

TEACHER GUIDE TO THE
2019-2020 Every Student Initiative Field Trips

5th Grade

MOON



VANTAGE POINTS
CONTEMPORARY PHOTOGRAPHY

WHITNEY
MUSEUM OF AMERICAN ART

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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 any questions, comments, or concerns, please contact:

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.)

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.

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.

Every Student Initiative Curriculum by Year

Topics covered by grade during the 2017-2018 School Year

Kindergarten:

Illinois River Encounter: Plants, Animal Needs

Giant Screen Theater: *Tiny Giants*: Plants, Animal Needs, Seasons and Hibernation

1st Grade:

Illinois River Encounter: Habitats, Plants, Animals

Giant Screen Theater: *Flight of the Butterflies*:

Habitats, Plants, Animals

2nd Grade:

Celebrate Illinois: 200 Years in the Land of Lincoln:

Immigration, fighting for a cause

Giant Screen Theater: *Amazon Adventures*:

Ecosystems, Biological evolution

3rd Grade:

Leuckart Zoological Wall Charts and *Illinois River*

Encounter: Animal Classification

Planetarium: *Uniview and Sensational Sound Show*:

Solar System, Light and Sound

4th Grade:

Emergence: The National Arts of Central Illinois: Personal Narratives

Planetarium: *Dynamic Earth*: Environment, Energy, Transfer of forces.

5th Grade:

Celebrate Illinois: 200 Years in the Land of Lincoln:

War and Reconstruction, Native Americans

Planetarium: *Cosmic Colors*, Light and Sound, Space Science

6th Grade:

Illinois River Encounter (Kankakee Torrent, Stream Table): Earth's surface, 'The Dynamic Earth'

Giant Screen Theater: *Mysteries of China*: Ancient world, China

7th Grade:

Celebrate Illinois: 200 Years in the Land of Lincoln:

State of Illinois, guided by a cause

Planetarium: *Uniview: Tour of the Solar System*: Solar System/Space exploration

8th Grade:

Celebrate Illinois: 200 Years in the Land of Lincoln:

Roaring Twenties

Giant Screen Theater: *Normandy 1945: D-Day*, WWII

Holocaust Memorial: Anne Frank's legacy

Topics covered by grade during the 2018-2019 School Year

Kindergarten:

Dragons, Unicorns & Mermaids: Mythic Creatures: Stories, Nursery Rhymes, Fables.

Giant Screen Theater: *Tiny Giants*: How plants and animals change the environment.

1st Grade:

American Decoy: The Invention: Plants and Animals

Planetarium: *Earth Moon Sun*: Astronomy

2nd Grade:

American Decoy: The Invention and 10 Medical Inventions that Changed the World: Engineering and Invention

Planetarium: *Legends of the Night Sky: Orion*: Greek Mythology

3rd Grade:

Illinois River Encounter: Ecosystems

Giant Screen Theater: *Extreme Weather*: Weather and Climate

4th Grade:

Tiffany: The Collection of Don Shay and *Rodin: The Work of Many Hands: Poetry*
 Planetarium: *Dynamic Earth: Forces that shape the earth*

5th Grade:

Dragons, Unicorns & Mermaids: Mythic Creatures: Eastern and Western Hemispheres
 Planetarium: *Black Holes: Space science*

6th Grade:

Stream Table: Water and atmosphere
 Holocaust Memorial: Facing Fear, Dealing with Disaster, Decisions that matter
 Giant Screen Theater: *Oceans: A Blue Planet: Oceanography*

Topics covered by grade during the 2019-2020 School Year**Kindergarten**

Mangelsen Wildlife Photography: Animal Habitats
 Giant Screen Theater: *Tiny Giants* or *Superpower Dogs*

1st Grade

Da Vinci-The Genius featuring the Secrets of Mona Lisa: We are Scientists
 Giant Screen Theater: *Flight of the Butterflies* or *Amazon Adventure*

2nd Grade:

Da Vinci-The Genius: Featuring the Secrets of Mona Lisa: Engineering/Inventing
 Planetarium: *To the Moon and Beyond* or *The Solar System and its Robotic Explorers*

3rd Grade:

Illinois River Encounter: Animal Classifications
 Giant Screen Theater: *Wild Africa* or *Oceans 3D*

4th Grade

MOON or *Vantage Points: Contemporary Photography: Personal Narratives*
 Planetarium: *Legends of the Night Sky* or *Storybook Sky*

7th Grade:

Disney: The Collection of Steve Spain: Perception and reality
 Planetarium: *Uniview: Around the Universe: Space Science*

8th Grade:

The Street: Roaring Twenties
 Holocaust Memorial: Diary of Anne Frank
 Giant Screen Theater: *Normandy 1945: D-Day: WWII*

5th Grade

MOON or *Vantage Points: Contemporary Photography: Personal Narratives*
 Giant Screen Theater: *Apollo 11: First Steps* or *Dream Big*

6th Grade

Stream Table: The Dynamic Earth
 Holocaust Memorial: Dealing with disaster/anti-bullying
 Giant Screen Theater: *Extreme Weather* or *Mysteries of China*

7th Grade

Da Vinci- The Genius: Featuring the Secrets of Mona Lisa: Art history and simple machines
 Planetarium: *Uniview: Around the Universe* or *Tour of the Solar System*

8th Grade

The Street: Bronzeville to Harlem: Roaring Twenties
 Holocaust Memorial: Diary of Anne Frank
 Giant Screen Theater: *Normandy 1945: D-Day: WWII*

Giant Screen Theater Option 1

Apollo 11: First Steps



The real-life story of what it took to walk on the moon.

Timed to the 50th anniversary of NASA's celebrated Apollo 11 mission, "APOLLO 11: First Steps Edition" is a thrilling cinematic experience that showcases the astonishing real-life moments of humankind's first steps on the moon. In this special Giant Screen edition of Todd Douglas Miller's critically acclaimed "Apollo 11" documentary, the filmmakers reconstruct the exhilarating final moments of preparation, liftoff, landing and return of this historic mission—one of humanity's greatest achievements and the first to put men on the moon. With a newly-discovered trove of never-before-seen 70mm footage and audio recordings, "APOLLO 11: First Steps Edition" joins Neil Armstrong, Buzz Aldrin, and Michael Collins, the Mission Control team and millions of spectators around the world, during those momentous days and hours in 1969 when humankind took a giant leap into the future.

Questions to ask your students about this movie:

- When was the film in this movie taken?
- What difficulties did the astronauts have when landing on the Moon?
- Would you like to be an astronaut?
- What scientific exploration did the astronauts do on the Moon?
- What do you think it would be like to walk on the Moon?

Giant Screen Theater Option 2

Dream Big



What to Expect:

Narrated by Academy Award® winner Jeff Bridges, *Dream Big: Engineering Our World* is a first of its kind film for IMAX® and giant screen theatres that will transform how we think about engineering. From the Great Wall of China and the world's tallest buildings, to underwater robots, solar cars and smart, sustainable cities, *Dream Big* celebrates the human ingenuity behind engineering marvels big and small, and reveals the heart that drives engineers to create better lives for people around the world.

Questions to ask your students about this movie:

- What were some of the structures you saw in the movie?
- How did engineers build these structures?
- What types of buildings or structures do you think we'll need in the future?
- What type of engineering would you like to do?

Focused Exhibitions: *MOON* or *Vantage Points: Contemporary Photography from the Whitney Museum of American Art*



We've captured one giant moon!

Relax in a groovy 60s era living room, watch the lunar landing, see Apollo artifacts and a lunar meteorite - and view an exact, illuminated replica of the moon up close!

MOON features a one-of-a-kind 13-foot (4-meter) diameter illuminated moon designed especially for the museum by UK artist Luke Jerram. Lit from within the giant suspended moon displays an exact high-

resolution replica of the lunar surface created by NASA imagery, which can be viewed up close.

Objects from NASA and the Apollo missions, including a space suit, space-related artifacts and a lunar meteorite will also be on display. Visitors will be able to sit in a recreated 60s era living room to watch the Apollo 11 lunar landing on a vintage TV.

This year marks the 50th anniversary of humanity's first steps on another world. Study the lunar surface, learn how our moon formed, follow in the steps of the astronauts who walked on its surface, and imagine future exploration!



The first exhibition of its kind in the nation, *Vantage Points: Contemporary American Photography*, is a collaboration between the **Whitney Museum of American Art**, founded by Gertrude Vanderbilt Whitney and regarded as the foremost institution of contemporary American art; **Art Bridges**, founded by Alice Walton (daughter of Walmart founder Sam Walton), whose mission is to bring outstanding American art to the public; and the Peoria Riverfront Mu-

seum. The exhibition features photographs by 20 of the most influential artists of the 1970s through the 2000s, including Andy Warhol, Robert Mapplethorpe, Sally Mann, Diane Arbus, Gregory Crewdson, William Eggleston, Nan Goldin and Richard Avedon.

The photographs in *Vantage Points* provide an examination of the impact of photography at a time where the camera has become a mode of both cultural and creative expression for all, elaborating on techniques, meaning, and context in the genre of contemporary photography. *Vantage Points* tells the stories of subject and photographer, and of photography as an art form.

Permanent Exhibition Guides

The Peoria Riverfront Museum has 3 permanent exhibitions in addition to the different traveling exhibitions. To help keep your students focused throughout the visit, here are our permanent exhibition gallery guides.*

The Street

[Elementary](#) Middle High School

The Illinois River Encounter

[Elementary](#) Middle High School

IHSA

[Elementary](#) Middle High School

These guides can also be found on our website here: [http://
www.peoriariverfrontmuseum.org/educators/educator-resources/teacher-guides](http://www.peoriariverfrontmuseum.org/educators/educator-resources/teacher-guides)

**Please note these Educator Guides are accurate as of August 2019. As there are multiple renovations scheduled this year, not all information will remain accurate. They will be updated as soon as possible.*



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: Writing Stories with Objects

Introduction:

Writing based on objects helps promote better writing by reducing confusion based on abstract ideas and allows students to “see” their writing and provide clear examples. These activities are designed to help students strengthen their writing skills by identifying, analyzing, and using objects as examples in their own writing.

Objectives:

- Students will be able to analyze an object
- Students will be able to read and use the information on an object label to help support their observations
- Students will be able to incorporate objects into a story

Activity: Writing Stories with Objects Part 1

Materials:

- An assortment of objects, either brought from home or found in the classroom. You should have one for each group.
- Paper
- Pencil

Instructions:

1. This activity will help familiarize your students with active observation of objects. To begin, split your students into groups and give at least one object to each group.
2. Explain to your students that they have ten minutes to examine their object and write down everything about it. But they shouldn't just be observing the physical description, some other questions that they should be asking include: What does this object do? Who would use/own this object? Where/how could you find this object? Why would someone have this object?
3. Once their ten minutes are up, students should be given enough time to write a story about this object. The story should be focusing on the object, or about the object's owner, or where the object came from. Have students present this story to the class in their own way, either with a play, poster, etc.

Activity: Writing Stories with Objects Part 2

Introduction:

Now that students have become familiar with using objects as parts of a story, they will be combining it with extra resources. In this activity, students will learn how to read a Museum object label and apply that information to their story or essay.

Objectives:

- Students will learn how to read an object and biographical label
- Students will use the label to better inform their object observation skills and write a brief reaction about their experience.

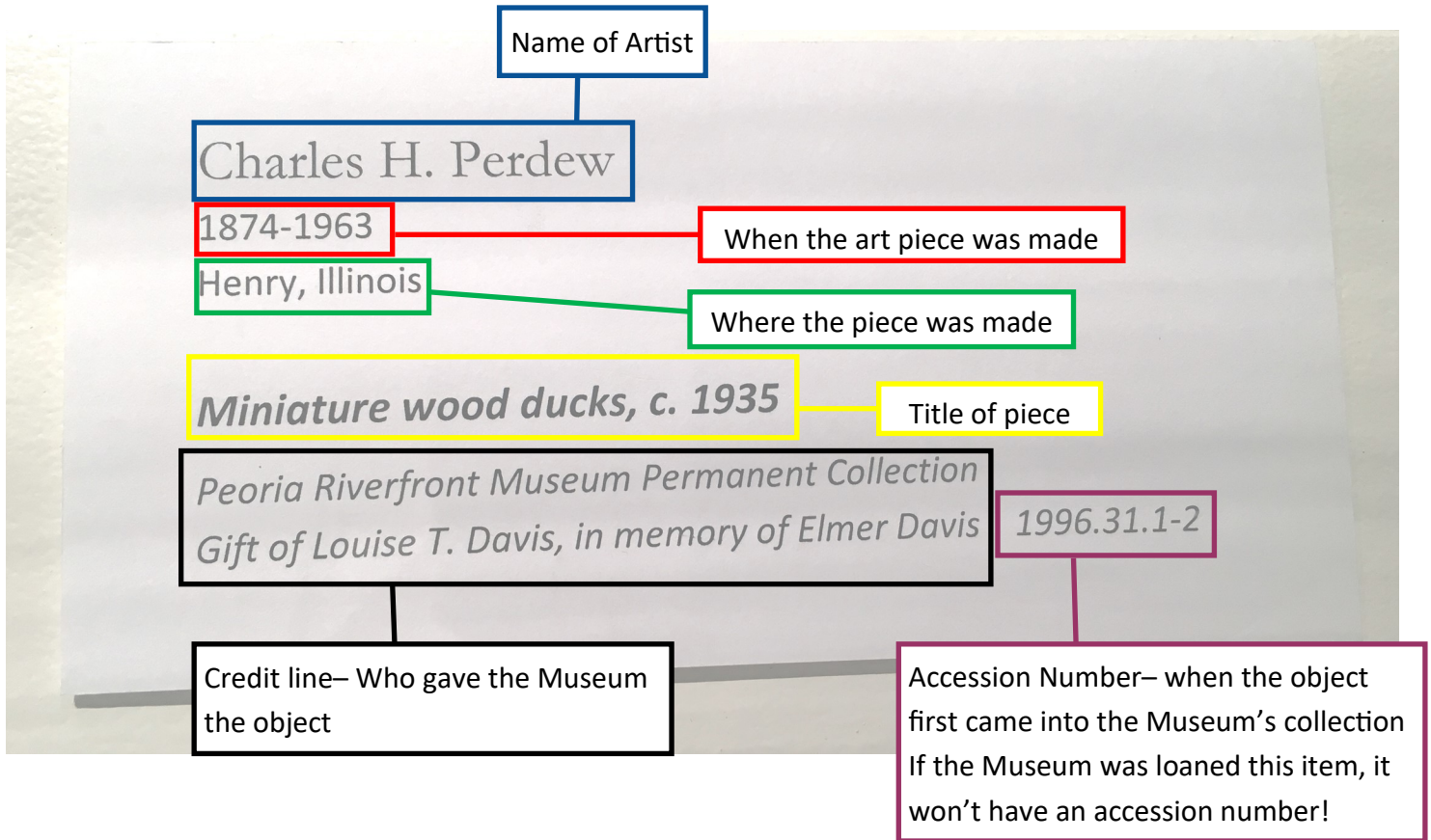
Materials:

- Museum object pictures and corresponding labels
- Pencil and Paper to write down observations
- “How to Read a Museum Label” image

Instructions

1. Divide students into groups. Give each group an object (in photo form). Set up the activity as similar to the observation in activity 1– but this time, the students will be less familiar with the object. Have them write down their questions in addition to their observations. Questions like, who made this object? Why did they make this object? The students might have to rephrase their questions depending on whether or not it’s a work of art or a tool.
2. After the ten minutes are up, have your students share their object and their questions with the class. This should be brief and informative. Ask your students how they could find out more information about the object in a Museum setting. The answer is an **object label** or **bio label**. Museum labels come in many different forms– some will just contain the physical aspects of an object, how big it is, who made it, what it’s made out of, etc., and a brief 2-3 sentence description or additional information that the curator thinks is important for visitors to know. The labels your students will be reading from are the actual labels for the actual Museum objects on display at the Peoria Riverfront Museum. These are object labels and artist biography labels.
3. Give your students some time to read the labels and see if that adds to their observations about their object. Have your students give an updated sharing session. What changed from the last session? Did the label give new information that they could use? How do they feel about their object now versus when they first were learning about it?
4. With their notes, your students should turn their observations into a short paragraph about their reaction to the object before and after they read the label. Did it help them? Did they learn anything new? Or were they indifferent?

How to Read a Museum Label



Rodney Graham, b. 1949

Oak, Banford, 1990

Chromogenic Print

Sheet (sight): 90 3/8 x 71 3/8in. (229.6 x 181.3 cm)

Image (sight): 90 3/8 x 71 3/8in. (229.6 x 181.3 cm)

Gift from the Emily Fisher Landau Collection.

On loan from the Whitney Museum of American Art

The expansive body of work by Rodney Graham spans 40 years and has incorporated film, video installation, painting, music, and photography. His series of inverted, large-scale, depictions of trees began in 1979 when using a walk-in camera obscura to photograph a hillside in British Columbia. In this early iteration of the camera, the artist views his subject projected upside-down. The effect of seeing a simple tree in this manner provoked the series in which the works challenge the longstanding symbolism of the tree. Graham has noted that the structure of the camera obscura mimics the system that the eyes and brain use to “see.”

Robert Longo, b. 1953

Untitled (Cindy), 1980, printed 1998

Silver dye bleach print

Sheet (sight): 41 7/8 x 29 5/8in. (106.4 x 75.2 cm)

Image (sight): 39 7/8 x 26 15/16in. (101.3 x 68.4 cm)

Promised gift of Emily Fisher Landau.

On loan from the Whitney Museum of American Art

Robert Longo, an artist of the so-called “Pictures Generation,” which were artists who integrated mass media imagery into their practice, created possibly the most famous series of works in this artistic grouping— a series of drawings called *Men in the Cities*. Longo’s series depicted young urban professionals writhing in either pain or ecstasy on pure white backgrounds. The images became iconic, almost philosophical examinations of success and consumer culture.

The photographic works displayed are studies (practice for the final piece), which Longo achieved by throwing tennis balls at friends in business dress on his studio rooftop. The resulting contortions often simultaneously mimic modern dance and mortal agony.

Workshop of Johann Mathias Willebrand

1658–1726 (German)

Perpetual Calendar

1680 - 1726

gilt brass, silver

Courtesy of Adler Planetarium, Chicago, Illinois

This mechanical device is a perpetual calendar—made long before modern smartphones gave us all mobile calendars. The motions of the Sun and Moon are predictable and logical, so watchmakers were able to make calendars such as this one that track the phases of the Moon, dates of holidays, and other elements over a period of several years.

The Moon's motions and phases have been important to civilizations all around the world for all of recorded human history. The earliest known lunar calendar, found in Scotland, has been dated to 8000 BCE.

Roger B. Chaffee Flight Jacket

Courtesy of the Grand Rapids Public Museum

Roger B. Chaffee was born in Grand Rapids, Michigan in 1935. After graduating from Purdue University in 1957, he completed his Navy training and was commissioned as an ensign. He was awarded his naval aviator wings in early 1959.

Chaffee performed a variety of assignments in the Navy, spending most of his time in photo reconnaissance squadrons. This flight jacket is from his time with the Heavy Photographic Squadron 62 (VAP-62), where he served as safety officer and quality control officer. Between April 4, 1960 and October 25, 1962, including during the Cuban Missile Crisis, Chaffee flew 82 missions over Cuba and achieved over 100 flight hours each month.



Robert Longo, b. 1953

Untitled (Cindy), 1980, printed 1998



Robert Longo, b. 1953

Untitled (Cindy), 1980, printed
1998



Roger B. Chaffee Flight Jacket



Perpetual Calendar

In-Visit Activity: *MOON* or *Vantage Point: Contemporary Photography from the Whitney Museum of American Art*

Introduction:

A Museum exhibition is essentially an essay that one can walk through. It has a thesis and supporting arguments in the form of objects and their interpretations in the object labels. By using objects as a focus for their writing, students will be able to practice incorporating concrete examples into their writing.

Objectives:

- Students will be able to construct an outline for a narrative using at least 3 objects from either *MOON* or *Vantage Points*.
- Student will engage with objects that have historic, scientific, or artistic value.
- Students will use the information in Museum Labels to support their narratives

Provided Materials:

- Worksheet
- Pencils
- Clipboards

Please note that the Museum has limited supplies, we might not have supplies for all students if there is more than one class at the Museum.

Activity:

1. Students will read the 3 different prompts, then take a short walk through the gallery to familiarize themselves with the objects. They should be picking what topic they want to write about and finding objects that will support it.
2. Once familiar with the 3 prompts and objects, students will find the 3 objects that they want to use to support their narrative and fill out the allotted areas for their objects.
3. Once students have picked their objects, they should start creating an outline for their essay/narratives.

Reminders:

1. Students should be walking in the exhibits
2. Students should be using their inside voices
3. Students should be using their clipboards to write, not the walls, vitrines, or cases. They may sit on the floor to write

Writing with Objects

Name: _____

Sometimes its difficult to use real examples in writing. Use this worksheet to help outline the essay you'll write using one of three prompts and incorporating Museum object as real examples. To get started, read the 3 prompts and quietly walk through the exhibition to get inspired. After, pick your prompt and find 3 objects that match it and fill in your worksheet.

Writing Prompts (Pick one– star, underline, or circle your choice):

- Write a fictional story using 3 objects in the exhibition. Objects can be used as characters, settings, or plot devices
- Using 3 objects, write a persuasive essay about why these 3 objects are the most interesting objects in the exhibition.
- Using 3 objects, from the same artist or Apollo mission, write an essay explaining what these objects are, why they are important, and how they are used in the exhibition.

Drawing space:	Object 1 Name: _____
	Object Creator: _____
	Date: _____
	Materials: _____

	Fact 1: _____

Fact 2: _____	

Fact 3: _____	

Drawing space:	Object 2 Name: _____
	Object Creator: _____
	Date: _____
	Materials: _____

	Fact 1: _____

Fact 2: _____	

Fact 3: _____	

Drawing space:	Object 3 Name: _____
	Object Creator: _____
	Date: _____
	Materials: _____

	Fact 1: _____

Fact 2: _____	

Fact 3: _____	

Outline

I. Introduction

A. Thesis/Plot Statement _____

II. Object 1: _____

A. _____

B. _____

III. Object 2: _____

A. _____

B. _____

IV. Object 3: _____

A. _____

B. _____

V. Conclusion: _____

Post-Visit Activity: Narrative Refinement

Introduction:

Using the outline that they started at the Museum, students will complete their writing assignment. If they chose to write a fictional story, students can submit that as part of their Young Author's submission. Students will give a brief summary of their story and explain the objects that they chose as a part of finishing their essay or story.

Objectives:

- Students will use their outline to complete a writing assignment.

Materials:

- The worksheet that they completed at the Museum containing their 3 objects and essay/story outline.
- However you require your students to turn in an essay– either paper or computer to type it up.

Instructions:

1. Students will have completed, to the best of their ability, the worksheet at the Museum. They should have their description of their 3 objects and an outline of their essay or story.
2. Give your students time to complete their essay, using your own writing assignment requirements for length/word count. If they need extra research or additional information about their object, they should have that time as well. If you need any pictures or additional information from the Museum, contact information is at the bottom of this page. Otherwise, this exhibition is open until November 10th, so students can use out of class time to revisit the exhibit. Remind your students if they pick a fictional story, it can be considered a part of the Young Author's Competition!
3. Once the students have completed their essays, give them time to present their ideas and essays to the class. What prompt did they pick? Why did they pick that prompt? What were their 3 objects? What parts of their story did those objects support? Was it easy to use objects to create their story? What was difficult/easy about it?

Object Picture/Information Contact:

MOON and Vantage Points: Contemporary Photography from the Whitney Museum of American Art will be at the Museum from **September 13th-November 10th. Please submit any photo requests before November 10th, as the exhibit will be closed.**

Send the requests by email to hjohnson@peoriariverfrontmuseum.org. Please include as much information as possible about the object, including the object name, artist, object description (if you don't have the object name, this is incredibly helpful! We will have many objects in our exhibits!). Also indicate if you just want a picture of the object or object label or both.