



**NATURAL HISTORY  
MUSEUM OF UTAH**

Rio Tinto Center | The University of Utah

# Happy Trails

Field Trip	Enduring understanding:	Alignment to Utah Core Curriculum
Grade Level: 2		<b>Objective 1 Generating Evidence:</b> Using the processes of scientific investigation.
Process Skills: <ul style="list-style-type: none"><li>• Observing</li><li>• Recording</li><li>• Wondering</li></ul>		<b>Objective 2 Communicating Science:</b> Communicating effectively using science language and reasoning. <b>Objective 3 Knowing in Science:</b> Understanding the nature of science.

## Field Trip in a Flash

Students will explore the Museum and create a field guide based on their observations.

## Before the Museum

### Do a Science Process Lesson

Do the “Recording Stars” Lesson found at the Natural History Museum of Utah’s website. Other lessons that would support this field trip are: Facts and Inferences, Igniting Inquiry, and Ready to Report? The can be found at [www.nhmu.utah.edu/lessonplans](http://www.nhmu.utah.edu/lessonplans)

### Make a Field Guide

You can have students make their own field guide. Or, you can have them bring a notebook or science journal you have already provided. Or, you can purchase notebooks from the Museum store.

### Introduce the Field Trip Plan

Explain that the students are going to go to the Museum. Their job is going to be to find things that they think are interesting, spend time observing them and then record about them. They will create a guide to the Museum that highlights the things they found the most interesting or exciting.

### Select Gallery or Galleries

You can have your students select galleries that are most interesting to them to start their explorations, but you don't have to. Please do introduce them to the exhibits, so that they have a general idea about what to expect. We don't want the students to get overwhelmed by the awesomeness that is the Museum (which could happen, it's pretty awesome!).

When introducing and/or selecting galleries, review their names and their content.

The permanent galleries are:

**First Peoples-** The story of Great Basin's prehistoric peoples is told while putting visitors in the shoes of archaeologists who use science to interpret the past. Explore Median Village, a reconstruction of an actual archaeological dig site excavated in the 1960s in Sevier County, Utah. Stop in the Dry Caves Learning Lab to learn more about what makes Utah so spectacular for preserving archaeological evidence.

**Gems and Minerals-** Rough mineral forms are juxtaposed with elegant cut gemstones, all in brilliant colors. Peer in to see minerals that fluoresce and take in 12 vertical feet of minerals suspended before you.

**Lake-** The compelling narrative of the Great Salt Lake, a remnant of ancient Lake Bonneville is brought to life through hands-on interactives, sounds, smells, and a spectacular view of the Lake itself. Take a "walk around" this large terminal body of water in the midst of a vast inland desert. Get an up-close view of some of the lake's smaller inhabitants.

**Land-** A journey through three distinct physiographic regions formed over millions of years, the Land showcases Utah's Middle Rocky Mountains, Basin and Range, and Colorado Plateau. While navigating the switchbacks, touch real rock specimens and explore interactive exhibits on earthquakes, plate tectonics, erosion and much more. Be sure to venture out onto the outdoor terrace for an upclose look at the foothills of Utah's Middle Rocky Mountain region.

**Life-** The web of life is illustrated in a series of exhibits exploring complexity from DNA to Ecosystems, with a focus on Utah's extraordinary biological diversity. This exhibition is rich with images, sounds of the landscape, hands-on experiences, live animals, and research stories.

**Native Voices-** The traditions of Utah's five native nations—Shoshone, Goshute, Paiute, Ute, and Navajo—are featured in this circular gallery nestled in the hillside at the top of the building. Designed in consultation with Utah's Indian community, this exhibition depicts Native American art and culture and interprets the deep memory and contemporary presence of Utah's indigenous people. Visit the Storytelling circle where you can listen to stories of origin and connection to the land.

**Past Worlds-** A sequence of snapshots in time spanning 500 million years depicts a range of Utah's ancient environments and their changing life forms. Utah's Late Cretaceous and Eocene are brought to life in displays that capture plant and animal diversity, sights, sounds and smells of the time. Participate in the Cleveland-Lloyd Dinosaur Quarry mystery by "casting your vote" on the theory you agree with most, be a paleontologist for a day in our dinosaur dig, and be a guest at an Ice Age dinner party. In this gallery there are over 30 skeletal reconstructions on display, including a Gryposaurus (duck-billed) dinosaur made of original fossil material, and the world's only display of 14 Ceratopsian (horned) dinosaur skulls.

**Sky-** Weather, climate, astronomy, and the sun are interpreted in this gallery with its adjacent rooftop terrace. Check out the views of the Salt Lake Valley and learn about some of the Museum's "green building" features from the Sky terrace.

**Utah Futures-** This thought-provoking environment—the Museum's crystal ball—is a place to explore pressing contemporary issues with local and global implications for the future. You are encouraged to participate in an engaging interactive game where you can see the results of your everyday individual choices play out and learn more about how they might affect Utah on a broad scale.

### **Logistics**

Divide your students into groups in any way that seems to make sense for your class- it could be based on the exhibits that the students have selected to explore first, groupings that they have selected or groupings that you have assigned.

Prepare your chaperones- communicate the purpose of the field trip to them, provide them with a chaperone guide with the names of the students in their groups, and the goals of the field trip. Also provide the chaperones with a bag that can hold all of the students' field trip supplies.

## **At the Museum**

Make sure students have their field guides or science journals, writing tools, and their chaperones.

Determine a meeting time and space, and communicate that clearly to the students and chaperones.

Have the student groups go to the exhibits they have already selected, or select in their groups where they would like to begin their explorations. Give them time to observe, explore, wonder and record. Students can work singly, in pairs or as a group. When anyone finds something they are really excited about, they should have everyone gather up so that they can share, observe and discuss. Walk around, talk with the students about what they are noticing and what they are thinking. If you see something you are excited about, you should share, discuss, and draw yourself.

## **After the Museum**

Students can use their guides to:

- take their families on a tour of the Museum
- use them to teach other classes about what they saw, experienced, and learned
- lend them to another class who is coming to the Museum
- lend them to the Museum so that other visitors can explore the Museum using their trail