


EXPLORING ARTIFACTS FROM THE PACIFIC

Grade Level	Ideal for 9 th -12 th grade Appropriate for ages 12-18	
Exhibitions	<i>Pacific Spirits</i> <i>Maori Meeting House</i>	
Time	1 hour	

Overview

In this exploration, students will observe and analyze artifacts from the Pacific Islands in order to create claims, based on evidence, about how these cultures viewed the world.

Guiding Questions

What can we learn about a culture through the materials they created?
How can we interpret beliefs through artifacts?

Key Words

Artifact - a handmade object, typically an item of cultural or historical interest

Maori - the indigenous people of New Zealand

Connections to Standards

Illinois State Standard for Social Sciences

16.A.5a: Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).

Trip Tip: When students first enter an exhibition, encourage them to look around freely before asking them to concentrate on completing this guide. Becoming familiar with their learning space will help students focus.

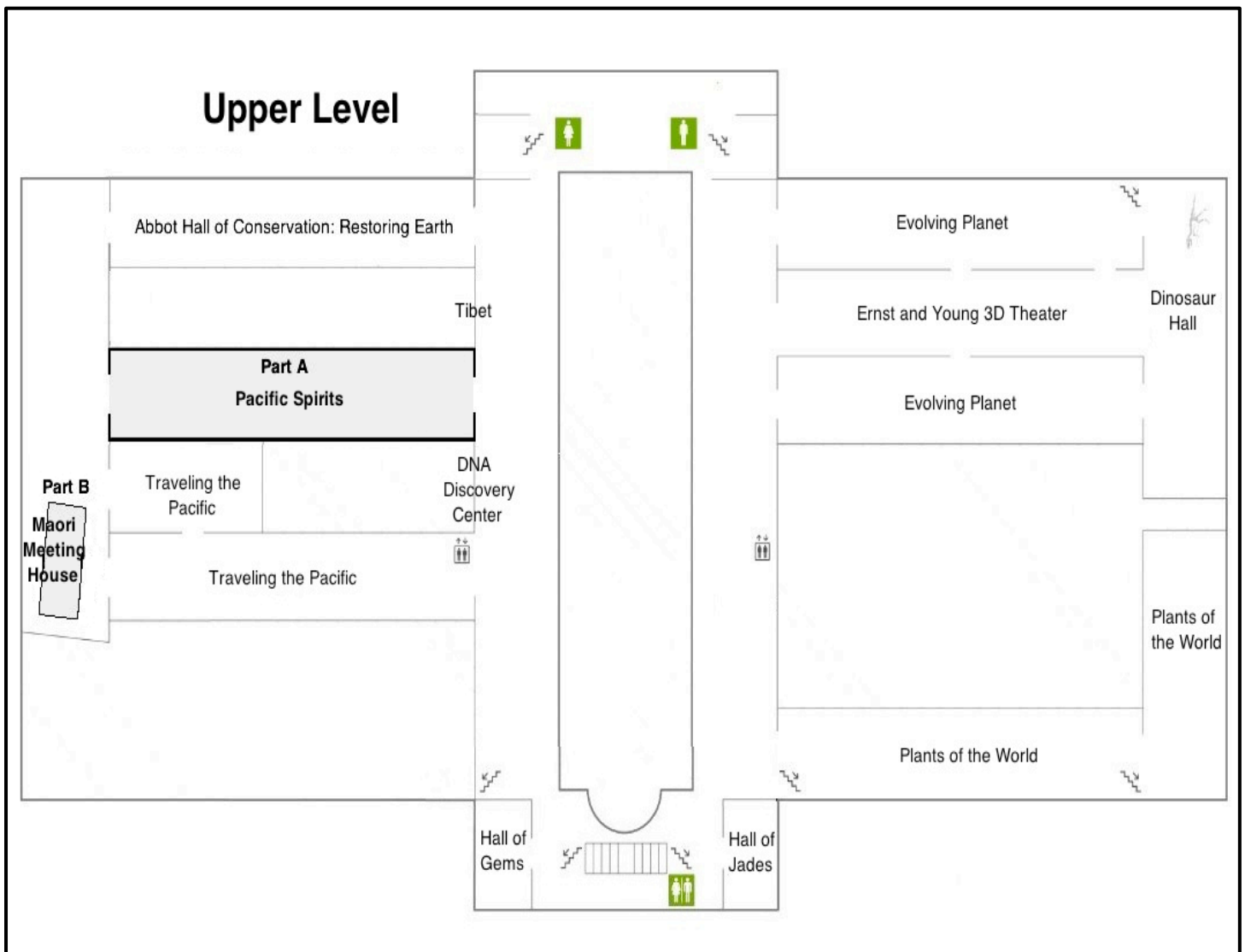
EXPLORING ARTIFACTS FROM THE PACIFIC Chaperone Guide

Map

Exhibitions:

Pacific Spirits (Upper Level)

Maori Meeting House (Upper Level)



If you have extra time, visit some other cultural exhibitions:

North American Indians (Main Level)

Northwest Coast and Arctic Peoples (Main Level)

EXPLORING ARTIFACTS FROM THE PACIFIC

Chaperone Guide

EXPLORING ARTIFACTS FROM THE PACIFIC

Student Guide

NAME _____

Think (before you explore)

There are more than 25,000 islands in the Pacific Ocean. Think about some of these islands, like the Hawaiian Islands, Papua New Guinea and Fiji. What types of plants and animals live in the Pacific Islands? What is the climate like?

At The Field Museum you will observe artifacts made by people from the Pacific Islands to collect evidence and make inferences about how they viewed the world.

Observe and Explain (in the exhibition) – Part A

Travel to the ***Pacific Spirits*** exhibition located on the **Upper Level**. Find an artifact that you find interesting. Make observations about the artifact and complete the chart below. (If you are not sure how to answer one of the questions, make an inference.)

Draw the artifact:

Artifact Name

What materials were used to make this artifact?

Why was this artifact created?
How was it used?

How was this artifact created?

Where and when was the artifact created?

Trip Tip: Before you begin, find a quiet spot. Give students an overview of the activity and discuss the **Think** questions.

Trip Tip: This exhibition displays spectacular masks and ritual sculptures that blend art, theater, and dance with social and spiritual meaning. Most of these artifacts were created about 100 years ago. Students may choose to observe masks, instruments, and malanggans, which are memorial carvings created to honor deceased relatives.

Guiding Questions: What is the texture of the material? Do the materials remind you of anything you use in your daily life?

Trip Tip: If students are unsure how to answer one of the questions based on observations and signage, ask them to make inferences to answer each question as best as they can.

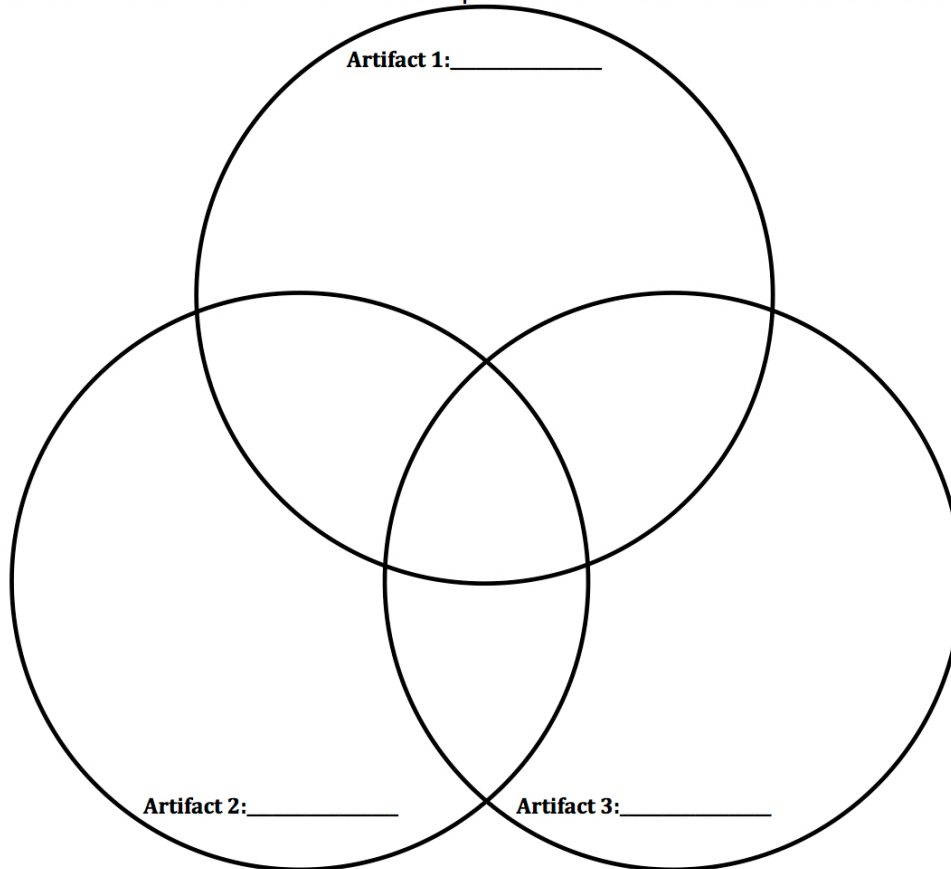
Trip Tip: Students can work individually on this part of the activity. Encourage each student to choose a different artifact. You may want to set a meeting time and place before students spread out to make individual observations.

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Share and Compare (after you explore) – Part B

Walk to the **Maori Meeting House** located behind the **Pacific Spirits** exhibition. Once you arrive, **please remove your shoes**. Then sit down and share information about your artifact with two other students. Compare and contrast the three artifacts below.



How did the people who created these artifacts view the world?

Write two claims below and support each claim with evidence and your reasoning.

Claim	Evidence and Reasoning
Example: I think the people who built the <i>Maori Meeting House</i> valued community.	Example: I think the Maori people valued community because they built a large, elaborate house in which to meet.
1.	1.
2.	2.

Location Tip: The **Maori Meeting House** is located to the left as you exit **Pacific Spirits**.

Trip Tip: The **Maori Meeting House** was created in New Zealand to honor the ancient hero Ruatapu and it is a sacred space. Explain to students that they are to remove their shoes as a sign of respect.

Guiding Question: Are there any similarities between the artifacts that students observed, such as color, material, decoration, or use?

Trip Tip: Encourage students to write at least three similarities for each overlapping section of this Venn diagram.

Trip Tip: Visit **The Regenstein Laboratory (Artifact Conservation Lab)**, located in **Traveling the Pacific** to see anthropologists at work!

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Student Guide

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Observe and Explain (in the exhibition) – Part A

Travel to the ***Pacific Spirits*** exhibition located on the **Upper Level**. Find an artifact that you find interesting. Make observations about the artifact and complete the chart below. (If you are not sure how to answer one of the questions, make an inference.)

```
graph TD; A[Artifact Name] --- B[Draw the artifact:]; A --- C[What materials were used to make this artifact?]; A --- D[Why was this artifact created? How was it used?]; A --- E[How was this artifact created?]; A --- F[Where and when was the artifact created?];
```

Draw the artifact:

Artifact Name

What materials were used to make this artifact?

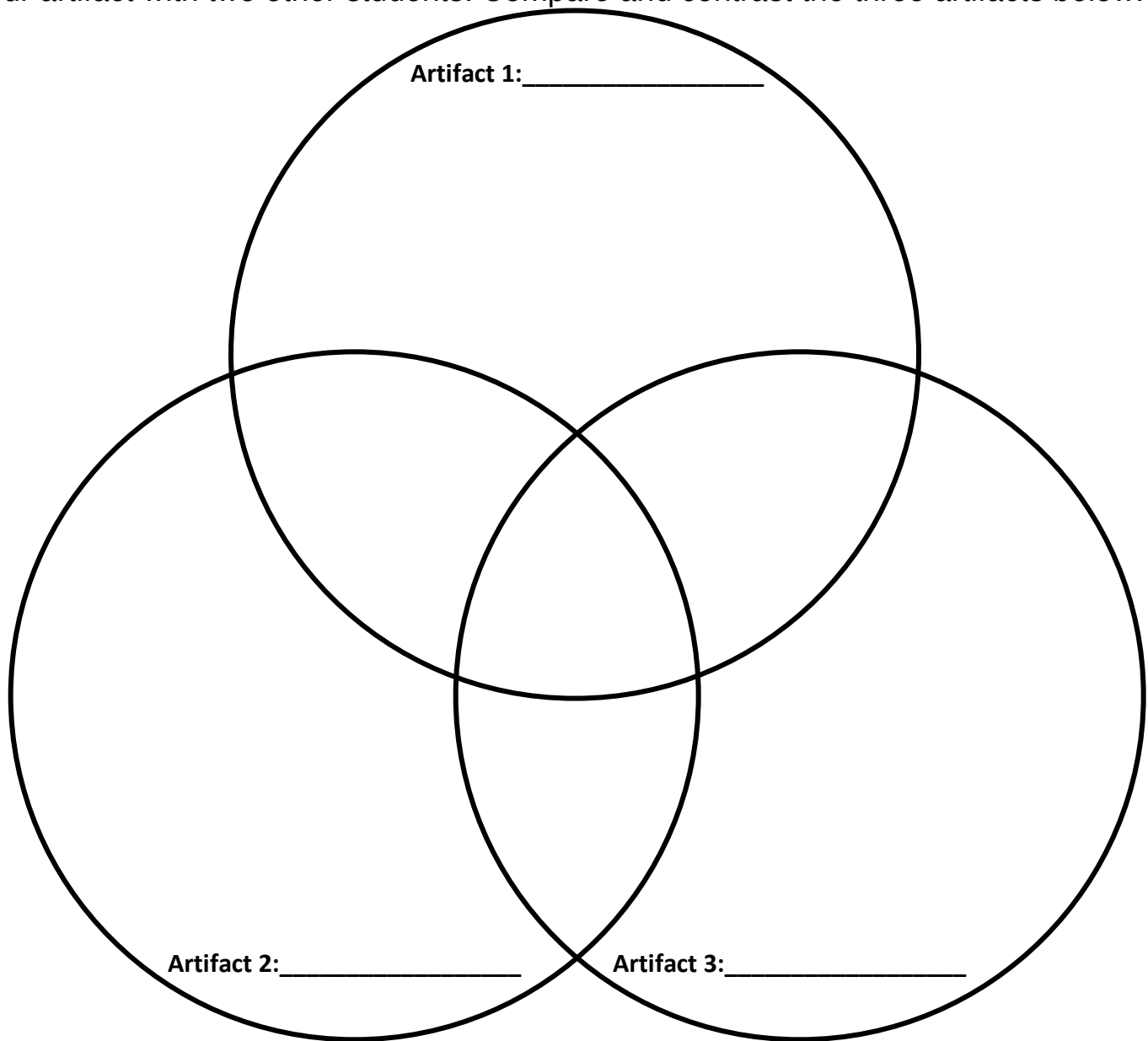
**Why was this artifact created?
How was it used?**

How was this artifact created?

Where and when was the artifact created?

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