Time Machine

Field Trip Curriculum

Field Trip in a Flash

Students will observe dioramas and exhibits and make inferences about what happened before and after that moment captured in time.

Grade 4	Alignment to Utah Core Curriculum	Learning Outcome
Skills You'll Use ▸ Observation ▸ Inferring ▸ Reporting	**Intended Learning Outcomes (ILO's):** **1.** Use science process and thinking skills. **2.** Manifest scientific attitudes and interests. **3.** Understand science concepts and principles. **4.** Communicate effectively using science language and reasoning.	Students will come to know that all inferences are based on facts. Facts are observable, measurable and quantifiable.

Before the Museum

Do a Science Process Lesson

Do the "Facts and Inferences" lesson found at **www.nhmu.utah.edu/lessonplans**. Other lessons that would support this field trip are: Igniting Inquiry, Recording Stars as well as The Art of Recording.

Introduce the Field Trip Plan

Explain that you will be going to the Museum and that the students will be given a date in time to investigate. Their job will be to gather as many facts as they can to help them make inferences about what Utah was like at that time. Explain that in order to do that, they will need to observe objects closely and read panels and rails about the objects.

Have students select their groups they would like to work with or assign students to a group. Once the groupings have been created, assign a date/s to the groups of students. Remember, there is a Futures gallery, so students could actually have the job of exploring possibilities of what is in store for us in the future.

If you choose to have your whole class work on recreating the same period in time, you can assign topics to each of the groups- plants, water, animals, people (if present), etc. Or you can have each group collect as much data as they can about that time period- this is a great way to demonstrate how, even with similar data, people's inferences can be very different.

Or, you can have groups work on different time periods to create a timeline which showcases environmental and biotic change that has happened in our location over a span of time.

Select an Exhibit or Exhibits

When selecting exhibits, review the names of the exhibits and their content, this includes the periods of time that they span.

Continued ▸

A Science Packed Day

at the Natural History Museum of Utah

Prepare Your Chaperones

- Communicate the purpose of the field trip to your chaperone.
- Provide chaperones with the names of each student in their group.
- Provide chaperones with bags capable of holding each students' field trip supplies.

At the Museum

Make sure students have their field trip papers or science journals, writing utensils, and their chaperones.

Time Machine

Have the student groups go to the exhibits they have selected to gather facts. Give them time to explore, observe and record. Students can work individually or as a group. Walk around, talk with the students about what they are noticing and what they are thinking. If you see something that relates to their research, you can occasionally point it out to them. Help with identifying and reading information on panels.

When all of the students in the group have collected the information they feel is necessary to complete the assignment, they can give their supplies to their chaperone and explore the Museum. Of course, if they find other objects that seem to help refine their inferences, encourage them to record that data!

After the Museum

Take some time to sit down and review the data that was gathered. If you did different dates, have the groups discuss what they think the information they have gathered means. If the whole class worked on the same date, discus as a class.

Use the facts that were gathered at the Museum and the inferences that came from them to create pictures with captions, dioramas, an essay, or non-fiction chapter books to share the facts and inferences about the time period.

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