

April 10, 2015

Dear Students and Parents,

As part of our unit on the human body systems, students will be completing a body part project for our Human Body Museum on Thursday May 14, 2015. Complete projects will be due on Thursday May 14, 2015 for classroom presentation and grading. Below is an outline of expectations for human body projects.

There will be a series of "check-in" days and class time to organize, plan and work on projects to assist students with building skills of breaking a larger project into smaller parts. However, the majority of the work will need to be completed at home if we are to have time to learn about the different human body systems in class. The project will require some research, the creation of a 3-dimensional model (no virtual models, please), and a display board with poster attached to it that educates an audience of other 6th graders, their parents and the media about the body part. Check in days: (Refer to Human Body Museum Checklist for further detail):

- Resources List Due (7-15 different resources) Poster of body part completed
- Poster of body part complete with illustration, color and labeling
- Notes IN YOUR OWN WORDS due answering the guiding framework questions-Plagiarism will result in a grade of a 0 for this project, and a referral will be recorded in your school record.
- Outline for research paper completed (use the questions from notes section as your outline guide)
- Research paper final draft due, Exhibit board presentation design plan sketched on a piece of graph paper due (Make a copy of this to keep for yourself to refer to over the weekend and a copy to turn in to me 3/18.)
- 3-D model and Exhibit board due for classroom presentation (entire project due at school)
- Human Body Museum in 6th grade classrooms for parents and students to view and learn.

Project Details:

- 1) **Research:** Each topic will be a smaller component of a larger system (example: student researches heart for circulatory system.) Together the projects will represent the whole system. Students are required to research the information shared on the Checklist.
- 2) **3-D Model:** Each research paper must be accompanied by a 3-dimensional model of the topic. The model should be interactive; museum visitors should be able to pick it up, use it, or something should be learned from the model.
- 3) **Display:** each project must be displayed in an organized manner. A tri-fold display board is typically the best way to display poster and key information from research. Display must stand on its own. 3-D model must fit in front of the display board, and display shouldn't take up more space than the space allotted to student when sitting in class at assigned seat.

Please don't hesitate to contact me by email next week if I can be of further assistance.

Sincerely,

Ryan Andrist

Science, GMMS

7 Guidelines for Creating a Human Body Museum Exhibit that Museum Attendees Can Learn From & Enjoy:

- 1) Create a detailed (anatomically correct) poster of the chosen body part or diseased part in color, properly labeled, to be mounted on your science presentation board. This board must be free-standing.
- 2) Create a "hands-on" 3-D model of your body part with, or without disease, that is small enough to fit on the end of a table. The exhibit needs to be able to be touched by museum attendees, and be used in a way that they can learn important information from it.
- 3) Label your poster board exhibit in bold letters across the top of your science board with the name of your topic, some snappy version of it, or something with a play-on-words that will hook museum attendees.
- 4) Create some questions about your exhibit that museum attendees can answer by reading your exhibit board and interacting with your 3-D model.
- 5) Display your research paper in a typed, or neatly, handwritten folder or transparent report holder.
- 6) Include a bibliography with your research paper so the reader can learn more about your topic.
- 7) Be careful with your model. For practical reasons, we cannot allow exhibits to include food or liquids that may leak or that attendees may be allergic to (peanut butter, for example). Projects will go home at the end of the day Wednesday, April 3rd, so please make transportation arrangements ahead of time.

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HUMAN BODY MUSEUM CHECKLIST

You need to follow these steps to insure your project is complete and accurate. For each step, you will need to check off the box (or have me check it off if you are not sure) and then proceed to the next step. The steps marked **G** are graded and must be shown to me.

Name _____ Subject/topic is _____

Research – Collect library books from the public library and print off materials from reliable, scientific websites. Visit the Granite Mtn. Library and look at the reference books. Look in the books that are in our classroom. BRING YOUR “STUFF” TO CLASS!

(G) Sketch Your Poster – Drawing of your poster with color for your exhibit board and have it approved by me.

(G) Notes – Take notes in your own words. At a minimum, you must answer all of the questions in detail below:

- What are the main functions of my body part?
- How are these functions accomplished?
- How is your body part linked to **other** body systems?
- What happens to the body when your part malfunctions?
- Most importantly, what are the really cool and amazing things about your body part that people probably don't know too much about?

(G) Outline for Research Paper – Write an outline that organizes all of your notes for a final copy.

(G) Exhibit Design – Using graph paper, draw your exhibit plans in detail – include a materials list of things you will need. Please see me before you design anything using electricity.

(G) Research Paper – Final draft of your research paper including bibliography.

(G) Complete Your Exhibit – This is a homework project. If you need materials ask me and I will help you if I can. (3D model)

(G) Complete Your Poster Board

(G) Show Your Poster and Exhibit – Bring your exhibit to school on _____, you will present your entire project at this time to the class where it will be graded.

***Human Body Museum will be Thursday May 14th, 2015.**

Name: _____

Date: _____

Subject/topic: _____

Human Body Museum

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Name _____ Topic _____

What is the main function of the organ/body system? How does it contribute to the overall function of the body?

What are current diseases of the organ/body system? What type of treatment is used for these diseases?

What were ancient diseases of the organ/body system? What type of treatment was used for these diseases?

What are the preventative measures to keep organ/body system healthy?

Fun facts about your organ/body system.

Annotated Bibliography - Internet

Source 1:

1. Name of Internet Site: _____
2. Title of Article: _____
3. Date article was published: _____
4. URL: _____

Source 2:

1. Name of Internet Site: _____
2. Title of Article: _____
3. Date article was published: _____
4. URL: _____

Source 3:

1. Name of Internet Site: _____
2. Title of Article: _____
3. Date article was published: _____
4. URL: _____

Source 4:

1. Name of Internet Site: _____
2. Title of Article: _____
3. Date article was published: _____
4. URL: _____

Source 5:

1. Name of Internet Site: _____
2. Title of Article: _____
3. Date article was published: _____
4. URL: _____

Ancient Diseases

- Rocky Mountain Spotted Fever
 - lungs
 - brain
 - spinal cord
 - heart
 - liver
 - kidneys
- Leprosy
 - nervous system
- Typhoid
 - small intestines
 - lymph nodes
 - bloodstream
- Pneumonia
 - lungs
- Bubonic Plague
 - lymph system
- Smallpox
 - cells
- Measles
 - respiratory system
- Tuberculosis
 - lungs
 - lymph nodes
 - bones
 - kidneys
 - brain
 - spine
- Trachoma
 - eye
- Malaria
 - blood cells
- Polio
 - brain
 - spinal cord
- Tapeworm
 - intestines
- Cholera
 - heart
 - muscles
- Rabies
 - brain
 - spinal cord
- Epilepsy
 - brain
 - spinal cord