



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

# People: Past and Present

Field Trip	Enduring understanding:	Alignment to Utah Core Curriculum
Grade Level: 9-12		<b>Intended Learning Outcomes (ILO's):</b> 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"><li>• Observation</li><li>• Connections</li></ul>		

## Field Trip in a Flash

Students will observe artifacts or objects of the tribes of Utah, some objects are ancient, some are modern. Students will gather information, make inferences about the use of the objects, and 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 lessons that would support this field trip are: Igniting Inquiry, Wonder Why, and You Are a Scientist. They can be found at [www.nhmu.utah.edu/lessonplans](http://www.nhmu.utah.edu/lessonplans)

### Select an Exhibit or Exhibits

Decide how you are going to divide your students for research: are you going to have groups select one exhibit to engage with? Are you going to assign a specific exhibit? The two permanent exhibits 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 exhibits at the Museum- introduce their names 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 students record on their field trip papers or in their science journals the exhibit or exhibits 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 and compare the similarities and differences.

**Ask** the students what they do in their lives that help them live or create their community. Help them explore ideas about shelter, food, communication, clothing, fun, family, religion and community resources. Probe them for the items that they use to participate in those things- it may be buildings, people, clothes, tools, et.

**Record** their answers on the board.

**Discuss** with the students how to organize this information in a chart or diagram. Students could work independently, in pairs or with the class to organize the information into groups. Have them assign headings to their groups. Discuss together as a class how they grouped the information. Talk about common themes between groupings- it may be tools, shelter, food, community. Discuss what sort of chart would be good to organize this information, as well as compare it to information from different people. Have the Students work on creating a graphic organizer.

**Explain** that people in the past and present have the same needs as ours, but have different ways of meeting their needs. If the organizer a student created is used to organize just the information you have discussed as class, have them replicate the organizer so that they can use it to record information about indigenous peoples in the same way. If the organizer was created in a way where the students could record information about indigenous people alongside the information about the students, then they do not need to replicate it.

### **Logistics**

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

- provide them with a chaperone sheet with the names of the students
- provide them with a copy of the recording sheet
- make sure they have a bag to hold the students things

## **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. Be on the look out for items similar to those you have specified on the sheet. Take time to observe, discuss and record about the objects and the people. Things you may want to include are which tribe the item is from and if it is modern or ancient.

## **After the Museum**

Have the students compare the information they gathered about themselves and the information that they gathered about the tribes. They can create a Museum exhibit that displays what they have learned about people. Or, they can use it as a starting place for a research paper.

You could also bring unfamiliar objects to school and have the students try to make inferences about who would use the object and what it would be used for.