from around the world on pages 7 – 10 and learn about their unique characteristics.
- Choose the animals that you most identify with and add to the animals’ descriptions. These animals can serve as symbols of your strengths, personality traits, interests, or values.
- Color the animal(s), the ark (or boat) on page 12, any of the natural elements that you like, or draw your own.
- Optional: Add a photo of yourself to the collage using the oval frame provided.
- Make a self-portrait collage. Cut out the different shapes and arrange them on a piece of cardstock or paper. This process of arranging and layering images is called a collage. Experiment with different placement of images. Once you are happy with the design, glue the pieces to the cardstock.
- Write a short description about you, the animals you chose, or what you think about your self-portrait within the space provided on the ark.

## CREATIVITY & CRITICAL THINKING DISCUSSION PROMPTS

- What connections did you make to the animals and objects as symbols?
- Reflect on your personality, strengths and areas for improvement.
- What animals did you feel represented you and which ones did you avoid? Did your perception change in learning about all of the animals and their traits?
- What else would you add to your ark that is not pictured?
- Every creature is an important part of the ecosystem and our choices affect wildlife, how will you help protect nature?
- Encourage participants to write a description or story for their self-portrait and share with the class.
- Play with the idea of using symbols to create a portrait that is different and creates new perspectives.

## SHARING AND ASSESSMENT

- Share collages with the group.
- Respond to other’s collages and share any similarities and differences.
- Did any collage challenge your understanding of what is possible or achievable?

## STANDARDS

Common Core English Language Arts and Literacy Standards

[CCSS.ELA-LITERACY.W.2.8](#), [CCSS.ELA-LITERACY.L.3.5.B](#), [CCSS.ELA-LITERACY.L.5.2.E](#)

California Visual and Performing Arts Standards

VA:Cr1.2, VA:Cr1.2, VA:Cr2.1, VA:Cr2.2

Social Justice Standards

ID.K-2.1, ID.K-2.5, DI.K-2.7, ID.3-5.2, DI.3-5.7

## RESOURCES

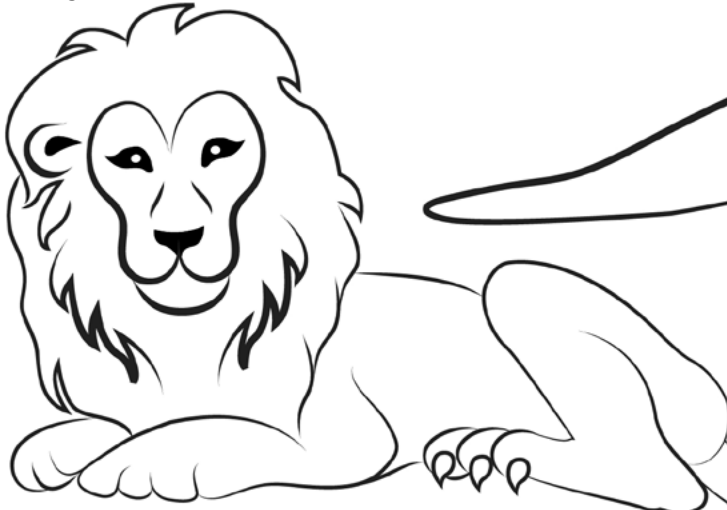
- Learn about Noah's Ark at the Skirball with [Noah's Ark from Head to Tail](#) and [The Story of Noah's Ark at the Skirball](#).
- Listen to [flood stories](#) about overcoming stormy events and working together to survive and save animals.
- Learn about animals, their habitats, and the important role they play in the ecosystem through the [LA Zoo](#).
- Learn more about animal regions on the interactive website [Map of Life](#).

## VOCABULARY

Note: Below are some terms you may encounter in this lesson or may find useful.

- **Animal** - Any member of the kingdom of living things (as earthworms, crabs, birds, and people) that differ from plants typically in being able to move about, in not having cell walls made of cellulose, and in depending on plants and other animals as sources of food.
- **Biodiversity** - The variety of life in the world or in a particular habitat or ecosystem.
- **Culture** - The beliefs, customs, values, arts, language systems, etc., of a particular society, group, place, or time.
- **Community** - A feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.
- **Diversity** - The state or fact of being diverse, difference, unlikeness, variety. The inclusion of individuals representing more than one national origin, color, religion, socioeconomic stratum, sexual orientation, etc.
- **Ecosystem**- An ecosystem is a geographic area where plants, animals, and other organisms, as well as weather and landscapes, work together to form a bubble of life.
- **Empathy** - The ability to understand and share the feelings of another.
- **Identity** - The distinguishing character or personality of an individual.
- **Intrinsic Value** - The perception of one's inherent value as a living and breathing being, not defined by merit or status.
- **Positive and negative space** - Positive space refers to the subject or areas of interest in an artwork, such as a person's face or figure in a portrait, the objects in a still life painting, or the trees in a landscape painting. Negative space is the background or the area that surrounds the subject of the work.
- **Self Expression**- The expression of one's feelings, thoughts, or ideas, especially in writing, art, music, or dance.
- **Self-portrait** - An image you make of yourself that reflects your physical appearance, personality, values or beliefs.
- **Symbolism** - The use of symbols to represent ideas or qualities.

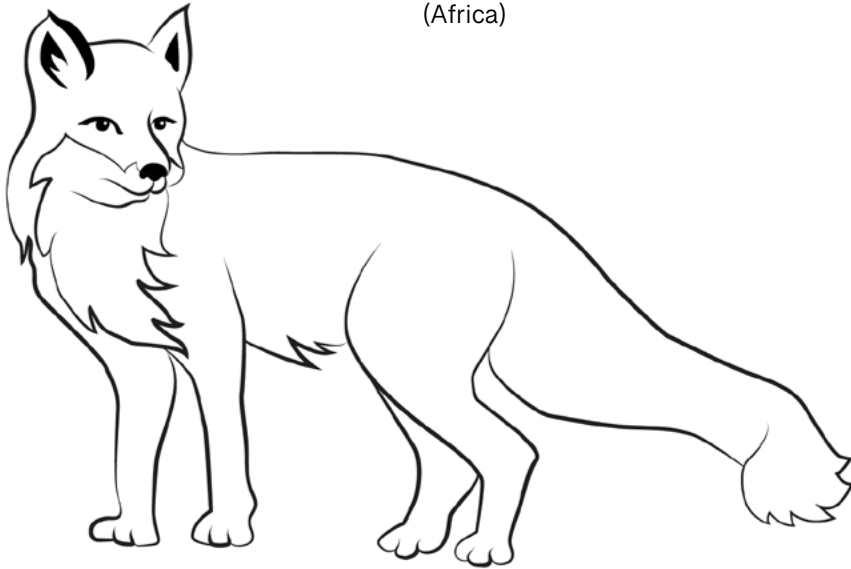
# ACTIVITY



**Lion** - loves to rest, nomadic, fearless, \_\_\_\_\_, \_\_\_\_\_  
(Africa)



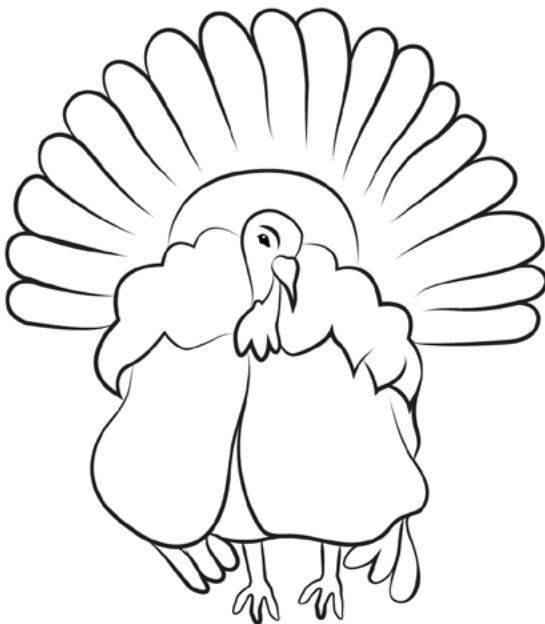
**Komodo Dragon** - loves the sun, big appetite, playful, \_\_\_\_\_, \_\_\_\_\_  
(Australia/Oceania)



**Fox** - nocturnal, cunning, swift, \_\_\_\_\_, \_\_\_\_\_  
(Europe)



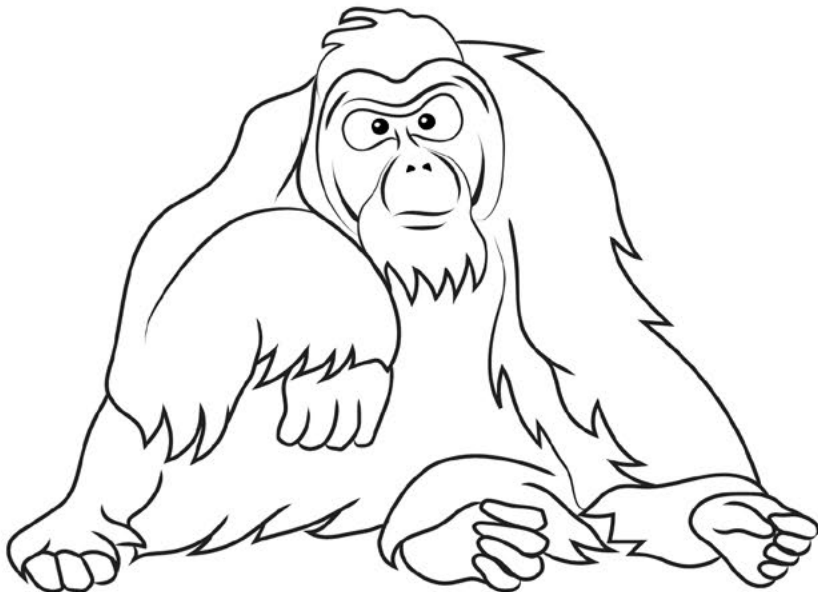
**Koala** - fussy eater, needs a lot of rest, loves hugging trees, \_\_\_\_\_, \_\_\_\_\_  
(Australia/Oceania)



**Turkey** - good eyesight except at night, makes friends with other animals, curious and inquisitive, \_\_\_\_\_, \_\_\_\_\_  
(North America)



**Kangaroo** - takes leaps, protective, competitive, \_\_\_\_\_, \_\_\_\_\_  
(Australia/Oceania)



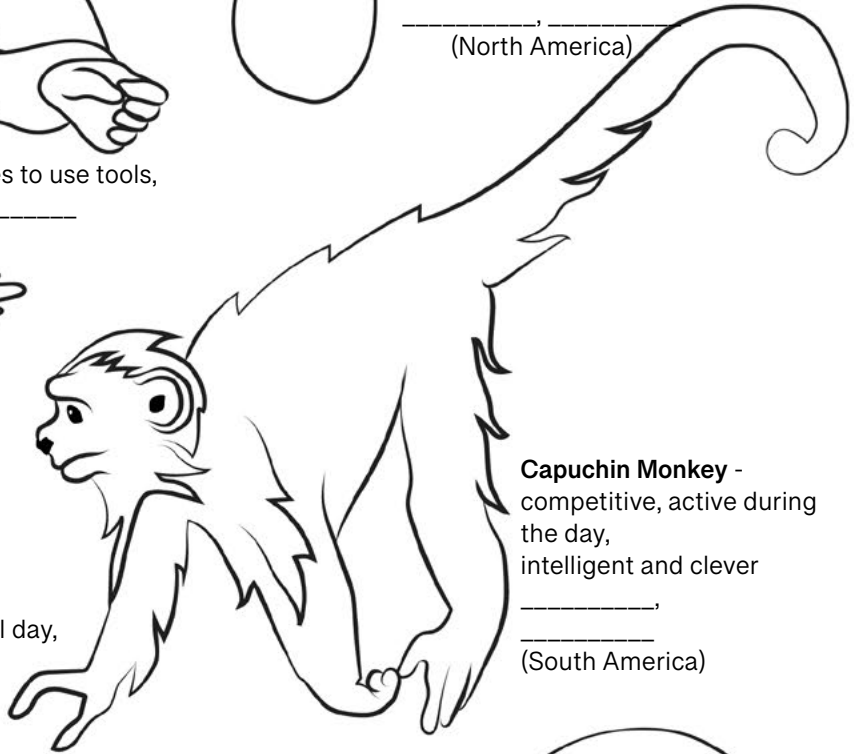
**Orangutan** - name means "person of the forest", loves to use tools, great long-term memory, \_\_\_\_\_, \_\_\_\_\_  
(Asia)



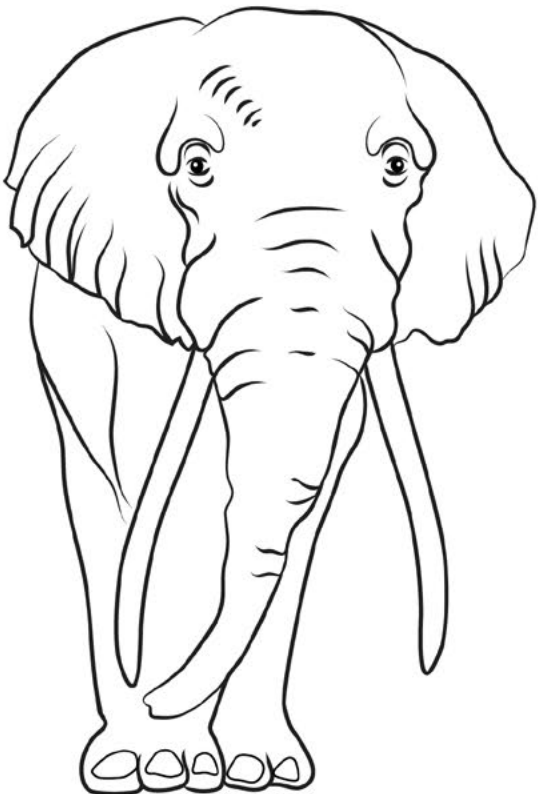
**Beaver** - family oriented, large families, hard-working  
\_\_\_\_\_, \_\_\_\_\_  
(North America)



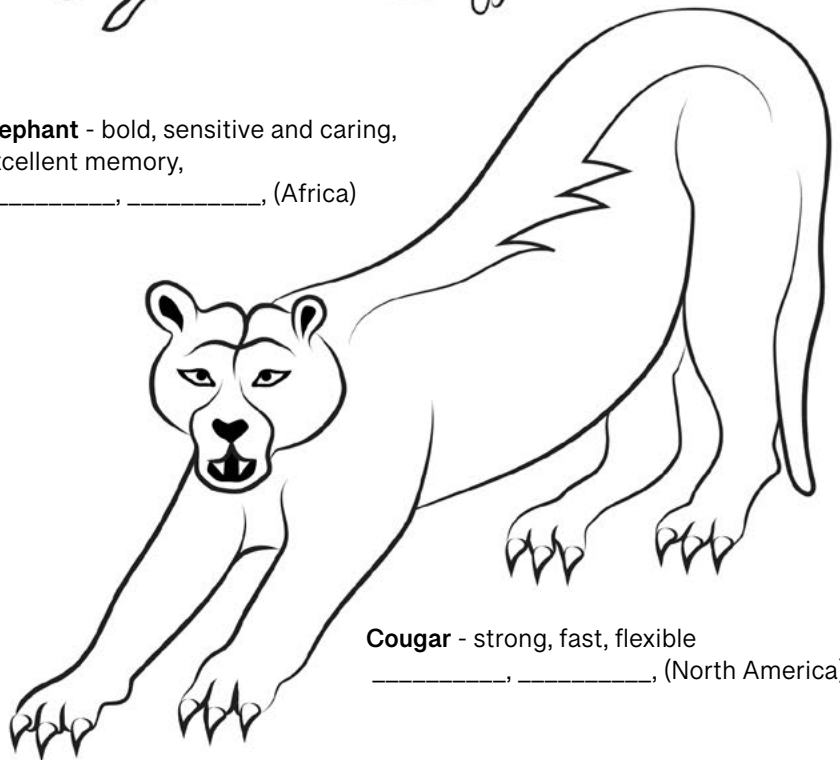
**Hummingbird** - good navigator, high energy, eats all day, \_\_\_\_\_, \_\_\_\_\_, (North America)



**Capuchin Monkey** - competitive, active during the day, intelligent and clever  
\_\_\_\_\_, \_\_\_\_\_  
(South America)

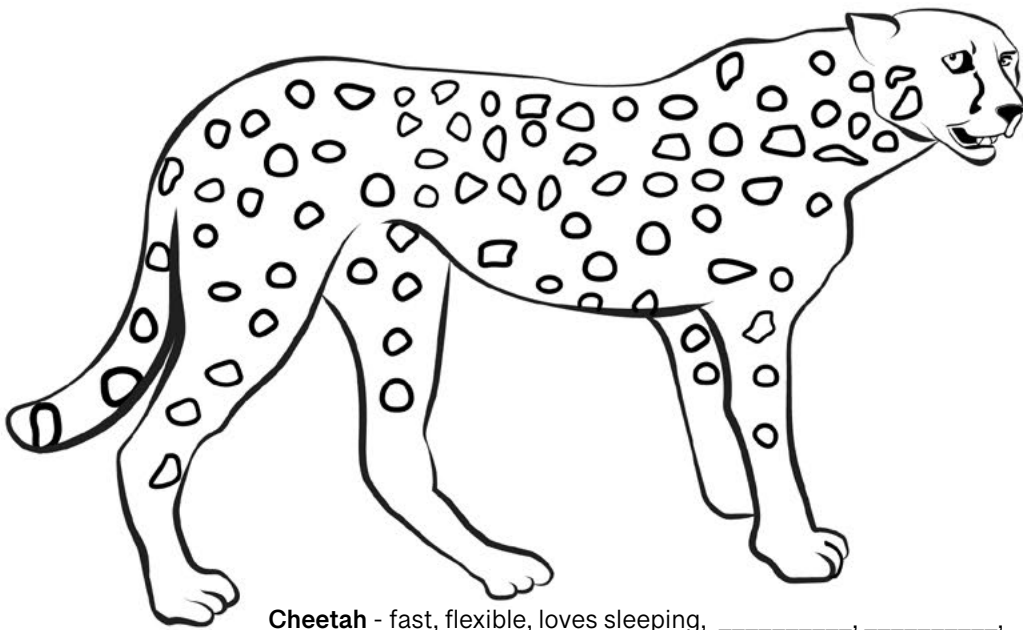


**Elephant** - bold, sensitive and caring, excellent memory, \_\_\_\_\_, \_\_\_\_\_, (Africa)

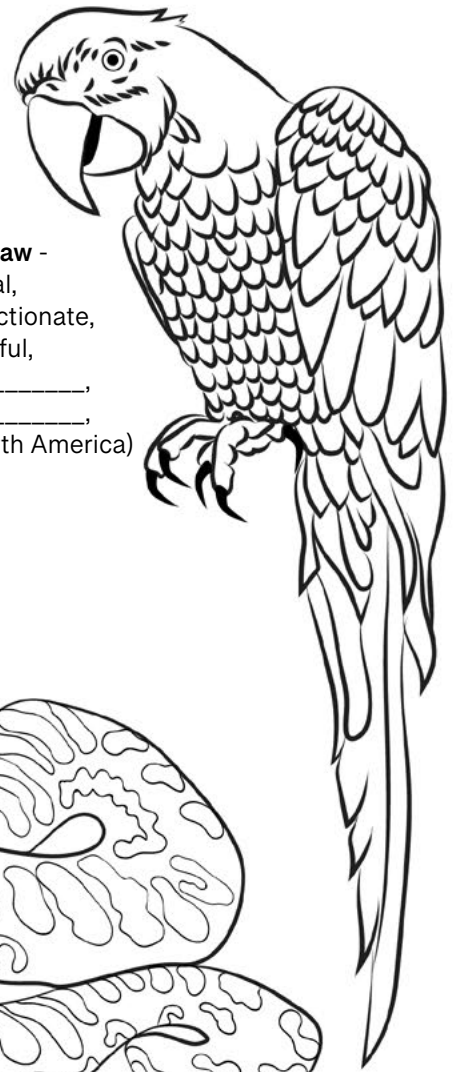


**Cougar** - strong, fast, flexible  
\_\_\_\_\_, \_\_\_\_\_, (North America)

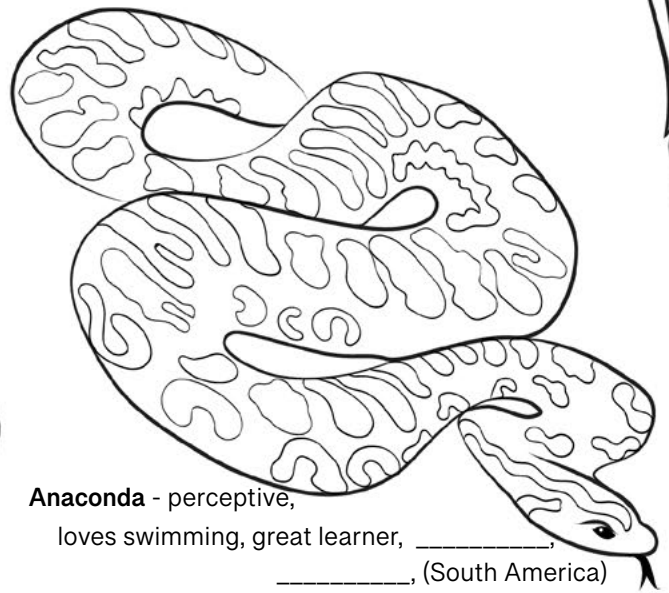




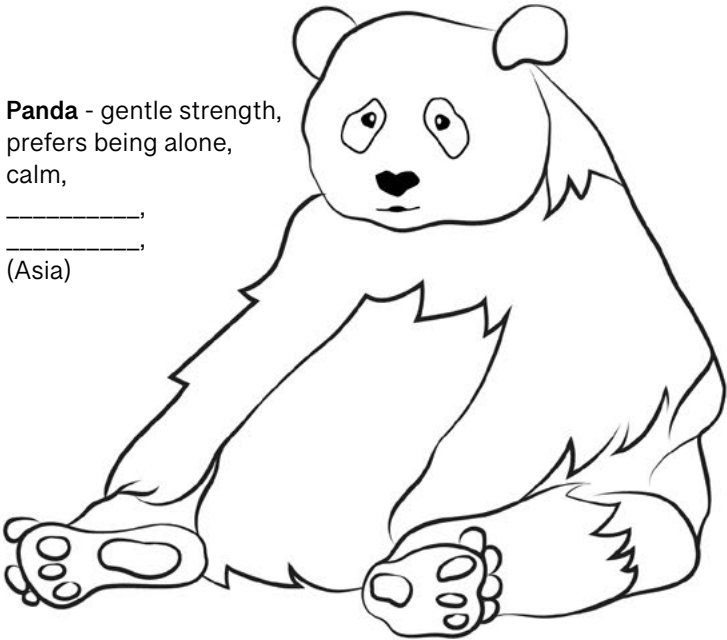
**Cheetah** - fast, flexible, loves sleeping, \_\_\_\_\_, \_\_\_\_\_,  
(Africa)



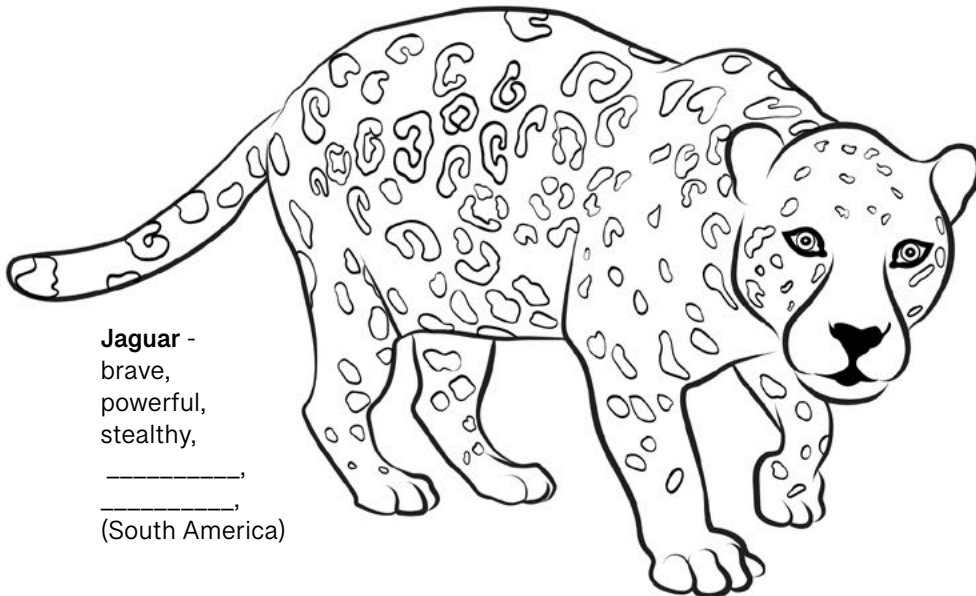
**Macaw** -  
vocal,  
affectionate,  
playful,  
\_\_\_\_\_,  
\_\_\_\_\_,  
(North America)



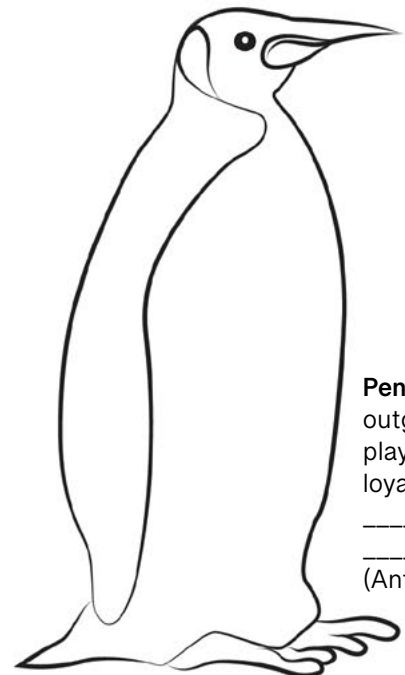
**Anaconda** - perceptive,  
loves swimming, great learner, \_\_\_\_\_,  
\_\_\_\_\_, (South America)



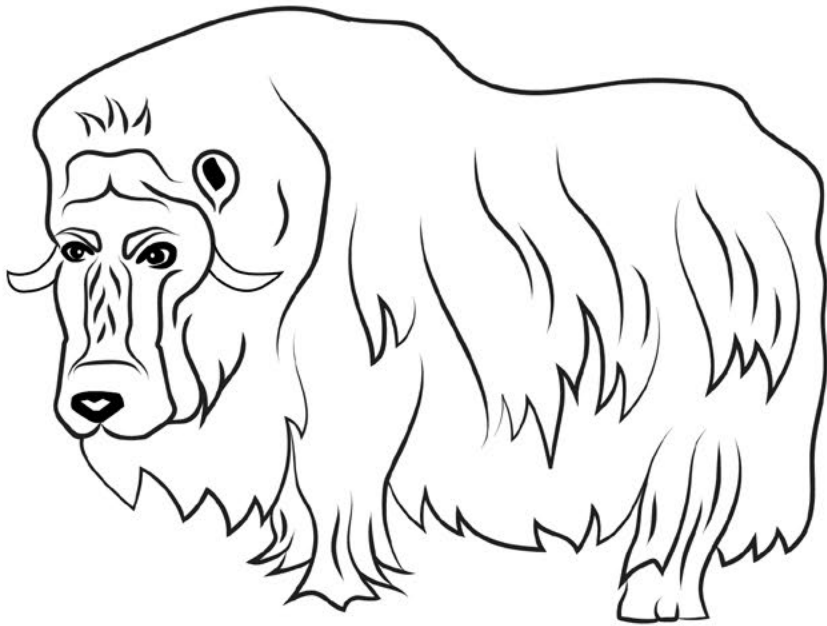
**Panda** - gentle strength,  
prefers being alone,  
calm,  
\_\_\_\_\_,  
\_\_\_\_\_,  
(Asia)



**Jaguar** -  
brave,  
powerful,  
stealthy,  
\_\_\_\_\_,  
\_\_\_\_\_,  
(South America)



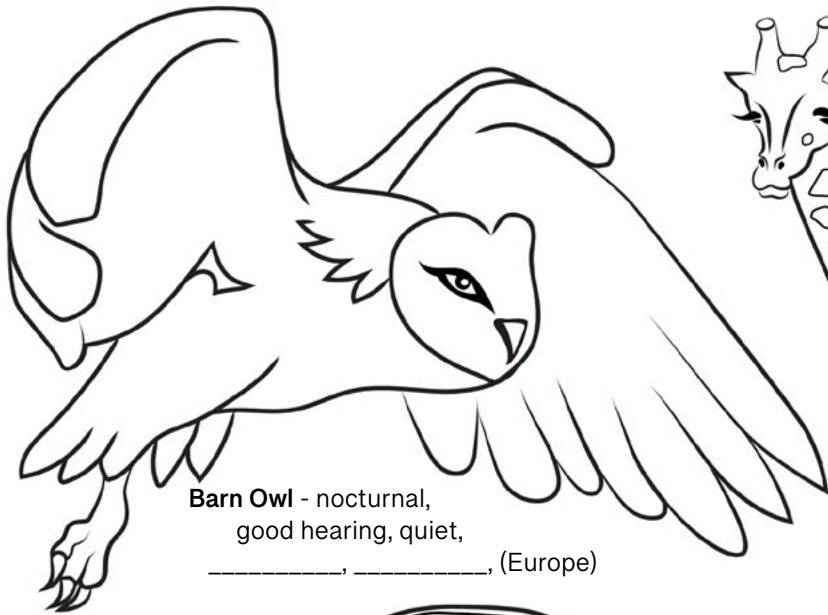
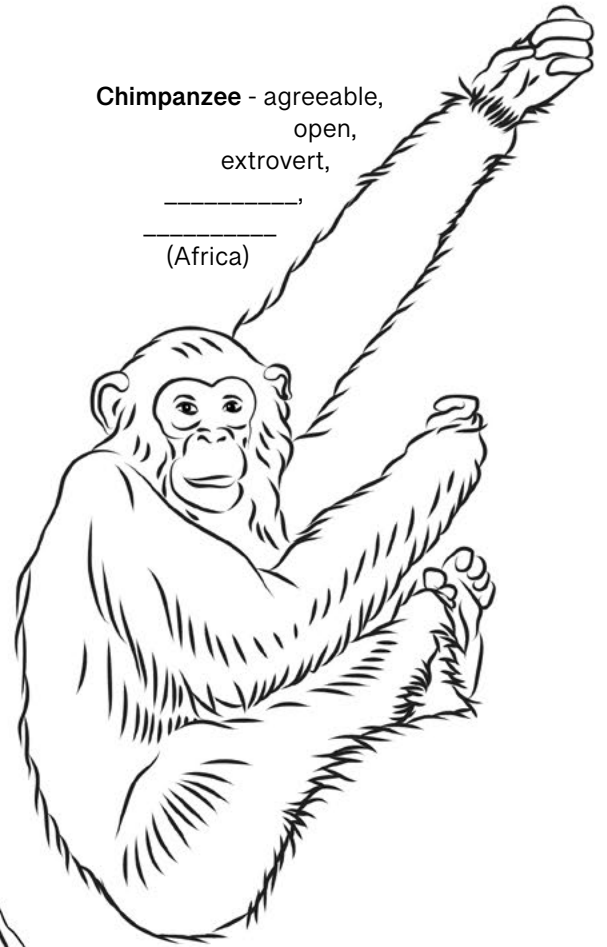
**Penguin** -  
outgoing,  
playful,  
loyal,  
\_\_\_\_\_,  
\_\_\_\_\_,  
(Antarctica)



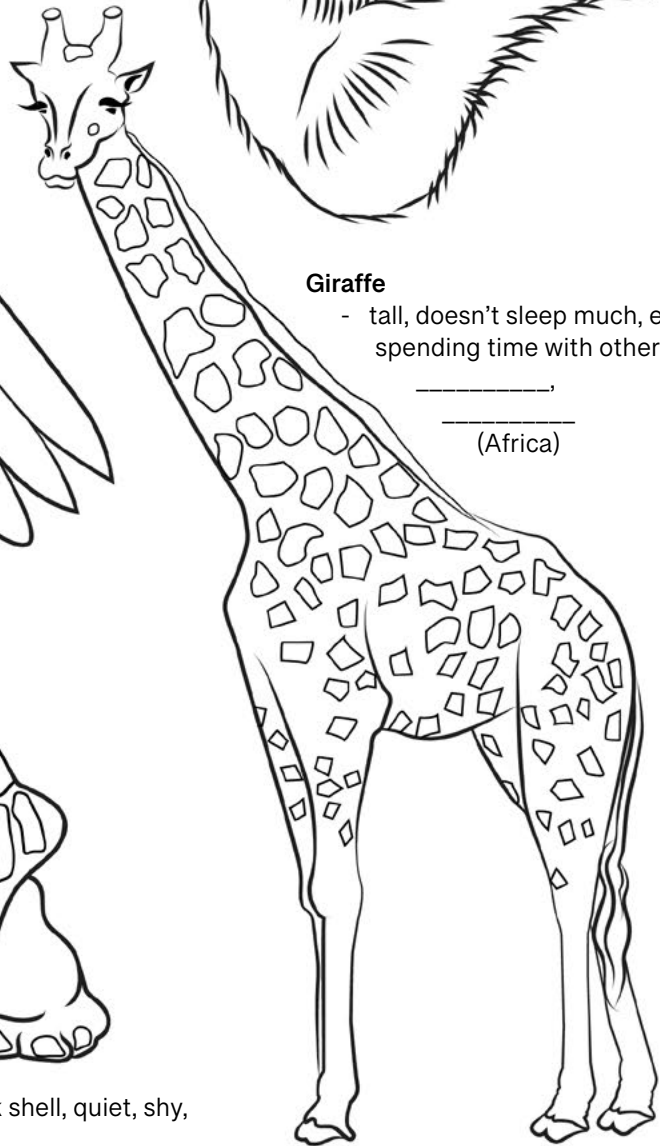
**Musk Ox** - protective, resilient, thick-skinned, \_\_\_\_\_, \_\_\_\_\_  
(Europe)

**Chimpanzee** - agreeable,  
open,  
extrovert,

\_\_\_\_\_  
\_\_\_\_\_  
(Africa)



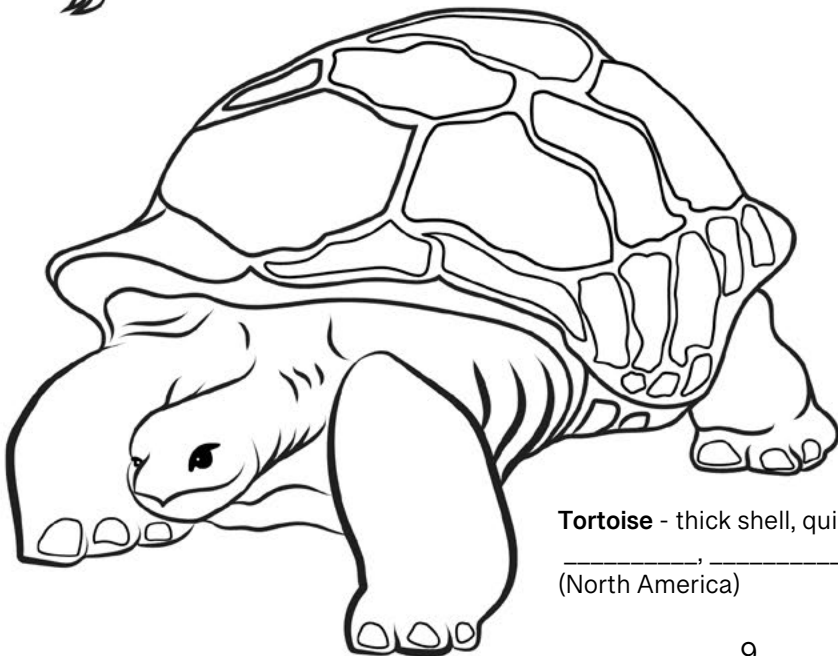
**Barn Owl** - nocturnal,  
good hearing, quiet,  
\_\_\_\_\_, \_\_\_\_\_, (Europe)



**Giraffe**

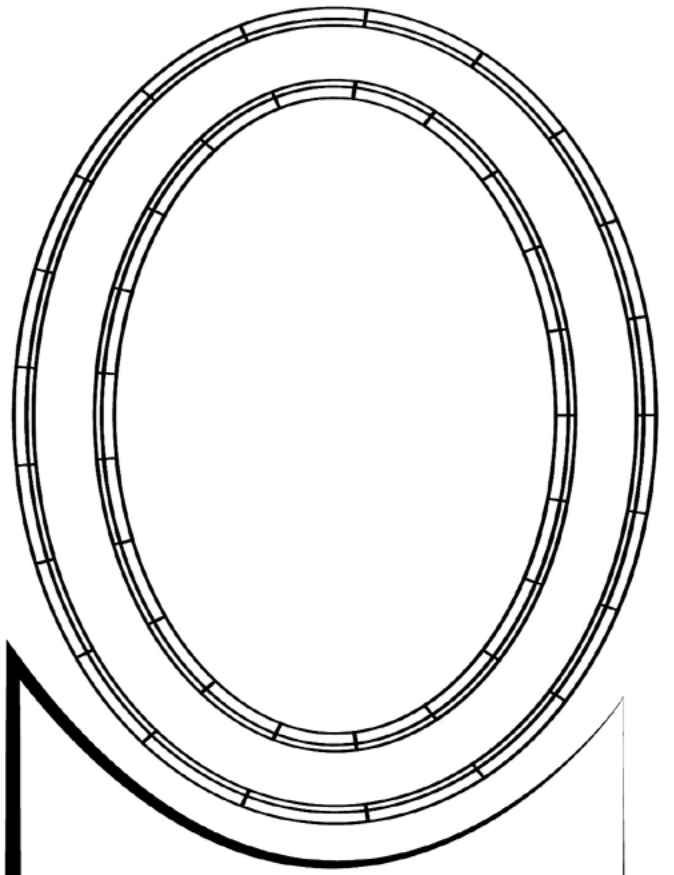
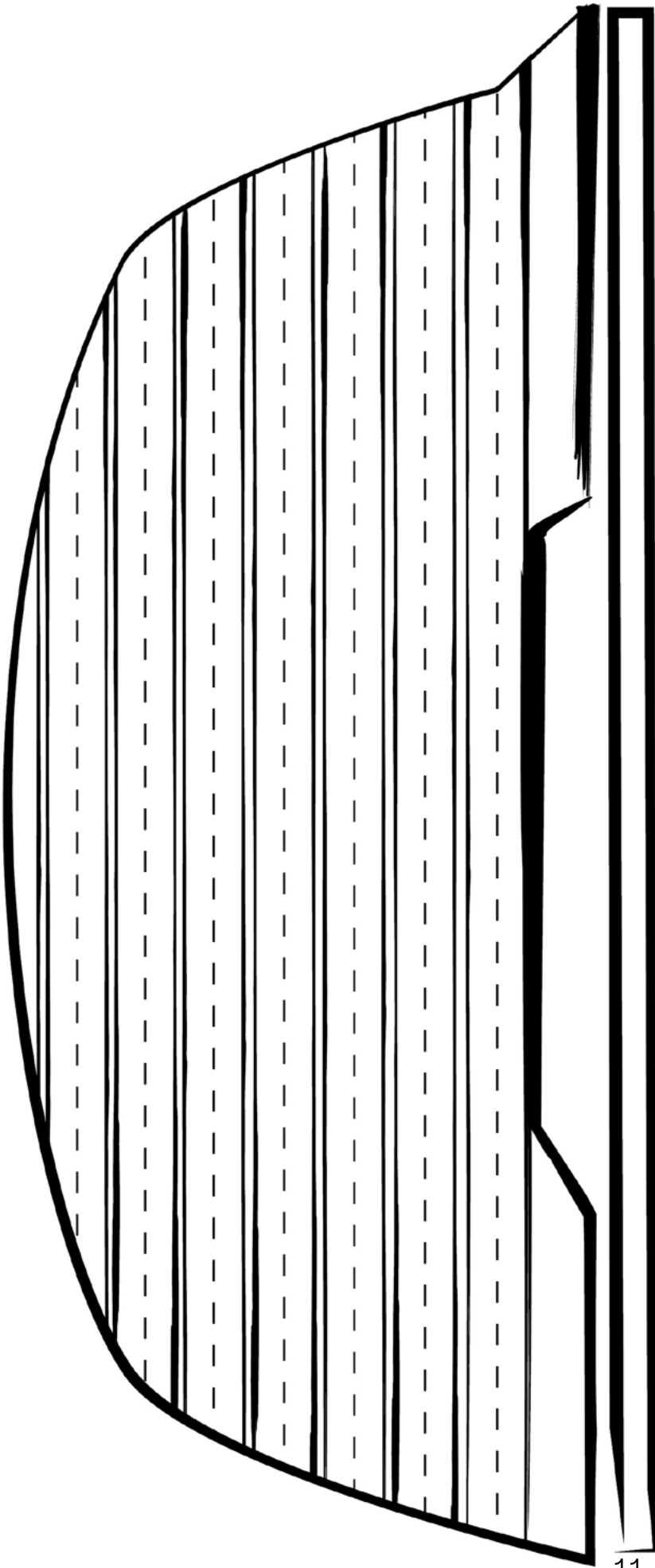
- tall, doesn't sleep much, enjoys  
spending time with others,

\_\_\_\_\_  
\_\_\_\_\_  
(Africa)



**Tortoise** - thick shell, quiet, shy,  
\_\_\_\_\_, \_\_\_\_\_  
(North America)







Noah's Ark at the Skirball  
Coloring and Collage Activity, 2022  
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