

# Marine Mammal Discovery Field Investigation Log



Visit the Rocky Shores exhibit. Choose two different species of animals to **draw** in the space below. Be sure to **label** your drawings.

Animal 1: \_\_\_\_\_

Animal 2: \_\_\_\_\_

Look closely at the two animals. How are they similar? How are they different?

Choose an animal to watch for at least one minute. What did your animal do during that time?

How do you think these behaviors would help this animal to survive in its habitat?

What can you do at home to help protect the marine habitats for marine mammals?

# Marine Mammal Discovery

## 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 Rocky Shores exhibit. Choose two different species of animals to draw in the space below. 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.*

*FYI – Marine mammals in the Rocky Shores exhibit include walruses, sea otters and harbor seals.*

**Look closely at these two animals. What do they have in common? How are they different?**

*Students should notice rounded body shapes (streamlined for swimming) with poorly defined necks, flippers, nostrils pointing towards the water’s surface. They should also notice fur or whiskers.*

**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 the marine habitats for marine mammals?**

*Encourage them to think about what they can do personally from home (make less trash, keep trash out of the ocean, use fewer resources {i.e. electricity, water, gasoline) recycle, , keep toxic chemicals out of the water {i.e. pesticides for killing bugs, herbicides for killing weeds). Specific actions students may share that they do may include, buying organic food and clothing, walking or riding bikes instead of driving, turning water off while brushing teeth, short showers, turn off lights when leaving a room.*

*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.*

Good websites for environmentally friendly products and recipes:

<http://www.greenhome.com/>

[http://www.ems.org/household\\_cleaners/alternatives.html](http://www.ems.org/household_cleaners/alternatives.html)

