

Teacher Lesson Plans Downloadable
Science Box/

Title: The Human Brain

Primary Subject: Science

Grade Level: Upper elementary

Provided by: Laura McNulty, Gifted and Talented teacher with the Pine Bluff School District

Instructional Objective:

- After participating in a discussion and watching a video about the human brain, the students will be able to construct and label at least three parts of the brain using clay of different colorations.
- Students will use mathematical analysis, scientific inquiry and engineering design as appropriate to pose questions, seek answers and develop solutions.
- Students will listen, speak, read and write for information and understanding. As listeners and readers students will collect data, facts and ideas, discover relationships, concepts and generalizations and use knowledge generated from oral, written and electronically produced texts.

Motivation:

To gain the students' interest, ask the student to close their eyes and pass around a sealed plastic bag containing ground beef. Ask the students, "What does this feel like?"

Materials:

A video on the brain

A model of the brain

A diagram labeling the different parts and functions of the brain

Play-Doh clay of different colorations

Pencil and Paper Tabs for labeling

Procedures:

1. After watching a video on the brain, students will be asked: (1) What are three things you noticed about the brain? (2) What is the shape of the brain? (3) Where is the brain located in the skull?
2. Students will then be asked to evaluate the film and choose three specific parts of the brain they found most interesting and then asked: (1) Why did you choose these specific parts? (2) What are their functions?
3. Students will be presented with a model and diagram labeling the different parts and functions of the brain and then asked: (1) How many different parts make up the brain? (2) What are the names of the parts that make up the brain? (3) Which part of the brain controls memory, thought, drawing, listening, etc.?
4. Students working in designated groups will be given bags of different colored Play-Doh and labels so they can construct and label three specific parts of the brain. They will then be asked: (1) Assess your sculpture: Which parts of the brain did you choose and why? (2) What are the functions of the parts of the brain you sculpted? (3) How did you feel about this activity?
5. Students will present their group projects to the class and summarize their functions.

6. Students will evaluate each group's work and express their opinions on which one is the most accurate construction and then asked: (1) Consider your decision – why did you choose group (A, B, C, or D) as the best? (2) Given the opportunity, would you change anything about your own sculptures? (3) What recommendations can you offer to improve each of the other group's sculptures?

Assessment:

The students will be able to accurately construct and label three specific functions of the brain.

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