Dinosaur Petting Zoo™

ERTH Visual & Physical, Inc.

Photo courtesy of ERTH
A Note from our Sponsor

For over 125 years Regions has been proud to be a part of the Middle Tennessee community, growing and thriving as our area has. From the opening of our doors on September 1, 1883, we have committed to this community and our customers.

One area that we are strongly committed to is the education of our students. We are proud to support TPAC’s Humanities Outreach in Tennessee Program. What an important sponsorship this is – reaching over 25,000 students and teachers – some students would never see a performing arts production without this program. Regions continues to reinforce its commitment to the communities it serves and in addition to supporting programs such as HOT, we have close to 200 associates teaching financial literacy in classrooms this year.

Thank you, teachers, for giving your students this wonderful opportunity. They will certainly enjoy the experience. You are creating memories of a lifetime, and Regions is proud to be able to help make this opportunity possible.

Jim Schmitz  
Executive Vice President  
Area Executive  
Middle Tennessee Area
Dear Teachers,

The fantastic company, ERTH Visual & Physical, Inc., creates marvelous imaginary worlds with their inventive and expert puppetry skills. In this show, the theatrical concept is apparent from the title, and the magic of seeing the dinosaurs come to life in a sweet environment like a petting zoo sets up hilarious surprises as each creature is larger and more ferocious than the last.

The setting and the topic provide a wonderful spur for many kinds of curriculum connections, especially in science and math. The work of this company binds the arts and science in fascinating and imaginative ways.

Students are also introduced to the world of dinosaurs from another continent. ERTH has provided a guide to some Australian dinosaurs which we have included on the back pages. (Not all of the dinosaurs listed will be featured in the show.)

Some photographs of Dinosaur Petting Zoo™ portray the show in a more interactive space than the Polk Theater. We expect a few students to be invited on stage, but most children will not be able to participate in this way. Please help your students understand this situation so they will be prepared, and enjoy the performance.
Founded in 1990 in Ballarat Victoria, ERTH Visual & Physical, Inc. has been consistently creating art for the public domain since its inception and is today recognized as an innovator of physical and visual theatre both nationally and internationally.

ERTH combines a truly fantastic aesthetic with performance, often site-specific productions using installation and/or performance based projects or those involving a menagerie of large-scale puppets, stilts, inflatables and aerial techniques to create productions including: Gargoyles, Waterheads, Bushfire, The Garden, Gondwana, The Nargun and the Stars, and most recent shows to include Dinosaur Petting Zoo™, I,Bunyip, and Spirit Creatures. The work ranges from realistic to abstract, but most often finds its true heart in inspiration taken from the Australian culture, land, and indigenous stories.

Increasingly, ERTH is bridging the gap between cultural and theatrical institutions by bringing physical theatre and puppetry to Museum environments. Successful roving and aerial performances have been individually written and delivered for The Australian Museum, Museum of Victoria (Melbourne), National Museum of Australia (Canberra), Auckland Museum (New Zealand), The Field Museum (Chicago), Natural History Museum (Los Angeles), Minnesota Science Museum with upcoming shows scheduled for the Smithsonian Museum (Washington DC).

The Company is also in demand for corporate and commercial engagements, but ERTH also undertakes community workshops, cultural development projects and mentorships in many remote indigenous communities across Australia.
ERTH partners the fields of visual arts, engineering, physical theatre, science, and puppetry (just to name a few) together in the fabrication part of their magic in their Studio. The Studio and its team of designers/makers are charged with the task of bringing the impossible to life.

Illustrators, sculptors, painters, engineers, textile artists, sound designers plus many more all contribute their specialist skills to a multitude of projects. Aesthetically bold yet practical design sensitivity is the goal of all work undertaken by the Studio.

Housed in Sydney’s newest contemporary arts complex, Carriageworks, the Studio generates work not only for Erth repertoire but also for other resident performance companies, as well as commissions for external organisations.

Scott Wright, Founder and Artistic Director of ERTH Visual and Physical Inc, compares the inside of the big predators to the cockpit of a Star Wars x-wing fighter.

"There’s a whole control panel of switches that allows you to turn on a sound system that allows the puppeteer to use their own voice for the dinosaur’s sounds which go through an effects unit to pitch-shift the voice. There’s cables and levers that allow you to make the eyes blink. There’s also obviously, opening and closing the mouth. In one of the dinosaurs, we’ve also added this nice little touch where the tongue can curl so that when a kid is sticking his or her head in its mouth, it can lick them."

from the Sydney Morning Herald video "Dinosaur Show Offers Thrills".
Art and Science Team-Up

The research and imagination ERTH puts into making their dinosaur creatures parallels the work of Palaeo-artists. Paleo-artists create illustrations of dinosaurs based on the structure of their skeletons and what the artists know about musculature, as well as plenty of background work, visualization, and definitely some educated guesswork.

Rebecca Baker of Australia Geographic says that Palaeo-artists are "able to develop these detailed drawings by using the anatomy of related living or recently extinct species. Such comparisons indicate whether the dinosaur in question may have been a carnivore or herbivore, what its habitat and behaviours were like, and perhaps even what colour it was."

"Scientists have made it possible to reliably predict the original colour of feathered dinosaurs by looking at imprints of organic material in the fossil."

with thanks to www.australiangeographic.com.au

Digging Dinosaurs

ERTH develops its amazingly lifelike creatures in consultation with paleontologists, using information and details based on current science and specialist interpretations of dinosaur fossil evidence.

There's a lot to be excited about in Australia as far as dinosaurs are concerned. The continent is rapidly making new dinosaur discoveries especially in the region of Queensland. Within the last four years, paleontologists have discovered two new species of Titannosaur in a vast geological deposit known as the Winton Formation that dates from 98-95 million years ago.

 Australians have nicknamed the new dinos with monikers inspired by the national song of Australia, "Waltzing Matilda" penned by poet and writer A.B. "Banjo" Patterson while visiting near the town of Winton.

ERTH has included one of these giants in Dinosaur Petting Zoo™.

ERTH's Titannosaur

Comparing leg bones on a dinosaur dig.
With thanks to the Australian Age of Discovery Museum

with thanks to www.australiangeographic.com.au

Paleo-artist Michael Skrepnick
With thanks to Brian Switek of scienceblogs.com
ERTH introduces new dinosaur discoveries into their work. In 2010, officials in Australia thought they had found a feathered cousin of Tyrannosaurus Rex. That find is currently in dispute, but in the meantime three, feathered Tyrannosaur-types were discovered in China.

Read below the facts about the feathered T-Rex, and look forward to meeting him at the Dinosaur Petting Zoo™!

'Shaggy' Tyrannosaur Now World's Biggest Feathered Beast


A newly discovered tyrannosaur is the biggest feathered dinosaur yet, reaching up to 30 feet (9 meters) long and weighing more than 3,000 pounds.

While smaller than Tyrannosaurus rex, the new species, named *Yutyrannus huali* — meaning "beautiful feathered tyrant" — is still 40 times the weight of the largest feathered dinosaur known previously, Beipiaosaurus, which was described in 1999.

*Yutyrannus* dramatically increases the size range of dinosaurs for which we have definite evidence of feathers," study researcher Xing Xu of the Chinese Academy of Sciences in Beijing said in a statement. "It’s possible that feathers were much more widespread, at least among the meat-eating dinosaurs, than most scientists would have guessed even a few years ago."

The researchers found three well-preserved fossils of the species in a dig in Liaoning Province, in northeastern China.

**Feathered fury**

"The feathers of *Yutyrannus* were simple filaments," Xu said. "They were more like the fuzzy down of a modern baby chick than the stiff plumes of an adult bird." The hairlike feather filaments were about 6 inches (15 centimeters) long and probably covered the majority of the animal's body. The feathers weren't used for flight, but to keep the giant lizard warm, an interesting adaption in dinosaurs, a group typically thought of as "cold-blooded," Xu said.

"The idea that primitive feathers could have been for insulation rather than flight has been around for a long time," study researcher Corwin Sullivan, a paleontologist at the Chinese Academy of Sciences, said in a statement. "However, large-bodied animals typically can retain heat quite easily, and actually have more of a potential problem with overheating. That makes *Yutyrannus*, which is large and downright shaggy, a bit of a surprise."

The study was published April 4 in *Nature*. 
Goals:
Students will create a plan for the first dinosaur zoo in Nashville.
Students will describe the type of animal environments and enclosures needed.
Students will make a list of personnel they need to hire to run the zoo.
Students will draw a map of animal environments and enclosures.
Students will define a special area of interest that makes their zoo unique.

Background:
What if dinosaurs were alive today? That question brings endless opportunities for imagination, with each story having a slightly different angle. Writer Michael Crichton and director Steven Spielberg imagined bringing dinosaurs back to life in the movie, *Jurassic Park*. They had to learn a lot about paleontology, DNA sequencing, and, of course, theme park design to make their story believable.

The team at ERTH brings their scenario much closer to our experience with a Petting Zoo for dinosaurs! They need to know what real zoos do to take care of animals, and they have to pay attention to how real zookeepers act when they are bringing animals into contact with people. Since it’s imaginary, they can take some “artistic license” with their Petting Zoo, but the closer it mimics a real zoo situation, the more fun we have in entering the story and imagining with them.

Students will be constructing an imaginary world, so there are no wrong answers. Older students can make educated guesses with more specific details. Encourage all students to share their reasoning!

For younger students:
Discuss your "zoo designs" for this activity as a class. Students may need to get a little bit of background information on dinosaurs and look at pictures. Help them with detail questions about what for example, a large plant-eating animal would need as its environment.

Step One - The Dinosaurs: Choose the dinosaurs that will live at your zoo. Let the list be as long as the students wish. Students may choose some of the Australian dinosaurs in the show or more familiar ones from North America. Identify which animals should be housed separately and which ones can share an environment.

For older students:
This activity may go as far as your class time allows. Let students work in teams, and connect their work to real science principles (animal husbandry, veterinary medicine, conservation, land management) and math problems (amount of acreage to purchase, animal feed to buy, admission and membership charges that help pay for the zoo.)

Step One - The Dinosaurs: Choose the dinosaurs that will live at your zoo. Let the list be as long as students want, but focus the rest of the exploration on a small selection. Students may choose some of the Australian dinosaurs in the show or more familiar ones from North America. Identify which animals should be housed separately and which ones can share an environment.
For younger students:

**Step Two - Animal Environments:**
Describe 2-3 types of animal environments and enclosures needed. Include what kind of shelter the animals will need, location of food and water, how much and what kind of land is needed, what plants will be included, where zoo visitors will stand to see the animals, and what security features must be used to keep the animals and people safe. In addition, zoos add “animal enrichment” elements to animal environments which can be climbing ladders for monkeys or a fishing pool for a serval. What would dinosaurs need to play with to help them get exercise?

**Step Three - Zoo Workers:**
Figure out who needs to work at the zoo. Ask students to list as many zoo jobs as they can think of and then decide how many people they need in each job. Look on the Nashville Zoo website (nashvillezoo.org) to see what kinds of jobs are needed.

**Step Four - The Map:**
Draw a rough map of the layout of the zoo on a board (black or white will work). Place where the different animals live and then draw the paths that lead visitors to them. Don’t forget to include a zoo entrance, a parking lot, a gift shop, an office, concessions, and rest rooms. Look at the map of the Nashville Zoo to get ideas. It is posted on their website in the “Plan Your Visit” section.

**Shortcut:**
This activity may be done in a similar way by just choosing one type of dinosaur and creating The Triceratops Zoo, for example. All the same imagining and designing may be done with one animal.

For older students:

**Step Two - Animal Environments:**
Describe 2-3 types of animal environments and enclosures needed. Include what kind of shelter the animals will need, location of food and water, how much and what kind of land is needed, what plants will be included, where zoo visitors will stand to see the animals, and what security features must be used to keep the animals and people safe. In addition, zoos add “animal enrichment” elements to animal environments which can be climbing ladders for monkeys or a fishing pool for a serval. What would dinosaurs need to play with to help them get exercise?

**Step Three - Zoo Workers:**
Figure out who needs to work at the zoo. Ask students to list as many zoo jobs as they can think of and then decide how many people they need in each job. Older students can do internet research about the different kinds of zoo jobs to complete their lists. For instance, in their workshop topics on zoo careers, the Nashville Zoo includes Animal Trainer and Behaviorist, Animal Nutritionist, and an Aquarist who monitors the water quality in all the animal exhibits.

**Step Four - The Map:**
Draw a rough map of the layout of the zoo. Place the different animal environments and then draw the paths that lead visitors to them. Don’t forget to include a zoo entrance, a parking lot, a gift shop, an office, concessions, and rest rooms. For younger students, the map can be made as a class on the board or on a sheet of butcher paper on the floor. Older students can use post-it notes to arrange (and re-arrange) where each animal lives as they design their maps. The map of the Nashville Zoo is posted on their website in the “Plan Your Visit” section, and students may use it as a template if they wish.

**Step Five - Special Focus:**
Identify some element that is a special focus of your zoo. Will it be research, education, breeding, conservation, or something else? Most zoos are involved in all of these, but what will your zoo emphasize?

**Step Six - Present:**
Present the zoo designs to the class.
Introduction:
ERTH’s puppet creators use both visual arts techniques and many branches of science in determining how their dinosaur puppets’ “skin” will look.

Goals:
Students will consider living reptiles to imagine extinct ones.
Students will experiment with texture and color.
Students will make individual, creative choices for a final product.

Supplies:
• Notebook paper (2 sheets per student)
• Blank white paper (1 sheet per student)
• Crayons
• Colored pencils
• Soft pastels (optional)
• Markers
• Materials for creating textured rubbings on paper

Preparation:
Find surfaces that will serve as interesting surfaces for rubbings that will produce texture on the surface of your dinosaur puppet. Here are some suggestions: coarse sandpaper, a comb, mesh screen, a brick, plastic leaf guards for gutters with diamond patterns, any flat object with a raised surface.

Warm-up:
Have a discussion about dinosaur colors. Fossils and bones do not reveal skin colors, so artists and scientists must imagine what dinosaurs colors might be by looking at present day reptiles. Some have color patterns and textures that blend in with their surroundings, and some have bright, flashy colors and textures that stand out and draw attention. Show students some pictures of lizards and snakes in both of these categories. (Include pictures of birds to get ideas, if you wish, since dinosaurs with feathers have been discovered.)

Exploration:
1. Ask students to explore different textures by placing their paper over different textured objects and making a rubbing on the paper. Crayons usually capture the texture most easily, but they can use markers, too.
2. Ask students to explore different colors on their notebook paper. Which combinations do they like? Do they prefer markers, crayons, colored pencils, pastels, or a mixture of all?
3. Ask students to choose no more than four colors and two textures for their dinosaur.

K-1 students
Ask students to cover their entire paper with their colors and textures to make a piece of imaginary dinosaur skin. Display them in class all together.

2-6 students
Students will apply their color and texture choices to the dinosaur puppet activity on the next page.
Introduction:
ERTH’s puppet creators use engineering principles to make their puppets move and enhance performance. This activity will take time and preparation.

Goals:
Students will design and create a dinosaur stick puppet with an articulated mouth. Students will practice manipulating the puppet.

- Copy of Dinosaur Puppet patterns on the following page (use both templates on pages 12-13 so that some dinosaurs can face each other)
- Card stock (1 sheet per student)
- Scissors
- Glue stick
- Hot glue
- Craft sticks - large and small - 1 for each student
- Needle (to poke hole for movable mouth)
- Small brads (small brads are used in scrapbooking)

Making the puppets:
1. Use the Preparation and Warm-up from the previous page.
2. Ask students to choose color palettes and texture for their dinosaur. Remind them that texture rubbings don’t have to cover the entire dinosaur. Perhaps they want the texture only on his legs or back. (Don’t forget to color the jaw piece!)
3. With a glue stick, ask students to glue their dinosaurs to the card stock. Let it dry for a few minutes while they tidy up crayons and markers.
4. Have students carefully cut out the dinosaur. Cutting off a few of the teeth is fine.
5. Placement is an engineering challenge, so have student try to estimate and mark with a pencil where the holes must go to make the jaw look and move right. Because of the stiffness of the card stock, you must make the two holes.
   TEACHERS - Using the needle or the tip of an awl, make a hole through the dinosaur’s bottom jaw and then with a pencil, mark where it will hit on the dinosaur’s head. Push the needle again through the dinosaur’s bottom jaw and then through the head. (Placement is an engineering challenge.)
6. Give each student a small brad to put through the 2 holes to connect the dinosaur body and its lower jaw by bending the tabs to secure it.
   TEACHERS - Place one drop of hot glue on each large craft stick.
7. Students can attach the top of the large craft stick in between the dinosaur’s legs.
   TEACHERS - Place one drop of hot glue on each small craft stick.
8. Students can attach the top of the small craft stick to the bottom of the dinosaur’s jaw.

Tips on manipulating the puppets:
- Hold the puppet by the large craft stick in your non-dominant hand. You should be looking at the back of the dinosaur.
- With your dominant hand, operate the small craft stick to open and shut the dinosaur’s mouth.
- Keep the dinosaur’s mouth closed. Open the mouth when it has something to say or roar. A good rule of thumb is to open and close the mouth in accordance with the syllables in each word.
- Explore moving the puppet. It may seem limited, but different levels, tempos, and qualities of movement (shaky, graceful, abrupt) will make it seem more alive.
Introduction:
Baby Dinosaurs are a big part of the Dinosaur Petting Zoo™. Handlers bring them out, cradling the little baby animals in their arms. Young students can explore puppetry through this scenario with simple animal hand puppets.

Goals:
Students will manipulate a puppet.
Students will help create rules for behavior with their "baby animal."
Students will improvise with the puppet, interacting with others in the class.

Supplies:
• At least five animal hand puppets for a class of 20
• A small baby blanket (optional)

Warm-up:
Set-up the premise of this imaginary exercise. Tell students you are going to a baby animal petting zoo, and each of them will get the chance to hold the baby animal if they want. Have a discussion of how to treat babies, especially animal babies, and about how they might behave (curious, afraid, upset.)

Exploration:
1. Begin with Teacher as Zookeeper. Turn slightly away from the children, place the puppet on your hand and fold your arms as if you are holding it. (Use the blanket if you want.) Your hand in the puppet will naturally turn into your body because of your arm angle which helps the illusion. Tell students about the baby animal and ask them what they know about it. Give it a name, and baby animal sounds.
2. Find a child who wants to hold the baby and transfer it carefully.
3. Encourage your students to manipulate the puppet so that it moves like a baby animal might. They will have to use small movements because holding the puppet in a cradling position limits arm movement.
4. Help them notice that they are speaking both as themselves and making the sounds as the baby animal. Explain that providing both voices is part of the job of a puppeteer.

This activity is improvisational and free-form. Alter it to suit your class. The children can be your assistant zookeepers as well, and the conversation can cover animal facts and behavior around animals.

Let students know that real zookeepers are very careful with baby animals and would almost never put them in a petting zoo. Puppeteers let us pretend things that might not happen in real life, just like a petting zoo for dinosaurs. The exploration will let them engage something similar to a big segment of the performance.
Introduction:
This poetry activity was originally written to accompany the Simple Dinosaur Puppet Exploration on the previous pages to provide a theatrical text to accompany movement of the stick puppet. However, it also stands on its own as an engaging way for students to write a "script" that captures the essence of the dinosaur.

Goals:
Students will learn a few facts about a particular dinosaur.
Students will write a short poem using evocative language about the dinosaur.

Poems
Give students the choice of using one of the following two poem structures.

The 5 W’s
A 5 W’s poem is a simple poem of 5 lines. The lines do not rhyme, but the lines do follow a pattern. Following are the rules for a 5 W poem:

Line 1:  Who or what is the poem about?
Line 2:  What action is happening?
Line 3:  When does this action take place? (a time)
Line 4:  Where does this action happen? (a place)
Line 5:  Why does this action happen? (a reason)

The Velociraptor sprinted swiftly
Trying to subdue his prey
As the sun began to set
Through the thick jungle brush
Racing to snatch a life.

Example provided by teacher at TPAC’s ArtSmart Fall Institute

Cinquain (sin-kane)
A cinquain is a simple poem of 5 lines. The lines do not rhyme. But the lines do follow a pattern. Following are the rules for a cinquain:

Line 1:  1 word topic, a noun
Line 2:  2 words describing topic, adjectives
Line 3:  3 words of action, verbs
Line 4:  4 words expressing feeling about a topic
Line 5:  1 word synonym for topic

T-Rex
Strong, fearless
Sneaking, glaring, munching
Always on the prowl
Tyrant.

Example provided by TPAC’s ArtSmart Fall Institute

Dinosaur Content
Students may wish to read a bit about dinosaurs to get ideas for their poems. Find information about Australian dinosaurs in the back of this guidebook. Some dinosaurs described will not be featured in our Nashville performance, such as the Austrolovenator, but students can still explore new types of dinosaurs to inspire their writing.

Performance
Use the poems in tandem with the stick puppets. Pair students up and let one student read the poem with a partner operating the puppet.

OR
Without puppets, ask students to read their poems out loud, one after the other, without stopping in their most expressive voice. What kind of effect does the group reading produce?
BABY MINMI PARAVERTEBRA
Early Cretaceous: 110–115 million years ago

Fossils of Minmi Paravertebra were first discovered near Roma, Queensland in 1964. In 1990 an almost complete specimen was discovered on Marathon Station, Queensland.

A small armoured dinosaur (ankylosaur) that was a quadruped. This herbivore had horizontal plates of bones that ran along the sides of its vertebrae called “scutes” and even the underside was protected by small bony scutes imbedded in the skin.

Minmi grew to about 3 metres long and was approximately 1-metre tall to the top of the shoulder.

BABY DRYOSAUR
Order: Ornithischia
Suborder: Ornithopoda
Dryosaur means: “Oak Reptile” or Tree Lizard
Late Jurassic: 145–161 million years ago

Fossils have been found in the western United States, Tanzania and also in New Zealand. Dryosaurs were herbivores, using their hard beak to cut leaves and plants, and the Oak shaped teeth at the back of the mouth to grind them up. Dryosaurs had powerful back legs and was probably a fast runner. The stiff tail balanced the body while standing or moving. Dryosaurs grew to approximately 3 to 4 meters long.

TYRANNOSAUR
Pronunciation: tye-RAN-uh-SAWR
Meaning: “tyrant lizard”

The Tyrannosaur is any of a group of predatory dinosaurs that lived from the late Jurassic Period (approx. 150 million years ago) to the latest Cretaceous Period (about 65 million years ago), at which time they reached their greatest dominance.

Most were large predators with very large, high skulls of approximately 1 metre in length. They had up to 60 teeth - those of the juveniles being serrated front and back and could easily bite through skulls, pelvises and limbs of other dinosaurs. A fossil found at Dinosaur Cove, Victoria in 1989 has led paleontologist Tom Rich to suggest that Tyrannosaurids were not only restricted to the northern hemisphere.
MEGANEURA

Pronunciation: meg-a-NEW-ra

Meganeura was a gigantic primitive dragonfly with a 70 cm wingspan. It flew to hunt flying insects above tropical forests and had swiveling multi-faceted eyes like headlamps which were quick to spot movement and sharp enough to allow it to pounce on flying prey.

Meganeura flew by beating 2 pairs of wings stiffened by “veins”. It dashed to and fro in forests, changing speed and direction almost instantly, grabbing insects with its legs and bringing them up to the mouth to feed. Meganeura itself were around in the late Carboniferous period (355-295 million years ago), but not in either the Jurassic or the Cretaceous period. However, there were still large dragonflies in both these periods. The present day dragonflies are descended from these.

DWARF ALLOSAUR

Pronunciation: ALL-o-saw
Meaning: “strange lizard’ on account of its light vertebrae

There are limited recordings of this animal in Australia. It appears to have been a more robust form of the giant Allosaurs of the northern hemisphere, thought to have adapted to survive in Australia after the Ice Age. The Dwarf Allosaur grew to about 6 metres in length and could probably rear to about 2.2 metres. It weighed just over half a tonne.

It was a general carnivore and scavenger. It was the largest predator in Gondwana. Existed in the early Cretaceous period (104 -112 million years ago).

LEAELLYNASAURA

Pronunciation: lee-EL-in-a-SAW-rah

Period: Early Cretaceous

The Leaellynasaura is one of many dinosaurs whose partial remains have been dug (and blasted) out of the solid rocks of Dinosaur Cove in the south east of Australia. Evidence of Leaellynasaura is known from a well-preserved skull. This dinosaur was a small turkey sized herbivorous Ornithopod. In early Cretaceous times the residing areas of Australia were well within the Antarctic Circle where the climate was extreme with limited sun visible for months of the year. Its skull has unusually large eye-sockets suggesting that Leaellynasaura adapted to the long winter darkness of the Antarctic and implies that it could withstand low, perhaps even sub-zero, temperatures. To do this, it would have needed some way of generating body heat, which some people have taken as evidence that dinosaurs were in fact warm-blooded.
AUSTRALOVENATOR WINTONENSIS

Meaning: "Winton's Southern Hunter"
Early Cretaceous 100 - 98 mya

Found near Winton, Queensland 2006.
5 m long. 500 kg. Giant slashing claws on powerful arms and razor sharp teeth.
The cheetah of its time. For speed, Australia’s answer to the Velociraptor.

ADULT MINMI PARAVERTABRA

Early Cretaceous 115 - 95 mya

Named after Minmi Crossing, near Roma, Queensland where it was discovered in 1964. Primitive Ankylosaur.
Sturdy four legs - longer than most of it’s kind and could possibly run at speed. Herbivore 2 - 3m long
It’s defensive body armour was made up of bony plates and protrusions called scutes. Unlike other dinosaurs, it even had scutes on it’s belly.

TITANOSAUR

Cretaceous period 90 - 65 mya.
The last of the giant herbivores.
The name refers to a group of dinosaurs comprising of up to 50 species.
Some of them were the heaviest creatures to have walked the earth - up to 100 tonnes. Queensland specimens reported to be 25 metres long.
Typified by small heads on long neck and long tails. Quadraped. Widespread, lived on every continent on Earth including Antartica.
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