



Gross Anatomy

Pre and Post Visit Materials



The goal of this program and its pre and post-visit activities is to learn about animal adaptations and anatomy.

Pre-Visit Activities

1. Go over new vocabulary words as a class. (some words may have multiple definitions but the ones pertaining to the program are listed)
 - **Adaptation** - a trait that has evolved in order to help the organism
 - **Anatomy** - the study of the structure of animals and their parts
 - **Circulatory system** - organ system that allows blood to circulate and circulates nutrients
 - **Endemic** - the ecological situation where an organism is unique to a specific geographic location or area
 - **Environment** - the surroundings of a physical system that may interact with the system by exchanging mass, energy, or other properties
 - **Evolution** - the change in the inherited characteristics of biological populations over many generations
 - **Habitat** - an [ecological](#) or [environmental](#) area that is inhabited by a particular [species](#) of [animal](#), [plant](#), or other type of [organism](#)
 - **Invertebrate** - an organism that does not have or develop a spinal column

- **Muscular system** - the organ system of the body that includes the skeletal, smooth, and cardiac muscles. This system pumps blood all over the body and is responsible for posture, and body movement
- **Nervous system** - the organ system of the body that coordinates voluntary and involuntary actions and transmits signals between parts of the body
- **Predator** - an organism that hunts
- **Prey** - an organism that is hunted
- **Respiratory system** - the organ system in the body that is responsible for breathing and respiration
- **Skeletal system** - the body system that makes up the internal framework of the body (consisting of the bones)
- **Vertebrate** - an organism that does have a spinal column

2. Blubber experiment

- Materials: bucket of ice water, rubber gloves, zip lock baggies, Crisco, rubber bands
- Students need to wear two gloves. Cover one with Crisco, and cover with the ziplock baggie – seal with rubber band.
- Have students stick each hand in to the bucket of ice water and discuss which is colder. Now talk about blubber as an animal adaptation.

Post-Visit Activities

1. Have the students journal about their trip. The prompt should be, “What was your favorite part of the trip to the museum?” They can either write or draw their response.
2. Animal Hands
 - Materials: rubber gloves, electrical tape, spoons, tooth picks, Velcro, construction paper, suction cups
 - Tape various materials to the fingers of the gloves and attempt to pick things up. For a bonus attempt to make webbing with the construction paper.
 - What other adaptations can students think of?
 - What adaptations go with what animal?
3. Use the worksheet on the last page to have the children draw habitats with adapted animals living within them

Draw a habitat in the box below:

