

## MUSEUM EDUCATION PROGRAM

### Carole Krucoff

Educational services for adults, youth, and families attracted 12,484 participants this past year, coming close to doubling the number from the previous year. This dramatic increase, the largest in any year over the past decade, is due in much good measure to the opening of the Edgar and Deborah Jannotta Mesopotamian Gallery, allowing us to share the treasures of our collection at a time when the public is seeking increased understanding of the Near East. In addition, partnerships with sister institutions on campus, in the local community, and with cultural organizations throughout the metropolitan area expanded our audience, enhanced our services, and broadened our horizons. Collaborations ranging from public programs to media campaigns to grant-funded services are visible throughout this report.

Support from the Lloyd A. Fry Foundation, the Polk Bros. Foundation, and the Regents Park/University of Chicago Fine Arts Partnership continues to help us provide professional development for elementary and high school teachers and to expand our program of in-depth museum learning for Chicago-area schoolchildren and their families. This year we received support from the Norman Wait Harris Memorial Fund, administered by the University of Chicago's Center for International Studies, to present a special symposium on Mesopotamia. Museum Education was also honored to receive its first federal grant, a prestigious National Leadership in Museums Award from the Institute of Museum and Library Services. This award is providing major support to develop a wide range of online educational programming on ancient Mesopotamia for teachers and students nationwide.

### Mesopotamian Gallery Events

The collection on view in the magnificent new Mesopotamian Gallery inspired us to create a series of programs designed to attract and serve a broad and diverse audience of museum visitors.



*Volunteer Docent Anne Schumacher answers a visitor's questions during the grand opening of the Edgar and Deborah Jannotta Mesopotamian Gallery. More than fifty docents staffed the gallery from opening to closing during both days of the opening weekend. Photograph by Wendy Ennes*

Exhibit-related events began with the grand opening of the gallery to the public, a full weekend of activities that took place on October 18 and 19. On both days, Museum Education staff, volunteers, and guest presenters were hosts to crowds of enthusiastic visitors, who took part in a wide variety of activities. Artists Naomi Strom-Avila, Pam Robinson, and Hardy Schlick demonstrated tile-making, metalwork, and pottery building, illustrating processes that have remained virtually unchanged for millennia. Graduate students Dennis Campbell and Kathleen Mineck and Research Associate Alice Mouton wrote visitors names in cuneiform on bookmarks that became souvenirs for everyone. Education staff, aided by Volunteers Rebecca Binkley, Charlotte, and John Noble, and junior docents Caryn

Noble and Carl Mineck, invited everyone to play an ancient Sumerian board game, create their own version of a cylinder seal, or see themselves bedecked in ancient Mesopotamian-style finery. A lecture by Karen L. Wilson, then our Museum Director, introduced the gallery and its collection, and the latest documentary films on Mesopotamia played continuously in Breasted Hall. As a special treat for families, master storyteller Judith Heineman and musician Daniel Marcotte beguiled parents and children with tales from ancient Iraq and melodies played on ancient-style instruments. A corps of more than fifty docents staffed the gallery from opening to closing on each day to answer the countless questions posed by visitors. Special thanks to all of these volunteers, whose names will be listed in the closing section of this report.



*Children learn how to play the ancient Royal Game of Ur during the weekend celebration that opened the new Mesopotamian Gallery. Photograph by Maria Krasinski*

Later in the month, a special Open House introduced the new gallery to teachers and school administrators in Hyde Park-Kenwood. Generously supported by the Regents Park/University of Chicago Fine Arts Partnership, this event featured a lecture by Karen Wilson, exhibit-related curriculum materials, demonstrations of gallery activities available for students, and a wine-and-cheese reception. Another Open House welcomed University of Chicago students to the museum with a light supper and special tours of the Mesopotamian Gallery led by graduate students Mark Altaweel, Stephanie Reed, and Jonathan Tenney. This program also featured a screening of “Murder in Mesopotamia,” a Hercule Poirot adventure highlighting a 1930s excavation in Iraq which, while fictional, had some basis in fact, as the students learned from an introductory lecture by Research Associate Clemens Reichel.

Adult education courses and programs in conjunction with the Mesopotamian Gallery actually began before the exhibit opened to the public. Stephanie Reed, a graduate student in Mesopotamian Archaeology, presented “Mesopotamian Art and Archaeology,” an eight-session summer course on the excavations that revealed the great artistic and technological achievements of ancient Mesopotamian civilization. In October, during a three-session course on “Brewing Ancient Beer,” Ph.D. candidate Kathleen Mineck traced the history of beer-making back to ancient Sumer. Then she and her husband, Steve, who is an amateur brewer interested in ancient brewing methods, involved the class in creating — and sampling — their own version of a Sumerian libation using a recipe translated from an ancient text. A good time was had by all!



*Teachers are fascinated to see their names written in cuneiform script during an Educators' Open House for the new Mesopotamian Gallery. Photograph by Wendy Ennes*

“Cradle of Civilization: The Legacy of Ancient Mesopotamia,” was an educational programming highlight in November. This daylong symposium was supported in part by a grant from the Norman Wait Harris Memo-

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*Crushing grain was a key step in the process for "Brewing Ancient Beer," a course where students created — and then sampled! — their own versions of an ancient Sumerian libation. Photograph by Carole Krucoff*

rial Foundation Fund. This award is presented annually to one on-campus organization that presents a program designed to increase understanding of international issues and concerns. Also cosponsored by the University of Chicago's Graham School of General Studies, the symposium gave participants the rare opportunity to experience preeminent scholarship alongside the museum's awe-inspiring Mesopotamian collection. Lecturers from the Oriental Institute included Gil J. Stein, Institute Director and Professor of Near Eastern Archaeology, who offered an introduction to ancient Mesopotamia; McGuire Gibson, Professor of Mesopotamian Archaeology, who spoke on the situation for antiquities in Iraq today; Martha T. Roth, Professor of Assyriology and Editor-in-Charge of the Assyrian Dictionary Project, who spoke on law in Mesopotamia; Karen L. Wilson, Director of the Oriental Institute Museum and Curator of the Mesopotamian Gallery, who introduced the collection on view; and Christopher Woods, Assistant Professor of Sumerology, who spoke on the invention and development of writing in Mesopotamia. Guest lecturers included Elizabeth C. Stone, Professor, Department of Anthropology, State University of New York at Stony Brook, who spoke on

Mesopotamian cities; and Irene Winter, William Dorr Boardman Professor of Fine Arts, Harvard University, who spoke on Sargon II's Khorsabad, giving participants the opportunity to experience an ancient Assyrian palace.

### Adult Education

Along with programs related to the new Mesopotamian Gallery, Museum Education offered many other adult education opportunities this past year. These included multi-session adult education courses on campus and at the University's Gleacher Center in the Loop, as well as correspondence courses that meet the needs and interests of people who seek us out from across the nation and around the world.

All our on-campus and Gleacher Center courses are presented in collaboration with the Graham School of General Studies, which works with us on course development, advertising, and registration of students. This year, our collaborative courses included: "An Introduction to Archaeology," "Life in Ancient Israel," and "Warfare and Empire in the Ancient World," all taught by Aaron A. Burke; "The Amarna Letters: Diplomatic Correspondence and Foreign Intrigue in the Ancient Near East," taught by Dennis Campbell; "Spying on the Ancients," taught by Jesse Casana and Jason Ur; "From the Dome of the Rock to the Cairo Citadel: Great Monuments in Islamic Art and Archaeology," taught by A. Asa Eger; "Jerusalem: City of Ages," taught by

Gabrielle V. Novacek; “Goddesses and Queens, Warriors and Wives: Women in Ancient Times,” taught by Malayna Evans Williams; “Cultures of the Silk Road,” taught by Ilya Yakubovich; “Religion of Ancient Egypt,” taught by Frank Yurco; and “Pyramids of Egypt and Nubia,” developed by Frank Yurco and taught by Yurco and John Nolan.

The Oriental Institute and its adult education program lost a fine scholar, superb teacher, and caring friend with the death of Frank Yurco on February 6, 2004. Frank’s contributions to the adult education program were wide-ranging and invaluable. Along with a whole host of lecture courses on campus — including his in-depth sequence of classes on the history of ancient Egypt — he also created our program of correspondence courses, beginning with Hieroglyphs by Mail and expanding to include audiotape courses accompanied by images from his vast collection of slides on ancient Egypt.

Frank Yurco was a born teacher. His depth of knowledge on all aspects of ancient Egyptian life and culture was extraordinary but equally important was his warmth and enthusiasm as he shared his knowledge. He was able to make history come alive as he helped us understand the people who created the great art and monuments of ancient Egypt. For the countless students who were inspired by him over the years, his legacy will be enduring.

The correspondence course formats that Frank Yurco initiated so successfully continued to flourish this past year. “Hieroglyphs by Mail,” instructed by Research Associate Emily Teeter with the assistance of Hratch Papazian, was offered in introductory, intermediate, and advanced versions. Aaron A. Burke presented “Archaeology and the Bible” as a distance-learning opportunity on audiotape, and he followed Frank Yurco’s lead by posting visual enhancements on the Oriental Institute Web site, as well as involving participants in discussion via e-mail.

Beyond formal courses, a broad spectrum of special events and free drop-by programs were presented throughout the year. These ranged from lectures and concerts to films and theater, all designed to explore themes and issues related to ancient and contemporary Near Eastern culture. Summer saw the return of the popular “Lunchtime in Another Time” program, a series of free gallery tours for the campus community and Hyde Park neighborhood. This year, Docents Joe Diamond, Roy Miller, and Robert McGuinness worked together to develop special tour themes related to the Egyptian and Persian collections. Each tour was followed by a coffee-and-conversation session for further discussion. Nicole Lopez, a summer intern who came to us from Cornell University, assisted the docents with this project. This remarkably capable and talented young woman developed publicity materials for the tour series, handled program logistics, and provided each visitor with handouts, discussion guides, and bibliographies she prepared for each topic. All of these materials are now available for use in future programming.

More drop-by tours took place in conjunction with the University of



*Nearly 200 people attended “Mesopotamia: Cradle of Civilization,” a day-long symposium featuring a prestigious panel of Oriental Institute faculty and guest lecturers. Held in Breasted Hall, this program was supported in part by the Norman Wait Harris Memorial Foundation Fund. Photograph by Wendy Ennes*

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Chicago's annual Parents' Weekend in the fall, and during the special fall programming the University offers for the community on Humanities Day in October. Docents and Volunteers Joe Diamond, Shabat Adil, John and Sylwia Aldrin, Jane Belcher, Dorothy Blindt, Joe Diamond, Ana Dias, Stephen Esposito, Dennis Kelly, Mitch Michalik, Donald Payne, Diane Posner, Rita Picken, Melissa Ratkovich, Lucie Sandel, and Carole Yoshida gave tours and answered questions for close to 1,300 visitors during these combined events!

Our free Sunday afternoon film series continued, each followed by docent-led tours of the galleries. During Women's History Month in March, we presented the Chicago premiere of "Women Pharaohs," a new documentary from Providence Pictures and the Discovery Channel that highlights the influence and authority of royal women in ancient Egypt. Emily Teeter, who appears in the documentary, introduced the screening and discussed the research results explored in the film. Laura D'Alessandro, Head of the Conservation Laboratory, presented a special Sunday lecture in the spring, previewing the next major installation of Khorsabad palace reliefs, which will be on view in the new East Wing scheduled to open in January 2005.

On-campus collaborations brought two extraordinary musical events to the Oriental Institute this past year. During Arab-American Heritage Month in November, we joined with the University's Center for Middle Eastern Studies to present "Mosaic," a concert celebrating the diversity of Middle Eastern traditions with performances of Arabic, Turkish, Armenian, and Sephardic music. This program was presented by Xauen Music, which is led by qanun player Hicham Chami, voted by Chicago magazine as the city's best exotic instrumentalist.



*The University of Chicago's Middle East Music Ensemble filled every seat in Breasted Hall during a dazzling performance of instrumental and choral music co-sponsored by the Oriental Institute. Photograph by Nathan Pearson*



*Qanun player Hicham Chami (right) talks with an interested visitor during the reception following "Mosaic," a special concert of Middle Eastern music hosted by the Membership and Education Offices for Arab Heritage Month in November. Photograph by Carole Krucoff*

In the spring we partnered with the Center for Middle Eastern Studies, the University's Music Department, WHPK 88.5 FM, and the Arab Classical Music Society to present a concert by the celebrated Middle East Music Ensemble, a group featuring premier musicians from the University community and throughout the metropolitan area. Their dazzling instrumental and choral program filled every seat in Breasted Hall and had people standing ten lines deep in our lobby!

As in the past, our most extensive collaboration with the University and the local community took place in June, as we joined in the third-annual Hyde Park/University of Chicago Arts Fest, a celebration of the arts during the weekend of the 57<sup>th</sup> Street Art Fair. Sponsored by the University of Chicago, the Fest featured programming by more than twenty campus and community cultural organizations, all connected by a free trolley linking each location. Nearly 700 visitors joined us for a full weekend of docent-led tours, documentary film showings, and a visit from the Chicago Storytelling Guild, whose tale-tellers delighted both children and adults with an afternoon of stories and songs. In addition, this year we collaborated with Rockefeller Memorial Chapel; the Center for Gender Studies; the Lesbian and Gay Studies Project; the Center for Middle Eastern Studies; the Center for Race, Politics, and Culture; the Franke Institute for the Humanities; and the Human Rights Program to present "Precious Stones," a production by the Silk Road Theater Project. Staged in Breasted Hall, this play by Jamal Khoury sensitively explored social, cultural, gender, and political issues related to the conflict between Israelis and Palestinians, and the impact of this conflict on America's Arab and Jewish communities. The performance was followed by a stimulating discussion session with the playwright, cast, and director.

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*Making shadow puppets based on traditions from Turkey was the highlight at an Oriental Institute workshop for families. Photograph by Carole Krucoff*

### Youth and Family Services

Longtime favorites as well as special new programs provided a full schedule of activities for children and families this past year. “Be an Ancient Egyptian Artist,” our annual day camp with the Lill Street Art Center on the city’s north side, was offered twice last summer, and each session filled to capacity almost as soon as it was announced. In the fall we returned to the 57<sup>th</sup> Street Children’s Bookfair, where volunteers Bill and Terry Gillespie, Rebecca Binkley and her daughter, Kristina, and Kathleen Mineck, her daughter Kristen, and her son Carl spent five non-stop hours involving hundreds of children and their families in making Mesopotamian-style cylinder seals and informing all fairgoers about the opening of our Mesopotamian Gallery.

In January we partnered with Winter Delights, the city of Chicago’s major publicity campaign to attract the tourist audience during the winter season. “Mystery, Magic, and Mummies,” our Winter Delights program for families, took place in the midst of a blizzard but still attracted close to 150 visitors, most of whom had never been to the Oriental Institute and learned of the program through the city-wide promotion. Many of these visitors, and more, returned for a February showing of the animated film “The Prince of Egypt,” a special screening and gallery activities program for families, which was supported by the Regents’ Park/University of Chicago Fine Arts Partnership. Also in February we joined with the Smart Museum of Art and the Hyde Park Art Center for a family event in conjunction with the Smart Museum exhibit “Illumina-

tions: *Sculpture With Light*.” Our portion of the program featured shadow puppetry with Andrea Everman, a puppeteer from Chicago’s celebrated Redmoon Theater, who taught children and their parents how to make Turkish-style shadow puppets and then present performances with their creations.

Our final family program for the year took place in the spring with our second-annual “Happy Mummies Day” celebration on Mother’s Day. Also supported by the Regents’ Park/University of Chicago Fine Arts Partnership, this free event featured gallery tours, ancient-style games and Egyptian arts projects, and an “up-close and personal” visit with a reproduction mummy developed by The Field Museum with the assistance of Robert Ritner, Professor of Egyptology. Like all of our family programs during the past year, this event could not have taken place without the assistance of Education Office Interns Ann Avouris, Andrew Rich, and Claire Thomas, and Volunteers Jane Belcher, Rebecca Binkley, Teresa Hintzke, Dennis Kelly, Caryn and Charlotte Noble, Diane Posner, Melissa Ratkovich, Stephen Ritzel, and John Whitcomb.

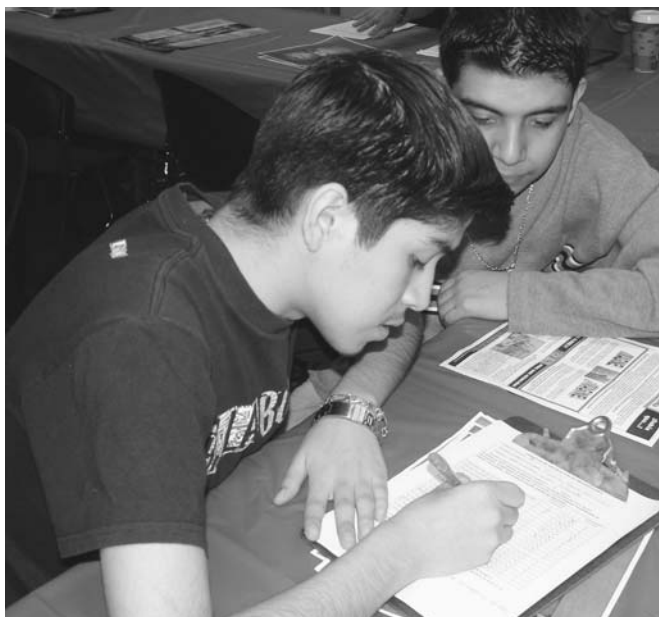
### Exploring the Cradle of Civilization: A Museum Learning Project for Families

Along with special events for youth and families, the Oriental Institute has received major support from the Polk Bros. Foundation over the past several years to create a comprehensive pro-



*Education intern Claire Thomas invites visitors to have an up-close and personal experience with mummification during our second-annual “Happy Mummies Day” event on Mother’s Day. The reproduction mummy was loaned to us by The Field Museum. Photograph by Carole Krucoff*

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**Spanish-speaking students from Field Elementary School evaluate the new bilingual Family Activity Cards that were created for the Mesopotamian Gallery as part of a major project supported by the Polk Bros. Foundation. Photograph by Wendy Ennes**

gram of self-guided museum learning experiences for families who seldom visit museums. The success of the program developed for the Egyptian Gallery in 2001/2002 inspired the foundation to award the Institute another major grant to create similar educational services for the new Mesopotamian Gallery. Called *Exploring the Cradle of Civilization: A Museum Learning Project for Families*, this initiative was designed to follow the model of printed materials and computer activities created for the Egyptian Gallery but with an additional feature — all printed materials would be produced in a bilingual English-Spanish format to meet the needs of the city’s growing community of Hispanic families, who rarely visit the Oriental Institute. The new initiative was undertaken in partnership with a

group of parents, teachers, and educators from the North Kenwood/Oakland Charter School, a public school on the city’s south side, and Eugene Field Elementary School, a public school on the north side where the student population is largely Hispanic.

Focusing on artifacts and displays in the Mesopotamian Gallery, we developed, tested, and have now produced *Exploring the Cradle of Civilization*, a rich array of self-guided museum learning activities that parents and children can use to explore the ancient past together. These activities, which have been in constant use since they were installed in late winter, include:

- A series of full-color bilingual, Family Activity Cards that direct parents and children to search for and make discoveries about specific artifacts
- Brightly colored, family-friendly bilingual labeling for the colossal human-headed winged bull in the Khorsabad Court
- Interactive, “hands-on” experiences for the Mesopotamian Gallery’s computer kiosk, where parents and children can take part in an archaeological excavation, “meet” Oriental Institute scholars, “roll” cylinder seals over clay to see exquisite art from ancient times and much more! It’s fascinating to see how many adult visitors also spend time with these activities.

The success of *Exploring the Cradle of Civilization* is due to the work of a team that had all the expertise needed to reach its goals. Wendy Ennes, our Teachers Services and e-Learning Coordinator, was the driving force behind *Exploring the Cradle of Civilization*. A gifted educator and artist, Wendy worked closely with Teresa Vasquez, a professional museum programs evaluator from the highly regarded Wellington Consulting Group. Together they developed the testing methodologies, design prototypes, and assessment tools needed to produce effective, engaging, and handsomely designed educational materials. Wendy also worked closely with Nitzan Mekel-

Bobrov, a University of Chicago graduate student in Syro-Palestinian Archeology and Evolutionary Biology, whose expertise in computer programming and interest in public education made him the ideal multimedia architect and designer for the project's computer activities.

The second key element of the team was its group of advisors. Ten North Kenwood/Oakland Charter School families, whose participating children ranged in age from five to thirteen, worked with us for an entire year. This dedicated group included the Brookins-Crockett, Cowart, Foster, Harris, King, LaVigne, Madhi-Smith, Palmer, Sow, and Thompson families. Dr. Marvin Hoffman, Founding Director and current Director of Curriculum at NK/O served as educational advisor.

Maria Theresa Chagnon, a Spanish language instructor at the University of Chicago, translated materials from English to Spanish. Field School bilingual education students ranging in age from five to fourteen came to the museum to see and advise us on the effectiveness of the Spanish language materials. Richard Diaz, Bilingual Education and Social Studies teacher at Field and long time teacher-advisor to the Oriental Institute, selected these students and joined Wendy Ennes in supervising their work at the Institute. Volunteer Coordinator Catherine Dueñas, who is fluent in Spanish, shared her expertise for the final editing of the Spanish materials.

Many others lent their support to *Exploring the Cradle of Civilization*. Karen Wilson gave us help at every turn, providing access to the collection before the Mesopotamian Gallery opened to the public, introducing the exhibits to the children and their parents, and reviewing prototype materials for accuracy. After Karen's departure from the museum, Seth Richardson, Assistant



*The Thompson family displays a full-color guide to the lamassu in the Khorsabad Court. The Thompsons joined nine other families from North Kenwood/Oakland Charter School to advise us on the creation of activity cards and computer-learning experiences for the Mesopotamian Gallery. Photograph by Carole Krucoff*

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**Martha T. Roth, Professor of Assyriology, leads a discussion on law and government in Mesopotamia during an Oriental Institute seminar for K-12 teachers funded by the Lloyd A. Fry Foundation**

Professor of Ancient Near Eastern History, became our editor, ensuring that the project's final outcomes would reflect the latest research on the ancient Near East. John Sanders, Head of the Oriental Institute Computer Laboratory, provided guidance on technological concerns. Markus Dohner, Museum Installation Manager, and Erik Lindahl, Exhibit Preparator, created handsome displays to house the project's activities.

Finally, the vision and support of the Polk Bros. Foundation enabled us all to undertake this exciting Mesopotamian Gallery initiative. Building upon the success of our previous project for the Egyptian Gallery, we now know we have a model for rich and rewarding family learning throughout our museum. The success of this project also validates our belief that true partnerships with intended audiences are the most productive ways to create educational experiences that are effective, meaningful, and enduring.

## Teacher Training Services

Empowering teachers to enrich student learning through meaningful classroom and museum study of ancient civilizations is a major mandate for Museum Education. A vital way for us to accomplish this is to offer Chicago Public School teachers and other educators professional development programs that draw upon the renowned collections, scholarly expertise, and award-winning classroom curriculum resources of the Oriental Institute.

In 2002, Museum Education was invited to join the Chicago Public Schools highly regarded *Museum Partners in Science Program*, which funds daylong professional development workshops at selected museums for teachers who wish to hone their science teaching skills. Invited back again in 2003, our *Museum Partners* workshop this year was led by Aaron A. Burke, Ph.D. in Syro-Palestinian Archeology, and by Nitzan Mekel-Bobrov, graduate student in Syro-Palestinian Archeology and Evolutionary Biology. Both focused on the various ways archaeology draws upon the life and physical sciences to obtain information about the ancient past. Additionally, this program introduced participants to the Oriental Institute's curriculum materials on science and inventions in ancient Egypt and Mesopotamia.

This year we also joined forces with The Art Institute of Chicago and The Field Museum to present *Eternal Egypt*, a three-part professional development series that offered daylong programs at each institution. Presented in conjunction with *Eternal Egypt: Masterworks from the British Museum*, a major traveling exhibition at The Field Museum, the series focused on ways

teachers could integrate Egyptian art and culture into multi-disciplinary studies. At the Oriental Institute, Research Associate Emily Teeter concentrated on language arts with a lecture and gallery presentation on ancient Egyptian language and scripts. Wendy Ennes focused on integration of technology into the curriculum with an online “tour” of Egyptian resources available on the Internet.

Our most intensive professional development program took place last summer when we presented “Teaching Ancient Mesopotamia across the Curriculum,” a two-week seminar on ancient Iraq supported by the Lloyd A. Fry Foundation. This program was the most recent in a six-year series generously supported by the Lloyd A. Fry Foundation, which has enabled us to provide in-depth professional development seminars for nearly 200 teachers who have reached close to 16,000 students.

Until last year, our seminars largely concentrated on ancient Egypt, with special emphasis on the collection on view in the Joseph and Mary Grimshaw Egyptian Gallery. In 2003, the upcoming opening of our new gallery allowed us to turn our attention to Mesopotamia, a required area of study in city and state curricula and a subject of ever-growing interest as events propelled contemporary Iraq to the forefront locally, nationally, and around the world.

The summer seminar was structured around lecture/discussion sessions led by Oriental Institute faculty and advanced graduate students with special expertise and interest in ancient Mesopotamian history and culture. Faculty lecturers included Gil J. Stein, Director of the Oriental Institute, Martha Roth, Professor of Assyriology and Editor in Charge of the Chicago Assyrian Dictionary Project, and Karen L. Wilson, then Director of the Oriental Institute Museum. Graduate students who spoke included Ph.D. candidates Kathleen Mineck and Jonathan Tenney. Participants were also involved in workshops on curriculum development for the classroom and the museum, using the Institute’s award-winning curriculum guide *Life in Ancient Mesopotamia* as the springboard for creation of lesson plans and units of study. In addition the seminar addressed issues related to local and national emphases on use of computer technology in the classroom under the mandates of the federal No Child Left Behind Act.

Wendy Ennes, who coordinated the summer seminar, has a special interest in ways the Oriental Institute can use technology to make its collection and educational services more accessible to teachers and students. Along with her talents as an educator and artist she is a skilled Web-page designer who is committed to seeking out and employing best practices for instructional design on the Internet. Over the past three years Wendy has been working with teams of Chicago Public School educators to refine and enhance the Oriental Institute’s online Teacher Resource Center (TRC), a Web-based service begun in 2001 with support from the Lloyd A. Fry Foundation. Thanks to Wendy’s efforts, and the technological assistance of Nitzan Mekel-Bobrov, the TRC now provides educators with background information on various themes and topics related to the ancient Near East, images of selected artifacts from our collection, teacher-developed lesson plans on ancient Egypt and Mesopotamia, and interactive learning experiences for student use in the classroom.

At the urging of her teacher advisors, Wendy also began exploring the role of the Internet in providing professional development for teachers, both near and far, who are unable to attend teacher-training seminars at the Oriental Institute. This past summer Wendy developed and then presented a prototype online course session to summer seminar participants. The result was so positive that she proposed the creation of a restructured seminar that would combine both on-campus and online learning. The Lloyd A. Fry Foundation accepted this proposal and in 2003 the foundation awarded the Oriental Institute a grant for *Ancient Mesopotamia: Meeting Chicago Public School Mandates*.

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*Sixth grade teacher Michelle Nowak displays a reproduction of an ancient make-up container as she shares her research on daily life in Mesopotamia during an Oriental Institute seminar for educators. Photograph by Wendy Ennes*

The mandates this new project addresses include local and state requirements to teach ancient Mesopotamia as part of the elementary and high school curriculum, integration of the Chicago Reading Initiative into all areas of study so that the city's public schools can reach specific levels on testing for literacy standards, and the integration of technology into classroom instruction, as required by the Enhancing Education through Technology Act, a section of the larger federal umbrella of No Child Left Behind.

Over the past several months, Wendy has been preparing for a new and expanded summer seminar that combines the highly successful approaches of faculty lectures, museum workshops and hands-on application of curriculum resources with training in computer use, integration of technology within curriculum content on Mesopotamia, and the development of several online course sessions for teachers to pilot on computers at their home or school. Dr. Iris K. Stovall, Director of the Illinois Virtual Campus based in Champaign, Illinois, has been assisting Wendy with this unique and exciting project, which will be tested and evaluated by the educators who enroll in the seminar that is set to take place during the summer of 2004.

Often called e-Learning, the use of various forms of technology to enhance and enrich instruction for students is a topic of local and nationwide interest and concern. This spring, the Oriental Institute was invited to help plan and become a major presenter at the city's first e-Learning conference, a daylong event that invited local and regional educators and administrators to a showcase of the various e-Learning projects that have been developed by the area's cultural institutions. Held at the Chicago Historical Society, the event attracted a large audience and many of the participants ranked Wendy Ennes' presentations among the highest of those provided. Wendy is already involved in plans for the second-annual conference, to be held in 2005.

## **This History, Our History: Ancient Mesopotamia Online**

Museum Education's leadership role in e-Learning was recognized this past fall when the Oriental Institute received a National Leadership in Museums grant of \$239,443 from the Institute of Museum and Library Services. This prestigious award, designed to support uniquely innovative projects that will serve as national models, is allowing us to build upon all our research on best practices for integrating technology into teaching and learning about the great civilization of ancient Mesopotamia.

Wendy Ennes is spearheading this major project in collaboration with two University of Chicago partners. Chicago WebDocent, a University developer of online curriculum materials for K-12 teachers and students, is creating an interactive component that will involve students in the concepts behind the science of archaeology as well the legacies of ancient Mesopotamian civilization, its artifacts, and its history over time. The e-CUIP Digital Library for K-12 teachers and students, a project run by Regenstein Library's Digital Library Development Center, is our second partner. Their staff is helping us create the project's Learning Collection, a searchable database of 140 key artifacts from the collection on view in the Mesopotamian Gallery. The third component of the project will be an Oriental Institute online professional development seminar on ancient Mesopotamia for teachers nationwide.

Along with our project partners, the support and expertise of many others is crucial to the success of this project. In line with our desire to meet the needs of intended audiences in the most effective ways, Wendy Ennes has selected and is already working closely with a panel of ten teachers, e-Learning administrators, and instructional technologists from the Chicago Public Schools. This is the group that will be advising us on the products and outcomes for *This History, Our History*, the effectiveness of these products as teaching and learning tools, and their eventual dissemination to K-12 students across the country. Panel members include: Carolyn Brewer, Area 22 Instructional Technology Coordinator (AITC) for seventeen high schools, Chicago Public Schools (CPS) Office of e-Learning; Mary Cobb, Ray School computer teacher; Pat Galinski, Visual Arts Coordinator, CPS Office of Language and Cultural Education; JoAnne Groshek, Social Studies, Science, and Math Teacher, Bell Elementary School; Inga Jackson, Vice-Principal, Nettlehorst School; Lisa Perez, Distance Learning Coordinator, CPS Office of e-Learning; Idelma Quintana, Social Sciences Coordinator, CPS Office of e-Learning; Peter Scheidler, History and Social Studies teacher, Kenwood Academy High School; Brandon Taylor, Distance Learning Coordinator, CPS Office of e-Learning; and Bijo Vayalil, AITC for twenty-two elementary schools, CPS.

Much has already been accomplished since the project's December 2003 start date. Biweekly meetings with Chicago WebDocent and the e-Cuip Digital Library staff have become a regular part of the development process. Led by Wendy Ennes, these meetings have yielded productive design discussions, creative ideas for online interactive development, and a publicly accessible Web site that describes the project. This site can be viewed at <http://mesopotamia.lib.uchicago.edu>. Wendy is also working with Leslie Schramer and Alexandra Witsell, University of Chicago graduate students in Mesopotamian Art and Archaeology, to begin development of the online professional development course.

Work on the project's Learning Collection is well under way. In winter Karen Wilson graciously volunteered to assist us by compiling an extensive list of over 200 key artifacts from the Mesopotamian collection for our panel of teacher advisors to review. The panel convened in the spring to narrow the number down to 130, basing their choices on those most closely related to school curricula. They also produced student-focused content and questions for each of the arti-

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*Teachers and administrators from the Chicago Public Schools (CPS) join docents and Education staff to preview the Assyrian reliefs being installed in the Oriental Institute's East Wing. These CPS educators are our advisory panel for "Ancient Mesopotamia Online," a two-year educational initiative supported by a National Leadership in Museums award from the Institute of Museum and Library Services. Photograph by Wendy Ennes*

facts. All of these artifacts, and the teacher-developed content, will, in time, become the curriculum-related core of the Learning Collection.

After establishing which artifacts were to be included in the Learning Collection, gathering detailed information about each of them began, with the guidance and support of Raymond Tindel, Museum Registrar, and John Larson, Museum Archivist. Along with Wendy Ennes, they are supervising the work of Kafi Moragne, a Vassar student working with us as an intern who has begun collecting and recording "metadata" for each artifact. Drawn from museum records, this wealth of information will eventually be uploaded into the Learning Collection's searchable database, marking the first time that images and information on artifacts from the museum's collection will be shared with the public in this highly accessible, state-of-the-art format.

### Behind the Scenes

Looking back on all that has taken place during this eventful year, I would like to express my appreciation for the ongoing interest, expertise, and encouragement that Museum Education has received from Oriental Institute faculty, staff, and students, many of whom are mentioned often in this report. Heartfelt thanks also go to all the volunteers who worked with Museum Education this past year. The development and presentation of special gallery-based public programs for teachers, families, and the University community depended upon the time and talents of Sabahat Adil, John and Sylwia Aldrin, Ana Dias, Catherine Deans-Barrett, Jane Belcher, Christel Betz, Rebecca Binkley, Dorothy Blindt, Myriam Borelli, Myllicent Buchanan, Hazel Cramer, Joan

Curry, Gabriele DaSilva, Joe Diamond, Stephen Esposito, Mary Finn, Terry and Bill Gillespie, Anita Greenberg, Ruth Goldman, Debby Halpern, Teresa Hintzke, Dennis Kelly, Janet Kessler, Henriette Klawans, Barbara Levin, Lo Luong Lo, Kavita Machhar, Sherian McLaughlin, Robert McGuiness, Mitch Michalik, Kathleen Mineck, Roy Miller, Charlotte and John Noble, Nancy Patterson, Donald Payne, Rita Picken, Semra Prescott, Diane Posner, Melissa Ratkovich, David Ray, Patrick Regnery, Stephen Ritzel, Lucie Sandel, Deloris Sanders, Anne Schumacher, Toni Smith, Bernadette Strnad, George Sundell, Mari Terman, Carole Yoshida, and junior Volunteers Kristina Cooper, Sam Dreessen, Carl and Kristen Mineck, Caryn Noble, and John Whitcomb.

The energy, creativity, and dedication of Museum Education staff are what make everything happen. All would come to a standstill without them! The contributions of Wendy Ennes are visible throughout this report. Her talents and commitment to excellence in educational programming, as well as her vision in the special realm of e-Learning, make her an invaluable asset to the Oriental Institute. The important work of Nitzan Mekel-Bobrov, and the services provided by interns Ann Avouris, Nicole Lopez, Andrew Rich, and Claire Thomas, were crucial to the success of all our programs for adult, families, and educators.

Maria Krasinski, Education Programs Assistant, has been command central in the Education Office since 2001. Her reorganization of our registration, confirmation, and financial depositing systems for guided tours and adult education programming has made the office run more smoothly and efficiently. Her writing talents and artistic skills have made her an outstanding public relations officer, editor, and graphic design expert for Museum Education. Her programming talents have expanded our audiences. The innovative educational activities she developed for the on-campus student community have increased student attendance, interest — and membership! — in the Oriental Institute. Her hands-on workshops for children and their parents have all been sold-out successes. This June, Maria received a well-deserved promotion when she became the Oriental Institute's new Membership Coordinator. We wish her the best of success in her new position and look forward to many joint Membership/Education programs planned and presented in partnership with this creative and talented cultural institution professional.

In a following section you can read about the achievements of the Oriental Institute Volunteer Program, which is supervised by Catherine Dueñas and Terry Friedman. These gifted and dedicated women are continually inspired by the creativity and commitment of their remarkable corps of volunteers. Read on to see how the Institute and the community have benefited from the work of our volunteers, and all that Cathy and Terry have helped them accomplish in conjunction with the new



*Maria Krasinski becomes “Cleopatra” to share information on the Oriental Institute and its public programs at “Spotlight on Chicago,” a city-wide event sponsored by Chicago’s Department of Cultural Affairs. Photograph by Wendy Ennes*

## MUSEUM

Mesopotamian Gallery. This renowned collection housed in its magnificent new setting will be springboard for both the Volunteer Program and Museum Education to create and present unique and diverse educational services for many years to come.

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