What Did You Say? is a collection of some of the most memorable, unbelievable, and just plain ole' funny things the Eric Grippa's students have said over the last 15 years. As a Biology teacher in a public high school, he has heard some pretty amazing dialogue. From "Climbing trees like a barracuda", to "The metric system is based on the planet Phoenix", the best stuff he has heard is in there. You are guaranteed to laugh!

What Did You Say?

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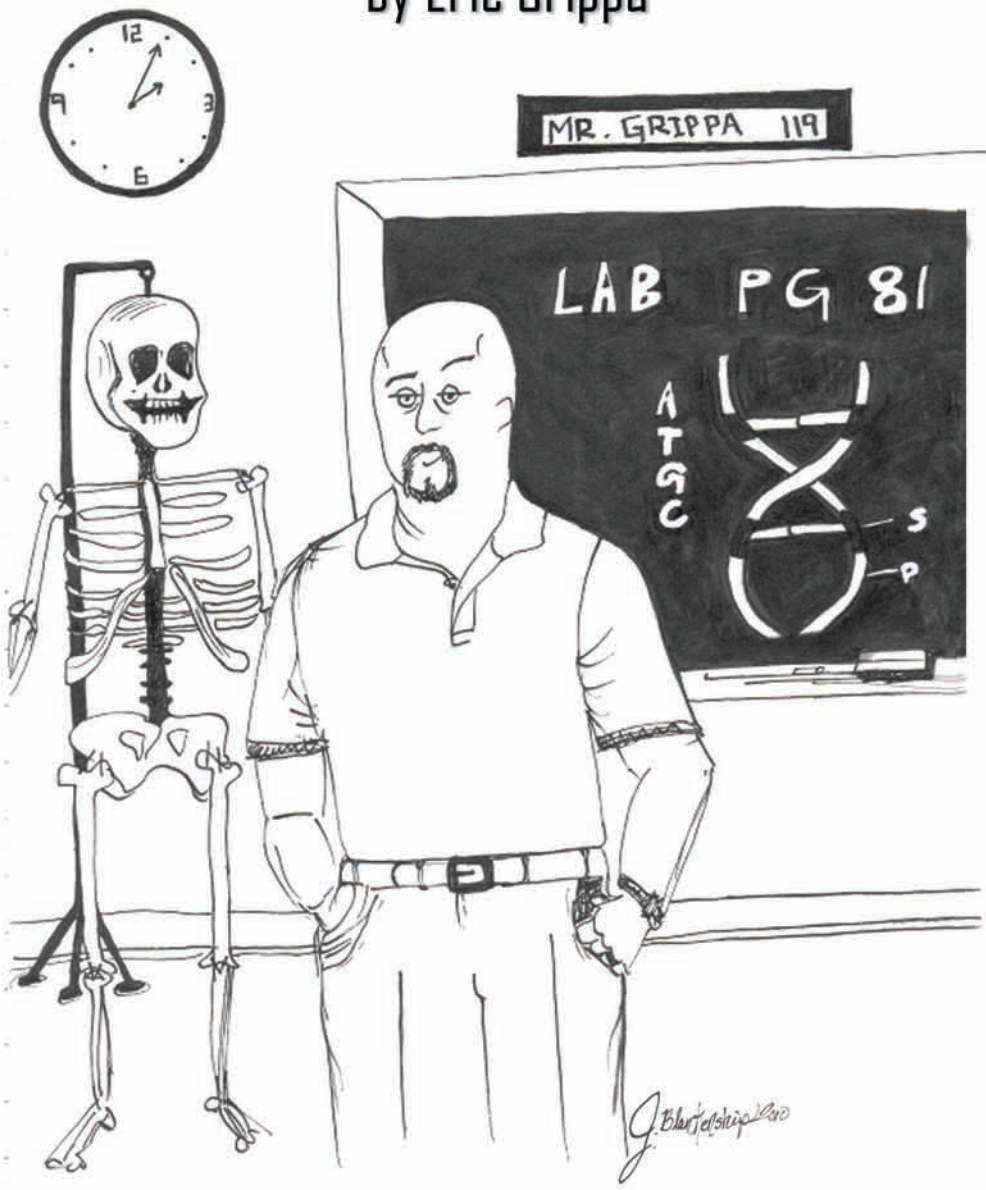
What Did You Say?

(Unbelievable Things That My High School Students Have Said)

by Eric Grippa



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Science Woes

These entries are, as the name implies, science related. They were either questions asked about what I was teaching at the time, or they are answers I received on test, quizzes, or homework. Some of these are my favorite quotes since they deal with my subject area.

You will notice that I only give the students' first names. Some are changed, or switched, and some are the actual first names of the students who said it. You will also notice some names are repeated. The simple reason for that is I had many repeat customers, so to speak. This holds true in not only the science section, but also the other sections as well. Let us begin.

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In one of my freshman science classes, we were discussing how the moon affects Earth in a positive spin (pun intended) and the fact that it is slowly getting farther away from Earth at a rate of about 1 1/2" per year. Concerned by this alarming discovery, Logan asked me, "Can't they tie a rope around it or something to keep it from leaving?"

When I explained to him that it wouldn't work, he then came up with a better solution.

"How about using like 10 big space ships to put a net over it?"

I'll check with NASA but I imagine they will pass on the idea.

. . . . . .

I was discussing genetic traits in humans one day and I was talking about handedness and which was dominant. As we all know, we live in a right-handed world. A few individuals have the unique ability to use both hands equally well. Kelley asked me what that was called. “Ambidextrous.” I told her.

To which she replied, “My dad has that, he has ambidextreism.”

She made it sound like it was an affliction that will ultimately end in his demise. I don’t even think that is a real word.

“I am sorry to hear that.” I told her, “I hope he pulls through.”

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Brandon was one those repeat offenders I was talking about. He informed me that, “Some countries like Brazil have praying mantises that are big enough to kill people, like bite them to death, they do die.”

Well, I guess biting someone to death would cause them to die, but I am unaware of any Mantids big enough to pull that off, even in Brazil, thankfully.

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For the sole purpose of discussing the limits of an exoskeleton, I posed the following question to my Zoology class. “Where on the planet would you find the largest arthropods?”

Ryan answered, “Outer space.”

Right, outer space is crawling with arthropods. Let’s not forget that I asked, “Where on the planet…”

. . . . . .

One day in a Zoology class I was teaching, we were in the middle of a squid dissection. I was explaining to the students what internal structures they were going to be held responsible for on their squid quiz. Each pair of students had one squid. I instructed, “If you have a female, you better find someone that has a male, because you will be responsible for finding the ovaries and penis.”

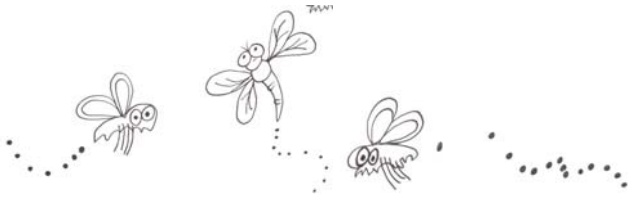
A few minutes later I see Steve franticly moving about the room in obvious distress. I hear him say; “Man, Grippa, I can’t find one.”

In an effort to ease his obvious suffering, I said, “You can’t find what?”

He replied, and I quote, “I can’t find a squid that has a penis and ovaries.”

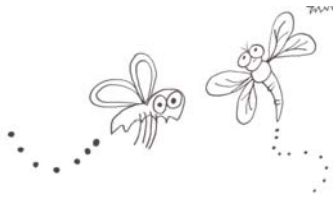
Well, there’s a real good reason for that, Steve. Think about it for a minute. You’ll figure it out.

In the middle of one of my stunning biology lectures, I found myself discussing how insects truly rule our planet. They are found just about everywhere, and we have a very difficult time controlling them. If that were not true, then the exterminators would put themselves out of business. To help prove my point, I asked Chris how many species of insects he thought have been discovered.



He said, “Infinity.”

Correct me if I’m wrong, but wouldn’t they still be counting them if that were true?



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When my students would lean back in their chairs, I would give them the following standard line that only a biology teacher could give: “Do not lean back on your chair. You could fall backwards, crack open your occipital bone, and leak blood and cerebrospinal fluid on my floor.”

One day I noticed that Stephanie was leaning back on her chair. Before I could get three words into my standard warning, she cut me off and said; “I know I’ll fall back and leak brainal juice on your floor.”

Brainal juice, sounds like it would go with bacon and eggs, doesn’t it?

. . . . . .

While explaining the difference between identical and fraternal twins, Nathan said, “Huh, I thought you had to have sex twice to get twins.”

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One day in a Zoology class, I was discussing the myriad of different Arthropods in the world. We were specifically focusing on the marine classes, such as the Crustaceans. That's when Steve asked the thought-provoking question, "Hey Grippa, What's that one thing in the ocean with a tail?"

At first I replied with, "That doesn't really narrow it down; there are thousands of things in the ocean with a tail."

Then the seriousness of how scary the situation was hit home; I suddenly realized I knew what he was talking about. "Do you mean the Horseshoe Crab?" I said.

"Yeah, that's the one."

To this day I am not sure if being that in tune with him was a good thing or not.

. . . . . .

Sarah was working on a food web poster, showing the flow of energy from tropic level to tropic level. The assignment was for the students to cut pictures of animals and plants out of magazines to glue to their poster. After cutting them out, they needed to arrange them in their predator/prey relationships. That's when she asked me, "Do zebras eat whales?"

I; of course, answered "Yes, two times a year the herds of striped herbivores plunge into the ocean in search of their next meal of marine mammal. They wait on the surface for them come up to breathe and then they pummel them with their hooves, and then… let the feast begin"

. . . . . .

Ashley also wanted to know, "What happens if we run out of gravity?"

I was completely unaware that gravity was a non-renewable resource.

. . . . . .

Alicia wanted to know, "If we were on Saturn, could we jump out and play on its rings?"

Sure, when we get there you have my permission to give it a shot.

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While discussing different types of volcanoes in my Geo-physical science class, we talked about the destructive power some volcanoes possess. We, of course, talked about the city of Pompeii and all the bodies discovered under feet of volcanic ash from Mt. Vesuvius. In the middle of that discussion, Ashley asked, "Did they die?"

Let's see, the bodies were under feet of ash? Yep, they were dead.

. . . . . .

I have a jar of "biological items" on my desk. It contains things such as beaver teeth, bobcat claws, red tail hawk talons, etc. One item in particular is a large rhinoceros beetle. While looking in the jar, Adrian asked, "Is there a bug in there?"

"Yes." I replied.

"Really, is it a salamander?"

"No, it's still an insect." We then had a quick lesson on the difference between amphibians and insects.

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In a particular unit in my Geo-Physical science class, we discussed the various lengths of days and years of the different planets in our solar system. For example it takes Mercury 87.969 Earth days to go around the Sun. That is pretty short, compared to our year of 365.25 days. To help them understand, I told them that their age of 15 years on Earth would be about 62 years old on Mercury, in Mercury years of course.

Upon hearing that, Adrian asked, "Do you think I would be married by then?"

Well, since I don't know about the bachelor status of the men of Mercury, I don't think I could answer that question, but I hope so.

. . . . . .

Still on Mercury, I explained that it turns very slowly. One day on Mercury is about 1407.6 Earth hours long. So if we cut that time in half, we can assume that the sun is up for 703 hours and down for just as long.

After hearing that, Josh asked, "So do they sleep for like 700 hours?"

They who, Josh, Adrian's future husband?

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I asked the students of my Zoology class to write ten questions that they would put on a test over the fish unit. The following list of questions came from Brandon. They struck me as so funny I decided to list them all, complete with spelling and grammatical errors.
First of all, he titled his questions as "True or False." That is important to remember when reading the questions he came up with. Here we go.

1. Are sharks fish
   (Not really a true/false question, but close enough, I guess?)

2. Do fish have gills (notice, no punctuation.)
   As I said, just as he wrote it. Again, is this a True/False question?)

3. Do shark have 6 sences
   (His words, verbatim. I think maybe Tonto wrote this question. Still I must ask, True/False?)

4. Do sharks have extending jaws (Still not really a true/false question is it? At least give me one question mark.)

5. Do sharks have exterilation Fertilization
   (I think he meant external fertilization. T/F? and why capitalize fertilization?)

6. Where are sharks found
   (Would the answer be true or false?)

7. Can sharks swim in regular water

(T/F again, and apposed to what, irregular water?)

8. Is Shoester a Dumb person that gets biten
(Wow. First, that is not how Mr. Shuster, the student that sat next to Brandon, spelled his name. Second, What does "biten" mean and again with the true or false.)

9. Is fish a good source of proteein
(Not bad, but again, true or false on this one? How do you spell protein anyway?)

10. Which side of a fice has more scales.
(What is a "fice"? and once again, how is that a true/false question?) When I asked him what he meant by this question he just looked at me and said, "Duh, Grippa, the outside of the fish has more scales." What was I thinking?

Man, spell-check had a ball with those.

. . . . . .

While discussing succession in Environmental Biology one day, I asked, "Which best describes a plant that is most likely to be a pioneer species?" That, of course, would be the plants that sprout up in a clearing first.

Paul raised his hand and said, "The one that grows its own eggs."

I guess that's where eggplant comes from.

. . . . . .

One day in class, we were discussing the principle of density. I was trying to explain that water has the unique ability of expanding when it freezes. I asked the class, "Why does ice float?"

Alicia blurted out, "Because it's stupid."

If floating were directly correlated with stupidity, most of that class would never have to worry about drowning.

. . . . . .

During the unit on DNA I used to show the movie *Jurassic Park* to help show the seriousness and the gravity of "playing" with genes. While watching the movie, Lynn asked, "Is that dinosaur real?"

Yep, they went out, caught wild Velociraptors, and trained them for the movie.

. . . . . .

Brandon, showing off his knowledge of marine life, asked me the following: "Aren't all whales extinct?"

Well, all accept the ones that are still alive. And, don't let them fool you about all the
Killer Whales at Sea World either. Those tricks are all done with mirrors.

. . . . . .

I had a student teacher working in my room, trying to get some hours in. He was teaching my biology class the unit on Ecology.

One day in particular, he was discussing the water cycle and how after it falls as precipitation, it can be evaporated in the form of water vapor.

That's when Katie raised her hand and said, "Where does water vapor go?"

"It is drawn into the clouds," the student teacher replied.

"Wait," said Katie, "so the clouds are water?"

"Essentially, yes," he answered.

That was when he got his first taste of "*What Did You Say"* when Katie asked, "Then why don't the clouds pop when a plane flies through them?"

He didn't know what to say. He turned to me with this look of bewilderment on his face.

I shrugged my shoulders and said, "This one's all yours."

. . . . . .

I was going over the external anatomy of a bony fish with my Zoology class when
Brandon asked, "So the pectoral fins of a fish are underneath its arms?"

That's right, the fish's arms. I can't figure it out either.

. . . . . .

Amy was amazed to discover that birds have hollow bones. "Why are they hollow?" she asked.

"It is an adaptation to aid them in flight. It makes them lighter."

"Wow, can they walk?"

"No, fly or stand, that's it," I replied.

. . . . . .

A question on an Environmental Biology test was, "How could zebra mussels be eliminated from the Great Lakes?"
Chris went with, "The extinction of all the zebras."

So, let's see, killing all the striped ungulates on the African continent will take care of all the striped bivalves of the Great Lakes, on the North American continent. Wow, talk about a kid that really believes that all living things are connected.

. . . . . .

While discussing the organs of the Respiratory system, I asked Robbie, "What is the job of the lungs?"

He claimed, "The lungs *capsitates* the air."

I am not sure, but I think he made that word up.

. . . . . .

In the same anatomy class, going over the same system of the body. I asked Staci, "What happens to your breathing when you climb a flight of stairs?"

She said, "It heavyins."

I think that is also a fictitious word. Maybe it was made-up-word day, and I didn't get the memo.

. . . . . .

Reviewing the unit on vertebrates, I asked for someone to give an example of an amphibian. Kelly blurted out "A spider."

I rolled my eyes and she said, "No, no, I thought you meant a reptile."

"Right, Kelly, that's why I said Amphibian, It's a code word for reptile, and even if it was, I am pretty sure a spider is not a reptile anyway."

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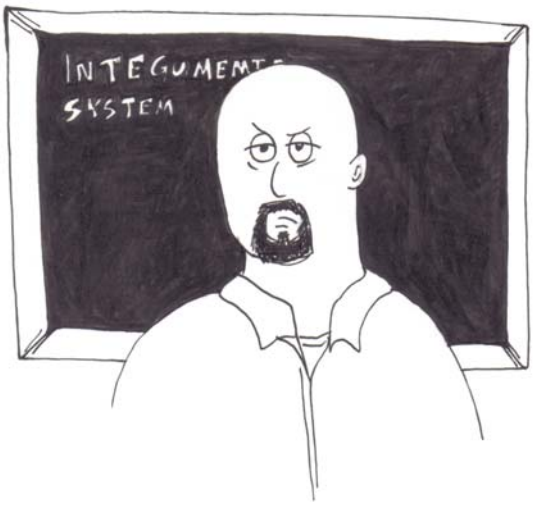
Talking about scarring and wound healing during the unit on the Integumentary system, we discussed shallow and deep wounds. I used a stabbing wound as an example of a deep wound, to which Josh said, "It would be cool to be stabbed."

Yep, there is nothing better than having a sharpened piece of cold steel slicing into your body. I would think that the profuse bleeding and the intense pain that would surely follow might be a slight draw back, though.

Eric Grippa



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I was talking to some of my students about conservation and some of the most dedicated people in that field. That brought me to the famous and amazing work of Dr. Jane Goodall.

Cody, with a slightly puzzled look on his face, asked, "Jane Goodall, wasn't that Tarzan's girlfriend?"

Dr. Goodall, if you happen to read this I would like to officially apologize for not doing a better job in exposing my students to your unbelievable work, but you really need to see what I have to work with. Now that I think about it, with over forty years of working with chimpanzees, you probably have a good idea of what some of my students are like.

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While reading the previous question from Cody about Dr. Jane Goodall and Tarzan being romantically involved, Rachael, with a puzzled look on her face, asked, "She was on *George of the Jungle,* wasn't she?"

Again, Dr. Goodall, my apologies.

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I got into a discussion with Damion about how different organisms acquire energy. In reality, there are two strategies, Autotrophs and Heterotrophs. An autotroph makes its own food, such as a plant through the process of photosynthesis. A heterotroph has to eat an autotroph, or another heterotroph. Damion tried to convince me that we humans were indeed autotrophs.

When I asked him to explain why and how he believed this, he simply said: "Well, we "make" macaroni and cheese, so we have to be autotrophs."

You can't argue with that logic.

. . . . . .

I was teaching my biology class about the visual colors of the spectrum. This brings up the famous acronym ROY G BIV. I had it written on the board when my upper classman zoology students come in.

Aaron looked at the board and said: "Roy G Biv? That must be a freshman, I never heard of him."

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I asked a class to try and name all eleven systems of the human body. I knew we were in trouble when Steve chimed out, “The toes and fingers system!”

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One of the dissections we do in my Zoology class is on rats, and the specimens in this particular instance were big ones. At first glance one might think they were young opossums. In a moment of enlightenment while working on the rat, Chris shared the following statement with the class. “If this mouse were still alive, it would be dead by now.”

Ah, true words of wisdom.

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While discussing the characteristics of all living things, Adam said, “All living things must have semen.”

Sorry, ladies, I guess you don’t count.

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Discussing the topic of poaching one day, Lonnie asked, “Weren’t they cutting off elephant’s horns for money?”

I replied, “Horns, on an elephant?”

He responded, “You know, those spear-like looking things.”

Tusks maybe, I'm still not sure.

. . . . . .

Hemophilia is a genetic condition, seen almost exclusively in males, in which the blood does not have the ability to clot. That was the definition I gave my class. Erin, a female told me, "I am slightly hemophilic."

"Slightly, huh?" I asked. "So it just comes and goes does it?"

. . . . . .

Here are a few different definitions for the term hemophilia. Mike said, "It's a disease that causes a person to lie about being sick when they are not."

Or, Brandon claimed that, "Hemophilia is the hemo of the filia." Nice!

. . . . . .

While giving a quiz on parts on the skeletal system, Kaci told me; "The bones of the foot are called the unicorns."

And here I thought they were called the metatarsals.

. . . . . .

What is the smallest muscle in the human body? That was a bonus question I asked my Anatomy class one year. Lonnie's answer may have been true for him, but it was not quite the response I was looking for. He wrote, "The Brain."

. . . . . .

According to Steve, "The world was invented by the Big Bad Boom."

Sure, Steve, Big Bang, Big Bad Boom, Whatever. You know, now that I stop and think about it, I bet the Big Bang was pretty bad.

. . . . . .

During the microscope unit the year Michelle was in my class, we were practicing how to properly use the scopes. I was walking around the room checking up on each pair of students.

When I got to Michelle, she said, "Mr. Grippa, everything looks too blurry, I can't see anything."

I told her, "Let me have a look."

Upon peering through the eyepiece I quickly realized that she had not attempted to focus the microscope. I had gone over focusing the scope about seven times. I looked at her and said, "Well, it's just out of focus. All you have to do is turn these FOCUS knobs to bring it into FOCUS."

That's when she said, "Oh, we can use our hands."

"Well Michelle, I guess you could try to use the 'Force' first, but if that doesn't work, I would go with the hands."

. . . . . .

Here are a series of questions and comments by Kyle, Ryan, and Kathy that I had a hard time keeping up with. The following dialogue was spurred on by some lecture notes on food chains and energy pyramids.

Ryan asked, “What eats food?”

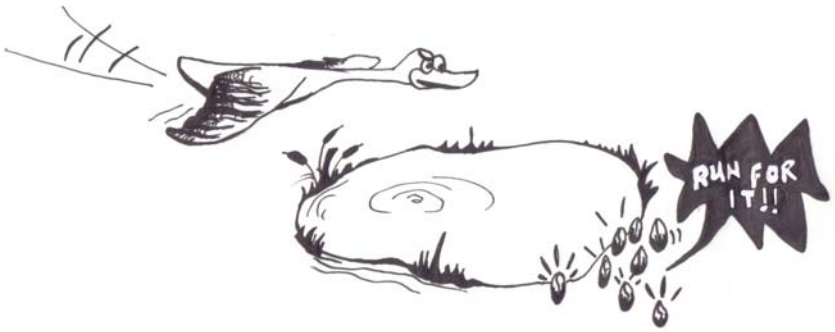
Before I could answer, Kyle asked, “Yeah, and what does food eat?”

Ryan answered Kyle with, “Seeds are food, they don’t eat, so food don’t eat. Well, not all kinds.”

Kyle responded, “Yes, they do, they eat water.”

Then Kathy settled it with the following. “They don’t eat it, they drink it.”

Yes, I’ve seen it many times; herds of seeds, of all shapes and sizes, coming down to the water’s edge to quench their thirst, while keeping an eye out for birds that constantly pursue them.



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I am sure that we all have heard about Charles Darwin and his theory of Natural Selection, or Survival of the Fittest. As it turns out, there are different types of Natural Selection. One of those is known as Directional Selection. It goes something like this. All populations have varying characteristics, height in humans for example. Directional Selection says that members of a population that show one of the extremes of a characteristic will be selected for. So, either the very short or the very tall would be selected for in nature. That would shift the bell curve of that population in one particular direction, hence the name. There, that's enough of the science lesson. When I gave Errol that definition in a review session and asked for the term, his response was so close, but oh, so far away. He said it was "Erectional Selection."

I instantly had a few jokes pop into my head but I ultimately left that one alone. (Erectional Selection –It's when you know you have selected the right woman.) Ok, I feel better.

. . . . . .

While discussing the metric system, I asked if anyone in the class could tell me in what country in Europe it originated. Kristin raised her hand and said, "Brussels."

Her reason was, "Well, they have good chocolate."

Yeah, I can't make the connection either.

. . . . . .

A few minutes later I asked the class, "What do you think would weigh about one gram?"

Kristin raised her hand again and said, "A graham cracker."
I told her maybe the crackers from Brussels weighed only a gram, but the American graham crackers weighed a bit more.

. . . . . .

Once again the metric system totally defeated my students. I asked Chris if I were 4500
cm away from something, how far away would I be from that item in meters? Now, I have told him at least 50 times that that the prefix "centi" means 1/100 and that would mean that there are 100 cm in a meter.

Armed with this info, he looked at me and said, "Ugh, 100,000."

Not 4.5, or 45, or even 450,000, but 100,000. The boy can't convert cm into m but he could tell me the number of every pro and college basketball player in the country, and how many points each averages.

. . . . . .

Discussing the difficulty the human body has in digesting cellulose, the main component of a plant cell wall, I asked Nic, "Knowing this, what kind of cells would you not want to eat?"

Nic replied, "Bleach cells."

Well, I was unaware that bleach was now composed of cells, but either way, he is right you don't want to eat them.

. . . . . .

On a test, I asked the students to list the steps to the scientific method. Nic had the following as part of his answer. "The second step of the scientific method is to form a hypotenuse."

I wonder if he used hypothesis in his geometry class?

. . . . . .

I questioned Jason and Sherri, who sat next to each other, about cheating on a vocabulary quiz because, according to them, "A Neanderthal is an archaic that lived from 35,000 to 100,000 feet."

First of all, it's ridiculously wrong, and they each had that as the answer.

Secondly, an archaic what?

Finally, 35,000 to 100,000 feet? Mt Everest is 29,028 feet high, (roughly), and these two, claim they lived above 35,000 ft.

I looked at them and said, "Feet? How could you possibly have thought they lived at 35,000 to 100,000 feet?"

That's when Sherri looked at Jason and said, "Should we have said inches?"
Well, I guess one copied off the other, DUH, and poor Sherri never did figure out it was a question of time and not elevation.

. . . . . .

When I read the above statement about Jason and Sherri's theory of ancient humans living at an elevation higher the worlds' tallest peak, Josh said, "Do you know how high 100,000 feet is? It's like taller than an airplane."

Yes, much taller than an airplane. That's even higher than most normally fly, right Josh?

. . . . . .

According to Glenn, "Ecology is the study of how the economy works." Maybe to Al Gore, but not according to your biology book, Glenn.

. . . . . .

In one of my biology classes we were discussing succession in the Ecology unit. I was talking about how when ground is cleared, the plants will come back in a succession from weeds to trees. I then told about my recent trip to Yellowstone National Park, and how the trees are still not quite back yet from the big forest fire of 1988.

Nick then chimed in, "They need to install underground sprinklers in Yellowstone to stop all the forest fires."

Let's see, installing an underground sprinkler system to cover 2,221,766 acres of rough, mountainous, wild country. That sounds practical to me. Oh, you will never guess what his father did for a living. You guessed it, he installed underground sprinkler systems.

. . . . . .

Trey didn't really agree with the sprinkler idea. He said, and I quote, "They don't need sprinklers, they got Old Faithful."

Right, just point that sucker wherever the hot spots are. It'll put them right out.

. . . . . .

During an owl pellet dissection, Amber asked me, "How come we didn't find any bird bones in our pellet? We found some bird fur."

Hum, bird fur? I am guessing the furry birds must have been boneless. Yep, that has to be the reason. Wait, did you find any feathers?

. . . . . .

Katie also asked the following question. "If it were 195 degrees outside, could we survive?"

"No," I told her, " it would be too hot for us and we would cook."

"What if we went into the air-conditioning?" she said.

Well, I didn't think of that, maybe it's because I have had to teach in a classroom that has no AC, not that I bitter about it.

. . . . . .

In the middle of discussing the jobs of various organs of the human body, we were discussing how important the kidneys are. I asked Nick, "Do you know what renal failure is?"

He responded with, "Isn't that when you can't poop?"

. . . . . .

According to Kelly, "The symbol S on the periodic table stands for soil."

And here I thought it was D for dirt.

She also believes that, "The chemical symbol K is for kinetic zinc."

I am not familiar with that one. And if that's true, then what the heck is the symbol P for potential zinc?

. . . . . .

Josh tried to set the record straight when he told us that, "The chemical symbol K is for kinexfordoism."

That is a new one to me as well. Maybe he meant the energy one has while in motion due to riding in a Ford vehicle? Kinexfordism, that's it.

. . . . . .

Ashley said, "The pH scale goes from 2 – 14 with 0 being neutral."

Man, must be tough to be neutral.

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While reviewing for an Anatomy test, Kate asked me, "Mr. Grippa, will spelling count on the test?"

Always trying to be the funny guy, I replied, "Yes, even on the true-false and the multiple choice questions."

With a depressed expression, she muttered under her breath, "Really? Man, that sucks."

I guess she didn't have a lot of faith in her spelling ability.

. . . . . .

I asked Chris, "In which direction does blood flow into the heart? Is it up, down or sideways?"

He replied, "I think north."

Huh, what if you are standing on your head at the North Pole? Then what?

. . . . . .

While discussing genetics in Biology class, we talked about albinism. In most vertebrates any member can carry the recessive trait to be an albino. This caused Tommy to ask the following question. "Would an albino polar bear be black?"

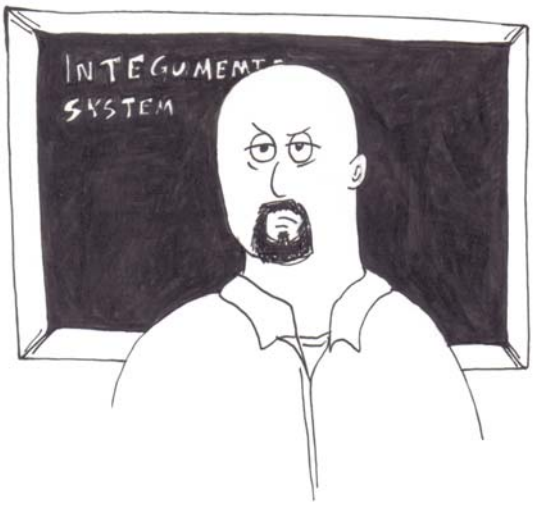
I decided I needed to re-teach Tommy what "total lack of pigment" meant. Maybe he was thinking about the rare genetic condition known as opposite-ism.

. . . . . .

In one of my Anatomy Classes, I asked, "What are the 6 main functions of the Integumentary System?"

Steve answered, "An erection."

And they say teenage boys always think about sex.



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I have a pair of human skeletons in my room that I use in my Anatomy class. One is from a male and the other is from a female. While looking at the female skeleton, Matt asked me, "Hey Mr. Grippa, is this skeleton real?"

"Yes," I replied.

"Is it from a dude?"

"No" I answered.

"What's it from then?"

Well, there really aren't many options left now are there Matt?

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Mike was curious about some genetic conditions seen in humans. After I explained what Trisomy 21, aka Down's syndrome, was, he asked, " If Down's is from an extra chromosome, what do they call it if they are missing one? Ups syndrome?"

No, Ups syndrome is when you are genetically predispositioned to deliver packages. (Think about it, you'll get it)

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My boy Justin (he is not really my son, I say "my boy" because he was a great source of material as you will soon see) was very confused about the concept of species evolving over time. When I start the Evolution unit I try to explain to the students that it is tough to understand how it is possible. The key is to wrap your brain around the enormous spans of time we are talking about. If a lot can change in 1,000 years, imagine what can change in 100,000 or even 1,000,000 years. That is why I usually say, "Evolution is an accumulation of very small changes added together over unimaginable spans of time." I will say this to them every day we are talking about Evolution.

After I said this one particular afternoon, Justin sat up, raised his hand and exclaimed, "That's not what you told us yesterday!"

Perplexed, I asked; "Really, what did I say then?"

He proceeded to tell me, and I quote, "You told us a monkey pooped out a human being and that is where humans came from."

Wow, not on drugs, at gunpoint, in my sleep, would I have ever said that. It really makes me wonder about what these kids take home with them to the dinner table.

"So, Justin, how was biology today? Learn anything new?"

"Yeah Dad, Mr. Grippa told us that a monkey took a dump one day and that is how humans came to be."

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Justin strikes again. He informed me that, "Einstein was the dude that figured out the light bulb."

Well, I am glad somebody did. I wonder if he ever met Mr. Edison?

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I have "preserved" animals around my classroom. Some are in jars, and some are stuffed. One in particular is a very beautiful gray fox that was killed by a car and I had her stuffed rather than let her rot on the side of the road. Out of nowhere Justin looked up at the fox, and blurted out, "Why do they call hot women a fox? Look at it, there is nothing sexy about it! Mr. Grippa, do they even reproduce?"

"No" I said, "they are so un-sexy that they even repulse each other. In a few more years they will be extinct."

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How about some more from Justin? On the Quiz over the metric system, I asked the following question: The meter is based on what planet in our solar system?
Now since we as human beings have never been to any other planet in our Solar system but Earth, and I lectured on how a Frenchman named Maurice De Talleyrand took the distance from the equator to the North Pole, divided it by 1 million and called it meter, one might think the answer would be good ole' Planet Earth. Not Justin.

His answer was Phoenix. That's right, planet Phoenix. You'd think he would go with a planet. Heck, a continent at least. But no, he goes with a city in Arizona. Good Ole' Justin.

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While discussing animals and various adaptations to their environment, we mentioned the most noted physical adaptation of the giraffe, you guessed it, their incredibly long necks. This triggered Kate to raise her hand and ask, "Do Giraffes really have necks?"

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Every so often the student numbers dictate that I have to leave my teaching comfort zone of biological sciences and take a period or two of freshman level, geophysical science. In this particular class, I was discussing the law of conservation, or as Newton said, every action has an equal and opposite reaction. The example I tried to use was jumping on a trampoline. The higher you jump, the higher the tramp throws you in the air. This started the imagination wheels turning.

"What if we jumped of the roof?"

"What if we jumped off a skyscraper, or the Eiffel Tower?"

That's when I tried to pull back on the reins a little and explained that a person wouldn't survive the fall.

Out of nowhere I heard Chelsea, in a very excited tone, say; "Oh, that would be so cool!"

"What would be so cool?" I asked.

"If a skydiver jumped out a plane and had a plunger with him, he would hit a giant trampoline, shoot back up into the air and then he could stick to the bottom of the plane!"

Wow! I bet that would hurt. And what about the plane? I guess it's just going hang there and wait for the skydiver to bounce back up? I could go on and on. Man, do I love the freshman.

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One day, while discussing the deepest depth of the oceans, and how in some places it can be many miles deep, Amber let me know she really understood what I was talking about.

"So…. The moon is still further away then the ocean is deep, right?" she asked.

Ah. Yeah, just a little further away, give or take a few 100,000 miles.

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During the unit on the Biomes of planet Earth, I break the classes into groups and assign them each a different biome for them to research and give a presentation. One year after assigning the groups their biomes, Ryan came up to me and asked, "What biome did we get?"

I then told him he was assigned the tundra.

He then replied, "Huh, tundra, what is that?"

Since answering that question was sort of the point to the project, I said, "Well it's the tundra."

To which he replied, "Oh, so the desert then."

No, that would be the desert…..you still have the tundra.

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Test question from the Biome unit. What continent is 44% desert?

Kevin's answer…." Texas."
He must have studied his geography with Justin.

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During the evolution unit, I was discussing radiometric dating. One term I used was Radioactive Isotope. I asked if anybody knew what that was.

Dustin said, "Yeah, isn't that a glove?

Ahh, no, I think you mean an *Isotoner*.

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Again quotes from the evolution unit. This time I was talking about evidence of our ancestry based on what is called a vestigial structure. Those are structures in the body that serve no purpose in the modern species. Humans for example have a tailbone and an appendix. Both serve no purpose, yet we still have them.

When bringing this to the attention of my biology students, Sean posed this thought-provoking question, "Well, if our appendix doesn't do anything, then why do they give us one when they put us together?"

When they who put us together? Sean, they who?

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Chelsea, a freshman in science 1, was talking about simple tools. I asked if someone could give me an example of a wedge.

She shouted out; "Cheese!"

Man, I love freshmen.

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My wife sometimes helps add some material to my collection. She teaches middle school science so one would assume she has more opportunities than I would at "What Did You Say" statements. Here is one of her favorites.

According to one of her students, who shall remain nameless, Down syndrome is, "An itchy rash below the belt."

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Another one from one of my wife's students. The question was, "Who discovered the shape of the DNA molecule?"

According to one of her students it was the duo of "Clink and Ward."

I said maybe he was a Hogan's Hero's fan and thought Colonel Clink not only ran the German POW camp, but also was on the cutting edge of genetics research? Your guess is as good as mine.

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While studying heredity in the genetics unit, Matt got a little confused. The question that got him was about mink and their fur color. With a quizzical look on his face, he says; "I don't get this question, I thought mink was a planet."

After I dried my tears, I asked him how he could possibly get a small member of the weasel family confused with a planetary body. He replied with; "I thought Mink might have been a planet from Star Wars or something."

I sure do miss good ole' Matt.

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In one of my Human Anatomy classes we were discussing joint replacement surgery. I gave the students a quick rundown on how the bone was removed and replaced with a stainless steel insert. Adriane was shocked to discover this and had this question. “So joints in our body are replaced with steel?”

“Yes.” I replied.

“Could it melt in us if we got too close to a fire or something?”

I think maybe she might not be too familiar with the melting temperature of steel, and at what temp human tissue will burn. I am thinking if you are in an environment that will melt steel, your implants are the least of your worries.

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During the genetics unit, we were going over some of the classic human characteristics that show dominance and recessiveness. We talked about widow’s peak, right hand/left hand, or tongue rolling, to name of few.
When I brought up attached or unattached earlobes, Jenny got a little confused. Before I could describe what these earlobes looked like, she asked; “Does that mean that their ears are not attached to the heads?”

“Yep,” I replied, “they just hover there right next to their heads following them everywhere they go.”

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While discussing current issues during the unit on the Environment, the inevitable topic of Global Warming came up.

While contemplating the implications of this trend, Brian raised his hand. When I called on him, he said, "You might think I'm an idiot or something, (Never a good sign) but, if we are in a Global Warming, are we going to get a "Fire Age" or something? I mean wouldn't that be the opposite of an Ice Age?"

Man, I hope not.

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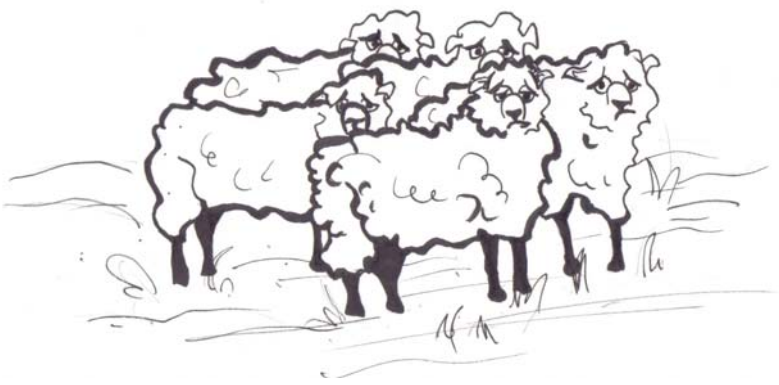
We dissect sheep hearts in my Anatomy classes. While I was preparing the students for the lab, Kendra asked me, "Do they kill sheep to get the hearts of it?"

Of course I couldn't let that one go. "No," I told her. "There are special farms out west for the sheep that donate their hearts to science, vast herds of heartless sheep, walking around, all of them incapable of love." (You know, because they're heartless)



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In my Anatomy classes, we discuss the human body and the systems that keep us going, but we also look at some of the disorders and physicians that treat them. During the digestive system unit, the topic of Proctology came up. After informing my students that they specialize in colon health, Karen asked, "So is it only men that have colons?"

Speaking on the behalf of all females in the world, I certainly hope not.

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During the unit on the reproductive system in Anatomy, I was talking about the placenta and its make-up. To really grab their attention I mentioned how rich it was in protein and how people in some cultures actually eat it.

Jessica, shocked at hearing that, said, "That is disgusting!" and then instantly and excitedly turned to Lauren and said, "Oh I wonder if we could make Placenta chips?"

I bet you won't see that served at the Super Bowl party any time soon. "Would you care for some Placenta Chips? I got them from my sister."

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Jessica, who always seemed to be fascinated with bodily functions, posed this question to me. "If you poop and blood is in your butt, is that a hemorrhoid, or maybe a hernia?"

I had to tell her I didn't really know what that was, aside from a good reason to see a doctor.

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While studying the different ecosystems of the worlds, I asked the members of my Biology class to name a type of forest ecosystem. I was looking for either tropical rain forest or deciduous forest, something of that nature. Jessica, again, raised her hand and said, "Yellowstone".

I think maybe she didn't quite understand the question.

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Still working with the various ecosystems of the world, Andrew was asking about the Savannah. I explained to him that it was a type of grassland in Africa. He had a quizzical look on his face when he said, "I thought it was a city in Cuba."

You know, he was kind of close on that one, but I thought it was funny anyway. It's just another shining example of my students showing off their geography skills.

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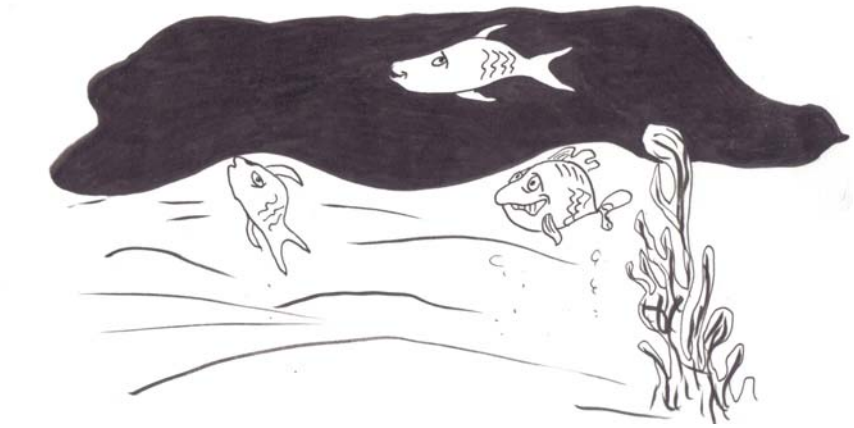
Here is yet another ecosystem miscue. While reviewing the different freshwater ecosystems, Jessica, yes, the same Jessica posed this interesting question. "How can we call it freshwater when fish pee in it? It's not very fresh then, is it?"



How can you argue with that kind of logic? I told you she was fascinated with bodily functions.

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Still stuck in the water, Jessica, always a great source of material was intrigued with this unsolvable problem. “What does the Navy do when a shark comes?” she asked. “Or a Killer Whale? They can’t hide those boats from a Killer Whale?”

She has a point. How does our Navy hide one of those big aircraft carriers from a killer whale? I guess it’s a good thing they don’t eat steel, or are spies for Al Qaida.

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Here is a classic Sean answer. I had him in Biology, twice I think, and he was always good for a few really entertaining answers to my test question. The question was, “Explain the Green House Effect”.

Showing his true understanding for the environment he answered, “It is where a series of plants take over the world, just like in “Planet of the Apes.”

Wow, I was in tears after reading that one. Not only does he show he has no idea what the Green House effect is, I don’t think he paid attention to the movie either. I hope the theater didn’t charge him full price for the ticket.

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As my Biology students were beginning to pack up and leave for the day, I was announcing to them the up-coming events of the week, one of which was the beginning of the animal dissections. As Gabe started to walk out of the room, he stopped and asked, “Hey, Mr. Grippa, did you say we were going to do vasectomies next week?”

Obviously he was a little confused about dissection and ***very*** confused about a vasectomy.
I looked him straight in the eye and said, “I certainly hope not”.

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While on the sensitive topic of vasectomies, Kyle announced, during the reproductive system unit in anatomy, that, “There is no way I am going to get a vasectomy, I am going to make my wife get one.”

Realizing his mistake and before I could insert one of the obvious jokes running through my head, he came back with, “I mean have her spaded.”

So beaten with a shovel? First I think you meant spayed, and second is she going to be you wife or a pet? I am pretty sure they call it something else in the case of a human.

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Kyle, still confused with quite a bit of the material in the reproduction unit, became intrigued about the procedure in which foreskin is removed from the penis, also known as a circumcision. This is something that, based on the following question, Kyle obviously had done. Not having any experience dealing with foreskin, he addressed his concerns.

"When I think of foreskin, do you know what I don't understand?" he asked.

Reluctantly I replied, "No, Kyle, What do you not understand?"

"If you still have foreskin and you have to pee, does it blow up like a balloon or what?
How does the pee get out?"

Talk about having to delicately answer a question. Did he think a foreskin was Mother Nature's condom or what?

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Joey, reliving a tale of near deer-car collision, was talking about how deer appear to be blind when hit by headlights. This led to a discussion about how sensitive their eyes are in the dark, enabling them to see at night. I was getting ready to talk about the rods and cones on the retina of the eye, when Joey thought he knew where the conversation was headed and tried to beat

me to the punch. In an excited and rushed manner he pointed to me and said, "What is the thing in the human eye that is different from animals with night vision? Oh, isn't it the cervix?"

No, it's not the cervix, not even close.

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Speaking of the human eye, I was teaching my anatomy students about the structure of the eyeball, when I got to one of my favorite components of the eye, the Aqueous Humor. Some of you may or may not know that the Aqueous Humor is the watery fluid that fills the anterior cavity of the eyeball. I would always joke and say that it would make a great name for a rock band. "Hey, did you get the new Aqueous Humor CD?" Well at least I think it would, but I digress.

After hearing the term, Aqueous Humor, Joey, in classic Joey form, said, "That sounds like seeing something funny in the ocean."

That part of his statement in itself isn't so bad; it's his example of seeing something funny in the ocean that put him in "The Book"…. Again.

"Look! That fish only has one leg, that's funny!"

Now does Joey think that fish have legs? I don't know, but he is the same Joey that thinks the cervix is in the eye.

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On a vocabulary quiz in Biology, Ben defined the term endocytosis as follows:
Indosotysis: (Sorry, spell check, that is how he spelled it) The internal skeleton of a plant. Even if you have no idea what endocytosis is, how could you ever think a plant has a skeleton? At least he gave it a shot, I guess.

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On one of my Biology tests there was a question that referred to a picture. I will attempt to set the scene depicted. It was one of a classic western prairie landscape with grassland, bushes, a snake, a few prairie dogs, and the stoic American buffalo or Bison. Now this chapter we were studying was on ecology and environments. The question was about the different levels of organization here on earth. In essence, populations makeup communities, which make up ecosystems, which make up the biosphere. Pretty basic, right? Well, this clearly shows why so many teenagers do so poorly on tests. THEY DONT READ THE QUESTIONS! This might come as a surprise to many of you, but only if you are not a teacher. If you are, you know exactly what I mean.

The question was, again referring to the picture of the western prairie, "The ecosystem shown in the above figure is part of what larger level of organization?" The answer given was "Buffalo". That's right, the above ecosystem is part of a buffalo! Yep, buffalo are made up multiple ecosystems.

You might notice that I have not credited anybody for this answer. There is good reason. It was given by no less than six different people, from three different class periods. Not just one kid, but six students thought that Buffalo was the answer.

Now you might be thinking, "How did they come up with that?" I thought that myself, and after many years dealing with the teenage way of doing things, I figured it out. They didn't read the question. They glanced down, saw the word "larger" in question, thought "I bet they want to know what the largest thing in the picture is," saw the buffalo was the biggest animal depicted and ….. voila. Buffalo.

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Allie posed this question to me that started an avalanche of entries. "Do all birds fly?'

"No," I said, "not penguins, for example."

She then argued, "What? A penguin is not a bird, right?"

"Well, they have beaks, feathers, and lay eggs, so what would you call them?" I asked.

This caused Brittany to get involved. "They are birds? No, they are not, they don't fly or have wings," she said.

After explaining that they do have wings, I gave this to ponder. "What about an ostrich? They don't fly and have wings as well."

As she wrinkled her nose with a look of deep thought on her face, she said; "I don't know, I don't even know what an ostrich is."

Just when you thought you heard it all, they throw you a curve. Can it be a 16 year old sophomore in high school has never heard of an ostrich? Apparently so.

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While discussing earthquakes, Jason asked, “How do people die in an earthquake?”

I explained that most of the time they are crushed in the rubble.

He then asked, “What if you’re in the middle of the street or a field or something when one hits?”

“Well” I replied, “as long as nothing falls on you, you should be ok.”

Just to be clear he comes back with, "So it won't like shake your bones and kill you?"

He must be thinking of shaken adult syndrome.

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Answer on a vocabulary quiz. Jake had to give me the vocabulary term that matched the following definition: An organ that serves no useful function in an organism. The answer is a vestigial structure. An example is the human appendix.

Jake's answer was…… the "vaginal structure."

(Insert you own joke here)

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Hunter stumbled on the same definition as Jake. According to him, an organ that serves no useful function in an organism is……..*Vagasil.*

Again feel free to supply your own punch line.

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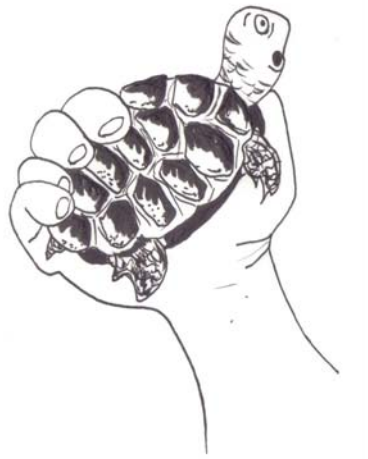
While discussing the relationship between predator and prey, Mollie asked me, "Why don't they chase turtles?"

Well, I guess they don't have to. You pretty much just walk over and pick them up.

Eric Grippa



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While talking about how genetics affects human eye color, Bryson asked me if I had ever seen anybody with purple eyes. In an attempt to be funny, I mentioned a young lady in my class a few years ago who wore colored contacts that were indeed purple. So when I answered yes, Bryson didn't give me a chance to explain the whole contact lens thing, he asked, "Who?"

Knowing full well he had no idea who Tonya was, I said, "Tonya."

To which he said, "Oh, from Barney?"

Ah, no, from anatomy three years ago. I know Barney was purple, but did he or anyone on the show have purple eyes? Or was anyone on the show named Tonya for that matter? I have to admit I was not huge Barney fan so I can't be sure.

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While discussing how the adaptations of some animals are a direct result of competition through natural selection, I chose to use the example of the American elk. I just happen to have a shed antler from a bull elk that is big enough to get the class's attention when I bring it out. As I picked it up to show to the class, Cheyenne exclaimed, "Wow! That is huge! Is that from an elephant?"

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Trying to explain to Brianna that water has the unique property of expanding as it cools and reaches its freezing point, I reminded her that ice floats.

"Think about it, if ice were denser than water, it would sink, and as we all know, ice does not sink."

She them posed this thought provoking question; "What if we put heavy water in the ice tray, would it sink?"

Yep, she said heavy water. I don't know either.

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Talking about the difference between the classes of fish, sharks and bony fish, I mentioned that sharks not only have skeletons made entirely of cartilage, but they don't have a swim bladder either. This is why sharks sink when they stop swimming, and bony fish can suspend. While trying to explain this, I said "Some sharks must swim 24 hours a day so they don't sink to the bottom."

That's when Brianna chimed in. "That's not true! The sharks in *Finding Nemo* didn't sink when they stopped swimming."

I stand corrected. I forgot to mention cartoon sharks. They don't sink.

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Speaking of fish, Mitch asked, "Hey Mr. Grippa, have you seen the fish that lives outside the ocean, you know above the waves?"

Hummm, no. Was he on *Finding Nemo?*

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On the test at the end of the Ecology unit I asked, "Why is the sun considered to be the ultimate source of energy on earth? "

Tori answered, "Cause it's the biggest thing in the world."

Well put, Tori, I couldn't have said it better myself.

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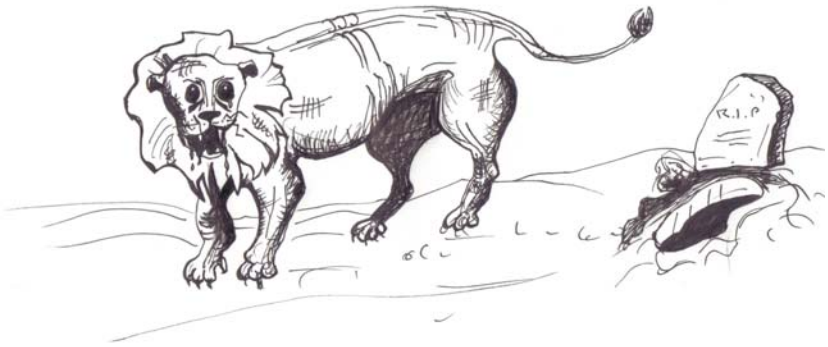
Still in the Ecology unit, Mack asked me, "What do you call dead animals that eat other dead animals?"

I have to admit, I was stumped on that one. I guess I will go with a Zombie.



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Dealing with the unimaginable distances in outer space, we were discussing how far away the star Alpha Centauri is from us here on Earth. That's when Rachael asked me,

"How do they know that star is that far away? Did someone go out and measure it?"

Yep, but it took a really long measuring tape.

After thinking about it, Rachael announced, "My dream job is going to be at NASA and to figure out where gravity comes from and to visit Alpha Centauri."

Well, we all need a goal in life, good luck with that, Rachael.

At that point, she cocked her head to the side (indicating she was in deep thought) and asked, "Where did gravity come from anyway?"

"Well, if I tell you I will be robbing you of one of your goals in life."

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During the ecology unit, we were discussing man's effect on species through poaching. One animal in particular was the African elephant. I was informing the students that in some places in Africa, elephants are poached for their ivory tusks. That's when Ashley informed the class, "They do that because they make soap out of elephant ivory, don't they?"

(You know where this is going) "I don't think so." I said.

"Well, they have to get Ivory soap from somewhere," she replied.

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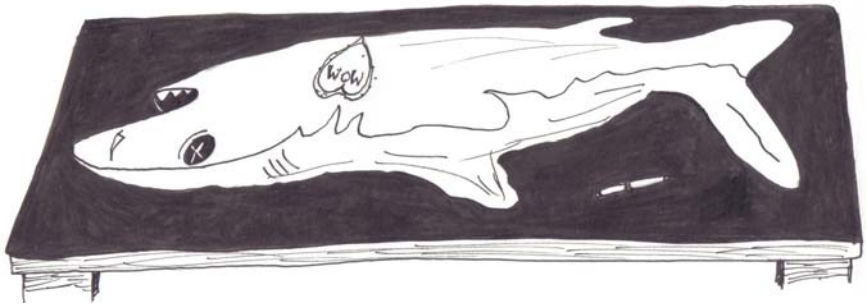
During the shark dissection, Tori found a spot on its body and asked, "Did this shark get a tattoo?"

Yeah, probably when he was in fish prison, I told her.



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While teaching my biology students about the cell organelles and the jobs they do for the cell, I use a little word association tool. For example the ribosomes in the cell are the site of protein synthesis, the first three letters are r-i-b and ribs are a good source of protein. So when I get to the part where I describe the job of the Mitochondria, I ask the class to think of a cartoon superhero. Next I ask them to think about rodent cartoon superheroes. I hope you can see where I am going here; that's right Mighty Mouse, for the Mitochondria.

Well, Ryan didn't make that connection. When I asked him to think of the rodent superhero, he came up with……. *The Road Runner*.

Yep, the age old arch enemy to *Wile E. Coyote*, the *Road Runner*. The Road Runner is of course a bird, not a rodent, or superhero, if I recall.

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During anatomy we were discussing a few genetic conditions that affected a person's reproductive system. One example in particular was a case I read about in which a woman had two uteruses and four ovaries.

Upon hearing this, Morgan, in an attempt to sound well versed in the human reproductive system, said, "Four ovaries? That's a little low isn't it?"

Ah, when one's intelligence is in question, there is nothing like opening your mouth to remove all doubt.

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Ecology is a major topic we discuss in biology. I think it's very important for the students to be aware of how nature operates around us everyday. We were studying the cause and effect on population changes in areas inhabited by whitetail deer and cottontail rabbits. I explained that in every area where the deer population increased, the rabbit population decreased. I then asked them why they thought that was so.

Steve said, "It's because the deer eat the rabbits."

So much for knowing about how nature operates around us.

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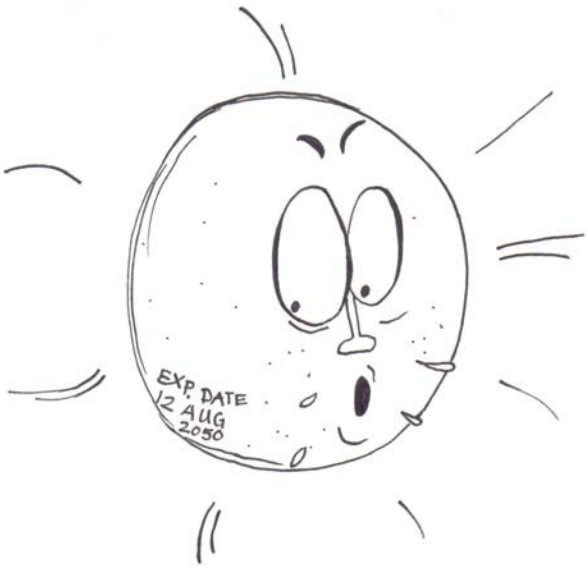
Every now and then, I am asked to take a freshman science class. It mostly covers the basics of chemistry, physics, and earth and space. Not my areas of expertise, but the freshmen are usually a great source of material. Here is one example.

I was telling one class that the sun will not last forever; it will indeed burn out. Shocked to hear this, Courtney asked me how long it had left. Always looking for a chance to flex my smart aleck muscles, I replied, "I am not real sure, but if you have a big telescope you can use it to read its expiration date."

"Really?" she said.



Now don't worry, I didn't let her go home and fry her retinas looking at the sun through a telescope. I told her she had to wait for an eclipse.

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During the special senses unit in anatomy class, I was talking about our sense of smell, or the olfactory sense. When Ashley heard the word "olfactory," she flung her hands in the air and asked, "What does smelling stuff have to do with old factories?"

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This one comes from a test question. In this test I included a diagram that depicted what is called a "whale fall." Simply put, it describes what happens to a whale's carcass after it has died and sunk to the bottom of the ocean. It affects the organisms there because it's a windfall of food and nutrients to the creatures that live on the ocean floor. Okay, the question was to describe what the picture was and explain its ecological importance.

Carly answered it this way. "The picture is a whale fall, the whale died, and then sank to the aphotic zone. (Good so far, but here is where it takes its turn.) There is no light down there and it's really dark, and the whale can't see."

Yep, the whale can't see. That would be the dead one. The real question is could the dead whale see if it wasn't lying in the aphotic zone? I guess we will never know.

. . . . . .

Trying to classify a few animals, poor Carly gave me some more material. She and Kyle were trying to piece together how fish, reptiles, and amphibians were related. It went something like this.

Kyle: "Mr. Grippa, are fish reptiles?"

Me: "No, fish are fish."

Carly: "Are they amphibians then?"

Me: "No, they are still fish."

Classic maneuver, don't get the answer you want, you rephrase the question. She might make a good reporter.

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Rodney got me on this one. "Hey Mr. Grippa, birds can't swim, can they?"

"Nope," I said, "all the ducks, geese, and penguins have been faking it for eons."

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During one of many dissections in my Zoology class, Travis had a look of confusion of his face. The students had a list of structures they had to isolate and identify on each organism. The list Travis was working on had a structure called the circumpharengial ganglion.

When I asked Travis if he was having some difficulty he replied, "Yeah, I can't find the circumcision ganglion."

I had hard time finding that one myself.

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While discussing what the fossil record can tell us about organisms from the past, we inevitably start talking about dinosaurs. As the conversation went down that path, Chelsea enlightened us on a little known fact.

"A T-rex can't bend over to eat."

"Really?" I said. How do you know this?"

That's when she revealed her source of factual information on extinct species. "Because my brother and I saw them on "*The Land Before Time*."

Ah, the cartoon where the young dinosaurs played with each other and spoke English. What a great source of scientific data. Here's a question. If they couldn't bend over to eat, how did they eat? Did they have to wait for something to toss their food up to them?

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Rachael was talking to Josh about when they were in my sophomore biology class. They started talking about how they remembered the shark dissection.

Josh started telling us about how his shark had baby sharks in it, and how he jarred them up and took them home.

Upon hearing this interesting tale, Rachael said, “No way! Did they live?”

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In anatomy we discuss the various types of tissues in the body. There is a type of epithelial tissue called pseudo-stratified. It is called that because if the cells of epithelial tissue are arranged in a single layer, it’s referred to as simple; if more than one layer, it’s stratified. Pseudo-stratified is one layer that looks like two.

After explaining the differences to the class, I asked them if anybody knew what the prefix pseudo meant. (It means false.)

Rachael said, "Umm..like a pseudo-wrestler?"

No, a person that appears to be a wrestler and really isn't, is not what I mean. Besides I think you mean *sumo* wrestler.

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While talking about our organs in anatomy, Tori asked me; "Is our appendix just there for decoration?"

"Yes" I replied. "I still have mine; see how well it goes with my outfit?"

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I don't remember the topic, but at some point in the discussion I used the term "fetus".

That's when Julianne, (there will plenty more from her later in the book) said, "Fetus? Isn't that poop?"

"Ah…. No I think you are getting it confused with feces."

"Oh yeah," she replied.

Don't sweat it, happens all the time.

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One day I was telling the students about the cowbird. If you have never heard of it, it's the bird that places its egg in the nest of another bird so they will raise the hatchling.

Keith, intrigued by this animal, asked me "How big do they get, like as big as a cow?"

Yep, a bird the size of a cow. You really want to be careful when that bird flies overhead.

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During the unit on evolution, I was talking about how humans are really a tropical species that couldn't survive without using tools to hunt large animal for food and clothing. I cited the example of our ancestors hunting mammoth with a spear. Some were the actual spear throwers and others were the drivers, driving the animals to the ones with the spears.

That's when Allie said, "Drivers? They had cars back then?"

Ahh….. no, I'm pretty sure they didn't," I said.

"Well, I thought they had jeeps or something."

If I were going to drive mammoths, I guess a jeep would be a good choice.

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Also during the Evolution unit we watched the *Discovery Channel's* show entitled "*Walking with Cavemen",* in which the evolution of humans was explained based on the fossil record. It

starts with the 3 million year old remains of Lucy that was found in Africa, and at the time, was the oldest up-right walking primate skeleton. Of course those creatures didn't really look like a modern *Homo sapien* so there were some computer animation and costumes involved.

While watching the show Mandy asked, "Mr. Grippa, did they have people wear makeup and stuff to film this?"

"No, they went back in time and filmed the real *Astralopithecus afarensis."*

What Did You Say? is a collection of some of the most memorable, unbelievable, and just plain ole' funny things the Eric Grippa's students have said over the last 15 years. As a Biology teacher in a public high school, he has heard some pretty amazing dialogue. From "Climbing trees like a barracuda", to "The metric system is based on the planet Phoenix", the best stuff he has heard is in there. You are guaranteed to laugh!

What Did You Say?

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