

Every Student Initiative Field Trip: Third Grade



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The Every Student Initiative (ESI) aims to bring every student in the Central Illinois area to the Peoria Riverfront Museum every year. To help us achieve this goal, Polly Barton, the wife of former Caterpillar CEO Glen Barton, has decided to donate \$250,000, specifically to help bring the Peoria Public Schools Kindergarten through 8th grade students to the Peoria Riverfront Museum. Since the museum is an educational organization whose goal is to inspire lifelong learning, matching the Peoria Public Schools' curriculum to support their educational goals is very important. Through visits to specific exhibits, planetarium shows, and Giant Screen Theater educational films, the Peoria Riverfront Museum hopes to inspire students to further develop their knowledge of topics outlined in the curriculum per their grade level.

INCLUDED IN YOUR E.S.I. FIELDTRIP:

- Transportation to and from your school
- Pre-Visit Video
- Brief staff welcome and orientation upon arrival at the museum
- 3 hour visit to the museum's galleries, and either the DOME Planetarium or the Giant Screen Theater as best pertains to your specific curriculum
- Pre & post visit materials for teacher use
- Pre, during, and post visit student activities customized for your trip

Greetings,

We are very much looking forward to your visit to the Riverfront Museum! To ensure the best possible experience for your group, please review the following information prior to your visit.

Since your class will be joining us for an Every Student Initiative field trip, your educator's guides, and pre/post visit activities are all included in this packet, and can also be found on the PSD150 website. If you have questions about any of the information seen here, please contact us and we will happily assist you.

Arrival/Check-In:

- Please **confirm your final numbers** (students & chaperones) with Holly Johnson **5 days prior** to your visit.
- Do your best to **ARRIVE ON TIME!** Tours are carefully scheduled, and arriving on time makes the day go easier for both you and your students.
 - "On Time" is defined as arriving **5-10 minutes before your first scheduled program** to allow for transition time (e.g.: check-in, bathroom breaks, etc.)
- Upon arrival, one leader should check in at the front desk to report the final tally of students and adults and to pay for the field trip. It is important that you know your total numbers before coming to the front desk. This will ensure your group starts promptly at your designated time.
- Rolling bins will be provided to your group upon arrival to store items like sack lunches and/or coats. We cannot provide cooling or heating services for lunches.
- A museum host/educator will greet the group in the lobby and give a brief orientation

Bus Loading/Unloading Zones:

- Buses can load and unload at the front entrance of the museum at 222 SW Washington Street. There is a drop-off lane directly in front of the museum.
- There is no on-site bus parking; buses can park under the Bob Michel Bridge.
 - A bus driver map is available online, or at the front desk.





Group Orientation:

- Upon your arrival at the museum, a staff member will briefly explain the museum rules, review your group's specific schedule, and provide chaperones with maps, activity sheets, and gallery guides as needed.

Chaperone Policy:

- Peoria Riverfront Museum recommends one chaperone for every five students; all attending adults are considered a chaperone.
- Chaperones arriving separately can park in the museum parking deck for free.
- All chaperones should be made aware of the tour's itinerary.
 - Chaperone guides are available on the museum's website; please make use of these.

Museum Rules:

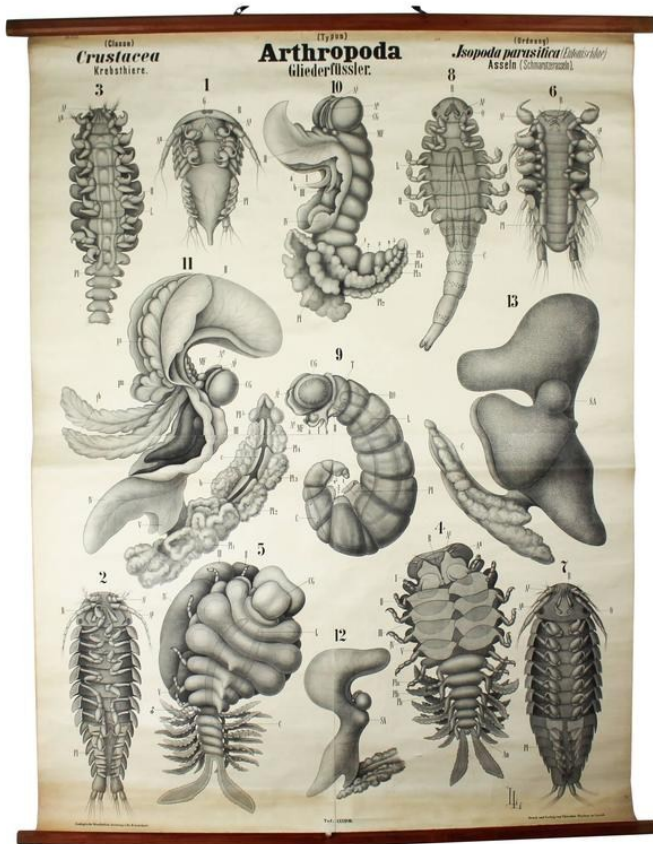
Our goal is to provide a successful learning environment for all students. **You can help to create that environment by clarifying our behavioral expectations with your students both before you arrive AND by helping us enforce those expectations during your visit.** During your group orientation, a staff member will remind your students of the following rules:

- Walk in the museum. No running.
- Use indoor voices.
- Many of our exhibits are "hands-on," but some are not. We'll help your students to know the difference.
- No food, drink, candy or gum in the galleries.
- Respect others in your group as well as other museum visitors and staff.
- Teachers and chaperones must stay with their groups at all times.
- Photography is permitted in some galleries. Please ask your host for details.

CUSTOMIZED GROUP SCHEDULES

Third Grade Field Trip, Element 1: Language Arts—Classification of Animals

EDUCATOR'S GUIDE TO LEUCKART'S WALL CHARTS



LEUCKART'S WANDTAFELN

The blending of science and art, of the practical with the aesthetic, often results in the creation of a beautiful, unique product. Certainly this can be said of Rudolf Leuckart's wandtafeln, or "wall charts."

Leuckart's wandtafeln were intended for use in schools and universities. Created in a time before slide projectors, the charts needed to be large enough to be seen by students at the back of a large auditorium. Each chart was made with 4 lithographs that were aligned and backed onto a single sheet of linen. 103 wandtafeln were initially produced between 1877 and 1892, displaying the anatomies and life cycles of various invertebrate organisms, with 13 more added between 1893 and 1904 to a second volume detailing vertebrate anatomy. Accompanying the set was a key to each chart in German, French, and English.

German zoologist Rudolf Leuckart (1822-1898) oversaw the project, and was one of several zoologists to draw the pictures featured in the wandtafeln. Leuckart is best known for his contributions to the science of parasitology, where he made important discoveries about the lifecycles of, and diseases caused by, tapeworms and various other parasites.

Today, Leuckart's wandtafeln can be found archived in digital form online and in physical form in museums around the world. On display here are 4 of the 25 wandtafeln recently purchased from Eureka College and added to the Museum's Permanent Collection.

PRE-VISIT ACTIVITY: Teacher Guide

Create a Wall Chart

Pre-Visit Activity Objective:

To prepare and engage students with the exhibits at the museum, and to connect those exhibits to curriculum materials.

Note: This activity can be done in school, or it can be given as a take-home assignment. If it is done in class, please allow at least 30 minutes for students to work on their charts. Allowing the students to cut and paste images rather than draw them may help reduce the amount of time necessary to complete the activity.

To begin the activity, share the following information with your students:

During our field trip to the Peoria Riverfront Museum, we will be working on identifying animals in their natural habitat and then classifying them as mammals, fish, birds, amphibians, or reptiles. While we are in the museum, we will have the chance to see large posters called Leuckart Wall Charts from 140 years ago. These wall charts have very detailed drawings of different plant and animal species that helped people learn. Today, we are going to look at a few example charts, and then work on making our own wall charts to help us all learn about different animals.

To create a wall chart:

Supplies:

- 12x 18 white construction/drawing paper
- Pencils and erasers
- Sample pictures of animals (included in the packet, but you can create alternatives)
 - These can either be examples that the students use to draw their own pictures from, or they can be copied and dispersed to use as cut-and-paste images
- Coloring supplies and glue sticks (optional)

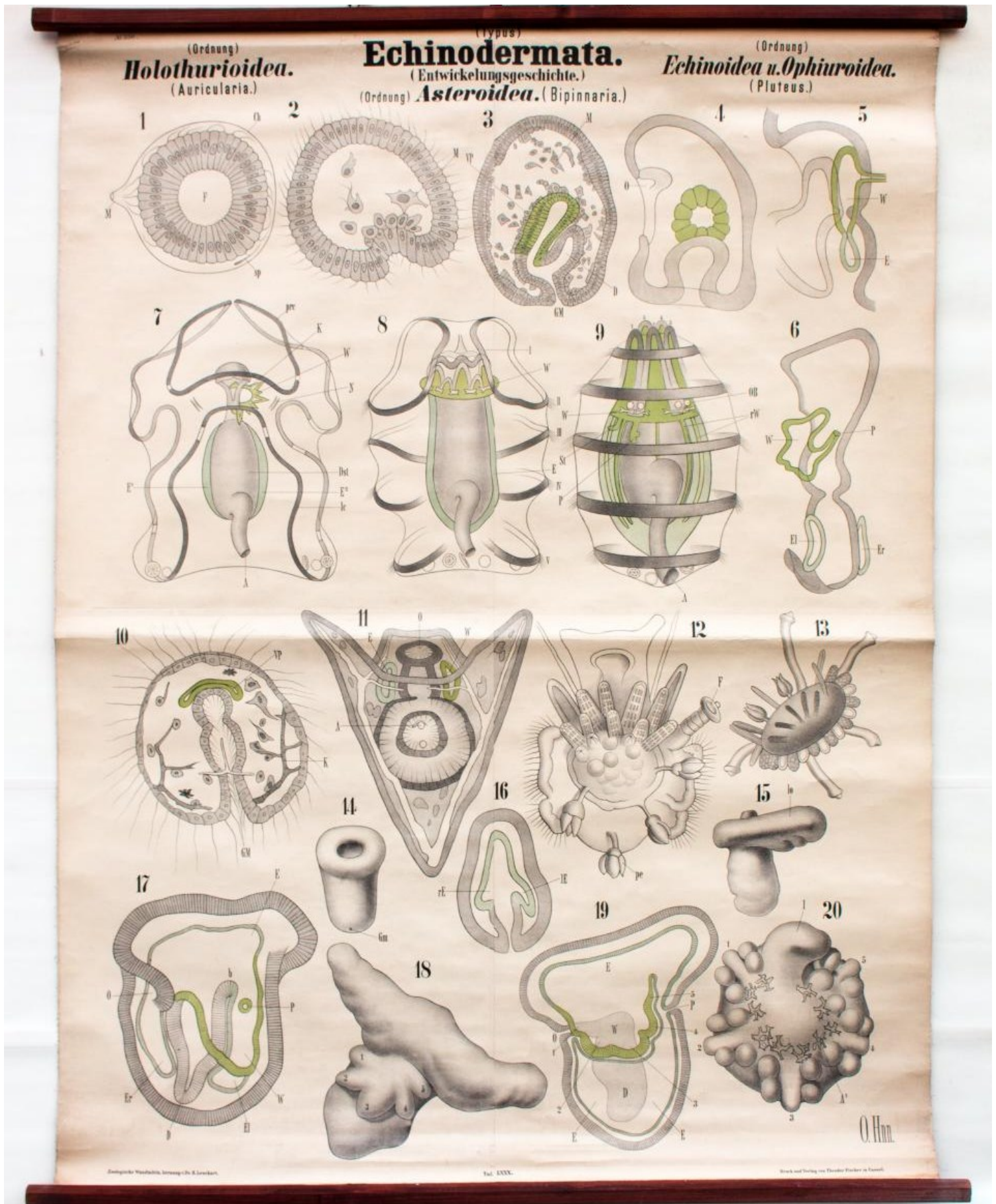
Sample wall-charts can be found on page 8 of this guide.

To conclude the activity, have the students present their wall charts to the class.

If it is possible, put the charts on display either in your classroom or a nearby hallway, since their original purpose was to educate others. After having completed the activity, students will have a better understanding of how animal classifications help with identification and education.

PRE-VISIT ACTIVITY: Teacher Guide

Wall Charts

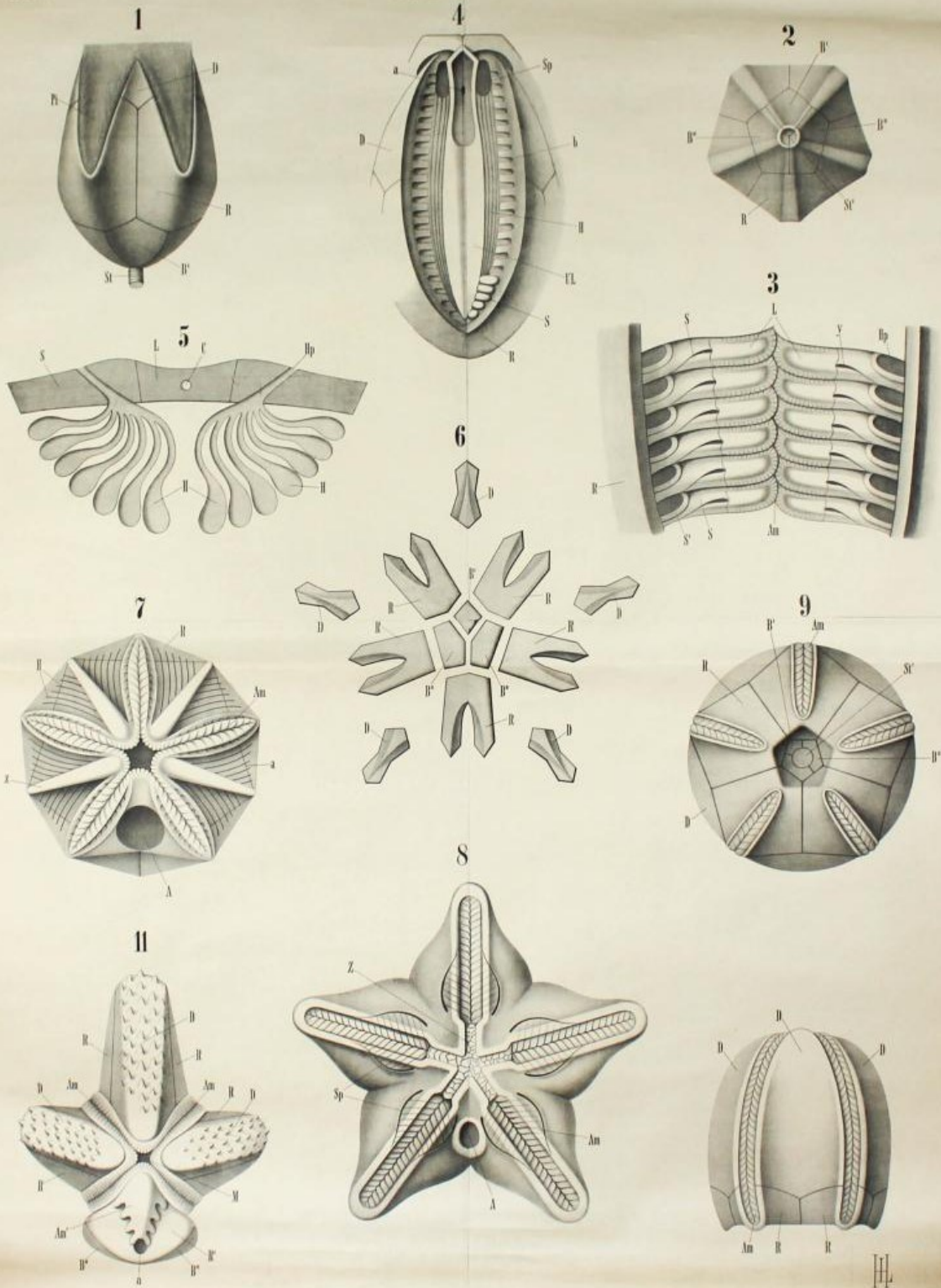


Wall Charts

(Classe)
Pelmatozoa.
Gestielte Stachelhäuter.

(Typus)
Echinodermata.
Stachelhäuter.

(Ordnung)
Blastoidea.
Knospenstrahler.



Dr. H. Ernst und Dr. B. Stöckel, Zoologische Wandtafel.

CREATE A WALL CHART

To get ready for your visit to the Peoria Riverfront Museum, you are going to recreate an artifact from one of the exhibits!

Your teacher will assign you an animal, and it will be your job to provide the correct classification. Then, you will prepare a wall chart or poster that could be used to help teach others about your animal. Your poster should look a little bit like Rudolf Leuckart's wall charts.

Your chart should have:

- **Pictures of your animal**
- **Pictures of things on your animal that makes it unique like stripes, claws, teeth, or patterns on its fur or skin**
- **Pictures of things found in your animal's habitat**
- **Your animal's name and classification (Mammal, Bird, Amphibian, Reptile, or Fish) at the top.**

Your poster can be in black and white, or it can be in color.

Be sure to write your name at the bottom of your poster!

You may use the rest of this paper to start brainstorming your poster, or to practice drawing pictures of your animal.

Third Grade Field Trip, Element 1: Language Arts—Classification of Animals

TEACHER GUIDE TO ILLINOIS RIVER ENCOUNTER



ILLINOIS RIVER ENCOUNTER

Learn the story of the Illinois River in this unique gallery. As you enter, you'll see a 400-gallon aquarium containing native fish species from the Illinois River. In the main exhibit, along one side, learn about the natural history of the river from the time of the Kankakee Torrent more than 14,000 years ago until the present. The opposite side tells the story of how humans have harnessed and changed the river.

Topics & Interactives found in the Gallery:

- Origins of the River: Information about the Kankakee Torrent and the native peoples who lived along the Illinois River
- River Ecosystems: Three dioramas show native plants and animals
- Fishing: Learn about native and invasive species, the shell-button industry, and commercial fishing
- Hunting and Trapping: See a “River Rat” cabin, a duck blind, and learn the history of hunting along on the river
- Tomorrow’s River: Learn about groups working to improve the river environment, view a live feed to the Emiquon National Wildlife Refuge
- The River as Highway: Columbia riverboat disaster, barge experience, pristine river model
- Canals and Locks: navigating the Illinois River canal, wicket dam interactive, lock interactive

Fourth Grade Field Trip, Element 2: Science—Environment/Energy/Transfer of Forces



AROUND THE UNIVERSE: A UNIVIEW EXPERIENCE

Learning Standards: 1-ESS1-1, 1-ESS1-2 (astronomy); 5-ESS1-2 (Earth/Universe)

(Grades 4 and older)

30-40 min.

This live program takes you on a tour of our amazing, 14-billion-year-old universe as documented in the American Museum of Natural History. Together, we will use an X-Box controller to fly our "spaceship" from planet to planet and out beyond our own Milky Way Galaxy. Ready. Set. Engage!

NAME THE PLANETS—GENERAL INFORMATION ABOUT THE SOLAR SYSTEM

The Solar System was formed approximately 4.6 billion years ago and consists of the Sun, planets, dwarf planets and other astronomical objects bound in its orbit. The formation was caused by the collapse of a giant molecular cloud, the mass at the center collecting to form the Sun and a flat disk of dust around it which the planets and other bodies would eventually be formed from. <http://space-facts.com/solar-system/>

NAME THE PLANETS, ANSWER KEY

This planet is the brightest natural object in the sky, and is the hottest planet in the solar system.

VENUS



This planet is often called the “red planet,” and it has the tallest mountain in our solar system.

MARS



This planet is best known for its beautiful rings and its many moons.

SATURN



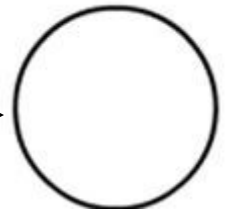
This planet is both the closest planet to the sun and the smallest planet in our solar system.

MERCURY



This planet is the coldest planet in our solar system and is sometimes called an “ice giant.”

URANUS



This planet is the only one in our solar system that has liquid water on its surface, and it has only one moon.

EARTH



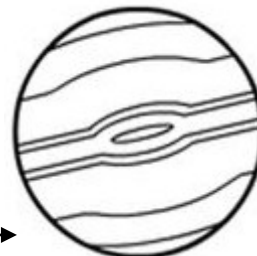
This planet is the eighth farthest from our sun and has 14 moons.

NEPTUNE



This planet is the largest planet in our solar system, and is known as a “gas giant.”

JUPITER

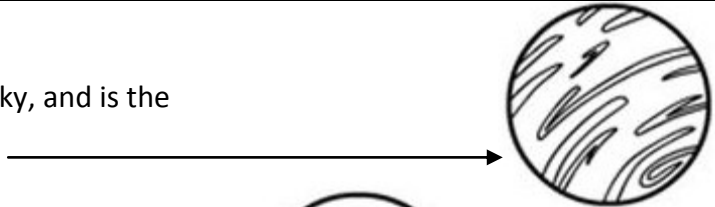


NAME THE PLANETS

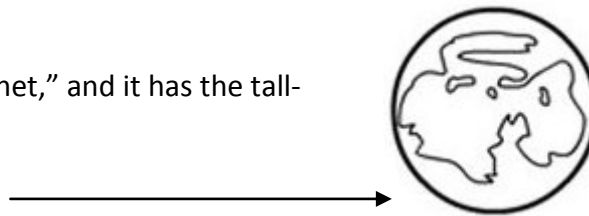
During your recent visit to the Peoria Riverfront Museum you saw Around the Universe: A Uniview Experience in the DOME Planetarium. During the show, you learned about the planets in our solar system. Today, you will test your memory!

Read the clues below and see if you can guess which planet is which.; write the name on the line for each planet. Once you have named all of the planets correctly, go back and color in the pictures of the planets so they look like the planets you saw in the Planetarium!

This planet is the brightest natural object in the sky, and is the hottest planet in the solar system.



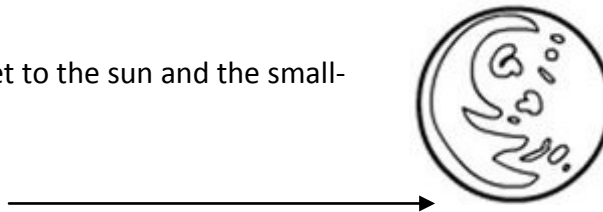
This planet is often called the “red planet,” and it has the tallest mountain in our solar system.



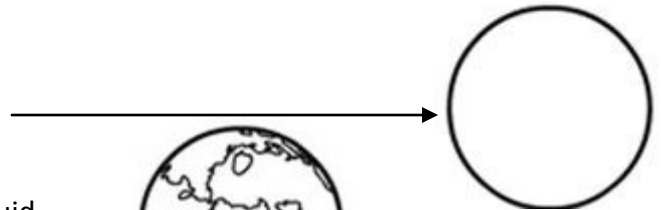
This planet is best known for its beautiful rings and its many moons.



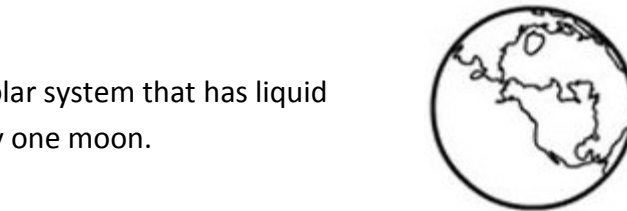
This planet is both the closest planet to the sun and the smallest planet in our solar system.



This planet is the coldest planet in our solar system and is sometimes called an “ice giant.”



This planet is the only one in our solar system that has liquid water on its surface, and it has only one moon.



This planet is the eighth farthest from our sun and has 14 moons.



This planet is the largest planet in our solar system, and is known as a “gas giant.”

