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# FIELD TRIP CLASSES 2024-2025

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Pre-K – 12<sup>th</sup>

**These classes are \$100 per session.** The fee will be added to your invoice for your trip. For questions about payment, email [fieldtrip@fieldmuseum.org](mailto:fieldtrip@fieldmuseum.org) or call (312) 665-7500.

Please email [fieldtrip@fieldmuseum.org](mailto:fieldtrip@fieldmuseum.org) if you have any changes to your plan, such as the number of students or class sessions. Please email [educators@fieldmuseum.org](mailto:educators@fieldmuseum.org) if you have any questions about the content of the classes or need any special accommodations.



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# THANK YOU TO OUR GENEROUS SUPPORTERS

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**Abbott Hall of Conservation: Restoring Earth** is made possible through the generosity of Abbott. Additional support provided by Bank of America.

The **Griffin Dinosaur Experience**, made possible by the generous support of Kenneth C. Griffin, includes a special traveling exhibition, Antarctic Dinosaurs; Máximo the Titanosaur; updates to SUE the T. rex and the Griffin Halls of Evolving Planet; and new dinosaur education programs.

The Field Museum gratefully acknowledges the Sarowitz Family for lead support of **Native Truths: Our Voices, Our Stories**. Major support is offered by Robert R. McCormick Foundation, the Efroymson-Hamid Family, Roger and Peter McCormick/Chauncey and Marion D. McCormick Foundation, and Mellon Foundation.

Additional support is provided by Carolyn S. Bucksbaum, Elizabeth Morse Genius Charitable Trust, Julie and Matthew K. Simon, and Cia and Tom Souleles.

**Robert R. McCormick Halls of the Ancient Americas** is made possible by the Robert R. McCormick Foundation.

Other exhibits made possible through generous support of donors are the **Ronald and Christina Gidwitz Hall of Birds, Carl Akeley Memorial Hall, McDonald's Fossil Preparation Laboratory, Marilyn Alsdorf Hall of the Northwest Coast and Arctic Peoples, and Regenstein Halls of the Pacific.**

# SUMMARY OF CLASS OPTIONS

Class Title	Grade Level	Class Times & Days
<b>Creature Features: Animal Protection and Survival</b>	Pre-K-K	Classes are offered <b>Mondays-Fridays</b>
<b>Sensory Skills: Outdoor Adventure in the Rice Native Gardens</b> ( <i>weather permitting</i> )	Pre-K-K	Classes are offered at 9:00am, 10:00am, 11:05am, 12:15pm, and 1:00pm
<b>Exploring Animal Specimens</b>	1st-2nd	We will customize start and end times whenever possible to accommodate your group.
<b>Native Truths: Experiencing the Pawnee Earth Lodge</b>	2nd-5th	Class appointments will be booked based on order of field trip registrations. The field trip team will communicate with you to determine whether classes are available on your field trip date.
<b>Paleontology Practice: Fossil Examination</b>	3rd-5th	
<b>Animal Adaptations and Biomimicry</b>	3rd-5th	
<b>Flags of Native Nations: Symbols of Sovereignty</b>	3rd-8th	
<b>Birds are Dinosaurs! Introducing <i>Archaeopteryx</i></b>	3rd-8th	<b>Cost</b> Classes are <b>\$100 per session</b> , or <b>free for Title I schools</b> . Please indicate on your registration form if your school is Title I.
<b>Exploring Civilizations: Ancient Egypt</b>	6th-8th	
<b>Native Truths: Storytelling Artwork</b>	6th-8th	<b>Length</b> Classes will last <b>45 minutes</b>  Note: Length of direct instruction varies by grade level, but each class session includes 45 minutes with a staff facilitator. Younger students have less direct instruction and more exhibit or exploration time.  Class format varies between classroom lesson, exhibit facilitation, and exhibit support. See full description on the pages that follow for more details.
<b>Analyzing Ancient American Artwork</b>	6th-8th	
<b>Society in Art: Interpreting China's Qingming Scroll</b>	6th-12th	
<b>Native Truths: Repatriation Critical Conversation</b>	9th-12th	
<b>Restoring Earth: Environmentalism and Conservation</b>	9th-12th	
<b>Special Request:</b> <i>Do you have a particular topic in mind that you would like to discuss further with a museum educator? Do you want one of these classes to be scaffolded up or down to meet the needs of your students? Email us at <a href="mailto:educators@fieldmuseum.org">educators@fieldmuseum.org</a> to discuss possibilities.</i>		

# CREATURE FEATURES: ANIMAL PROTECTION & SURVIVAL

**Grade Levels** Pre-K – Kindergarten

**Capacity** 25 students per session

**Length**

15 minute guided class, followed by 30 minutes of a facilitated station in the *Crown Family PlayLab* for students to stop by during their free play time. This class will be added to your PlayLab appointment, making it 45 minutes instead of 30.

## Description

How do animals protect themselves? What features or traits do they have to help them survive? Students will get to touch real turtle shells and beaver pelts and answer these questions with a facilitator in the PlayLab.

## Exhibit Connections

After learning about animals and focusing on their features during the class, we recommend students head upstairs to visit exhibits that feature animals such as *Mammals Hall*, *Nature Walk*, *Messages from the Wilderness*, *What is an Animal?*, or *Gidwitz Hall of Birds!* We will provide a scavenger hunt worksheet at the end of your PlayLab appointment to use in those exhibits.

## Standards Alignment

**NGSS: K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.

**Illinois 12.A.ECa** Observe, investigate, describe, and categorize living things.

**Illinois 12.B.ECa** Observe, describe, and compare the habitats of various plants and animals.



# SENSORY SKILLS: OUTDOOR ADVENTURE in the Rice Native Gardens

**Grade Levels** Pre-K – Kindergarten

**Capacity** 25 students per session

**Length**

30 minutes outdoors in the Rice Native Gardens, including a staff-guided introduction and framing before students explore with magnifying glasses and scavenger hunts. After a full group wrap-up discussion outside, students will be guided back inside to continue exploring in the museum exhibit *Nature Walk* for 15 minutes.

**Description**

How can we use our senses to safely explore nature? Why does the museum have a native garden? How do plants, animals, insects, and humans rely on each other to survive? Students will get to explore the garden with a magnifying glass and a scavenger hunt to consider these questions with a staff facilitator.

**Exhibit Connections**

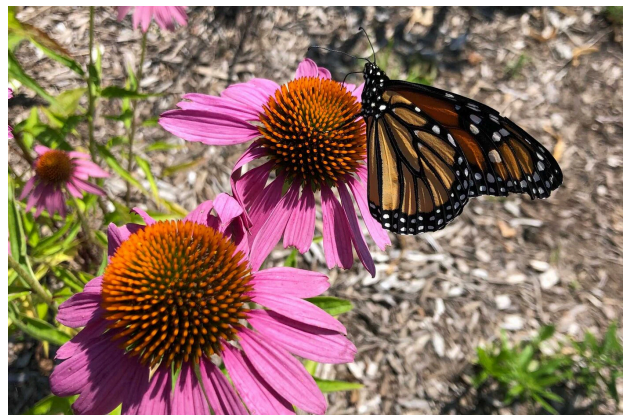
After learning about plants, animals, and insects during the class, we recommend students visit exhibits that feature animals such as *Underground Adventure*, *Mammals Hall*, *Messages from the Wilderness*, *What is an Animal?*, or *Gidwitz Hall of Birds!*

**Standards Alignment**

**NGSS: K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.

**Illinois 12.A.ECa** Observe, investigate, describe, and categorize living things.

**Illinois 12.B.ECa** Observe, describe, and compare the habitats of various plants and animals.



**Note:** This class will take place outdoors, weather permitting. If inclement weather arises, we will move the class to an indoor exploration of nature using the exhibits *Nature Walk* and *Plants of the World* with scavenger hunts and animal specimens.

# EXPLORING ANIMAL SPECIMENS

**Grade Levels** 1st – 2nd

**Capacity** 30 students per session

**Length**

25 minute guided class, followed by a trip to the *Nature Walk* exhibit with a provided activity for a total of 45 minutes with a facilitator.

## Description

How do animals protect themselves? What features or traits do they have to help them survive? Students will get to touch real animal specimens such as turtle shells and beaver pelts to answer these questions with a facilitator in the classroom. They will also get to visit stations with multiple other real specimens, such as coyote pelts and deer antlers before heading upstairs into the *Nature Walk*. In the exhibit, students will find other animals with features that offer protection.


## Exhibit Connections

After finishing the *Nature Walk* activity, we recommend students head upstairs to visit exhibits such as *Mammals Hall*, *Nature Walk*, *Messages from the Wilderness*, *What is an Animal?*, or *Gidwitz Hall of Birds!*

## Standards Alignment

NGSS Disciplinary Core Idea: LS1.A: Structure and Function ▪ All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air.











### ANIMALS SCAVENGER HUNT

Parents or Chaperones: This can be completed in the Hall of Mammals, Nature Walk, or What is an Animal? exhibits on the Main Level.

Can you find an animal that has...

<input type="checkbox"/> SHARP TEETH 	<input type="checkbox"/> FEATHERS 
<input type="checkbox"/> HORNS OR ANTLERS 	<input type="checkbox"/> MORE THAN 4 LEGS 
<input type="checkbox"/> A LONG TAIL 	<input type="checkbox"/> A PATTERN 

# NATIVE TRUTHS: EXPERIENCING THE PAWNEE EARTH LODGE

**Grade Levels** 2nd – 5th

**Capacity** 30 students per session

**Length**

The facilitator guides the group through *Native Truths: Our Voices, Our Stories* and then a seated discussion and exploration in the Pawnee Earth Lodge for 30 minutes. The facilitator will be available for questions and answers and help students with an exhibit worksheet for 15 more minutes, for a total of 45 minutes with the facilitator.

## Description

Who are the Pawnee? Why is it important that the new *Native Truths* exhibit features Native voices? Learn about the exhibit broadly and the Pawnee in the past and the present. The Pawnee Earth Lodge has hands-on elements, such as bison fur and replica artifacts to touch.

*\*Note: this is a replica of a historical Pawnee home, and includes a sacred space blessed by a contemporary Pawnee leader. Teachers and chaperones are expected to help students maintain respectful behavior in the space.*

## Exhibit Connection

*Native Truths* is an exhibit with many interactive displays and 5 different rooms along with displays throughout. This class will help students make sense of the exhibit as well as understand the Pawnee Nation in more depth. See an [educator guide here](#).


## Standards Alignment

**Illinois SS.H.3.2.** Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.

**C3 Framework D2.Geo.5.3-5.** Explain how the cultural and environmental characteristics of places change over time.




**Social Justice Standards: DI.3-5.8** I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.





### NATIVE TRUTHS SCAVENGER HUNT

After exploring the Pawnee Earth Lodge, you can continue to learn about other Native cultures in the exhibit! Find other examples of some of the items and ideas we discussed in the Lodge. Touch the screens to "meet" community members.

Pawnee Earth Lodge	Find in the rest of the exhibit!
 <p>We saw the Pawnee flag in the Pawnee Earth Lodge. Each symbol has a meaning.</p>	<p><input type="checkbox"/> Can you find a <b>flag</b> of a Native nation?</p> <p>Nation Name: _____</p> <ul style="list-style-type: none"> <li>★ Why do nations have flags?</li> <li>★ Why do flags have different colors and symbols?</li> </ul>
 <p>We saw corn, frybread, and bison meat in the Pawnee Earth Lodge. Food brings people together.</p>	<p><input type="checkbox"/> Can you find a story about <b>food</b>?</p> <p>Food: _____</p> <ul style="list-style-type: none"> <li>★ Why is that food important to the community?</li> </ul>
 <p>We saw a hand drum and a water drum in the Pawnee Earth Lodge. Drums are often used in ceremonies.</p>	<p><input type="checkbox"/> Can you find an item or story related to <b>music or dance</b>?</p> <p>Music or Dance Name: _____</p> <ul style="list-style-type: none"> <li>★ Why is that music or dance important to the community?</li> <li>★ How and when is the music or dance performed?</li> </ul>

# PALEONTOLOGY PRACTICE: FOSSIL EXAMINATION

**Grade Levels** 3rd - 5th

**Capacity** 35 students per session

**Length**

35 minutes in the classroom followed by a guided walk into the *Evolving Planet* exhibit and a provided activity for that hall for a total of 45 minutes with the facilitator

**Description**

What are fossils, and why do we study them? How can fossils help us understand the past? Students will participate in a hands-on lesson exploring fossils. Students can touch, draw, and observe various real and replica fossils of plants, animals, and dinosaurs!

**Exhibit Connections**

In addition to the (very large) *Evolving Planet* exhibit, there is a Fossil Prep Lab just outside the entrance where students can watch fossil preparators at work!

**Standards Alignment**

**NGSS 3-LS4-1.** Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

**NGSS Disciplinary Core Ideas:** Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (3-LS4-1)


Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)


**Note:**

If you are interested in bringing 6th-8th graders to a class focused on fossils, please sign up for this 3rd-5th grade class and add a note in the Notes and Additional Information section of the registration form or email [educators@fieldmuseum.org](mailto:educators@fieldmuseum.org).



**Field Trip Worksheet**  
Exhibit: *Evolving Planet* & SUE the T.Rex


**#1 Cambrian-Ordovician Period**  
About 500 million years ago, single celled organisms exploded into multicellular life!  
**Pick 1 trilobite to draw**   
How old is it? \_\_\_\_\_

**#2 Silurian Period**  
Life moved onto land! About 375 million years ago, fish evolved into *tetrapods*.  
Can you find a model of *Tiktaalik*, a creature which shows us that fish fins evolved into limbs (arms and legs)? 

**#3 Carboniferous Period**  
Check out the *fossils* found at Mazon Creek, which show us what life around Chicago looked like 300 million years ago.  
**Draw one of the fossils** ↴

**#4 Permian Period**  
Look at all of the Permian reptiles and synapsids!  

- Long spine extending from backbones
- A long snout
- Sharp teeth

  
**Find one that looks like an animal alive today. What animal does it look like?**



# ANIMAL ADAPTATIONS & BIOMIMICRY

**Grade Levels** 3rd – 6th

**Capacity** 35 students per session

## Length

35 minutes in the classroom, plus a 10 minute guided walk up to the Mammals Hall exhibit to complete a provided activity for a total of 45 minutes with the facilitator

## Description

How have animals adapted to survive? Students will get to touch animal pelts and real and replica skulls to consider this question with a facilitator in the classroom. They will also learn the meaning of biomimicry and see several examples before inventing an innovation of their own, inspired by nature. The facilitator will then guide the group upstairs to the Mammals Hall exhibit. In the exhibit, students will find animals that have adapted features to survive in their environments.

## Exhibit Connections

After finishing the Mammals Hall activity, we recommend students visit exhibits such as *Nature Walk*, *Messages from the Wilderness*, or *Gidwitz Hall of Birds!* Or, you can switch to exhibits about human cultures, such as *Native Truths* or *The Ancient Americas* on the Main Level.

## Standards Alignment

**NGSS 3-LS3-2.** Use evidence to support the explanation that traits can be influenced by the environment.


**NGSS MS-LS4-4.** Describe how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.




### SCAVENGER HUNT: HALL OF MAMMALS

You are going to observe specific animal features that mammals from Africa and Asia have adapted to help them survive. Think about animal features such as:

- ★ Body parts
- ★ Coloration
- ★ Patterns
- ★ Size



- Find a mammal that has a feature that can help it survive or escape an attack by a predator
- Find a mammal that has a feature that can help it survive by hunting down prey to eat (look for a carnivore!)
- Find a mammal that has a feature that can help it survive in a cold climate
- Find a mammal that has a feature that can help it camouflage into its habitat or environment
- Find a mammal that has a feature that can help it find and eat plants (look for a herbivore!)



**Local connection:** After looking at mammals from Africa and Asia, think about a more local mammal that you can see outside near your house or school. What features does that mammal have to help it survive in Illinois or Chicago? Share with a partner!

# SYMBOLS OF SOVEREIGNTY: FLAGS OF NATIVE NATIONS

**Grade Levels** 3rd – 8th

**Capacity** 35 students per session

**Length**

35 minutes in the classroom, plus a 10 minute guided walk into *Native Truths* to work on a provided in-exhibit activity for a total of 45 minutes with the facilitator

## Description

Why do nations have flags? What do the symbols on Native nations' flags represent? What does it mean that Native nations are "sovereign"? How can we represent our own identities and communities through flag design? Students will explore these questions with a staff facilitator before crafting their own flag design to take home.

## Exhibit Connections

Questions of symbolism in art could also apply to other anthropological exhibits such as *The Ancient Americas*, *Africa*, *Hall of China*, or *Marilynn Alsdorf Hall of the Northwest Coast and Arctic Peoples*

## Standards Alignment

**This class supports the new Illinois statute (105 ILCS 5/27-21) (from Ch. 122, par. 27-21) Sec. 27-21:** The teaching of history shall also include teaching about Native American nations' sovereignty and self-determination, both historically and in the present day.

**Social Justice Standards:** Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

**Illinois SS.H.3.2.** Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.



# BIRDS ARE DINOSAURS! INTRODUCING *ARCHAEOPTERYX*

**Grade Levels** 3rd-8th

**Capacity** 35 students per session

**Length**

35 minutes in the classroom for a facilitator-guided introduction and hands-on station activities. Then, a 10 minute guided walk to the *Evolving Planet* exhibit with a provided in-exhibit activity for a total of 45 minutes with the facilitator.

**Description**

How do scientists know that birds are dinosaurs? What is *Archaeopteryx*, and why is that fossil specimen so important? Students will explore these questions and consider how the fossil record helps paleontologists better understand evolution, with the key example being the evolution of avian dinosaurs into modern day birds!

**Exhibit Connections**

The most closely aligned exhibit is *Evolving Planet*, featuring thousands of fossils across millions of years. To focus on modern animal features, exhibits like the *Hall of Birds*, *Hall of Mammals*, *What is an Animal?* or *Nature Walk* could also align.

**Standards Alignment**

**NGSS 3-LS4-1.** Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

**NGSS 3-LS4-2.** Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

**NGSS MS-LS4-2.** Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.



# EXPLORING CIVILIZATIONS: ANCIENT EGYPT



**Grade Levels** 6<sup>th</sup> – 8<sup>th</sup>

**Capacity** 35 students per session

**Length**

35 minutes in the classroom, plus a 10 minute guided walk into *Inside Ancient Egypt* to work on a provided in-exhibit activity for a total of 45 minutes with the facilitator

**Description**

What can we learn about Ancient Egypt by analyzing replica artifacts? Students will explore Egyptian society, culture, economy, agriculture, and religion through a rotating station activity in which they get to touch and explore images of and physical replica artifacts. They will ask questions and make inferences about this ancient civilization.

**Exhibit Connections**

After finishing the classroom activity, the facilitator will guide the group to the *Inside Ancient Egypt* exhibit. The class will most closely align with that exhibit, but the skills of artifact analysis could also apply to other anthropological exhibits such as *The Ancient Americas, Africa, or Marilyn Alsdorf Hall of the Northwest Coast and Arctic Peoples*


**Standards Alignment**

**Illinois SS.G.2.6-8.LC.** Explain how humans and their environment affect one another.

**Illinois SS.H.4.6-8.MC.** Organize applicable evidence into a coherent argument about the past.

**Illinois IL SS.IS.1.6-8.** Create essential questions to help guide inquiry about a topic


**C3 Framework: D2.Geo.6.9-12.** Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

**Inside Ancient Egypt Scavenger Hunt Activity** 


**Instructions:**

The classroom activity focuses on analyzing replica artifacts and texts related to the Egyptian religion, economy, agriculture, society, and scribes.  
Can you learn more about those categories by finding the artifacts below?


**Religion**

-   Book of the Dead text that was left in tombs with the deceased
- Miniature models of items to be used by the deceased in the afterlife
- Amulet that was used to protect the wearer or included in a burial

**Economy and Agriculture**

-   Food product that was bought and sold in markets
- Shaduf model used in agriculture to bring up water

**Society and Scribes**

-   Practice writing used by students to learn to write hieroglyphics and hieratic script
- Household object that would have been used by elite (upper class) members of Egyptian society

**Reflection Questions:**

1. What is something new that you learned about ancient Egyptian life?
2. What is one question you still have about ancient Egypt?

# NATIVE TRUTHS: STORYTELLING ARTWORK



**Grade Levels** 6th – 8th

**Capacity** 35 students per session

**Length**

35 minute classroom lesson before being guided into *Native Truths: Our Voices, Our Stories* by the facilitator and beginning an in-exhibit activity for a total of 45 minutes with the facilitator

## Description

How do you tell stories? Students will learn about the purpose of the new *Native Truths* exhibit and hear a recording of one of the stories featured in the exhibit by Native artist Karen Ann Hoffman before reflecting on their own stories. Students will draw a design representing their story and consider why it is important to tell our own stories. The facilitator will then lead the group into the exhibit and provide an activity to complete.

## Exhibit Connection

The lesson directly aligns with *Native Truths: Our Voices, Our Stories*, but the theme of storytelling could apply to other exhibits as well, such as *Pacific Halls* or *Marilynn Alsdorf Hall of the Northwest Coast and Arctic Peoples*. *Native Truths* is an exhibit with many interactive displays and 5 different themed rooms. See an [educator guide here](#). Facilitator will provide an optional worksheet for students to complete in the exhibit after the class ends.

## Standards Alignment


**Illinois SS.G.2.6-8.LC.** Explain how humans and their environment affect one another.

**C3 Framework D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

**Social Justice Standards DI.6-8.8** I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally

WORKSHEET

## Storytelling Artwork



Think of how the beadwork you saw shares a story and connects people to their ancestors. Think of an important moment in your life and create an image or pattern that helps tell your story.

Name:

01

Think of an important moment or memory in your life. Write what you remember from that moment.

02

Draw a pattern or image to represent the story of that memory visually.

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# ANALYZING ANCIENT AMERICAN ARTWORK

**Grade Levels** 6th-8th

**Capacity** 35 students per session

**Length**

30 minutes in the classroom followed by 15 minutes to go into *The Ancient Americas* exhibit for student presentations about their artifacts for a total of 45 minutes with the facilitator

## Description

Students will get an overview of how historians can analyze artwork to learn about different elements of civilizations and will practice that analysis in a group focusing on one artifact that is on display upstairs in the room on Maya civilization. The artifacts are from the Aztec, Inca, and Moche civilizations. Then, students will head into the exhibit to present the artifact that they analyzed to another group. The facilitator will provide a worksheet that students can complete in the exhibit after the conclusion of the presentations and the class.

## Exhibit Connections

The class will most closely align with the *The Ancient Americas* exhibit, but the skills of artifact analysis could also apply to other anthropological exhibits such as *Inside Ancient Egypt*, *Africa*, or *Marilynn Alsdorf Hall of the Northwest Coast and Arctic Peoples*.

## Standards Alignment


**Illinois SS.IS.5.6-8.MdC.** Identify evidence from sources to support claims, noting its limitations.

**C3 Framework: D2.Geo.6.9-12.** Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

**Social Justice Standards DI.6-8.8** I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally



### Ancient Americas Artifact Analysis Practice




**Instructions:**

Explore the second half of the *Ancient Americas* exhibit, focusing on the sections:

- ◆ "Powerful Leaders"
- ◆ "Rulers and Citizens"
- ◆ "Empire Builders"

Find one **artifact** that could support each of the 4 statements below. Each statement could be supported by evidence from at least 5 different civilizations!



- Hopewell Societies
- Mississippian Societies (Cahokia)
- Teotihuacan
- Adze Empire (Tencochtitlan)
- Zapotec (Monte Albán)
- Olmec
- Maya (Itza')
- Columbian Societies
- Moche
- Peruvians of Norte Chico
- Wari
- Inca Empire (Cusco)

**Statement:** In the Americas, from 300-1600 CE, civilizations...

- Had many **social classes**, and people showed their **status** through clothing and other possessions.

Civilization / Empire <i>Write the name of the civilization, the location the item was made, and the date it was created. If it is a replica or model, write the date that the civilization thrived</i>	Artifact Evidence <i>Describe or sketch the artifact that can provide evidence to support the claim above. Add details to note features, patterns, design, or structure.</i>
Civilization Name:  Location:  Date:	

# SOCIETY IN ART: INTERPRETING CHINA'S QINGMING SCROLL

**Grade Levels** 6th-12th

**Capacity** 35 students per session

**Length**

35 minutes in the classroom, plus a 10 minute guided walk into the *Hall of China* to work on a provided in-exhibit activity for a total of 45 minutes with the facilitator

**Description**

How do historians study the past? What can we learn about Song Dynasty China by analyzing the scenes in the famous Qingming Scroll? Why would this artist have drawn an “idealized” society? Students will explore these questions with replica scrolls and a staff facilitator before heading up to the exhibit to learn more about China.

**Exhibit Connections**

Questions of symbolism in art could also apply to other anthropological exhibits such as *The Ancient Americas*, *Africa*, *Native Truths*, or *Marilynn Alsdorf Hall of the Northwest Coast and Arctic Peoples*

**Standards Alignment**

**Illinois SS.IS.5.6-8.MdC.** Identify evidence from multiple sources to support claims, noting its limitations.

**C3 Framework: D2.Geo.6.9-12.** Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

**Social Justice Standards DI.6-8.8** I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally



# NATIVE TRUTHS: REPATRIATION CRITICAL CONVERSATION

**Grade Levels** 9th - 12th

**Capacity** 35 students per session

**Length** 45 minutes

## Description

Should museums keep human remains stored in their collections or on display? What about cultural artifacts? Students will learn about the new *Native Truths: Our Voices, Our Stories* exhibit before engaging in a critical conversation about the ethics of museum collection practices. Students will be in discussion groups focusing on either museums holding human remains or cultural artifacts in collections and the idea of [repatriation](#).

## Exhibit Connections

This discussion will allow students to engage more critically in exhibits like *Native Truths*, *Marilynn Alsdorf Hall of the Northwest Coast and Arctic Peoples*, *Pacific Halls*, *Africa*, and *Inside Ancient Egypt*. The context of the lesson is mostly focused on *Native Truths* due to the intentionality in the hall's redesign to center Native voices. One of the 5 Native Truths in the exhibit is about how museums have harmed Native communities through collection practices. See an [educator guide here](#).

## Standards Alignment

**Illinois SS.Anth.4.9-12** Evaluate one's own cultural assumptions using anthropological concepts.

**C3 Framework D2.His.4.9-12.** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**Social Justice Standards: DI.9-12.8** I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way





# RESTORING EARTH: ENVIRONMENTALISM & CONSERVATION

**Grade Levels** 9<sup>th</sup> - 12<sup>th</sup>

**Capacity** 35 students per session

**Length** 45 minutes

## Description

Students will participate in a station activity to analyze the impact of climate change, deforestation, and habitat loss on various animal species. Then, students will discuss the benefits and challenges of various mitigation strategies. Finally, the facilitator will lead the group into the *Restoring Earth* exhibit and provide an activity to complete in the hall.

## Exhibit Connection

*Restoring Earth* features Field Museum scientists' work towards conservation in various regions, such as the Amazon rainforest, and provides context that will support the topics covered in the class. *Evolving Planet* also discusses mass extinctions throughout its story of the history of earth, with human actions included at the very end.

## Standards Alignment

**NGSS High School:** HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

**NGSS High School:** HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

**AP Environmental Science:** Most related to College Board's Big Idea 3: Interactions between different species, or Big Idea 4: Sustainability, particularly representing content from Units 5 and 6 (e.g. Unit 5, Topic 5.17, STB-1.G Describe methods for mitigating human impact on forests.)

