Educator’s Guide
WELCOME!

We are so glad that you and your students are visiting us. In order to help you and your students get the most out of this experience we have put together this Educator’s Guide.

This guide includes photos of some key areas to highlight on your visit, along with some possible **guiding questions** for each of the displays highlighted.

In addition to these questions you will find historical information and teacher suggestions throughout the guide. This is to help you get a grasp of some key details at a glance. Corresponding information can always be found throughout the museum on the text panels; we encourage you and your students to read these panels use them to find relevant information.

While this guide is organized in a manner that accompanies the suggested route through the museum, it can be started in any part of the *Lore Behind the Roar* exhibition. If you have a large number of students it is recommended that you split them into the different galleries (provided you have enough chaperones to do so). Simply find the relevant page in the guide and start from there.

Again, thank you so much for visiting the San Diego History Center and the *Lore Behind the Roar* exhibition.
**Gallery 4**

This gallery focuses largely on the zoo as it is today, specifically on the Zoo’s workforce and how different jobs work together to ensure that both animals and visitors have the best possible experience at the San Diego Zoo and the San Diego Safari Park. Therefore, you may want to insert additional questions about how people doing one job rely on the others.

**Gallery 2**

The ROAR Family Den offers hand-on activities that teach visitors what the Zoo is about. We have created an optional handout that you can use to help your students focus on specific learning objectives. Otherwise, you are welcome to let your students explore at will. Each station has a different focus and activity. The instructions for each activity and the information to complete it can be found in the niche itself. We suggest visiting this gallery towards the end of your visit.

**Gallery 9**

This gallery focuses on the future of endangered species and the Zoo’s efforts to prevent extinction. When you first enter, there is a mock research station, modeled on the Zoo’s station in Cocha Cashu, set up to the left, which talks about habitat reconstruction and various research efforts throughout the world, which is highly recommended. As you move further into the gallery there is some material detailing the Zoo’s work with the reproduction of endangered species. It is up to you how much of a conversation you want to have with your students about this topic.

**Gallery 5**

This gallery provides a broad overview of the San Diego Zoo’s History. Let students explore the following before engaging in conversation:

- Model T bus model seats 8 people and contains information about several iconic zoo animals.
- Television plays a montage of Joan Embery’s T.V. appearances
- A touchscreen timeline of the zoo’s history.
How the Zoo Began

Guiding Questions:
Does this look like the zoo we know today?
What is different?
How do you think that those changes happened?

Look at Prince, the lion. He is in a cage!

Innovative Designs

Guiding Questions:
What is different about this animal exhibit from the ones we saw in the previous photo?
Why do you think the Zoo made these changes?

Keeping animals in grottos was a radically new idea at the time, and some visitors were extremely nervous to be looking at animals without actual cages!
Guiding Questions:

Are any of these things you recognize?

What do you recognize? Do we still use things like this?

Why do things like this exist?

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Guiding Questions:

Do you think that having an ambassador helped the zoo? How?

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Learn how Joan Embery helped the San Diego Zoo. The outfit here is an original that she wore on the Johnny Carson show. It was in her role as Zoo ambassador, being broadcast to millions of homes, that helped the San Diego Zoo become "world-famous".
The Safari Park

The original name for the Safari Park was Wild Animal Park, originally built to recreate the habitats of many endangered species in an effort to increase breeding. The monorail (now the tram) that takes people through the park was a breakthrough concept for its time because it meant that the animals did not have to be in cages.

Guiding Questions:
What do you think makes the Safari Park special?

Suggested Activity:
Let your students examine the full display for a few minutes. Once they have done this, select 4-6 items from the display and have students pick which of those they think is the most interesting. Let students discuss with the others who have found the same piece interesting. Then have each group tell you about their item.
Guiding Questions:

Look at the items on the table. What do you think they are for?

Why is this especially important for animals in the zoo?

Now look at the photo behind the table. What is the zookeeper doing?

Why do you think this is important?

Guiding Questions:

Do you recognize these items?

Why does the zoo need so many?

Do you think the zoo hand raises all of their baby animals?

The Zoo used to hand-raise many of their animals. In fact the Children’s Zoo had a nursery to do just that. They began to realize the importance of keeping babies with their mothers in order to maintain natural behaviors and moved towards only hand raising animals who had been abandoned by their mother, or who exhibited medical issues at birth.
Guiding Questions:

What kinds of things do you think happen at the veterinarian hospital?

What kind of information can be found in the images? Can you make a diagnosis?

Guiding Questions:

Can you imagine the zoo without plants?

What do you think it would be like?

How does the zoo use plants?

When Dr. Harry started the Zoo he rode around the zoo carrying a cane with a sharpened end. He used this to poke holes in the ground and then drop seeds in those holes. Today the horticulture department is responsible for recreating animals’ natural environments, providing “furniture” such as big tree trunks for animals to use, and making sure zookeepers have plenty of fresh browse (plant cuttings) for their charges.

Feel free to pick up the x-rays and use the light board to display them. Each x-ray has a brief description of what is going on with that animal.
Guiding Questions:
What do you notice about the lists on the wall?
What different kinds of food do the Zoo animals eat?

This space is a mock up of a section of the forage warehouse. It provides an excellent opportunity for your students to practice observation skills. There are a lot of quick reference numbers on the walls (i.e. food budget=$1.5 mil/year) as well, which can give some additional support to their answers.

Suggested Activity:
Visit the dress up station in the left hand side corner, just before entering Gallery 9!

Possible Connection: In many jobs, you are asked to wear a uniform. This helps the public tell which department you work in. Can you guess which jobs use these uniforms?
**Field Research**

The San Diego Zoo has been in the forefront of using field-based scientific research to understand how to help conserve animals. They do this by observing how they live in the wild, to figure out why they are disappearing, and discover what might help bring them back from near extinction.

**Guiding Questions:**

Why do you think the zoo calls itself San Diego Zoo Global?

What kinds of things can the researchers discover in the wild that they can’t determine in the zoo?

Look at the T.V. clip. How does technology help researchers save animals?

**A Success Story**

The California Condor is one of the Zoo’s early conservation success stories. They did not want the baby condors to recognize humans as their parents. Therefore, they used an adult condor puppet to feed the chicks and behave as an adult condor parent.

**Guiding Questions:**

What do you think the Zoo used this puppet for?

Why do you think this was important?
Lab Research

This stop requires the most teacher involvement to be able to facilitate a mature conversation. The instruments displayed are used primarily to analyze tissue samples derived from deceased animals. Some of the collected tissue includes sperm and eggs for the Frozen Zoo. It is recommended for Grades 6 and above.

The Zoo performs a necropsy (an investigation on a deceased animal’s body) on every deceased animal. A necropsy can provide information on how the animal died and also gives researchers a glimpse into the anatomy and physiology of these rare species. Sometimes they also take samples from healthy animals to compare. This is just like sometimes when you go to the doctor and they take a tiny amount of blood to test.

Guiding Questions:
Is all research done in the field? Where else do scientists do research?

Do animals have to be alive for scientists to study them?

What can scientists learn from animals that have died?

The Frozen Zoo is a collection of over 10,000 living cell cultures, oocytes, sperm, and embryos representing thousands of species, including one extinct species, the po’ouli. The irreplaceable living cell lines, gametes, and embryos stored in the Frozen Zoo provide an invaluable resource for conservation, assisted reproduction, evolutionary biology, and wildlife medicine.
Thank you for visiting *Lore Behind the Roar* at the San Diego History Center! Make sure to check out our other exhibitions!