

POST-VISIT ACTIVITIES

To the Teacher

The following six post-visit activities are designed to help students synthesize information learned before and during the Self-Guided Visit to the Desert Museum. As students complete each activity they should be constructing their own understanding of the components and ecology of the Sonoran Desert. These activities are open-ended, leaving room for teacher creativity in developing specific lessons.

1. REVIEW ANSWERS TO THE EXPLORERS GUIDE

As a class, go over the answers students found to the *Explorer's Guide* and discuss the trip. Have students share the information they learned as they listened to a docent interpretation.

2. SONORAN DESERT SCRAMBLE (*Handout 9, next page*)

This handout provides students with an opportunity to recall the names of some animals they saw on their trip. Make a copy of the handout for each student and have each complete the scramble. Go over the answers and ask students to circle those animals and plants they saw at the Desert Museum.

Answer Key to Sonoran Desert Scramble:

1. TARANTULA, 2. COYOTE, 3. VULTURE, 4. DEER, 5. JAVELINA, 6. KANGAROO RAT, 7. RABBIT, 8. MOUNTAIN LION, 9. GREAT HORNED OWL, 10. SAGUARO, 11. LIZARD, 12. CENTIPEDE, 13. SNAKE, 14. BLACK BEAR, 15. SCORPION

3. THE NAME GAME

Have students make a list of animals they saw on their trip. Divide the class into groups of three. One student from each group selects an animal from his/her list and gives oral or action clues for the other group members until they guess the name of the animal. Students take turns giving clues and guessing.

4. CREATIVE WRITING AND PLAY

Have students write and illustrate stories based on field observations, research, and Desert Museum exhibits. Imagine experiencing a day in the life of a tarantula or saguaro; being a Palo Verde beetle undergoing metamorphosis or a kestrel searching for prey. Stories can evolve into desert ecology plays performed for younger children.

5. ANIMAL REPORTS AND DIORAMAS

Students can choose from a variety of fascinating Sonoran Desert animals that they saw at the Desert Museum on which to write a report. While researching, students should consider the following topics:

- Appearance: size, outstanding features, color, class of animal, life span
- Habitat: type of shelter or home, range and distribution
- Adaptations: to the desert environment, for defense, for capturing prey, other
- Feeding habits: food type, methods of gathering and storing food
- Reproduction: gestation period, number of offspring, methods of raising young
- Protection status: protected, threatened or endangered
- Ecology: create a food web

Ask your librarian to gather and set aside related information for student use. While doing internet research, be sure to visit our web site at www.desertmuseum.org. Students can illustrate their animal reports by creating a habitat diorama in a box. Using construction paper, clay and other art supplies, have students make desert plants, land forms and animals. Have them glue these onto the sides and bottom of the box to create a realistic animal habitat. For a more natural appearance, have them glue sand,

6. FLANNEL/VELCRO BOARD

Using student illustrations or pictures cut from magazines, have students make a flannel board display of the Sonoran Desert. These can be arranged to show life cycles, create food webs or illustrate desert

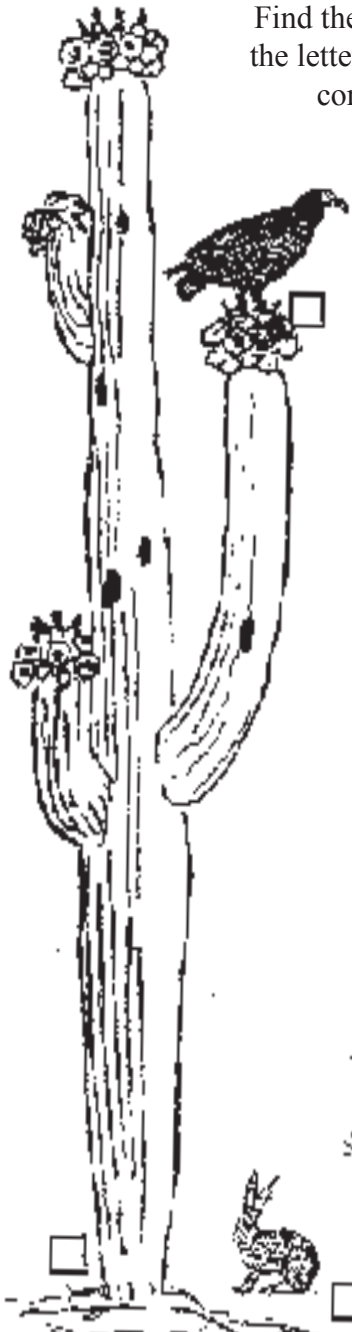
NAME: _____

DATE: _____



Sonoran Desert Region Life Scramble

Find the names of these creatures by unscrambling the letters. Write the name on the line and place the correct number in the box by the picture.



1. AARNAT UT _____
2. ECOTYO _____
3. R NIVLE _____
4. REIV _____
5. NAVLEUA _____
6. AACNRGOK TAR _____
7. EBLART _____
8. NTNLA MOUNCIL _____
9. SCYEA DENRCH WLO _____
10. AORASUG _____
11. ZPLRDA _____
12. CFENDPCU _____
13. EVANS _____
14. LCKEA BARE _____
15. RONISOP _____

