



**NATURAL HISTORY
MUSEUM OF UTAH**
Rio Tinto Center | The University of Utah

People: Past and Present

Field Trip	Enduring understanding: There are similarities and differences across cultures.	Alignment to Utah Core Curriculum
Grade Level: 1		Objective 1 Generating Evidence: Using the processes of scientific investigation.
Process Skills: <ul style="list-style-type: none">• Observation• Connections		Objective 2 Communicating Science: Communicating effectively using science language and reasoning. Objective 3 Knowing in Science: Understanding the nature of science.

Field Trip in a Flash

Students will observe artifacts or objects of the tribes of Utah, some are ancient, some are modern. They will gather information and make inferences about the use of the objects, as well as make connections to objects they use in their own lives.

Before the Museum

Do a Science Process Lesson

Do the “Facts and Inferences” Lesson found at the Natural History Museum of Utah’s website. Other supporting lessons are: Igniting Inquiry, Wonder Why, and You Are a Scientist. These can be found at www.nhmu.utah.edu/lessonplans

Select a Gallery or Galleries

Decide how you are going to divide your students for research: are you going to have groups select one gallery to engage with? Are you going to assign a gallery to engage with? The two permanent galleries that will work best for this lesson are First Peoples and Native Voices. You could also visit Utah Futures to see how using the items the students have identified will impact the communities in which we live.

Discuss the galleries at the Museum- introduce 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 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 students record on their field trip papers or in their science journals the gallery or galleries they are planning on working in.

Introduce the Field Trip Plan

Explain that you will be visiting the Museum. When you are there, students will observe objects indigenous people use(d) in their everyday lives. Some objects will be from people who lived long ago, some objects will be from people who live today. Their job is to find objects that relate to objects they use in their own lives.

Ask the students what they do in their lives every day. Help them explore ideas about shelter, food, communication, clothing, fun, family and community.

Record their answers on the board.

Ask the students what they use to do the things they do in their every day lives, and record those on the board.

Explain that other groups of people in the past and in the present do the same things we do—they eat, wear clothes, play games, live in communities, and have families. When the students go to the Museum they are going to have a sheet that has the information about objects they use everyday, and they are going to have to search for what other people use for the same thing.

Logistics

Prepare a sheet for students to record on. You could make a sheet that includes pictures and words, or you could have the students make a sheet during your discussion. An example recording sheet is included at the end of the lesson.

Divide your students into groups in any way that seems to make sense for your class- it could be based on exhibit selection, peer choice, or teacher assignment.

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, and the goals of the field trip. Make sure they have a copy of the recording sheet.

At the Museum

Make sure students are with their chaperones.

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

Go off and explore the Museum- make sure to visit the gallery that was selected. Be on the look out for the items you have recorded on the sheet. Take time to observe, discuss, share and record about the items. Things you may want to include are which tribe the item is from and if it is a modern or an ancient item.

After the Museum

Have the students share what they learned about what other cultures use(d) in their daily lives. Make sure to see if any students have items that are different- they may have observed different items to play with, eat with, gather food with, etc.

Name_____Date_____

What I do:	What I use:	What other people use:
Place a header like: Play, eat, brush my teeth, etc. here	You can insert pictures of everyday items from students' lives here	Students can draw or write their observations from the Museum here

