
FIELD TRIP CLASSES 2023-2024

Pre-K – 12th



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 or call (312) 665-7500.

Please email 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 if you have any questions about the content of the classes or need any special accommodations.

FIELD.
MUSEUM

THANK YOU TO OUR GENEROUS SUPPORTERS

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	Days Offered	Times Offered*		Total Length**	Cost
Creature Features: Animal Protection and Survival	Pre-K-1st	Monday-Friday	10:00am 12:15pm	11:15am 1:15pm	45 Minutes	\$100
Creature Features: Animal Protection and Survival	1st-2nd	Monday-Friday	10:00am 12:15pm	11:15am 1:15pm	45 Minutes	\$100
<i>Native Truths</i>: Experiencing the Pawnee Earth Lodge	2nd-5th	Tuesday-Thursday	10:00am 12:15pm	11:15am 1:15pm	45 Minutes	\$100
Paleontology Practice: Fossil Examination	3rd-5th	Monday-Friday	10:00am 12:15pm	11:15am 1:15pm	45 Minutes	\$100
Animal Adaptations and Biomimicry	3rd-5th	Monday-Friday	10:00am 12:15pm	11:15am 1:15pm	45 Minutes	\$100
Exploring Civilizations: Ancient Egypt	6th-8th	Monday-Friday	10:00am 12:15pm	11:15am 1:15pm	45 Minutes	\$100
Analyzing Ancient American Artwork	6th-8th	Monday-Friday	10:00am 12:15pm	11:15am 1:15pm	45 Minutes	\$100
<i>Native Truths</i>: Storytelling Artwork	6th-8th	Monday-Friday	10:00am 12:15pm	11:15am 1:15pm	45 Minutes	\$100
<i>Native Truths</i>: Repatriation Critical Conversation	9th-12th	Monday-Friday	10:00am 12:15pm	11:15am 1:15pm	45 Minutes	\$100
<i>Restoring Earth</i>: Environmentalism and Conservation	9th-12th	Monday-Friday	10:00am 12:15pm	11:15am 1:15pm	45 Minutes	\$100

*Note: 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.

**Note: Length of direct instruction varies by grade level, but each class session includes 45 minutes with a Facilitator. Format varies between classroom lesson, exhibit facilitation, and exhibit support. See full description on the pages that follow for more details.

CREATURE FEATURES: ANIMAL PROTECTION & SURVIVAL

Grade Levels Pre-K – Kindergarten

Capacity 35 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.



FILED **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

CREATURE FEATURES: ANIMAL PROTECTION & SURVIVAL

Grade Levels 1st – 2nd

Capacity 35 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 turtle shells and beaver pelts and 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 an animal with similar features and will make a sketch and write a sentence about it.

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*! We will provide a scavenger hunt worksheet at the end of your class time to use in those exhibits.


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.




Exhibit Activity: Animal Features



**Find:** Find an animal that has features that help it protect itself.

**Draw:** Sketch the animal and its features!

**Write:** What do you like about this animal?

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.

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



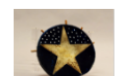
Social Justice Standards: DI.3-5.8 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.





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 flag of a Native nation?</p> <p>Nation Name: _____</p> <p>★ Why do nations have flags? ★ Why do flags have different colors and symbols?</p>
 <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 food?</p> <p>Food: _____</p> <p>★ Why is that food important to the community?</p>
 <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 music or dance?</p> <p>Music or Dance Name: _____</p> <p>★ Why is that music or dance important to the community? ★ How and when is the music or dance performed?</p>

PALEONTOLOGY PRACTICE: FOSSIL EXAMINATION

Grade Levels 3rd – 5th

Capacity 35 students per session

Length

30 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.




**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!

EXPLORING CIVILIZATIONS: ANCIENT EGYPT

Grade Levels 6th – 8th

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 *Marilynn 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

CS 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.		
<div></div>		
		02
Draw a pattern or image to represent the story of that memory visually.		
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		1

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!

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

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

Civilization / Empire	Artifact Evidence
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	Describe or sketch the artifact that can provide evidence to support the claim above. Add details to note features, patterns, design, or structure.
Civilization Name:	
Location:	
Date:	

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 9th – 12th

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.)

