

Every Student Initiative Field Trip: Seventh Grade



Included in this Packet:

Cover Page/Table of Contents	-	-	-	-	-	1
About the Every Student Initiative	-	-	-	-	-	2
Field Trip Guidelines & General Information	-	-	-	-	-	3-4
<i>Celebrate Illinois</i> Teacher Guide	-	-	-	-	-	5
Pre-Visit Teacher Activity Guide	-	-	-	-	-	6-7
Pre-Visit Student Activity	-	-	-	--	-	8-13
DOME Planetarium Teacher Guide	-	-	-	-	-	14
Post-Visit Teacher Activity Guide	-	-	-	-	-	15



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, made a substantial contribution 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.

TEACHER GUIDE TO *CELEBRATE ILLINOIS*



Celebrate Illinois: 200 Years in the Land of Lincoln

This spring, the Museum will be first in the state to host an Illinois Bicentennial exhibition, Celebrate Illinois: 200 Years in the Land of Lincoln, opening Feb. 3, 2018. As part of the state-wide celebration of the 200th anniversary of Illinois becoming a state, Peoria Riverfront Museum is bringing together this unique exhibition which is a collection of state-wide artifacts celebrating the state's influential people, places, and innovations in Illinois history.

The exhibition will showcase objects on loan from the National Park Service/Lincoln Home National Historic Site, Smithsonian American Art Museum, Abraham Presidential Library and Museum, Illinois State Museum, Knox College: Archives, and Galesburg Colony Underground Railroad Freedom Center.

Lincoln himself, as a 31-ft. painted bronze is ushering in the exhibit. The 19-ton "Return Visit" sculpture by artist Seward Johnson was installed on the museum's Water Street side Sept. 19 with the help of 20 Central Illinois individuals and businesses and is on loan for a year by the Seward Johnson Foundation.

Through a selection of artifacts, from the Museum's collection, as well as others borrowed from colleges, professional organizations, other museums and historical societies, visitors will have the chance to discover the 200 years of Illinois history through each object.

Celebrate Illinois is being curated around the concept that objects tell stories and behind each object is a person, and that person has a unique story to tell – a personal insight into the history of Illinois. The objects will highlight both well-known and lesser-known artists, innovators, abolitionists, U.S. Presidents, athletes, entrepreneurs, war veterans, and a few celebrities.

The exhibition is a unique opportunity for Museum visitors to find inspiration in the number of people and objects that have positively impacted the state's history.

RETURN VISIT: Deciphering the Gettysburg

Pre-Visit Activity Objective:

After having completed this activity, students will be able to restate the Gettysburg Address in their own words, and explain the significance of the speech.

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

During our field trip to the Peoria Riverfront Museum, we will explore the galleries and watch a planetarium show called *Around the Universe: A Uniview Experience*. We will spend most of our gallery time in the *ILLINOIS BICENTENNIAL EXHIBIT NAME* room. In that room, we will explore THE HISTORY, PEOPLE, PLACES... . To prepare us for that visit, we will be ACTIVITY INFO GOES HERE.

Information to share with your students:

In November 1863, President Abraham Lincoln was invited to deliver remarks, which later became known as the Gettysburg Address, at the official dedication ceremony for the National Cemetery of Gettysburg in Pennsylvania, on the site of one of the bloodiest and most decisive battles of the Civil War. Lincoln's 273-word address would be remembered as one of the most important speeches in American history. In it, he invoked the principles of human equality contained in the Declaration of Independence and connected the sacrifices of the Civil War with the desire for "a new birth of freedom," as well as the all-important preservation of the Union created in 1776 and its ideal of self-government.

About the state of Illinois

<http://www.history.com/topics/us-states/illinois>

http://www.illinoiscourts.gov/kids/IL_Hist/default.asp

<https://www.britannica.com/place/Illinois-state>

Abraham Lincoln

<https://www.biography.com/people/abraham-lincoln-9382540>

<http://www.history.com/topics/us-presidents/abraham-lincoln>

<https://www.whitehouse.gov/1600/presidents/abrahamlincoln>

<https://www.britannica.com/biography/Abraham-Lincoln>

About Return Visit by Seward Johnson:

<http://www.chicagotribune.com/news/local/breaking/ct-peoria-abraham-lincoln-sculpture-20170917-story.html>

About the Gettysburg Address:

<http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm>

<http://www.greatamericandocuments.com/speeches/lincoln-gettysburg.html>

<http://www.history.com/topics/american-civil-war/gettysburg-address>

PRE-VISIT ACTIVITY: Teacher Guide

RETURN VISIT: Deciphering the Gettysburg

Begin the activity:

Today, we are going to prepare for our upcoming trip to the Peoria Riverfront Museum by studying Abraham Lincoln's famous Gettysburg Address. This speech was given 150 years ago and it was less than 3 minutes long, and yet it is still one of the most famous speeches in history. We are going to read about the speech, listen to the speech, and then work to try and understand what Lincoln was actually saying.

Supplies:

- History.com article, *The Gettysburg Address* (pages 9-10)
- Deciphering the Gettysburg Address student worksheet (11-12)
- Recording of the Gettysburg Address as read by Jeff Daniels (www.youtube.com/watch?v=BvA0J_2ZpIQ)

Instructions:

1. Divide students into pairs or groups of 3.
2. Have students begin by reading the History.com article *The Gettysburg Address* (pages 9-10).
3. After students have read the article, play Jeff Daniels' reading of Lincoln's speech while students read along.
4. Hand out the vocab sheet and the Gettysburg worksheet. Instruct students to work with their partner(s) to identify the correct definitions for each word on the vocab sheet, then answer the questions found on the back of their worksheet related to the Gettysburg Address.
5. After students have been given adequate time to attempt to answer the questions on their worksheet, open a class discussion on those same questions. Allow students to share their thoughts and ask follow up questions.

Similar Activity: <http://www.k12reader.com/worksheet/gettysburg-address-context-clues/>

Conclude the activity:

While we are at the Peoria Riverfront Museum, we will explore the BICENTENNIAL EXHIBIT NAME gallery, which includes exhibitions on President Lincoln's time/connection to Illinois. We will also have the opportunity to see a giant sculpture called *Return Visit* by Seward Johnson, which is located just outside of the museum. This amazing sculpture is of Abraham Lincoln and a modern man holding a copy of the Gettysburg address, and the piece is over 30 feet tall!

THE GETTYSBURG ADDRESS

Article taken from History.com

In November 1863, President Abraham Lincoln was invited to deliver remarks, which later became known as the Gettysburg Address, at the official dedication ceremony for the National Cemetery of Gettysburg in Pennsylvania, on the site of one of the bloodiest and most decisive battles of the Civil War. Lincoln's 273-word address would be remembered as one of the most important speeches in American history. In it, he invoked the principles of human equality contained in the Declaration of Independence and connected the sacrifices of the Civil War with the desire for "a new birth of freedom," as well as the all-important preservation of the Union created in 1776 and its ideal of self-government.

From July 1 to July 3, 1863, the invading forces of General Robert E. Lee's Confederate Army clashed with the Army of the Potomac (under its newly appointed leader, General George G. Meade) at Gettysburg, some 35 miles southwest of Harrisburg, Pennsylvania. Casualties were high on both sides: Out of roughly 170,000 Union and Confederate soldiers, there were 23,000 Union casualties (more than one-quarter of the army's effective forces) and 28,000 Confederates killed, wounded or missing (more than a third of Lee's army). After three days of battle, Lee retreated towards Virginia on the night of July 4. It was a crushing defeat for the Confederacy, and a month later the great general would offer Confederate President Jefferson Davis his resignation; Davis refused to accept it.

As after previous battles, thousands of Union soldiers killed at Gettysburg were quickly buried, many in poorly marked graves. In the months that followed, however, local attorney David Wills spearheaded efforts to create a national cemetery at Gettysburg. Wills and the Gettysburg Cemetery Commission originally set October 23 as the date for the cemetery's dedication, but delayed it to mid-November after their choice for speaker, Edward Everett, said he needed more time to prepare. Everett, the former president of Harvard College, former U.S. senator and former secretary of state, was at the time one of the country's leading orators. On November 2, just weeks before the event, Wills extended an invitation to President Lincoln, asking him "formally [to] set apart these grounds to their sacred use by a few appropriate remarks."

When he received the invitation to make the remarks at Gettysburg, Lincoln saw an opportunity to make a broad statement to the American people on the enormous significance of the war, and he prepared carefully. Though long-running popular legend holds that he wrote the speech on the train while traveling to Pennsylvania, he probably wrote about half of it before leaving the White House on November 18, and completed writing and revising it that night, after talking with Secretary of State William H. Seward, who had accompanied him to Gettysburg.

On the morning of November 19, Everett delivered his two-hour oration (from memory) on the Battle of Gettysburg and its significance, and the orchestra played a hymn composed for the occasion by B.B. French. Lincoln then rose to the podium and addressed the crowd of some 15,000 people. He spoke for less than two minutes, and the entire speech was only 272 words long.

The essential themes and even some of the language of the Gettysburg Address were not new, but the radical aspect of the speech began with Lincoln's assertion that the Declaration of Independence—and not the Constitution—was the true expression of the founding fathers' intentions for their new nation. At that time, many white slave owners had declared themselves to be “true” Americans, pointing to the fact that the Constitution did not prohibit slavery; according to Lincoln, the nation formed in 1776 was “dedicated to the proposition that all men are created equal.” In an interpretation that was radical at the time—but is now taken for granted—Lincoln's historic address redefined the Civil War as a struggle not just for the Union, but also for the principle of human equality.

DECIPHERING THE GETTYSBURG—VOCAB

Many words have multiple meanings. Sometimes, to understand which meaning an author intends, you have to use context clues from the surrounding text. All of the definitions below are correct, but your job is to figure out which definition relates to the article *Deciphering the Gettysburg*, or the Gettysburg Address itself.

Read through the article and the Gettysburg Address, then read through these vocabulary words and their definitions. If there are two definitions for a word, use the context clues to circle the authors' intended definition for each word.

Address

1. the particulars of the place where someone lives or an organization is situated
2. a formal speech delivered to an audience

Assertion

1. a confident and forceful statement of fact or belief
2. the action of stating something or exercising authority confidently and forcefully

Casualties

1. a person killed or injured in a war or accident
2. a person or thing badly affected by an event or situation

Conceive

1. become pregnant with (a child)
2. form or devise (a plan or idea) in the mind

Dedicate (*dedication*)

1. devote (something) to a particular subject or purpose
2. formally open or unveil (a building or memorial)

Detract

1. reduce or take away the worth or value of
2. divert or distract (someone or something) away from

Endure

1. suffer (something painful or difficult) patiently
2. remain in existence; last

Equality

1. the state of being equal, especially in status, rights, and opportunities

Invoke

1. appeal to call on (a deity or spirit) in prayer, as a witness, or for inspiration

Noble (nobly)

1. belonging to a hereditary class with high social or political status; aristocratic
2. having or showing fine personal qualities or high moral principles and ideals

Oration

1. a formal speech, especially one given on a ceremonial occasion

Perish

1. suffer death, typically in a violent, sudden, or untimely way
2. for food or organic substance lose its normal qualities; rot or decay

Preserve (preservation)

1. maintain (something) in its original or existing state
2. treat or refrigerate (food) to prevent its decomposition or fermentation

Prohibit

1. formally forbid (something) by law, rule, or other authority

Proposition

1. a statement or assertion that expresses a judgment or opinion
2. a suggested scheme or plan of action, especially in a business context

Radical

1. relating to or affecting the fundamental nature of something; far-reaching or thorough
2. advocating or based on thorough or complete political or social change; representing or supporting an extreme or progressive section of a political party

Resignation

1. an act of retiring or giving up a position
2. the acceptance of something undesirable but inevitable

Spearhead

1. the point of a spear
2. lead (an attack or movement)

DECIPHERING THE GETTYSBURG

After you have read the article from History.com about President Abraham Lincoln's famous speech at the Gettysburg Cemetery, your teacher will play you a recording of someone reading Lincoln's speech aloud. Because Lincoln originally gave the speech over 150 years ago, there is no recording of Lincoln himself giving the speech. In fact, there are only five copies of the speech that are written in Lincoln's own handwriting, and each copy is a little bit different.

After you have heard the speech, work with your partner to explain what Lincoln meant by the words and phrases underlined in the copy of the Gettysburg Address below. The questions can be found on the back of this worksheet. If you don't know an answer, leave it blank and then go back to it later during your class discussion.

Abraham Lincoln

November 19, 1863

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

DECIPHERING THE GETTYSBURG

1. How many years ago is “four score and seven years ago”? (Hint: The United States of America was founded in 1776; Lincoln gave the Gettysburg Address in 1863.)

2. What do you think the phrase “... a new nation, conceived in Liberty,” means? (Hint: conceived means to form a plan or idea.)

3. Who fought in the “great Civil War?” What were they fighting about? Who won the war?

4. Lincoln was there to “dedicate a portion of that field, as a final resting place.” What was the field he was dedicating?

5. What does the word “consecrate” mean? (Hint: try to use the context clues in the speech to figure out the definition.)

6. The following sentence is complicated; work with your partner to rewrite the sentence in your own words: “It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.”

Seventh Grade Field Trip, Element 2: Science—Solar System and Space Exploration



AROUND THE UNIVERSE: A UNIVIEW EXPERIENCE

Learning Standards: 5-ESS1-1, 5-ESS1-2, HS-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!

NASA: Planetary Pasta Rovers

Post-Visit Activity Objective:

After having completed this activity designed by the NASA education team, students will have a better understanding of the challenges associated with space exploration.

Activity:

<https://www.jpl.nasa.gov/edu/teach/activity/planetary-pasta-rover/>

To begin the activity:

While we were at the Peoria Riverfront Museum, we watched a planetarium show called *Around the Universe: A Uniview Experience*. The show taught us more about our solar system and explained some of NASA's more recent exploratory missions to planets like Mars and Saturn. Today, we are going to continue expanding on what we learned about space exploration by attempting to create working models of Mars rovers out of pasta.

Images to share:

<https://futurism.com/images/a-timeline-of-future-space-exploration-part-i-infographic/>

<http://www.visualistan.com/2015/06/everything-you-ever-wanted-to-know-about-space-rovers-infographic.html>

Information to share with your students:

The Mars rovers Spirit, Curiosity and Opportunity have collectively driven over 35 miles on Mars. Some days a rover may drive less than one meter, or not at all. Other days may see the rover drive over 100 meters. The engineers who plan the drives, called Rover Planners, must define their criteria for success—what the rover must do for the drive to be considered a success. They must also take into consideration the constraints that may limit the rover's ability to successfully complete a drive. What obstacles are in the way? Is there a slope along the way? Is it too steep for the rover to safely drive? Does the terrain change part way through the drive?

Some of these things depend on which part of Mars the rover is driving through. Some are based on how the rover was built. Like Rover Planners, students in this activity will have to define what a successful drive will look like and identify the limiting factors they will face on their drive.