

Exhibit Explorers

3rd-5th Grade Student Activity Guide

Dear Teachers,

This guide is intended to be a deep dive into the exhibits, a way for students to further explore the objects and information in the galleries. **We encourage assigning no more than a couple pages to each group instead of the entire packet.** Once back at school, use this guide as a way for students to share out their discoveries.

Best,
NHMU Field Trip Team



Name: _____

Past Worlds



Ceratopsian Wall

Find a ceratopsian on the wall and draw it below. Pay attention to details! How is your ceretopsian similar to one other ceratopsian? How is it different from one other ceratopsian? Give specific examples. Why do you think they are different?

A large, empty rectangular box with a black border, intended for drawing a ceratopsian.

Prehistoric Animals

An adaptation is a physical trait or a behavior that helps a plant or animal survive in its habitat. Pick one animal and draw two adaptations that helped it survive. How did these adaptations help this animal?

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Name: _____

Great Salt Lake

Can you see the Great Salt Lake out of the window? If no, why not? If yes, what does the lake look like today?

A map of the Great Salt Lake is shown on the floor. What do you notice about the map?

Play the wetlands game. Draw your observations below. What does the game show you about the importance of wetlands?



Talk as a group: What are the differences between the Shoreline and Wetland environments? Why are they both important for plants and animals, including humans?



Name: _____

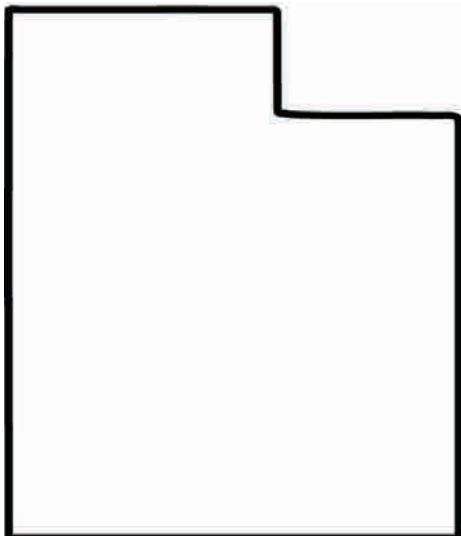
First Peoples 🏹

Footwear

In the center of the room is a display table that shows footwear. Choose two shoes and compare and contrast. Draw both shoes. Use arrows to label the differences.

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Based on your observations, what environment were these shoes made for?
What do you think they are made of?



Explore the maps on the wall to find out where people lived in Utah during different time periods. Mark on the map the sections of Utah where people often lived.

Talk as a group: Why do you think some natural places might be more welcoming to people? What do humans need to survive?

Name: _____

Land



Rock Cycle

The diagram of the Rock Cycle on the wall shows how rocks go through cycles of formation and change. Find a rock on the wall that you like and record your observations below. Be sure to include color, texture, grain/particle size, and more.

Colorado Plateau

Analyze the soils of the Colorado Plateau by the erosion table. Look for plant material in the soil. Use the books to identify one of the plants in the soil. Write an interesting fact about this plant below and then draw a picture of the plant.

Name: _____

Life

Habitat Dioramas - Alpine, Montane Forest, Cold Desert, and Hot Desert

Choose one of the four dioramas and write a short story (3-5 sentences) about how an animal survives in its habitat. Include at least two adaptations that help it survive!

What adaptation would you like to have? Why? Draw yourself with this adaptation.



Name: _____



Use the “Our Changing Climate” wall exhibit and the questions below to find evidence of how our climate is changing.

Looking at the blue part of the graph (winter) - which years have temperatures below -20°F ? Are these years a long time ago or recent?

What years did the temperature not drop below 0° ? Name at least 5. Are there more years that it drops below 0° before 1970 or after?

Global climate is changing - fast! The Earth is warming faster today than any previous time scientists have studied. Global climate change means warmer temperatures over the full year, and more intense weather events and natural disasters (for example: snowstorms, rainstorms, wildfires, and hurricanes).

Talk with your group: What patterns do you see in the “Our Changing Climate” data? How will climate change affect plants and animals, including humans? Many people are working hard to help protect the earth. What can you do in your life to help?

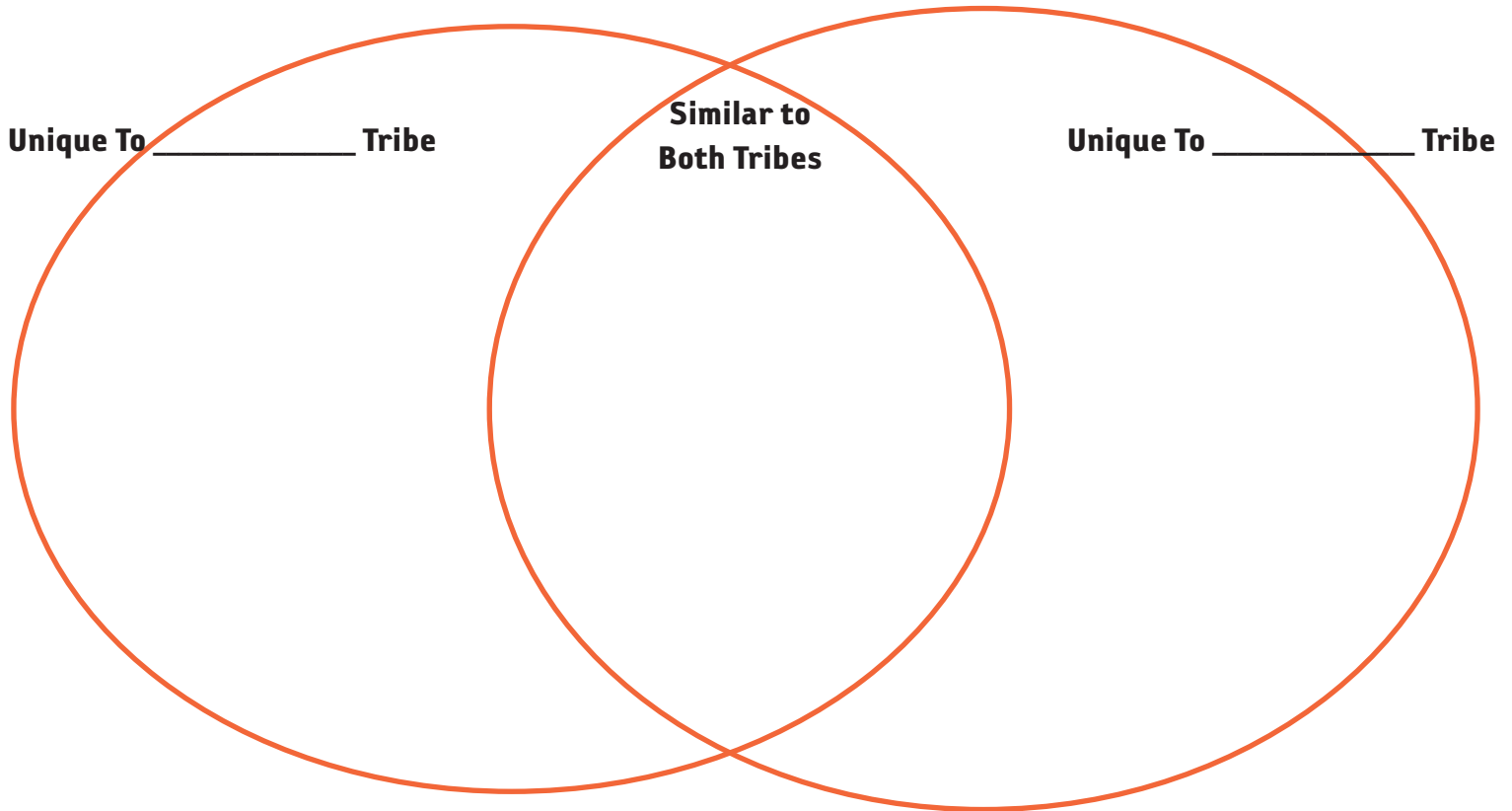


Name: _____

Native Voices

This gallery celebrates the traditions of the Tribal Nations of Utah. Today's Tribal Nations and communities are vibrant and incredibly diverse, and each Tribe has a distinct and unique heritage.

The tradition of carrying infants in a cradleboard has been practiced for generations, and each cradleboard reflects the beliefs and values of the people that use it. Compare the different cradleboards from different Tribal Nations. How are they similar and different? **Use the Venn Diagram to compare cradle boards from two different Tribes.**



Look at the different patterns. Each pattern has a meaning or tells a story. Draw a pattern that you would put on a cradleboard to represent your family and culture.