

## Arctic Tundra Discovery Field Investigation Log



Visit the Arctic Tundra exhibit. Choose two different tundra animals (polar bear, arctic fox, musk ox or reindeer) to **draw** in the space below. Be sure to **label** your drawings.

Animal I: A	nimal 2:
Name one thing that both of these animals have that w	rould help them to survive in the Arctic tundra.
Choose an animal to watch for at least one minute. When	nat did your animal do during that time?
How do you think these behaviors would help this ani	mal to survive in its habitat?
What can you do to help protect Arctic tundra habitats	?



## Arctic Tundra Discovery

## Teacher/Chaperone Field Investigation Guide

The purpose of this activity is not for students to get all the "right" answers but rather to allow them

to practice field investigation skills.	
Visit the Arctic Tundra exhibit. Choose an animal to draw in the space below (polar bear, arctic fox, musk ox or reindeer). Be sure to label your drawings.	
Animal 1: Animal 2:	
This purpose of this activity is to provide students with an opportunity for observation and to practice diagramming skills, including labeling characteristics.  FYI – Some of the Rocky Shores animals can also be found living in coastal areas of the Arctic Circle. These would include beluga whales and walruses. Other rocky shores animals may visit Arctic areas in warmer months.	
Name one thing that both of these animals have that would help them to survive in the Arctic tundra.	
Students should notice thick fur, small ears, large feet, similar coloration (white, brown or gray). Thick fur offers protection from the cold. Coloration provides camouflage with landscape. Animals that live is colder climates have smaller ears than those living in warmer climates. Small ears mean less heat loss through the ears. Compare to elephants that live in warmer climates that use their large ears to release body heat. Large feet work like snow shoes to keep the animal from sinking into the snow.	
Choose an animal to watch for at least one minute. What did your animal do during that time?	
Make sure students time their observations. If the animal they chose to observe is inactive, ask them to think about why this might be. Students often describe animal behaviors in human terms (i.e. lazy, sad, depressed, etc.). Remind them that inactivity in the natural world usually just means that the animal is conserving energy so that they can do what they need to do to survive (i.e. find food, avoid predators, socialize, etc.)	
How do you think these behaviors would help the animal to survive in its habitat?	
If students get stuck on this question, ask them to list the basic needs of any animal (food, water, space, shelter/protection). Could these behaviors help the animal take care of its needs if it lived in the wild?	
What can you do at home to help protect rocky shore habitats?	
Addresses Life Science GLE 3.2.4 – Understand how humans depend on the natural environment and can cause changes in the environment that affect humans' ability to survive. Teachers - See your Science Grade Level Expectation guide for details.	
If students need help with this question, guide them towards thinking about what they know about conservation in general. Encourage them to think about what they can do personally from home (use fewer resources, recycle, drive less – do driving errands efficiently, use less energy – heat, lights, etc.). Learn about global warming and climate change.	
A good website for kids to learn about global warming:  http://www.ena.gov/globalwarming/kids/	