The Dr. Samuel D. Harris National Museum of Dentistry

THE SHAPES & COLORS OF OUR MOUTHS SELF-GUIDED TOUR & ACTIVITIES



Name _____

GRADE LEVEL: PRE-K-2

TEACHER PACKET

During this visit to the museum, you will explore the following stations in hopes of sparking discussions and completing activities related to the theme "Shapes & Colors of Our Mouths."

Exhibit Area **Check (✓) when complete**

1. Smiles and Our Identities (1st Floor) ..... ☐

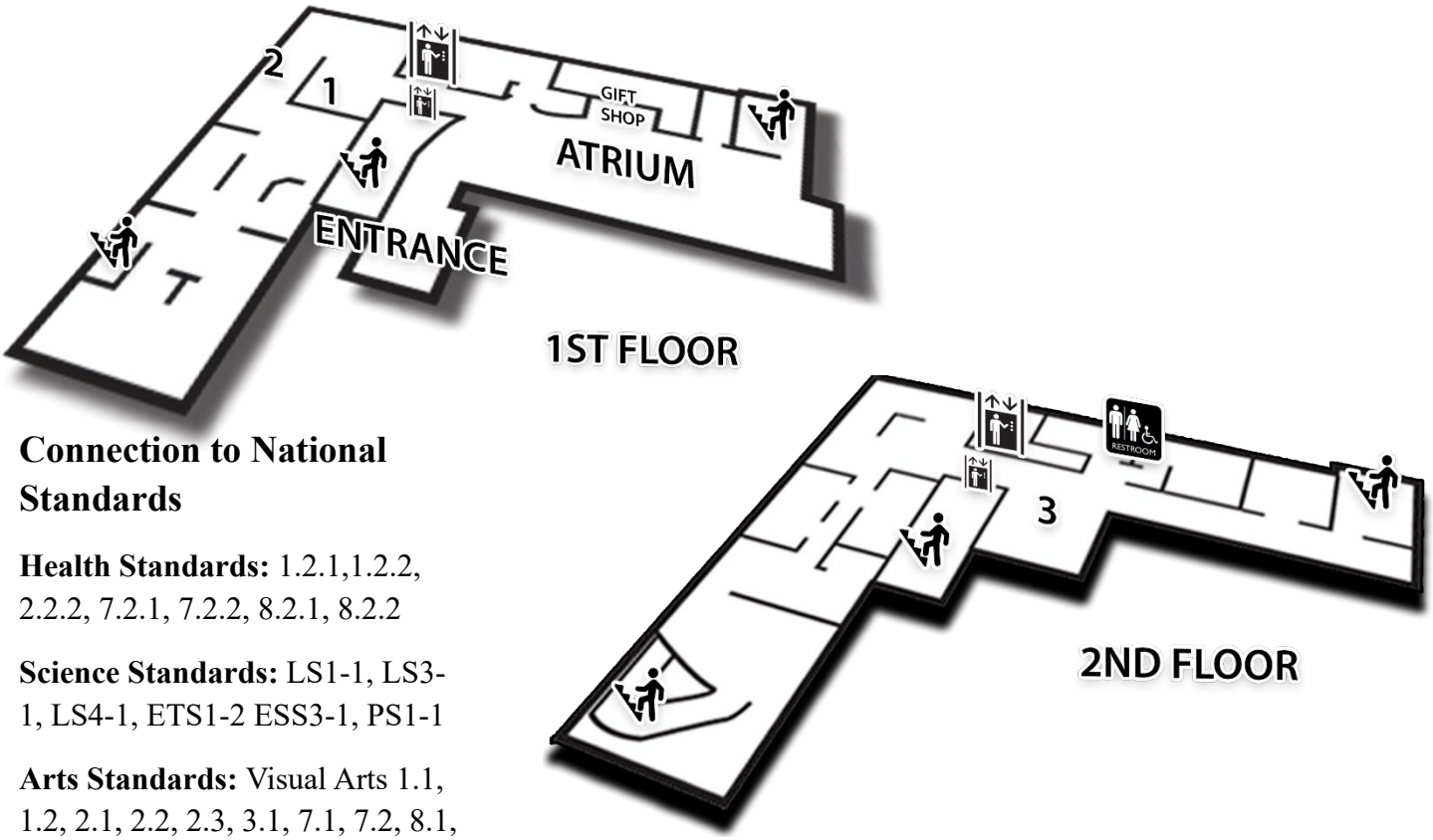
2. Tooth Shapes and What We Eat (1st Floor) ..... ☐

3. Smiles at the Dentist (2nd Floor)..... ☐

Optional Activities if time allows:

4. Color Scavenger Hunt (1st and 2nd Floor)..... ☐

5. Making A Human Mouth! (Atrium)..... ☐



Connection to National Standards

Health Standards: 1.2.1,1.2.2, 2.2.2, 7.2.1, 7.2.2, 8.2.1, 8.2.2

Science Standards: LS1-1, LS3-1, LS4-1, ETS1-2 ESS3-1, PS1-1

Arts Standards: Visual Arts 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 7.1, 7.2, 8.1, 9.1, 10.1, 11.1

In this area, you'll begin by looking at and talking about the smiles you see on the wall. Ask the "Questions to Begin the Discussion" first and then share the information in the wavy block with your group. Answers to discussion questions will be ***bold****.*

Questions to Begin the Discussion

What different colors of teeth do you see? **(White, black, gold)**

Does everyone have the same size teeth? **(No, they're all different sizes)**

Does everyone have all their teeth? **(No, some teeth are missing)**

Which teeth do you think are the healthiest? **(The black teeth that belong to the Japanese woman are. She brushed her teeth three times a day, had a healthy diet, and used a black paste that was just like toothpaste to stain her teeth)**

After learning about identity, ask the following:

Questions to Dive a Little Deeper

Why do you think the woman has black teeth? **(Japanese women would dye their teeth black for fashion and to show their status in society)**

Why do you think the man is missing his front teeth? **(Males from different tribes in Australia would knock out their front teeth when turning a certain age to show how strong they are)**

Why do you think the man has sharp pointy teeth? **(Warrior groups in Africa would file their teeth to look like animals or their gods to scare off their enemies)**

Why do you think the man has a gold tooth? **(Gold has been used to fix cavities, but people also have chosen to add gold to their mouth to make their smile even more unique.)**

Have you noticed that some people add colors to their hair? Maybe you've seen someone with a tattoo? Or dressed in clothes different than what you would normally wear?

These are examples of how humans throughout history have changed their appearance to shape their identity.

All over the world, people have decorated or changed their teeth to help create their identity too.

Ask for a definition of identity and then provide the following definition for your students.

Identity – noun – All the things about you that make you who you are and unique. Your identity is always changing and growing with you. It can be as simple as being known as the person who is always smiling and friendly, or as can be as complex as being known for how you feel about things going on around you.

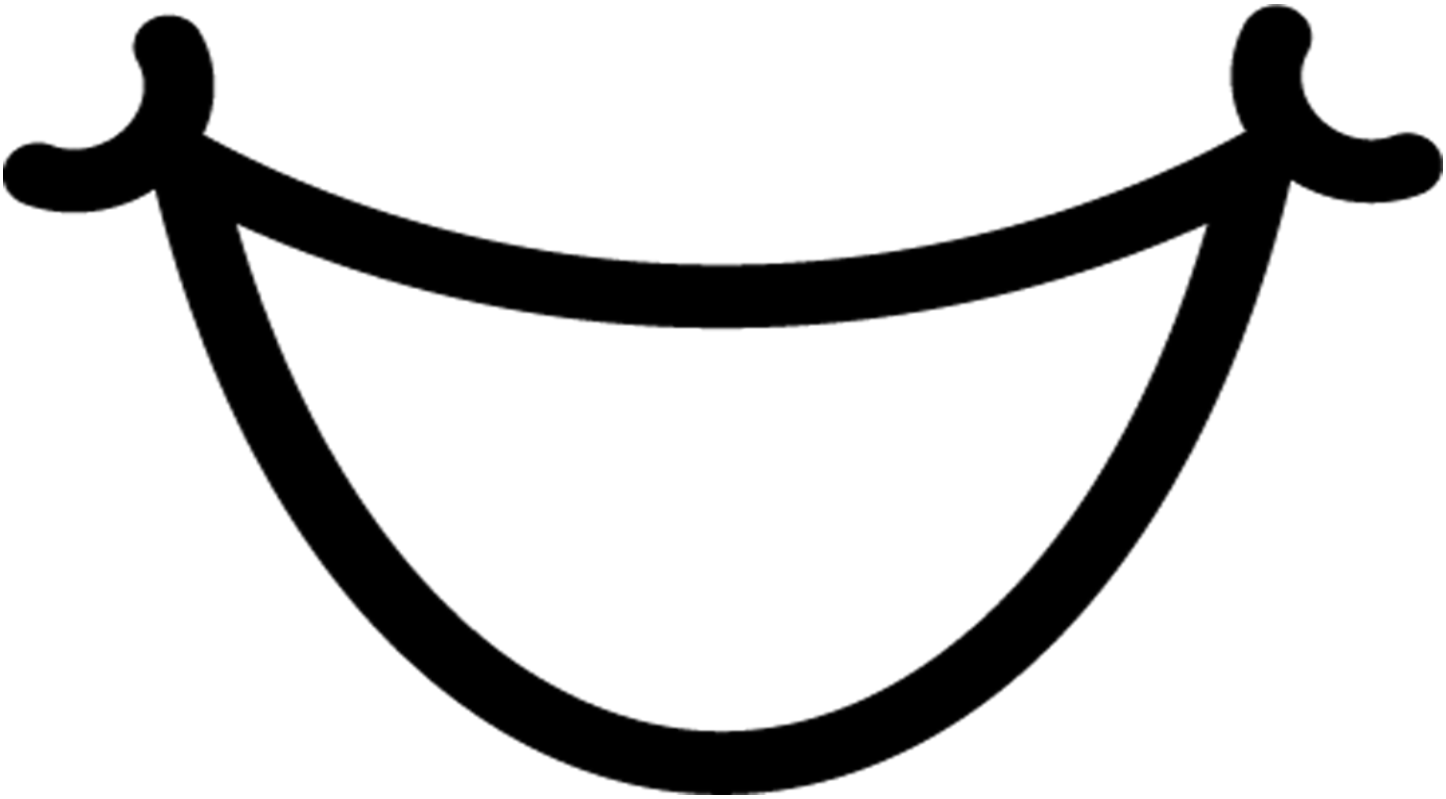
STATION 1 (1st Floor) | Smiles and Our Identities — Activity: 5 mins

Now that you've learned about identities and the shapes and colors of smiles from around the world, let's take a moment to create a smile that matches your identity!

Distribute the buckets of crayons found under the Station 1 signage for students to use.

Draw, color, and create a smile you would want to share your identity. Think about what color teeth you would want if you could have any color teeth! Would you want your teeth sharpened like the Bantu people? Or would you want jewelry of different shapes on your teeth?

After everyone has created their smile have some volunteers share why their smile shows off their identity. Then return the buckets of crayons before moving on to the next station.



In the boxes below, draw the head, mouth, and teeth of an animal you think eats only…

… plants!

… meat!

… plants and meats!

Start your discussions by having some students share what animals they think only eat plants. Then use the questions below and the associated information in the wavy block to learn more about the teeth that help determine if an animal is an herbivore, carnivore, or omnivore.

Plant Eaters (Herbivores)

Questions to Begin the Discussion

What makes you think the animal you drew eats plants? **(Open ended)**

What shape did you make their teeth? **(Open ended)**

Questions to Dive a Little Deeper

Is there an animal on the wall that you think eats plants? **(See respective skull in wavy block)**

How can you tell? **(Looking at its teeth!)**

What shapes are the teeth of this animal? (Square, rectangle, circle, triangle?) **(See respective skull in wavy block)**

Now repeat these questions for the meat eaters (carnivores) and meat and plant eaters (omnivores)!

Once you have covered the different types of -vores, use the questions below to discuss our mouths, and see Our Mouths in the wavy block for answers.

Questions to Begin the Discussion

What shapes do we have in our mouths?

What do you think we can eat based on the shape of teeth in our mouths?

Which animal on the wall do you think we have the most similar teeth too?

Herbivore Skull – The Horse (1st skull from the left) –The horse has long rectangular incisors in the front of the mouth for ripping leaves and cutting grass, and really big rectangular flat molars in the back for grinding down the plants before swallowing.

Carnivore Skull – The Lion (2nd skull from the right) – The lion has long triangular canines and smaller rectangular incisors in the front of the mouth, and very pointy triangular molars in the back to help the lion tear its food apart.

Omnivore Skull – The Bear (2nd skull from the left) – The bear has teeth similar to both the horse and lion, with sharp pointy canines and incisors for ripping its food apart, and flatter more rectangular molars for grinding down plants before swallowing.

Our Mouths - Humans also have a mix of flat rectangular and sharp triangular teeth like the bear, meaning we can eat both plants and meat thanks to our teeth.

In this area, you'll begin by sharing stories of how you feel at the dentist, and how you think some of the patients in the art around you feel as well. Then you'll draw and color the dental team you'd like to visit when you visit the dental office.

Questions to Begin the Discussion

How do you feel when you go to the dentist? (Happy, scared, nervous?) **(Open ended)**

How can you tell if someone is happy to go to the dentist? What might they be doing with their mouth? **(Smiling)**

Can you find an artwork where the patient looks happy to be at the dentist? **(Open ended)**

How can you tell if someone might be scared to go to the dentist? What might they be doing with their mouth? **(Frowning)**

Can you find an artwork where the patient looks scared to be at the dentist? **(Open ended)**



Example of a happy patient

Questions to Dive a Little Deeper

Find the two pieces of artwork pictured.

Which dentist would you rather have clean your teeth? Why?**(Open ended)**

How can you help someone who is afraid of going to the dentist be less afraid? **(Open ended)**

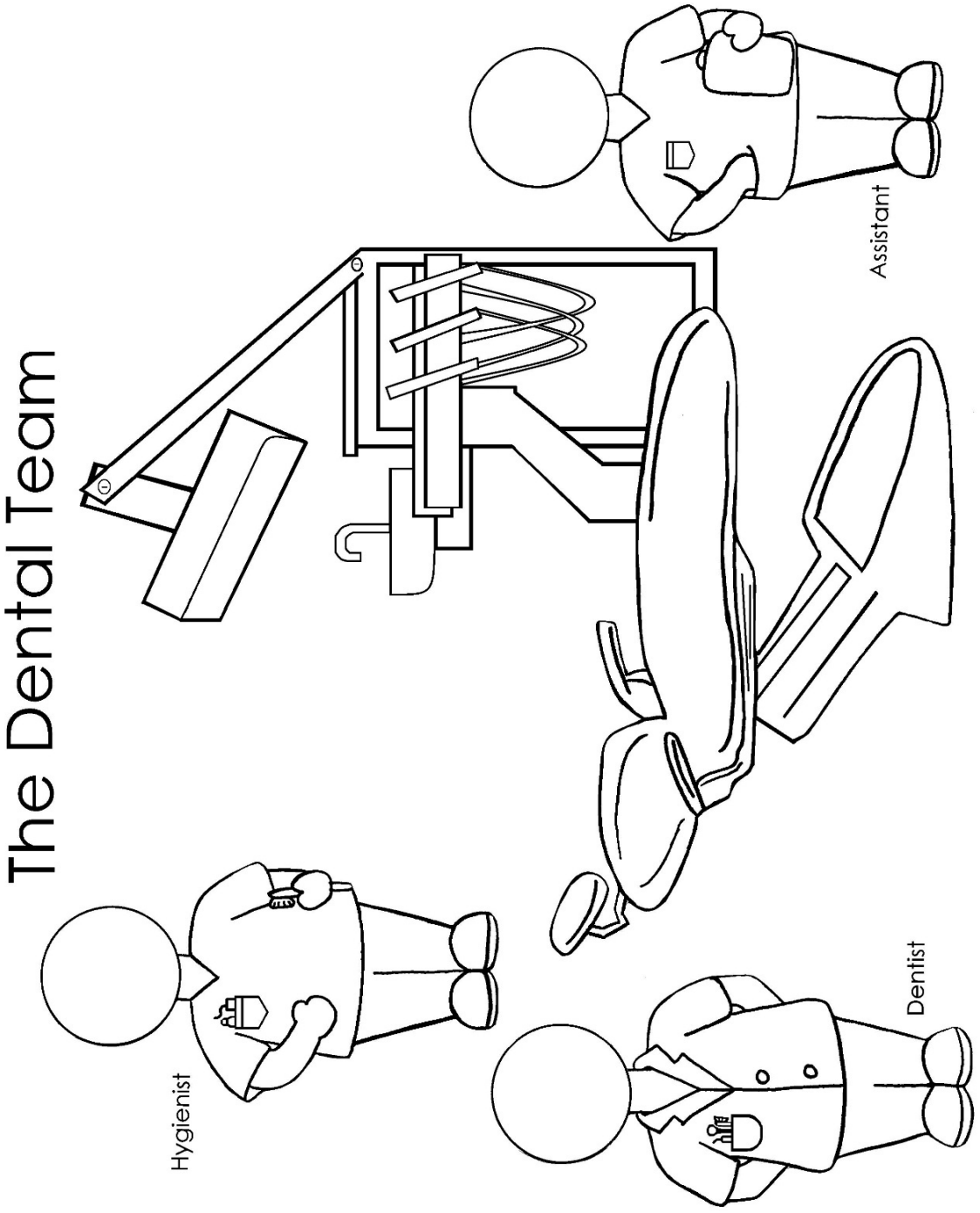
What five activities can you do at home to make sure you have a happy visit to the dentist? **(1. Brushing 2. Flossing 3. Using Mouthwash 4. Eat healthy foods and limit unhealthy foods 5. Drink healthy drinks like water or milk)**



Example of a scared patient

Now that you've discussed how patients can feel at the dentist, and what shape a happy patient might make with their mouth. Let's draw and color some happy smiles on the different members of the dental team, and maybe even draw yourself as a patient in the chair!

Distribute the buckets of crayons on top of the tooth chess set display for students to use and then return them to this location before moving on to the next station.



During your self-exploration time, find an object in the museum that has one of the following colors in it, write down what it is and how you would use it. After the self-exploration time is over, return to the atrium, and have students take turns sharing some of the items they've found.

Finding the Primary Colors

RED What is it? _____

How would you use it? _____

YELLOW What is it? _____

How would you use it? _____

BLUE What is it? _____

How would you use it? _____

Finding the Secondary Colors

ORANGE What is it? _____

How would you use it? _____

GREEN What is it? _____

How would you use it? _____

PURPLE What is it? _____

How would you use it?

_____

Finding Your Favorite Color!

My favorite color is: _____

What is it? _____

How would you use it?

_____

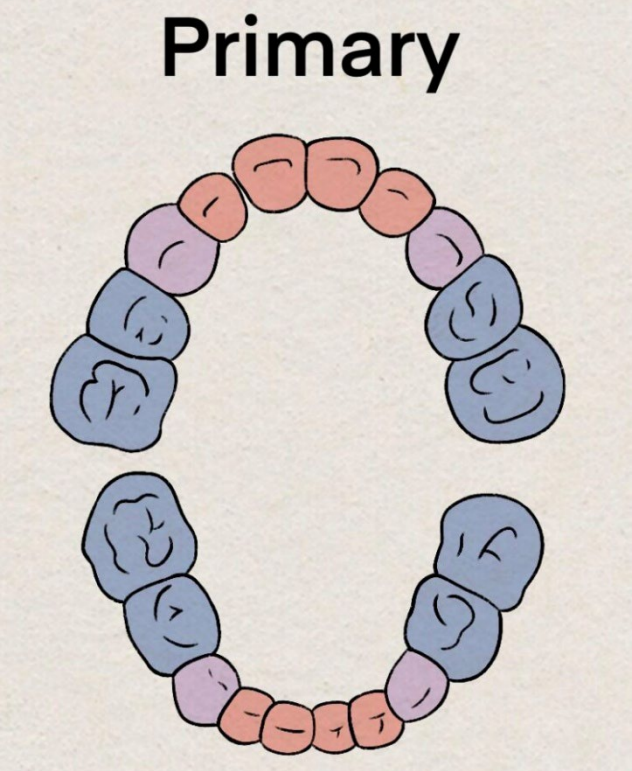
Draw the object in the box to the right!

Primary Colors – These colors, Red, Yellow, and Blue, are fundamental colors that cannot be created by mixing any other colors together.

Secondary Colors – These colors, Orange, Green, and Purple, are created when mixing equal parts of two primary colors. Ex. Red + Yellow = Orange, Yellow + Blue = Green, and Blue + Red = Purple

During this activity, students will be split into groups to draw the different types of primary (or baby) teeth they have in their mouths. After drawing the teeth, students will stand up and find their correct spot in the mouth next to the other students. By 7 years-old each mouth should have 20 teeth in it. Depending on your group size, you may be able to make two mouths instead of one, or some students may need to draw two teeth.

The teeth are arranged in the mouth according to a specific design, with tearing teeth up front and grinding teeth in the back. **Incisors**, **canines**, and **molars** are arranged symmetrically from the front of the mouth to the back, on the top jaw and the lower.



At each table, there will be an image of an **incisor**, **canine**, or **molar** for the student to draw, a label stating whether their tooth belongs in the top jaw or lower jaw, and information about what each tooth does in the mouth.

Once students have finished drawing and learning about their teeth. They can get up and find their spot in the "mouth" (the image to the left will be displayed on a projector screen for students to see.)

Have each student share what tooth they are and something they learned about the tooth.

Questions to Begin the Discussion

Why do we have teeth? **(Teeth help us eat and communicate)**

What happens when you lose a primary (baby) tooth? **(It is replaced by an adult tooth)**

Questions to Dive a Little Deeper

What happens when you lose an adult tooth? **(Nothing grows in its spot, but a dentist may want to replace it with a fake tooth like a denture or implant).**

Remove one or more students from the mouth to represent losing a tooth. How might this affect how you talk? Eat? Or smile? **(Open ended)**