
FIELD TRIP CLASSES 2025-2026

Pre-K – 12th



Select your field trip class on the **online registration form** when you register for your field trip!

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 trip classes are offered during the normal school year, from the end of August to mid-June. Classes are not available during the summer months, but you can email the address above to discuss alternate options.

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.

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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 & Theme		Grade Level	Class Booking Information
Animals, Nature, and Conservation			<p>Classes are offered Mondays-Fridays during the school year (not available over the summer).</p> <p>Classes are offered between 9:00am and 1:00pm. We will customize start and end times whenever possible to accommodate your group.</p> <p>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.</p>
Creature Features: Animal Protection and Survival	Pre-K-K		
Exploring Animal Specimens	1st-2nd		
Animal Adaptations and Biomimicry	3rd-5th		
Conservation in Illinois: Living With Local Wildlife	6th-8th		
Restoring Earth: Environmentalism and Conservation	9th-12th		
Native Truths & Contemporary Native Culture			Cost
Native Truths: Experiencing the Pawnee Earth Lodge	2nd-5th	Classes are \$100 per session , or free for Title I schools . Please indicate on your registration form if your school is Title I.	
Flags of Native Nations: Symbols of Sovereignty	3rd-8th		
Native Truths: Storytelling Artwork	6th-8th	Class Length	
Native Truths: Repatriation Critical Conversation	9th-12th	<p>Classes will last 45 minutes</p> <p>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.</p> <p>Class format varies between classroom lesson, exhibit facilitation, and exhibit support. See full description on the pages that follow for more details.</p>	
World Cultures & Social Science Connections			
Introducing a Buddhist Adventure Story: Guanyin and the Journey to the West <i>Begins November, 2026</i>	2nd-5th		
Meeting A Māori Ancestor: The Māori House	4th-8th		
Analyzing Ancient American Artwork	6th-8th		
Comparing Funerary Practices: Death Rituals in Ancient Egypt and Contemporary Cultures	6th-8th	Special Requests	
Society in Art: Interpreting China's Qingming Scroll	6th-12th		
Paleontology and the Fossil Record			<p>Special Request: 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 educators@fieldmsueum.org to discuss.</p>
Paleontology Practice: Fossil Examination	3rd-5th		
Birds are Dinosaurs! Introducing Archaeopteryx	2nd-8th		

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.



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.






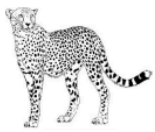




ANIMALS SCAVENGER HUNT

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
	

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!

CONSERVATION IN ILLINOIS: LIVING WITH LOCAL WILDLIFE

Grade Levels 6th-8th

Capacity 35 students per session

Length 45 minutes

Description

Students will learn about local species like the coyote, beaver, or white-tailed deer and the challenges posed by human actions for these wildlife communities. Then, students will brainstorm strategies for continued conservation of these species. Finally, the facilitator will lead the group into the *Messages from the Wilderness* exhibit to present their ideas and complete a scavenger hunt.

Exhibit Connection

Messages from the Wilderness focuses on American animals and their relationships with humans. As an extension, *Restoring Earth* is a closely related exhibit that features Field Museum scientists' work towards conservation in various regions, such as the Amazon rainforest, local prairie, and ocean reefs, and provides additional context that will support the topics covered in the class.

Standards Alignment

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

NGSS DCI Connection: ESS3.C: Human activities have significantly altered the biosphere, sometimes damaging natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts for different living things.



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.)



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.



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.



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.

1

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



INTRODUCING A BUDDHIST ADVENTURE STORY: Guanyin and the Journey to the West

Note: This class is available starting in November, 2026

Grade Levels 2nd-5th

Capacity 35 students per session

Length 45 minutes

Description

The art of shadow puppetry allows us to tell stories. By focusing on the famous Chinese story, Journey to the West, and the Buddhist figure Guanyin, students will learn some basics about China and Buddhism. Students will read an excerpt of the story and use real shadow puppets to act out a scene. Then, students will head to the exhibit to see artwork depicting Guanyin and the shadow puppet show.

Exhibit Connections

This discussion is directly connected to the *Cyrus Tang Hall of China*, which has a puppet show of the Journey to the West as well as art related to Buddhism and Chinese culture. Related exhibits would be the *Hall of Jades* or *Tibet Gallery*.

Standards Alignment

[CCSS.ELA-Literacy.RL.2.2](#) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

[CCSS.ELA-Literacy.RL.2.3](#) Describe how characters in a story respond to major events and challenges.

Illinois Social Science Standard SS.3.H.2. Explain how the diverse perspectives of people and events develop and shape communities and/or regions.

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.



MEETING A MĀORI ANCESTOR: THE MĀORI HOUSE

Grade Levels 4th-8th

Capacity 35 students per session

Length 45 minutes

Description

Who are the Māori people from New Zealand? What does this house represent in Māori culture? Students will learn about the history and present culture of the Māori and will explore the house, an ancestor, before playing a traditional Māori game in the space outside the house. **Note:** students will be asked to remove their shoes to enter the house, a sacred space. We will provide socks if students are uncomfortable with their existing clothing. **Teachers– please let students know that shoe removal is a requirement.**

Exhibit Connections

This space is within the *Halls of the Pacific*, an exhibit that has displays about many other Polynesian communities, but learning about different cultures with an open mind can help them make sense of other anthropological exhibits like *Native Truths*, *Hall of China*, *Inside Ancient Egypt*, and others.

Standards Alignment

Illinois SS.3.H.2. Explain how the diverse perspectives of people and events develop and shape communities and/or regions.

C3 Framework D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

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.



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.

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.

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

COMPARING FUNERARY PRACTICES: ANCIENT EGYPT & CONTEMPORARY CULTURES



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

How do anthropologists study cultures? How do death rituals compare across time and place? Students will rotate through 3 stations to compare funerary practices in contemporary cultures as well as Ancient Egypt like anthropologists.

Exhibit Connections

Note that the *Inside Ancient Egypt* exhibit is currently half closed during renovations. This class accounts for the closure and only focuses on the materials still on display. The other case studies featured in class are Mexico, Bolivia, and Japan.

Standards Alignment

Social Justice Standard 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.

Illinois Social Studies Standard SS.6-8.H.2.MdC. Analyze and compare multiple factors that influenced the perspectives of multiple groups of people during different historical eras relevant to the cultural groups.



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

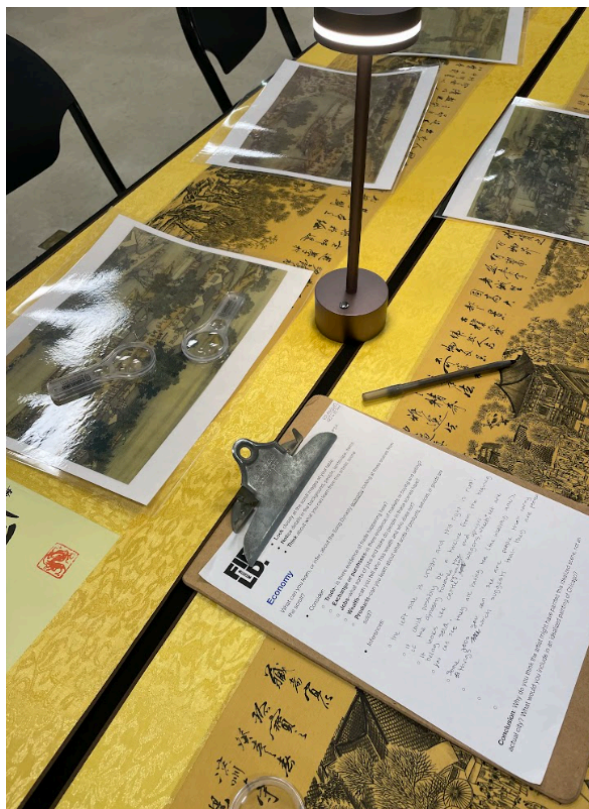
Questions of symbolism in art could also apply to other anthropological exhibits such as *The Ancient Americas*, *Africa*, *Native Truths*, or *Marilynn Alsdorf Hall of the Northwest Coast and Arctic Peoples*

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



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.



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, visit exhibits like the *Hall of Birds*, *Hall of Mammals*, *What is an Animal?* or *Nature Walk*.

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

