

TEACHER GUIDE TO THE
2018-2019 Every Student Initiative Field Trips

1st Grade



Sponsored by **DVI** **DUCKS UNLIMITED** **Sid and Flo Banwart** **Bob and Jean Gilmore** **Doug and Diane Oberhelman** **Visionary Society**
DAVID VAUGHAN INVESTMENTS Through a grant from the Miles C. Hauter Foundation

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Introduction

Please read through this document at least once before arriving at the museum for your field trip.

Every Student Initiative

The Every Student Initiative (ESI) is an ambitious new program to bring every student in Central Illinois to the Peoria Riverfront Museum every year. With hands-on learning through objects, a Giant Screen Theater, Dome Planetarium, and rotating exhibits, the Peoria Riverfront Museum is a great place for students to learn in a new environment. ESI supports the museum's mission to encourage life-long learning in students of all ages while connecting them to their community at large.

The Every Student Initiative is privately funded, allowing donors to help their communities by sponsoring field trips to the Peoria Riverfront Museum.

With the Peoria Public Schools, the Barton Family Foundation has sponsored curriculum-related field trips for every student in grades K-8. The field trips are scheduled throughout the year to coincide with the curriculum the Museum can match best. Each trip includes a visit to the Giant Screen Theater or Planetarium and a guided gallery tour. The specific show and gallery are picked based on the current curriculum during that quarter.

This is an excellent opportunity for students to explore what their community has to offer and experience their classroom curriculum in a unique way.



If you have comments, or concerns, please contact:

any questions,

Holly Johnson

Every Student Initiative/Group Tours Coordinator

(309) 863-3013

hjohnson@peoriariverfrontmuseum.org

Museum Policies & Expectations

About this guide:

- This guide is intended to help give an overview of your grade level's specific field trip along with pre and post visit activities to help integrate the trip into the classroom.
- Please review this guide prior to your scheduled field trip to ensure a smooth experience.

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. 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.

Element 1: Planetarium: Earth Moon Sun

Coyote has a razor-sharp wit, but he's a little confused about what he sees in the sky. This amusing character adapted from Native American oral traditions is part of a fun, fast-paced full-dome show that explored lunar phases, eclipses, and other puzzles. Watch the trailer here:

https://www.youtube.com/watch?v=hMPML_SbL1w

Pre-Show Discussion:

Earth Moon and Sun solves many different misconceptions people have about space! To prepare for the Planetarium show, have a discussion with your students. Here are some questions to get you started:

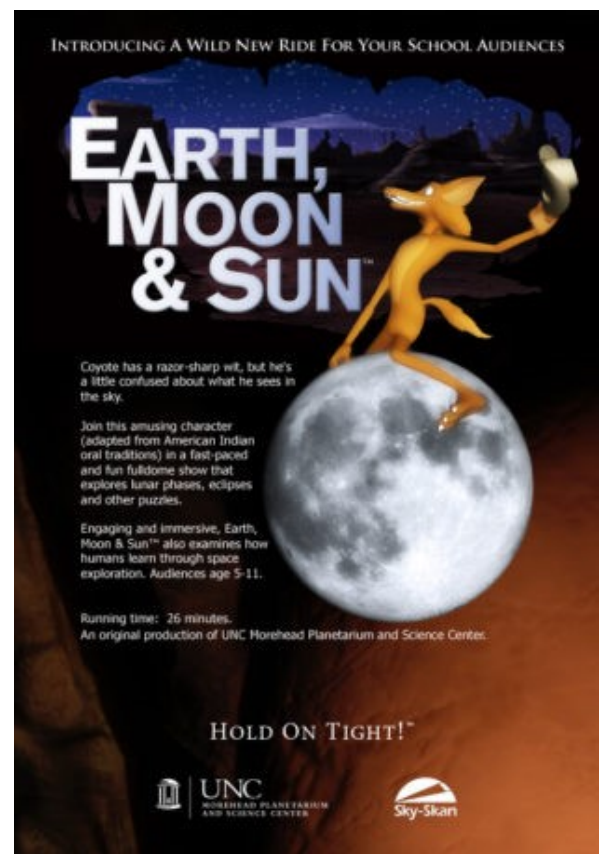
- What is a misconception?
- What are some misconceptions people used to have about the world? About space?

After you discuss other people's misconceptions, ask your students about their own. At this point, start writing down their answers, or have them write down their own answers, to keep for discussion after the planetarium show. The true answers should not be discussed, as they will be answered by the planetarium show. Remind your students that they should remember their ideas, but that since they don't know if they are right or not, they need to keep an open mind.

- Why does the moon change shape?
- How does the Sun shine?
- How does the Sun move across the sky?
- Why do we see different constellations in different seasons?
- Why does the moon appear in the daytime?
- How did people go to the moon?

Post-Show Discussion:

After the planetarium show, bring up your pre-show discussion. Go back over the questions and their answers. Were their answers right or wrong? Were some close? What is the correct answer to each question?



Element 2: American Decoy: The Invention



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AMERICAN DECOY: The Invention

Opens February 9

The museum is excited to showcase the largest in-house curated decoy show in our history, which will highlight decoys from our own collection and many others, including The Collection of Tom Figge and the Shelburne Museum!

From the earliest devices luring waterfowl from the air, decoys have provided sustenance for nearly a millenia. The trajectory of this ingenious craft has evolved into a sophisticated art form which speaks to hunters and artisans alike. "AMERICAN DECOY: The Invention" will feature objects from the Museum's extensive permanent collection as well as other important works from local collectors, the Tom Figge Collection, the Shelburne Museum and the Illinois State Museum.

Students will have a coloring activity in this exhibit. They will learn why duck decoys were made, then use their best coloring skills to color their own duck decoy coloring sheet.



PEORIA
RIVERFRONT
MUSEUM

Educator Preview Pass

Preview the museum before planning your field trip! Educators are invited to come to Peoria Riverfront Museum and visit the galleries and see the Dome Planetarium shows* at no cost.

Print out this pass and bring it and your official school ID to the ticket desk in the main lobby. This pass is good for free admission for one educator.

**Applies to our regularly scheduled public shows only.*

INFO BELOW MUST BE FILLED OUT FOR FORM TO BE VALID

Name _____

School _____ Grade(s) Taught _____

City _____ Email _____

Peoria Riverfront Museum
222 SW Washington Street | Peoria, IL 61602
309.686.7000 | www.PeoriaRiverfrontMuseum.org

Pre-Visit Activity: All About Ducks!

Introduction: Your 1st grade class will get to see many duck decoys at the Peoria Riverfront Museum. Decoys are both a tool for hunting and form of folk art. This activity is to help them become familiar with the animal at the center of the decoys: the duck! The duck book printable is only one aspect of this activity, as you will guide your students through this booklet via discussion, videos, and other visuals to help them understand ducks and how they fit into their environment. A powerpoint that goes over the answers to the activities has been included on the Museum's website here: <https://www.peoriariverfrontmuseum.org/educators/educator-resources/every-student-initiative/esi-educator-guides>

Materials:

- Duck Book Printable (1 per student)
- Crayons/Colored Pencils/Coloring materials
- Pencils

Instructions:

Before beginning the activities, make sure that you have enough booklets per student. Print the first 4 pages double-sided, flipped on the short edge with the cover printed separately. You can choose to use the cover provided, or have your students make their own duck book covers as an extra coloring project! To secure the pages, simply staple the folded edge of the booklet together.

While this guide is to help you guide your students through the booklet, especially the more difficult aspects, you can decide your own level of involvement in the student's activities.

Page 1: What do you know about ducks?

Start your students off by asking them what they know about ducks. What are ducks? What sounds do they make? Where do ducks like to live? Since ducks are common animals, your students should have some answers readily available. Take some time to write down these things they know about ducks for the whole class to see. Then, if they are able to write, have them write down 1-3 facts about ducks in the spaces provided in their activity book. Afterwards, watch this video about ducks to review the information they just went over in discussion and to see real ducks in motion!

<https://www.youtube.com/watch?v=ndiVL4pIQDI>

Ducks are a waterfowl, which are birds that have adapted to live in an environment that is full of water, like wetlands, rivers, lakes, and oceans. Their family, the Anatidae, includes swans and true geese. Ducks are called "ducks" because of the way they duck their head underwater to find food. Some ducks, called diving ducks or sea ducks, can dive underwater and swim to find food deeper in the water. Ducks that don't dive and stay on the surface are called dabbling ducks.

Ducks are migratory birds and strong fliers. They live in the north during the summer, where they raise their babies (called ducklings), and then fly south for the winter. The paths they take to migrate are called "flyways." We live in the Mississippi flyway, which is why we see so many Canadian Geese and ducks in the spring and fall.

Waterfowl Migration Flyways



What do you know about ducks? (cont.)

Female ducks (a hen) will lay between 5-12 eggs in a shallow nest dug into the ground. She stays with the eggs while the male ducks (a drake) remains with the other drakes. It takes about 28 days for the eggs to hatch, then 5-8 weeks for the ducklings to be able to fly. Once they're able to fly, it's time for them to travel to their warm southern area for winter.

Ducks make many different sounds, but are well-known for their quack. Most hens quack, but drakes have a different call—sometimes it sounds like a whistle. A duck's mouth is called a bill and comes in different shapes and sizes to help ducks find different types of food.

Drakes are more colorful than hens, because they use their colorful feathers to attract a girlfriend. Hens are usually shades of brown and grey because they have to hide with the eggs during nesting season.

Page 2 and 3: Where do ducks live?

Ducks like to live in environments with water, like lakes, ponds, rivers, streams, marshes, wetlands, and even the beach or open ocean! Ducks love water and are especially suited to live in and around water.

Lakes: A lake is a large body of water surrounded by land.

Pond: A pond is a body of water that is smaller than a lake and surrounded by land.

River: A river is a large body of water that flows in a channel to a larger body of water, like the ocean.

Stream: A stream is a small, narrow river.

Marshes: A type of wetland that features an area of low-laying land that floods during wet seasons and remains waterlogged year-round.

Wetlands: An ecosystem that is a transitional space between land and water.

Here are some helpful videos explaining the different environments ducks like to live in from PBSlearningmedia.org.

About Rivers:

<https://illinois.pbslearningmedia.org/resource/idptv11.sci.ess.stru.d4kriv/rivers/>

About Wetlands:

<https://illinois.pbslearningmedia.org/resource/idptv11.sci.life.eco.d4kwet/wetlands/>

After identifying all of the different watery places ducks like to live, it's time for the students to draw and color page 2 and 3 in their activity book. They should draw an environment that ducks like to live in. Make sure it includes water and something for the ducks to eat!

Page 4 and 5: What do ducks like to eat?

Ducks are omnivores, just like us! That means they can eat both plants and meat. Ducks are very good foragers, they sift through mud and the bottoms of ponds with their beak to filter out yummy insects, small fish, or plant roots. Dabbling ducks have a special comb-like structure on their beak that helps them filter water through their bill while keeping the food inside their mouths.

Plants Ducks Like to Eat:

Corn

Seeds

Fruits and berries

Celery

Duckweed

Grass

Leaves

Meat Ducks Like to Eat:

Snails

Slugs

Small Fish

Worms

Mollusks (Like clams and mussels)

Insects

Some of these words are in the activity book for your students to unscramble and write properly. Help them find the plants and meat that their scrambled words should be!

When we see ducks, we want to feed them! What kind of food do we usually give ducks? (Bread) But bread is actually very unhealthy for ducks to eat! Eating too much bread can seriously hurt ducks, just like grapes and chocolate are bad for dogs. If given too much bread, ducks can develop obesity, diabetes, or angel wing, which permanently damages the duck's ability to fly. Bread that's uneaten can also damage the environment. Rotting bread in the water can feed dangerous algae and prevent fish and other water animals from being able to live in their home. Ducks shouldn't eat any food that is bread-like, like crackers or popcorn, or things that are sweet, like candy, chocolate, donuts, or cookies. Some fruits and vegetables are also bad for ducks! Avoid feeding ducks citrus fruits, like lemons or oranges, avocado, and onions. Those foods are toxic to ducks.

What can we feed ducks? While we should avoid feeding wild ducks so they don't become dependent on humans for food, ducks enjoy peas, chopped up lettuce, corn, oats, or birdseed.

Page 6 and 7: What are the parts of the duck?

This activity is to help your students have fun reading and identifying parts of a duck using a word bank. You can do this activity as a group or simply go over it as a class. The answers that can be displayed to the whole class can be found in the powerpoint here: <https://www.peoriariverfrontmuseum.org/educators/educator-resources/every-student-initiative/esi-educator-guides>

Page 8: What are the ducks adaptations?

Ducks are incredible animals! They have evolved and adapted over millions of years to be the best they can to fit into their environment that is both land and water. This activity will help students understand that ducks have special abilities that help them live in their environment and relate those adaptations to what we use to do the same thing. **Students should draw a line matching the duck adaptation to the human version of it!** The explanations can be found here in the educator guide and in the powerpoint that can be found here: <https://www.peoriariverfrontmuseum.org/educators/educator-resources/every-student-initiative/esi-educator-guides>

Flight

Ducks have **wings** because they are birds. While not all birds can fly, like penguins, ducks are very strong fliers. Ducks are able to fly across whole continents and seas to get to their summer and winter homes. Humans can't fly without a lot of help— we use **airplanes** to fly and reach far away destinations more quickly.

Staying Dry

Ducks have **water-resistant feathers** to help keep them warm and dry even in cold rainy weather. Their feathers produce a lot of oil that the duck spreads by preening (combing or cleaning) with its bill. By spreading this oil all over their feathers, the water rolls right off without getting them wet. Humans don't have water resistant oil on our body, but we can wear water resistant clothing, like **raincoats and rainboots**, or use covers like umbrellas to keep water from getting us too wet.

Brushing Feathers

Ducks don't have hands like humans do, so how do they stay so clean? Ducks have a special comb-like structure on its bill called the **pecten**. The pecten acts like a comb, brushing the duck's feathers, spreading the oil to keep them water-resistant around the body and putting feathers back in their proper places. That behavior is called preening. The pecten also helps the duck eat! When ducks put their bills in the water to find food, they push the water back out of the bill while using the pecten to trap the food inside their mouth. Our fingers can be used like a comb, but they're not the best at getting all of the tangles out of our hair. That's why we have **combs or brushes** to keep our hair nice and neat.

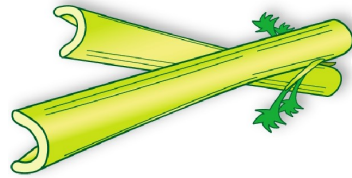
Swimming Fast

Ducks are birds that are usually in the water, so they need to be able to swim quickly. That's why ducks have special **webbed feet**. The webbed feet act like a paddle, which makes the duck go really fast. This is very useful for ducks that dive underwater, as they use their feet to swim and catch tasty fish. Ducks don't have any blood vessels or nerve endings in their feet. That means their feet never feel cold, especially when ducks swim in cold icy water. This allows ducks to continue finding food in water when plants on land are hard to find. Humans don't have webbed feet, but we can use **flippers** to give ourselves big webbed feet to push ourselves through the water much faster than our regular feet. Scuba divers or snorkelers use flippers the most!

What do ducks like to eat? Unscramble the word to find out!



RCON



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SRAGS

What do you know about ducks? Write down 3 facts you know about ducks:

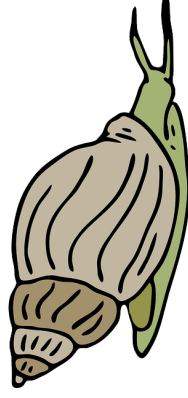
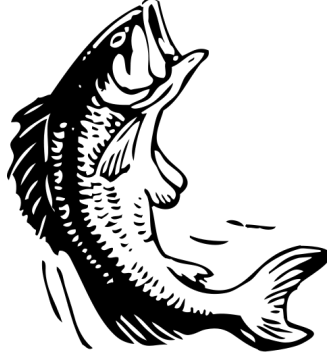
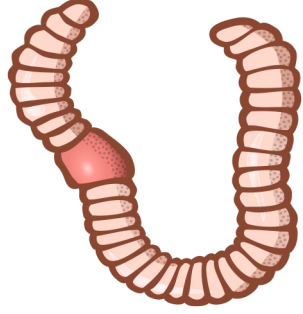
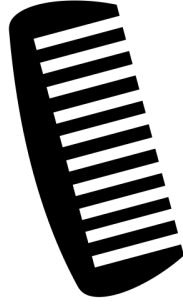
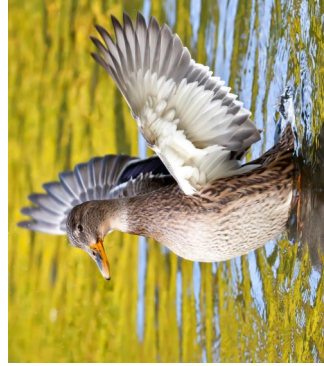
1: _____

2: _____

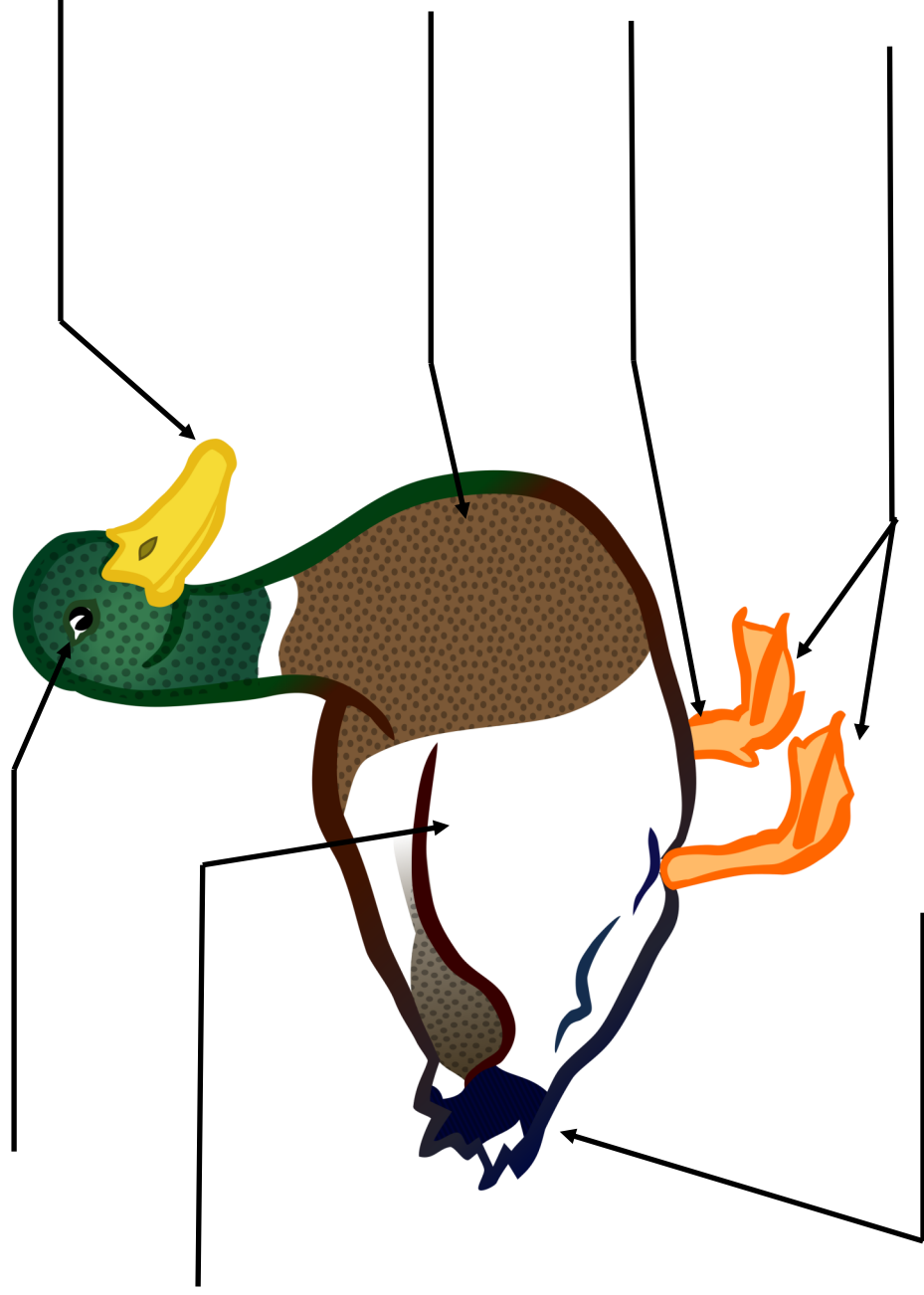
3: _____

Ducks are WATERFOWL, which means they like to live in places with water, like LAKES, MARSHES, RIVERS, WETLANDS, and OCEANS. Can you draw a place where a duck might like to live?

Ducks have special ADAPTIONS. Can you connect each duck adaption to something people use to do the same thing?



Label the parts of the duck using the word bank!



WORD BANK

BILL: What the duck eats and cleans its feathers with.

CHEST: What connects the duck's neck to its belly.

EYE: What the duck uses to see.

LEG: What connects the duck's feet to its body.

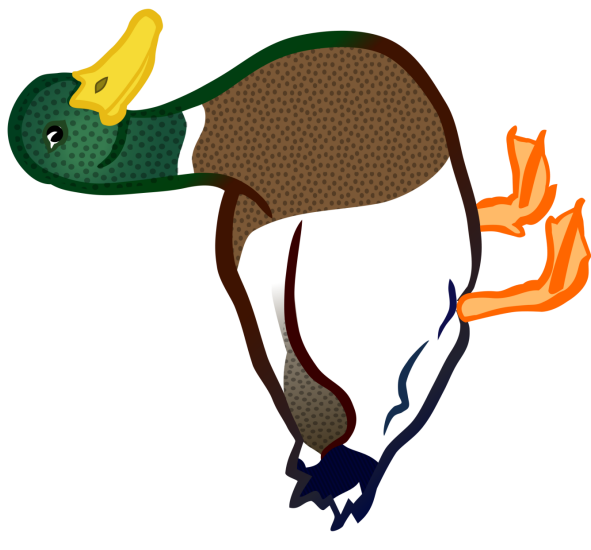
TAIL: What the feathers at the back of the duck are called.

WEBBED FEET: What the duck walks and swims with.

WING: What the duck uses to fly.

My Book

All About



Ducks!

Name: _____

In-Visit Activity: Duck Decoy Coloring

In the exhibit *American Decoy: The Invention*, students will see many different type of duck decoys. This activity is located in the **International Feature Gallery**, but the clipboards and worksheets will be handed out in **the lobby**. Please wait for your docent there.

Students should remember these rules while in the exhibit:

1. Use quiet voices
2. Hands and feet to yourselves
3. Do your best!

Please keep this decoy worksheet for the Post-Visit activity.

Some quick information on the duck decoy:

Duck decoys were first used by Native American hunters to lure ducks close to capture them. These decoys were made out of plants and folded into a duck shape that could float on water. Later, European settlers adapted the Native invention and created duck decoys carved out of wood. But these hunters over-hunted ducks, causing sharp declines in the duck populations. Due to conservation efforts, duck hunters reduced their hunting, but continued to carve duck decoys as a form of art.

A duck decoy works because ducks are social animals. If they see other ducks, they want to join them, just like how you would look for your friends at the playground or lunchroom. A duck decoy mimics a real duck's shape and size, so ducks flying overhead will think that the decoy is another duck who found a safe spot to land. Hunters also use duck calls, which mimic duck sounds. The decoys in our exhibit are not meant for hunting, they are meant to be shown as art, like a painting or sculpture.

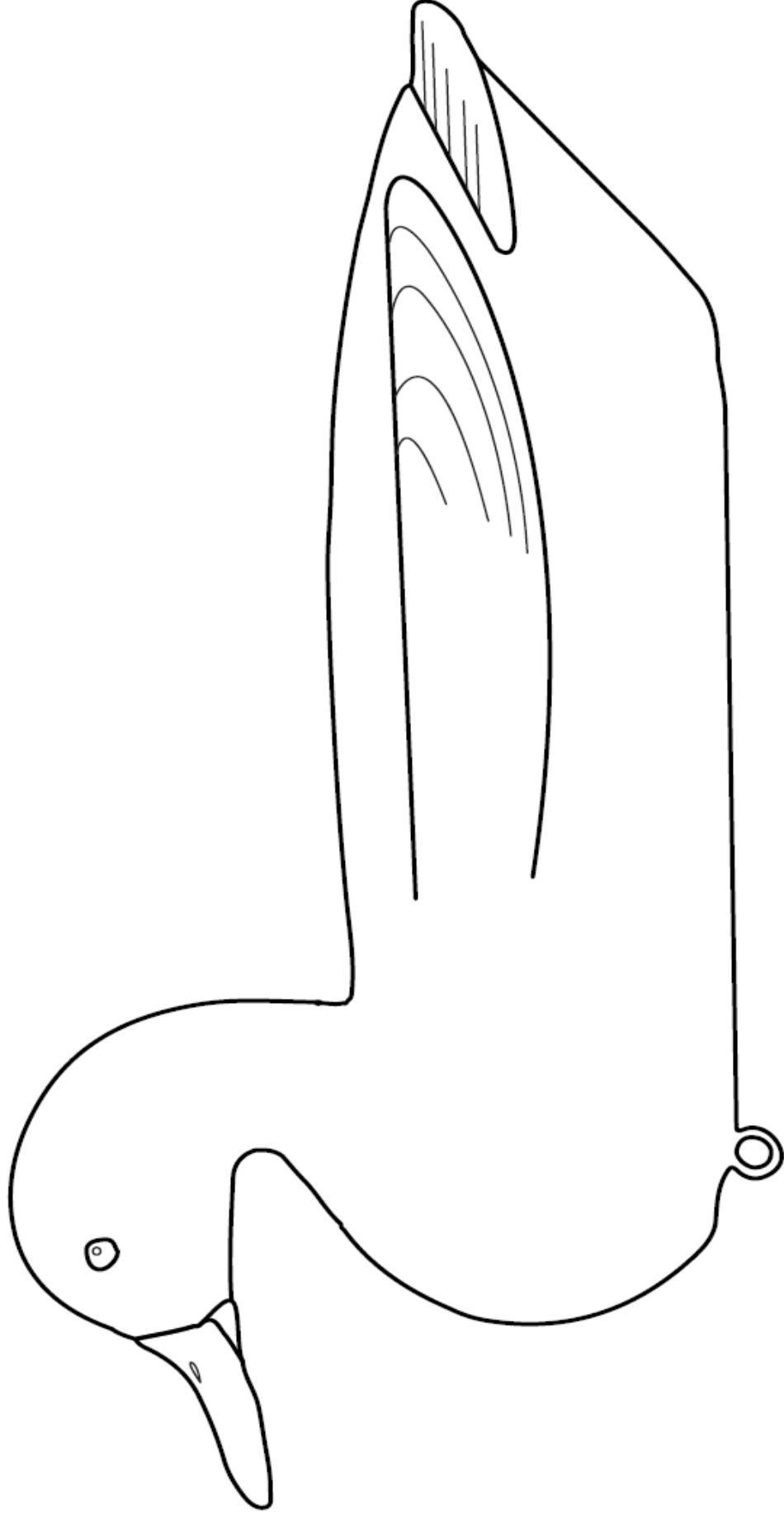
Students will be introduced to the duck decoy by a museum docent, be asked to identify the colors in the duck decoys, then given a worksheet and crayons. They will spend their time in the gallery finding their favorite duck decoy and coloring it to the best of their ability.



NAME: _____

Color your own DUCK DECOY! In the exhibit *American Decoy: The Exhibit* we have many different types of ducks. Pick your favorite duck decoy and color your decoy to look like it.

My Duck is a _____



Post-Visit Activity

Introduction:

Materials:

Large Sheets of paper (This will be a semi-mural, so make sure it's large enough for all students to put their duck decoys on it)

Colored Pencils, Markers, or Crayons

Duck Decoy made at the Peoria Riverfront Museum (1 per student)

Tape

Printed pictures of real ducks

Instructions:

1. Remind your students of what you did at the Museum. They colored their very own duck decoy! Decoys are used to trick ducks into thinking there are ducks already at the water and that they should join them. But will any water do? Where do ducks like to live? Discuss with your students what kind of environment ducks like to live in. Make a list of the things they should include in their duck environment. Use some of the answers in the Pre-Visit Activity to be more specific about what ducks like to eat. (To tie this into a larger curriculum, discuss some of the other animals that also call this environment home)
2. After you have your list of plants and animals that live in the environment, have your students start drawing that on the large pieces of paper. Either divide your students into groups or have one giant piece of paper that the whole class works on.
3. Once the mural is finished, tape it to the wall. Remind your students of what makes this a good environment for ducks, then have them tape their duck decoys to the mural! Since duck decoys trick real ducks into gathering into a specific location, maybe their decoys will trick some real ducks into visiting their murals.
4. Next, make sure some time has passed since they made the mural and placed their decoys on it. When the students aren't paying attention, or have left the room for some other activity, tape pictures of real ducks to their murals. When your students return or are done with their other activity, ask them to check on the mural. Has anything changed? Your students should notice the new "real" ducks with their decoys. Can they identify them? Use the identification guide in this Educator Guide to help them figure out what type of ducks have joined their decoys.