

# Mythic Creatures

## Dragons, Unicorns and Mermaids

This worksheet is to be used with the *Mythic Creatures* article found in issue 94 of *DMAG*, January 2010. It is based on the *Mythic Creatures: Dragons, Unicorns & Mermaids* exhibition which is showing at the Australian National Maritime Museum from 19 December 2009. Your mission is to complete these activities!

### Mythic match-up

Many mythical creatures are chimeras, they've been created by combining real creatures together. See if you can match the mythical creature to the beings it combines. Hint: some of these creatures are described in *DMAG*.

- Pegasus — Body of a lion, head and wings of an eagle
- Mermaid — Horse's body with upper body and head of a man
- Unicorn — Horse's body with a bird's wings
- Griffin — A woman with a fish's tail/ fins
- Sphinx — Body of a lion, head of a woman
- Centaur — Horse's body with a narwhal's horn



D. Finnin/ANMH

**This creature is a:**

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**This creature is a:**

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### Mythic match-up

C	R	E	A	T	U	R	E	F	A
H	H	A	G	H	M	Y	T	H	S
I	A	U	D	R	A	G	O	N	N
M	M	P	P	E	I	D	E	R	A
E	E	K	E	A	M	F	O	R	G
R	R	R	G	A	C	C	F	O	R
A	M	A	A	R	I	A	G	I	M
J	A	K	S	N	P	O	B	A	N
M	I	E	U	R	E	R	I	R	D
S	D	N	S	M	E	D	U	S	A

See if you can find the words listed below in the grid to the left.

- CHIMERA
- GRIFFIN
- MYTHS
- CHUPACABRA
- KRAKEN
- PEGASUS
- CREATURE
- MEDUSA
- UNICORN
- DRAGON
- MERMAID

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### Class ideas

*Mythic Creatures: Dragons, Unicorns & Mermaids* is a wonderful exhibition that will captivate your students. Whilst a visit to the museum is recommended, there are still plenty of class activities for those who can't make it. Here are just a few ideas ...

#### Art

Ask students to complete the exercise on the previous page titled *Mythic Match-up*. Now ask them to paint or draw their own creature. It must combine features from two or more animals. They should also name their creature.

#### English

If students have completed the above exercise, ask them to write a short story about their creature. What is its purpose (e.g. is it guarding treasure, luring people to their deaths etc). Does it have any special abilities? Does it speak in a certain way (for instance, sphinx's are said to speak in riddles).

Alternatively, ask students to find a story about a mythical creature of their choice and tell the story – in their own words – to the class.

#### HSIE: Study of a cultural group

If the class has been studying a different culture, ask them to find mythical creatures from it.

Discuss where these mythical creatures crop up, for instance, in the Chinese culture, dragons are present in legends, artworks, handicrafts, architecture and design. Ask the class to work out why the creature is so important to this culture. How far back do references to this creature go?



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#### Science

Discuss the reasons stories about mythical creatures start. Could they have a grain of truth to them? For instance, if dinosaur bones were uncovered a few thousand years ago, could these have been mistaken for dragon bones? Are there really giant squid? Break the class into small groups to research one of these topics:

- How dinosaur bones are found.
- Evidence for giant squid.
- What creatures have horns like a unicorn's?
- Have creatures been mistaken for mermaids? Why?



### Be Amazed!

*Mythic Creatures: Dragons, Unicorns and Mermaids*, is showing at the Australian National Maritime Museum in Darling Harbour from 19 December 2009.

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