



Natural History Museum
and Planetarium

Expedition

Natural History Museum & Planetarium Expedition

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GPS

1st Grade: S1CS1, S1CS5

2nd Grade: S2CS1, S2CS2, S2CS5, S2CS7, ELA2W1, ELA2W2, ELA2LSV1

3rd Grade: S3CS1, S3CS5, S3CS8, S3E2, ELA3R3, ELAEW2

4th Grade: S4CS1, S4CS5, S4CS8, ELA4R1, ELA4R2, ELA4W2, ELA4W3, ELA4LSV1, ELA4LSV2

5th Grade: S5CS1, S5CS5, S5CS8, ELA5W2, ELA5LSV1, ELA5LSV2

6th Grade: S6CS1, S6CS7, S6CS8, S6CS10, ELA6RC1, ELA6RC2, ELA6RC4, ELA6W2, ELA6LSV1

7th Grade: S7CS1, S7CS6, S7CS7, S7CS8, S7CS10, ELA7RC1, ELA7RC2, ELA7RC4, ELA7W2, ELA7LSV1

Note: This activity is designed to meet science, language arts and or social studies curricula. This activity may be difficult for younger children.

Objective: Students will connect with the exhibits in the Natural History Museum and Planetarium by imagining to be a part of a fossil expedition. Students are to be divided into groups of any or all of the following groups of people: scientist (paleontologist, archeologist, biologist), businessman, entrepreneur, farmer, miner, museum curator, press (journalist, photographer, film producer), or laborer. A specific specimen or location may be chosen by the teacher or agreed upon by the students. Students are to find the specimen in the museum from their chosen location and learn about the importance of the specimens. After students have found their locality, specimen(s) and its context within the Natural History Museum, the actors in the role playing will determine or fictionally create the details of their experience in the “Expedition.”

Pre-visit activities: Students will better understand and learn from this activity by being exposed to the following topics *before* their trip to the Natural History Museum and Planetarium.

- fossils, geologic time scale, United States map, World map, understanding of what each of the groups of people are and do, understanding of different countries that are chosen for the expedition

Post-visit activities: Students will more likely connect and retain information from the resources in the Natural History Museum and Planetarium by doing post-visit activities that require use of the information to complete certain tasks. These tasks may include:

- Each role will have subjects and details that will need to be researched. Pictures, reports and other material may be required for each group of people. A field journal or diary can be kept with day to day details of the expedition.
- A large scale project can be kept in mind for portfolio’s on parent-teacher nights.

Notes:

Suggested specimens for expeditions

komodo dragon
saber toothed cat
Alligator
deer
Allosaurus
sauropod
amber
lemur
amphibians
Dimetrodon
sharks
Dinosaur
Archaeopteryx
duck billed platypus
mammals
Smilodon
echinoderms
mammoth
arthropods
Edmontosaurus
manatee
Megalodon
Australopithecus
Meshippus
starfish
molluscs
birds
fish
bivalves
black bear
tapir
bobcat
bontebok
brachiopods
gastropods
terror bird
bryozoans
tree shrew
giant beaver
camel
giant bison
trilobite
glacier
Captorhinus
Glyptodon

Tyrannosaurus rex
gorilla
oreodont
oryx
carnivore
cartilaginous fish
ground sloth
grysbok
water buffalo
cave bear
herbivore
cephalopods
Homo sapiens
chamois
horse
chimpanzee
horse shoe crab
porifera
Ichthyostega
primates
Psittacosaurus
impala
pterodactyl
reptiles
coral reef
insects
rhinoceros
crab
invertebrate
rodents
creodont



EXPEDITION



The specimens on exhibit in the Natural History Museum are from all over the world. Some of the localities include:

At least 20 of the 50 United States including:

California	New York
Colorado	North Dakota
Connecticut	Ohio
Florida	Oklahoma
Georgia	Oregon
Illinois	South Dakota
Indiana	Tennessee
Kansas	Utah
Montana	Washington
New Mexico	Wyoming

Twenty (20) different countries and continents including:

Argentina	Australia
Brazil	Canada
China	Egypt
Europe	France
Germany	Indonesia
Lebanon	Libya
Madagascar	Morocco
Russia	Scotland
Spain	Trinidad
United States	

This activity is designed to be a role playing, fictional, compare/ contrast/ debate exercise that involves a team of scientists or paleontologists in search for specimens or fossils in a specific location on Earth. Students are to be divided into groups of any or all of the following groups of people. A specific specimen may be chosen by the teacher or agreed upon by the students. Students are to find the specimen in the museum from their chosen location and learn about the importance of the specimens. After students have found their locality, specimen(s) and its context within the Natural History Museum, the actors in the role playing will determine or fictionally create the following details of their experience in the "Expedition." Each role will have subjects and details that will need to be researched. Pictures, reports and other material may be required for each group of people. A field journal or diary can be kept with day to day details of the expedition.





EXPEDITION



LOCATION: _____

Scientists: circle one
Archaeologist
(ancient civilizations)

Biologist
(plants or animals)

Paleontologist
(fossils)

What is the name of the specimens you are searching for? _____

What do you know about these specimens? Describe the specimens and why you and your museum are interested in them. Include pictures and research information _____

How old are the specimens? How do you know their age? _____

What type of rock or environment are the specimens found in? _____

If you find the specimen how do you plan to get it back to the Natural History Museum? _____

How much will your plan cost? _____

Who are the people that you will need to help you? _____

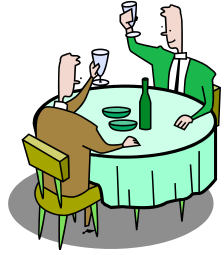
What kind of tools and supplies will you need? _____

What are some problems that you may face during your expedition? _____

How long will you be away on your expedition? _____



EXPEDITION



LOCATION: _____

Businessmen/ Entrepreneurs:

These persons can be bankers or local business owners in a nearby town or village. The business that is chosen has to be a business that can actually be found in the location _____.

What is the title and address of your business? _____

Describe what your business does? _____

What do you think about the team of scientists that have come to your town? Do you know anything about what they are looking for? _____

How will their stay in your town effect your business? _____

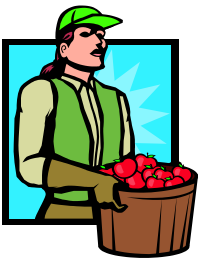
How could their stay in your town effect other people? _____

How would these effects help or hurt your business? _____

How could you help this team of scientists or the museum they work for? _____

What new things might happen if the scientists make a great discovery? _____





EXPEDITION



LOCATION: _____

Farmer or miner: circle one

Farmer
(agriculture)

Farmer
(livestock)

Miner
(mineral/ natural resource)

Agriculture, livestock or natural resource must be present in the location.

What do you farm or mine? _____

Describe the environment/ climate in which you live. _____

Describe your culture and your family's history. _____

How big is your farming or mining business and how many people are working for your business? _____

How much money do you make in your business? _____

How much do your workers make? How much money can you afford to pay one employee? _____

What do you know about the scientists that are visiting in your town? _____

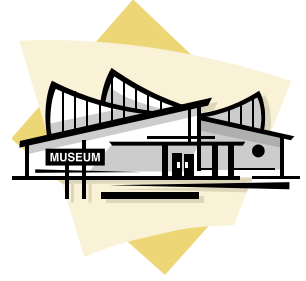
Do you know anything about what they are looking for? Have you found any of these specimens on your land? _____

What will happen to your land if these scientists discovered that lots of these specimens could be on your land?

How do you feel about that? _____



EXPEDITION



LOCATION: _____

Museum Curator: _____

You and your group are curators at the (_____) Museum of Natural History

ENTER THE NAME OF YOUR SCHOOL

the scientists work for the museum.

Where is your museum located? _____

Describe the exhibits that are in your museum. _____

Why are the specimens that your scientists are searching for important for your museum? _____

What you are some things that the museum is providing to the scientists? _____

When was the last time that you heard from the scientists on the Expedition? What things did they report?

What are your museum's plans for taking care of the specimens? (How do museums take care of or curate specimens)? _____

Why have you hired this group of scientists to search for the specimens? _____

Describe future plans for an exhibit that will show case the specimens. _____





EXPEDITION



LOCATION: _____

Journalist
(local newspaper
or TV station)

Press: circle one
Photographer
(working for National Geographic)

Film Producer
(Discovery Channel)

Why is your newspaper/channel/magazine interested in the Expedition? _____

What aspect of the Expedition will your news company be covering? (examples: science expedition, dangers of the expedition, local opinions or effects) _____

What will this report/ TV show cost your news company? _____

What special equipment might your team members need to follow the Expedition story? _____

What are some of the problems or dangers you might encounter? _____

What do you already know about the scientists, museum and specimens? _____

What are you hearing about how the local population feels or thinks about the Expedition? _____

How will covering the Expedition story effect your news company or your life? _____





EXPEDITION



LOCATION: _____

Hired Laborers:

Hired *local* day laborers to do physical labor that might include digging, carrying, guiding, camp cook, driving, and hiking.

Describe the environment/ climate in which you live. _____

Describe your culture and a normal family's life. _____

What does a person usually do for work in your village? _____

Why did you take the job helping the scientists? _____

What are some of the problems or dangers you might encounter on the Expedition? _____

What have you heard about the scientists, museum and possible specimens? _____

What are you hearing about how your local people feel or think about the Expedition? _____

How do you think this Expedition with the scientists will effect you and your family's future? _____