



**NATURAL HISTORY
MUSEUM OF UTAH**

Rio Tinto Center | The University of Utah

Museum Classifieds

Field Trip	Enduring understanding:	Alignment to Utah Core Curriculum
Grade Level: 5	Students will come to understand that there are many ways to report scientific understandings and observations.	Intended Learning Outcomes (ILO's): 1. Use science process and thinking skills. 2. Manifest scientific attitudes and interests. 3. Understand science concepts and principles. 4. Communicate effectively using science language and reasoning.
Process Skills: <ul style="list-style-type: none">• Observation• Recording• Reporting		

Field Trip in a Flash

Students will observe and research an artifact or specimen thoroughly, so that they can create an advertisement promoting the artifact or specimen.

Before the Museum

Do a Science Process Lesson

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

Analyze Advertisements

Share and analyze the features of various advertisements found in print- these can be ads for products, want ads, homes for sale, animals for sale etc.

Discuss what features are focused on to attract a buyer (with words or images).

Write the features the students suggest on the board

Share an object that the students are familiar with and use frequently. Ask what sort of features they would focus on to make someone want to buy it.

Introduce the Field Trip Plan

Explain that you will be going to the Museum and that the students will be selecting an object or artifact to observe and gather information about in order to create an advertisement.

They will need to observe the artifact or specimen closely to gather information about size, use, what it eats, etc. And they will need to record the information in great detail.

If you are going to focus your visit on artifacts or objects created by people who lived in the past or the present, please be sure to have a discussion that includes the fact that these were are used in daily life, were/are important to the people who created/used them, and that they were/are important and desirable, and if they are ancient, at one point, they were new.

Select a Gallery or Galleries

You can have your students select an exhibit or exhibits to focus their search based on personal interest, or you can assign a purpose for the field trip (understanding indigenous peoples, rocks, animals, etc.) and the students can select the exhibit or exhibits that would be most likely to help them meet the purpose.

When selecting exhibits, review the names of the exhibits and their content. The permanent exhibits 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 up-close 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.

Have the students record the exhibit(s) they need to visit to complete the assignment on their field trip paper or in their science notebooks.

Logistics

Divide your students into groups- you can group them based on the exhibits they have selected, or in any way that seems to make sense for your class. Determine if you want the students to do this activity by themselves or with partners. Make sure you communicate this to your students.

Prepare your chaperones:

- communicate the purpose of the field trip to them
- provide them with a chaperone sheet with the names of the students in their groups
- provide the chaperones with a bag that can hold all of the students' field trip supplies
- give them a camera if you choose to use one

At the Museum

Make sure students have their field trip papers or science journals, writing utensils, 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 selected to find an artifact or specimen. Give them time to look before they select the object they are going to observe. Students can work individually or in pairs. Walk around, talk with the students about what they are noticing and what they are thinking.

When all of the students in the group have collected information on one artifact or specimen, they can give their supplies to their chaperone and explore the Museum. Of course, if they find other objects they would like to observe, record and potentially create an advertisement for, by all means, let them!

As a chaperone or teacher, you can always participate in the field trip plan yourself- if you see something you think is really interesting, you could observe it and record information to make your own ad.

After the Museum

Analyze the ads again, this time looking for layout and design.

Have the students take the information they have gathered at the Museum and design and craft an advertisement. You can hang these ads up in your room and have students evaluate the effectiveness of the ad in trying to persuade them to purchase the artifact or specimen. You could also compile them into a book of advertisements, or incorporate them into your class newsletters or other class publications.