



NATIONAL MUSEUM OF HEALTH AND MEDICINE

MY HUMAN BODY

MUSEUM DISCOVERY TEACHER'S GUIDE GRADES PK - 2



This guide will help you prepare for your visit at the National Museum of Health and Medicine. It outlines the major topics and exhibitions that will be presented during the visit and suggests activities to help extend the experience into your classroom. This program supports Common Core and Next Generation Science standards.

TIME

45-60 minutes

GROUP SIZE

minimum of 10 students, maximum of 20 students

AT THE CONCLUSION OF THIS WORKSHOP, STUDENTS SHOULD BE ABLE TO:

- List five major systems of the body.
- Identify major physical characteristics of the body.
- Understand and identify healthy practices such as brushing teeth, healthy eating habits, washing hands.
- Identify medical professionals that help keep them healthy and care for them, including doctors, nurses, and dentists.

ITEMS USED FOR THIS PROGRAM MAY INCLUDE:

- Anatomy vest
- Plastinated organs
- Articulated skeleton
- Giant teeth and toothbrush
- Play medical kits
- “Your Body: Inside and Out” coloring book
- *The Magic School Bus Inside the Human Body* by Joanna Cole

ACTIVITIES FOR THIS PROGRAM MAY INCLUDE:

Mr. Cluckey Skeleton Activity: Students will make an articulated paper skeleton to hang on the wall.

“This is My Brain” Activity: Students will make a hat that shows different parts of their brain and their functions.

Self-portrait with Body Systems: Students will draw a life-size self portrait of their body and include some of the organs they have learned about while visiting the museum.



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SUGGESTED PRE-VISIT CLASSROOM ACTIVITIES

- Review *Visiting the Museum* and what you will see.
- Review body parts and their functions (skin, kidneys, lungs, heart, bones, muscles, stomach, liver, brain).
- Read a story about a doctor or visiting a doctor.
- Draw a picture of your favorite health activity or sport.
- Make a healthy food collage.



SUGGESTED POST-VISIT CLASSROOM ACTIVITIES

- Have students write or draw a story about their visit to the museum. This may include what they learned, favorite activity, or favorite object.
- Have students write or draw a story about being a doctor.
- Make a minimedical museum in your classroom, with pictures and objects.





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VOCABULARY

BLOOD:

the red fluid that circulates in the heart, arteries, capillaries, and veins of a vertebrate animal and that brings nourishment and oxygen to and carries away waste products from all parts of the body

BLOOD PRESSURE:

pressure exerted by the blood due to the heart pumping the blood through the circulatory system

BONE:

a hard material made mostly of calcium and phosphate that makes up the skeleton

BREATHE:

to draw in air and expel it from the lungs

BRUISE:

an injury in which the skin is not broken but is discolored from the breaking of small blood vessels that lie beneath the skin

DISEASE:

an abnormal body condition that interferes with functioning and can usually be recognized by signs and symptoms

MUCUS:

a sticky, slippery substance found in the nose and lungs that moistens and protects those areas

PULSE:

the throbbing of the arteries due to the heart beat. You can feel your pulse by holding two fingers to the inside of your wrist or below your jaw on your neck

ORGANS:

a body part or structure with a specific vital function

SCAB:

a crust, made up mostly of hardened blood, that forms over and protects a wound

SWEAT:

a salty liquid that comes out of the pores to cool the body when it is hot

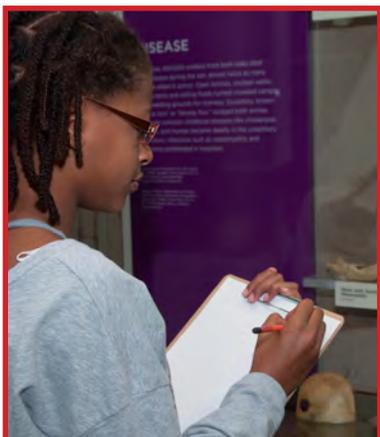
URINE:

liquid waste that is secreted by the kidneys





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RESOURCES

The appearance of hyperlinks does not constitute endorsement by the NMHM or any other agency of the U.S. Government of the destination web site or the information, products or services contained therein.

WEBSITES

- **Bam! Body and Mind:** www.cdc.gov/bam/activity
- **Cells Alive!:** www.cellsalive.com
- **Kid Info:** www.kidinfo.com/health/Human_Body.html
- **Kid's Health:** www.kidshealth.org
- **My Yucky, Gross and Cool Body:** www.yucky.com/body
- **BrainPop!:** www.brainpop.com/

PUBLICATIONS

- *The Big Book of the Human Body* by DK Publishing, 2006.
- *The Magic School Bus: Inside Ralphie: A Book About Germs*, by Joanna Cole. Scholastic Press, 1995.
- *The Magic School Bus: Inside the Human Body* by Joanna Cole. Scholastic Press, 1990.
- *Muscles: Our Muscular System*, by Seymour Simon. Harper Collins, 1998. *My Five Senses* by Aiki Brendenburg. Harper Collins, 2002.
- *Quizmo Flip Book: Gross and Yucky Human Body*, Infinitoy, Inc.
- *What Makes You Ill* by Mike Unwin and Kate Woodward. Usborne Publishing, Ltd., 2006.
- *What to Expect When You Go to the Dentist* by Heidi Murkoff. Harper Collins, 2002.
- *What to Expect When You Go to the Doctor* by Heidi Murkoff. Harper Collins, 2000.
- *What's Inside You?*, by Susan Meredith. Usborne Publishing, Ltd., 2006.
- *Why Do We Eat?* by Stephanie Turnbull. Usborne Publishing, Ltd., 2006.

BIBLIOGRAPHY AND LINKS

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National Research Council. (1996). *National Science Education Standards*. Washington, DC: The National Academies Press.

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NATIONAL SCIENCE STANDARDS

- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. (Disciplinary Core Ideas, LS1.D Information Processing, 1-LS1-1)
- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena (Science and Engineering Practices, 1-LS1-1)
- Scientists look for patterns and order when making observations about the world. (Science and Engineering Practices, 1-LS3-1)



COMMON CORE

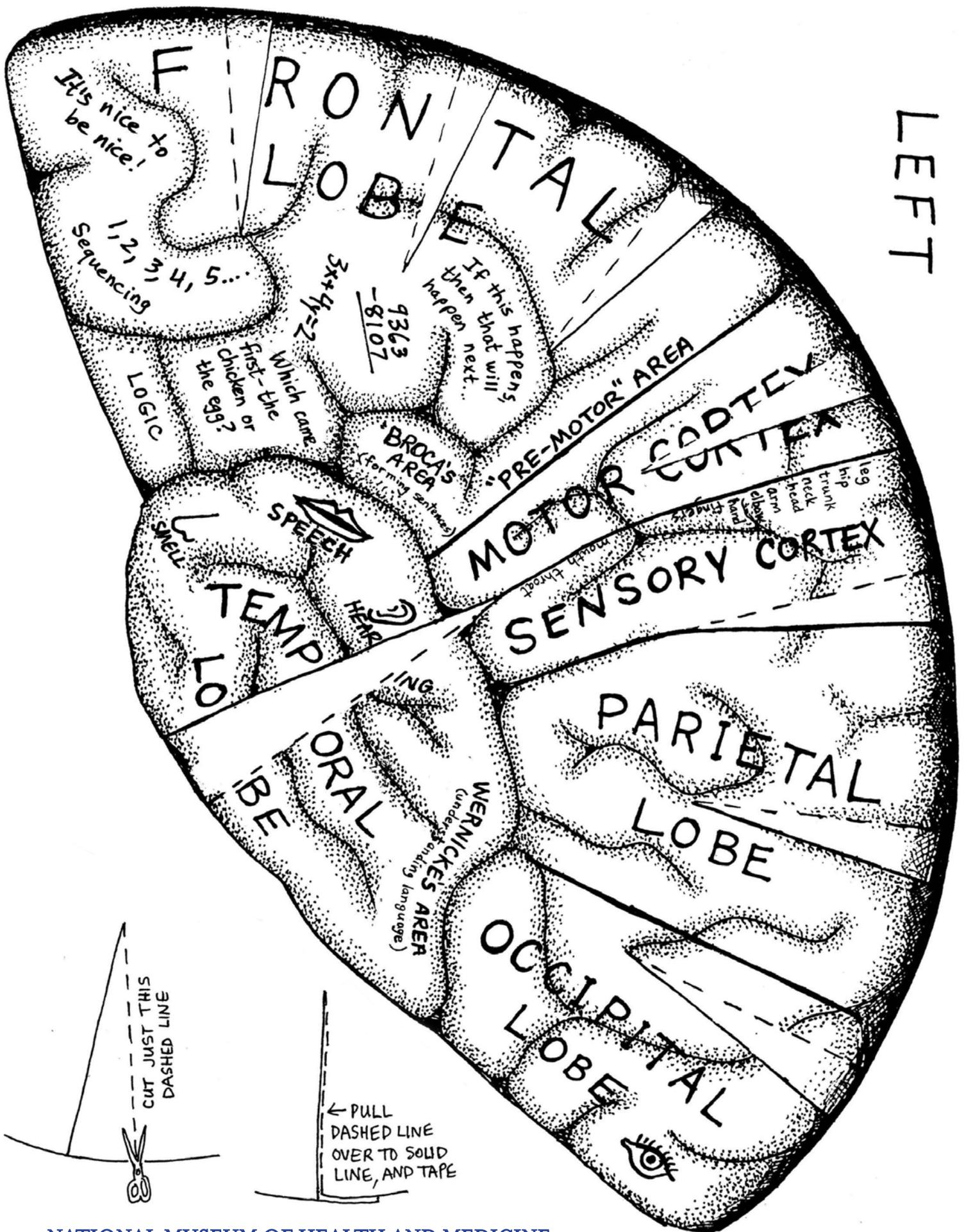
- With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. (W.1.8)



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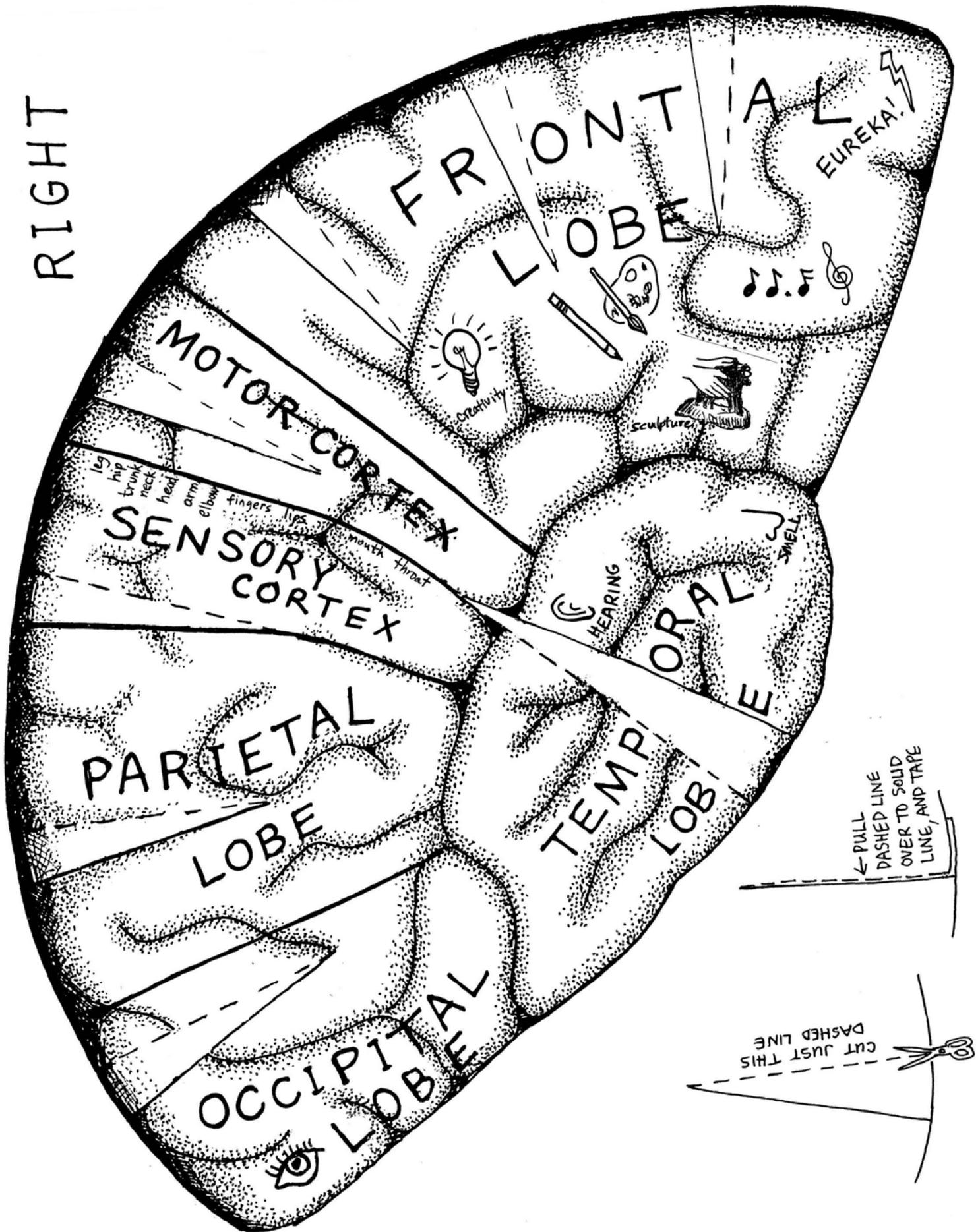


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