



Experiential Workshop Program Guide

<u>Pacific Wayfinding</u>	<u>Hawaiian Kapa: Reconstructing Tradition</u>
Objective: Using sensory bins, Early Childhood learners will explore how Pacific Islanders have used the stars, currents, wind, and animal patterns to navigate vast oceans. Students will make connections to their own lives and why and how people travel in their own communities. Grades: PreK-2 (40-60 min. class) Standards: <u>NCSS:</u> Theme 1: Culture; Theme 3: People, Places, and Environments; Theme 4: Individual Development and Identity <u>Illinois Early Learning:</u> 1.A.ECa; 1.A.ECb; 1.A.ECc; 1.B.ECa; 1.B.ECb; 1.B.ECc; 1.C.ECa; 1.E.ECb; 1.E.ECd; 11.A.ECa; 11.A.ECb; 11.A.ECc; 11.A.ECf; 12.A.ECa; 12.D.ECa; 12.E.ECa; 17.A.ECa; 17.A.ECb <u>Illinois Social Science:</u> SS.K-2.IS.3; SS.K-2.IS.5; SS.K.G.2; SS.1.G.3 <u>CPS Skyline:</u> Grade K: Unit 2: Our World; Grade 2: Unit 1: Where We Live <u>Social Justice:</u> ID.K-2.5; ID.K-2.8	Objective: Students will examine kapa-making tools to formulate hypotheses about how Hawaiian kapa (barkcloth) is made. By learning about this tradition and examining a photo from the 1893 Chicago World's Fair, students will explore how kapa reflects Native Hawaiian identity, values, and resilience as well as why it is important for communities to tell their own stories. Finally, students will create their own kapa. Grades: 3-5 (60 min. class) Standards: <u>NCSS:</u> Theme 1: Culture; Theme 2: Time, Continuity, and Change; Theme 4: Individual Development and Identity <u>Illinois Social Science:</u> SS.3-5.IS.2; SS.3-5.IS.3; SS.3-5.IS.5; SS.3-5.IS.7; SS.3-5.IS.10; SS.3.H.2 <u>CPS Skyline:</u> Grade 3: Unit 2: The Community and Its Environment, Unit 3: Communities and Cultures; Grade 5: Unit 1: Native Americans in North America: A Continuing Story; Grade 6: Unit 5: Resistance within Systems of Power and Oppression, Unit 6: Authority, Resistance, and Change <u>Social Justice:</u> D.3-5.6; D.3-5.8; JU.3-5.12; JU.3-5.15
<u>The Māori House as Ancestor</u>	<u>Bayanihan: Unity in Community</u>
Objective: How is a wharehū an ancestor? Students will learn how the Māori people of New Zealand honor and remember their ancestors through wharehū – large meeting houses. Through a group matching activity, they will identify how each part of a Māori meeting house is part of the body of a living ancestor. <i>Comes with 2 additional arts-integrated lesson plans in which students explore how viewing the wharehū not as an object but as an ancestor determines how one interacts with a meeting house. Applicable field trip class at the museum also is available.</i> Grades: 3-5, 6-8 (40-60 min. class) Standards: <u>NCSS:</u> Theme 1: Culture; Theme 2: Time, Continuity, and Change; Theme 4: Individual Development and Identity <u>Illinois Social Science:</u> SS.3-5.IS.2; SS.3-5.IS.3; SS.3-5.IS.5; SS.3-5.IS.10; SS.6-8.G.2.MdC <u>CPS Skyline:</u> Grade 3: Unit 3: Communities and Cultures; Grade 5: Unit 2: Global Movement, Connections, and Consequences; Grade 6: Unit 2: The Development of Cultural Identities <u>Social Justice:</u> ID.3-5.2; DI.6-8.8; JU.6-8.12	Objective: What does it mean to work in a team? Students will explore the life of Larry Itliong and his role alongside Cesar Chavez and Dolores Huerta in the United Farm Workers Movement. Bayanihan, pronounced like "buy-uh-nee-hun," is a Filipino word derived from the word bayan meaning town, nation, or community in general. Using image inquiry, students will dive into the history of the Delano Grape Strike and explore solidarity between Filipino and Chicano farmworkers in 1965. Grades: 6-8, 9-12 (60 min. class) Standards: <u>Illinois Social Science:</u> SS.8-6.CV.3.LC; SS.6-8.H1.MC; SS.9-12.H6; SS.9-12.H7 <u>CPS Skyline:</u> Grade 6: Unit 5: Resistance within Systems of Power and Oppression, Unit 6: Authority, Resistance, and Change; Grade 7: Unit 6: Resisting, Reforming, Re-imagining; Grade 8: Semester 2, Unit 2: Power, Oppression, and Promise in the American Economy, Semester 2, Unit 4: Power of the People: A Survey of Social Resistance, Agency, and Movements <u>Social Justice:</u> JU.6-8.14; JU.6-8.15; JU.9-12.15

As American As... Exploring Chinese American History Through Food

Objective: What can we learn about history through food? What does it mean to be an American? What is American food? Using sensory items, art, motor skills, and matching activities, students will learn about the origins of General Tso's Chicken, Chinese American food traditions, and more.

Grades: PreK-2 (40-60min. class)

Standards:

NCSS: Theme 1: Culture; Theme 3: People, Places, and Environments; Theme 4: Individual Development and Identity

Illinois Early Learning: 1.A.ECa; 1.A.ECb; 1.A.ECc; 1.B.ECa; 1.B.ECb; 1.B.ECc; 1.C.ECa; 1.E.ECb; 1.E.ECd; 11.A.ECa; 11.A.ECb; 11.A.ECc; 11.A.ECf; 12.A.ECa; 12.D.ECa; 12.E.ECa; 17.A.ECa; 17.A.ECb

Illinois Social Science: SS.K-2.IS.3; SS.K-2.IS.5; SS.K.G.2; SS.1.G.3

CPS Skyline: Grade K: Unit 2: Our World; Grade 2: Unit 1: Where We Live

Social Justice: ID.K-2.5; ID.K-2.8

**Virtual Program ONLY
Qingming Scroll: A Closer Look**

Objective: What can an ancient Chinese scroll tell us about society? What is an ideal city? Through the Field Museum's famous *Qingming Scroll*, students will practice the art strategy of close-looking in relation to understanding the historical context of Song Dynasty China (960-1279 CE). Through relating their own community and thinking about their own version of ideal society, students will be able to further understand the choices that the Scroll's artist made.

Grades: 3-8 (40-60min. class)

Standards:

NCSS: Theme 1: Culture; Theme 2: Time, Continuity, and Change; Theme 4: Individual Development and Identity

Illinois Social Science: SS.3-5.IS.2; SS.3-5.IS.3; SS.3-5.IS.5; SS.3-5.IS.10; SS.6-8.G.2.MdC

CPS Skyline: Grade 3: Unit 3: Communities and Cultures; Grade 5: Unit 2: Global Movement, Connections, and Consequences; Grade 6: Unit 2: The Development of Cultural Identities

Social Justice: ID.3-5.2; DI.6-8.8; JU.6-8.12