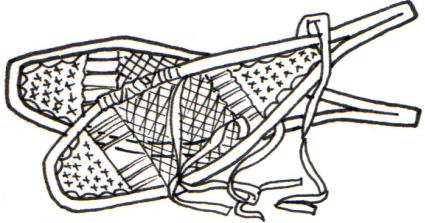


## CHICAGO BEFORE SKYSCRAPERS

<b>Grade Level</b>	Ideal for 3 <sup>rd</sup> grade Appropriate for ages 6-9	
<b>Exhibitions</b>	<i>Nature Walk</i> <i>North American Indians</i>	
<b>Time</b>	1 hour	

### Overview

In this exploration, students will observe a local ecosystem and infer how the First Americans of the Chicago Region used these resources in order to survive.

### Guiding Question

How did the First Americans of the Chicago Region use materials available in their environment to create goods and protect themselves from weather-related hazards?

### Key Word

**Artifact** - an object that was made by people in the past

**Leather** - the skin of an animal that people have dyed and tanned to prepare for use

**Loom** - a device used to make fabric

### Connections to Standards

#### ***Illinois State Standard for Social Sciences***

**16.C.1a:** Identify how people and groups in the past made economic choices (e.g., crops to plant, products to make, products to trade) to survive and improve their lives.

#### ***Common Core State Standard for Writing***

**W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### ***Next Generation Science Standards***

**Disciplinary Core Idea ESS3.B:** Natural Hazards

A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1)

**Trip Note:** Our ***North American Indians*** exhibition was created in the 1940s.

Some of the language and concepts used in the hall are no longer used today. There has been debate about what to call the people who lived in North America before the European settlers arrived. Currently the term “**First Americans**” is commonly used so we will use that name throughout this guide.

# CHICAGO BEFORE SKYSCRAPERS

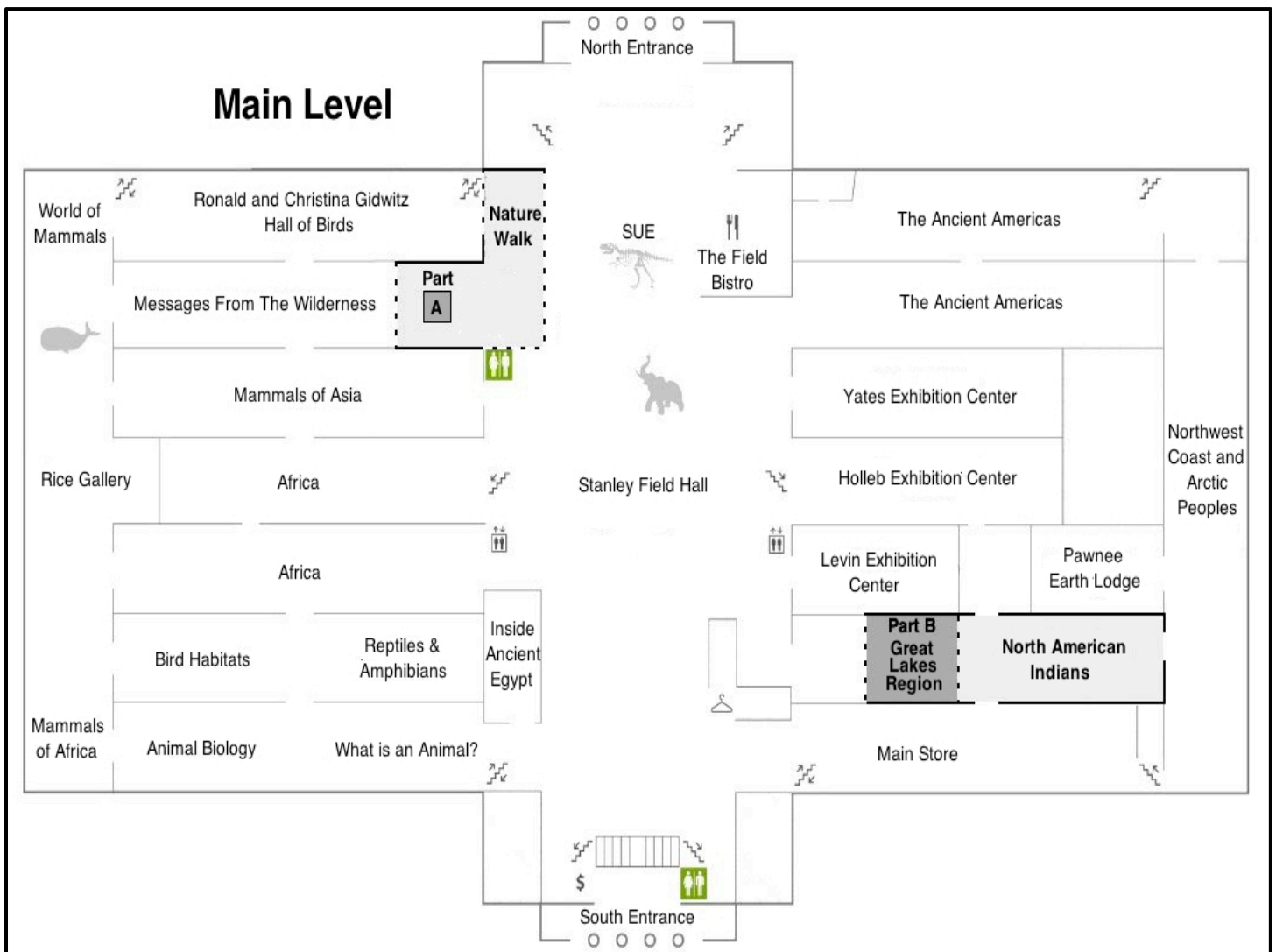
## Chaperone Guide

### Map

#### Exhibitions:

*Nature Walk (Main Level)*

*North American Indians (Main Level)*



**If you have extra time, visit these related exhibitions:**

*Africa (Main Level)*

*Inside Ancient Egypt (Enter on the Main Level; exit on the Ground Level)*

# CHICAGO BEFORE SKYSCRAPERS

## Chaperone Guide

### CHICAGO BEFORE SKYSCRAPERS Student Guide

NAME \_\_\_\_\_

#### Think (before you explore)

What are some objects that you use every day (such as toothbrushes, silverware, furniture, and clothing)? What materials are used to make these objects? Discuss these ideas in small groups.

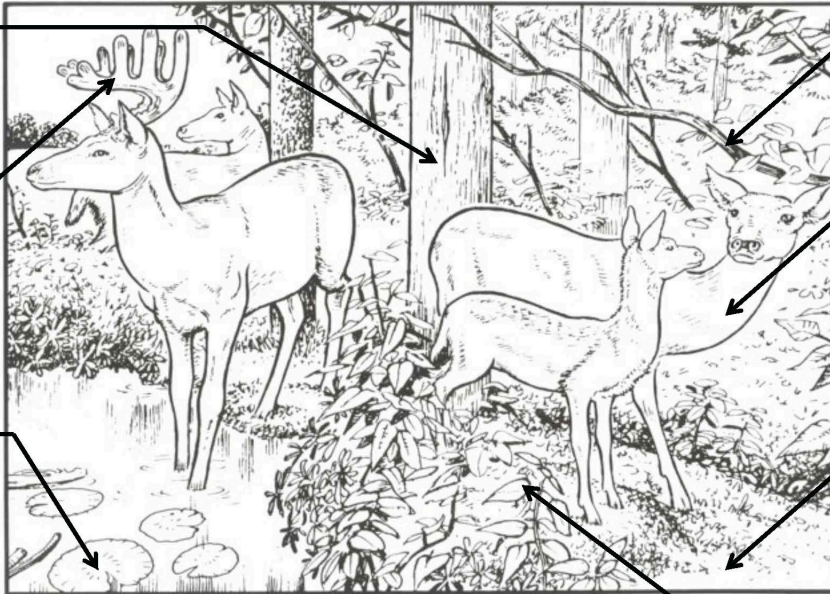
**At The Field Museum** you will observe objects made by the First Americans and identify the materials they used to make these objects.

#### Observe and Label (in the exhibition) – Part A

Travel to the **Four Seasons** diorama located in the **Nature Walk** exhibition on the **Main Level**.

Find the diorama showing the **White-Tailed Deer in Summer**. Parts of the Chicago Region looked like this before European settlers arrived.

1. In the picture below, fill in the labels. If you want, you can add more labels.



WHITE-TAILED DEER IN SUMMER

Next, we will see how the First Americans used resources from this environment to make clothing, furniture, and supplies.

**Trip Tip:** To prepare for the next part, ask the students to imagine that they are living in this environment without access to our current technology and resources. What would they eat? What would they use to make their tools and clothes?

**Trip Tip:** Before you begin, find a bench or a spot on the floor. Give the students an overview of the activity and ask the group the **Think** questions.

**Guiding Question:**  
What are some signs that it is summer?

**Guiding Question:**  
Have you seen any parts of Chicago that look like this?

**Trip Note:** In the next part of this guide, students will explore the idea that we all share common concerns like finding food and making homes to protect ourselves from the environment. Our responses to these needs are shaped by our environments, histories, and creative abilities.

# CHICAGO BEFORE SKYSCRAPERS

## Chaperone Guide

### Observe and Explain (in the exhibition) – Part B

Travel to the **North American Indians** exhibition located on the **Main Level**. Find the section called **Great Lakes Region**.

2. Find the following items:

- ☐ **Snowshoes** - The snowshoes are made out of: \_\_\_\_\_
- ☐ **A diorama of a shelter** - The shelter is made out of: \_\_\_\_\_
- ☐ **Snow goggles** - The goggles are made out of: \_\_\_\_\_

3. How did the objects above help protect the First Americans from the weather?

4. Find, draw, and name objects made of each of the materials listed below.

**Draw** an object made of  
**leather:**

**Draw** an object made of  
**wood:**

**Draw** an object made of  
**fur:**

**Name** of the object:

**Name** of the object:

**Name** of the object:

### Share and Compare (after you explore)

In small groups, talk about the objects you drew. How do you think the First Americans used these objects? How do you think the First Americans made these objects? If you had to make your own clothes and games, what materials would you use? What would the designs look like?

**Location Tip:** A ceiling flag indicates the **Great Lakes** section.

**Location Tip:** The diorama of a shelter contains a longhouse and a few fall trees.

**Guiding Question:** What are some of the characteristics of each material? (i.e. soft, flexible, strong)

**Guiding Question:** What other materials could be used to make each object?

**Trip Tip:** If you or the students are unsure of an object's name, describe its appearance and/or function.

**Trip Tip:** Find a quiet spot in the Museum to discuss the **Share and Compare** ideas or ask students to draw and write answers to these questions when they return to school.



# CHICAGO BEFORE SKYSCRAPERS

## Student Guide

NAME \_\_\_\_\_

### Think (before you explore)

What are some objects that you use every day (such as toothbrushes, silverware, furniture, and clothing)? What materials are used to make these objects? Discuss these ideas in small groups.

**At The Field Museum** you will observe objects made by the First Americans and identify the materials they used to make these objects.

### Observe and Label (in the exhibition) – Part A

Travel to the ***Four Seasons*** diorama located in the ***Nature Walk*** exhibition on the **Main Level**.

Find the diorama showing the ***White-Tailed Deer in Summer***. Parts of the Chicago Region looked like this before European settlers arrived.

1. In the picture below, fill in the labels. If you want, you can add more labels.



WHITE-TAILED DEER IN SUMMER

Next, we will see how the First Americans used resources from this environment to make clothing, furniture, and supplies.

## Observe and Explain (in the exhibition) – Part B

Travel to the *North American Indians* exhibition located on the **Main Level**. Find the section called **Great Lakes Region**.

2. Find the following items:

- ☐ **Snowshoes** - The snowshoes are made out of: \_\_\_\_\_
- ☐ **A diorama of a shelter** - The shelter is made out of: \_\_\_\_\_
- ☐ **Snow goggles** - The goggles are made out of: \_\_\_\_\_

3. How did the objects above help protect the First Americans from the weather?

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4. Find, draw, and name objects made of each of the materials listed below.

<b>Draw</b> an object made of <b>leather</b> :	<b>Draw</b> an object made of <b>wood</b> :	<b>Draw</b> an object made of <b>fur</b> :
<b>Name</b> of the object: _____	<b>Name</b> of the object: _____	<b>Name</b> of the object: _____

## Share and Compare (after you explore)

In small groups, talk about the objects you drew. How do you think the First Americans used these objects? How do you think the First Americans made these objects? If you had to make your own clothes and games, what materials would you use? What would the designs look like?