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Carole Krucoff

This *Annual Report* marks the beginning of a new era for public programs and community engagement at the Oriental Institute. Because of the great success in reaching new audiences that Museum Education and the Volunteer Program have had over the years, we have now been made our own unit within the Oriental Institute. Working together as the Public Education Department, the Education and Volunteer Program staff will be joining with Oriental Institute faculty, staff, and students, as well as the wider university community, to develop innovative and exciting new educational services on site and online that will share the work of the Institute and its Museum with new audiences locally, regionally, and around the world.

While much of this past year was dedicated to thoughtful discussions and strategic planning for ways our reorganized department would be structured and function, we also continued to offer a rich array of programs that attracted thousands of visitors to the Oriental Institute. Read on to find reports that describe how public and grant-funded programs and the services offered by the Volunteer Program brought the ancient world and the work of the Institute to life for audiences ranging from K–12 students and teachers to youth and families from throughout the metropolitan area to adult learners of all ages and backgrounds who were eager to broaden their understanding of the ancient Middle East and its connection to the modern world.

Public and Grant-funded Programs

Public programs this past year brought 6,774 participants to the Oriental Institute, an increase of more than 23 percent over last year. This increase is largely due to a wide range of collaborations with long-time and new partners on campus, throughout the community, and even across the nation. Partnerships ranged from remarkable musical performances supported by the Hyde Park Jazz Festival (fig. 1) to media campaigns with area library systems, to local and nationally supported events highlighting special exhibits. These collaborations helped us expand our horizons and attract new adult and family audiences, many of whom had never before visited the Oriental Institute.

Grant-funded support from the Harper Court Arts Council and the Chicago Public Schools and a major award from the Polk Bros. Foundation are helping us provide in-depth learning experiences for Chicago-area teachers and their students. And a multi-year award from the National Endowment for the Humanities is supporting a ground-breaking online initiative that will provide high school educators nationwide with unique resources to help build student understanding of the ancient and contemporary Middle East.



Figure 1. The Iammasu in the Yelda Khorsabad Court smiles down on jazz violinist Samuel "Savoir Faire" Williams during his Hyde Park Jazz Festival performance at the Oriental Institute. Photo by Marc Monaghan

Major Initiatives for Teachers and Students

Empowering teachers to enrich student learning through meaningful study of ancient civilizations is central to the mission of the Education Department. The prime way for us to reach this goal is to draw upon the scholarly expertise, renowned collections, and online capabilities of the Oriental Institute. This past year, well over a million visitors were attracted to the online education outreach programs that have already been developed for the Oriental Institute Web site. These include Ancient Mesopotamia: This History, Our History; the Teacher Resource Center; and Kids Corner, which features a unique interactive on ways in which the ancient Egyptians prepared mummies for burial. This year, the four major initiatives described below are helping us reach even more teachers and students, both on site and online, in ways that will be meaningful and beneficial today and well into the future.

Teaching the Middle East: A Resource for High School Educators

Since 2007, the Oriental Institute and two on-campus partners — the Center for Middle Eastern Studies (CMES) and the eCUIP Digital Library in Regenstein Library — have been working together to create *Teaching the Middle East: A Resource for High School Educators*, an online education initiative supported by the National Endowment for the Humanities. The goal of this multi-year project, due to be launched in the fall of 2010, is to provide high school world-history teachers across the nation with online resources that draw upon the best in humanities scholarship to help build student understanding of the ancient and contemporary Middle East.

Teaching the Middle East contains eighteen academic essays, or modules, which focus on various aspects of ancient and contemporary Middle Eastern archaeology, history, and culture. These modules have been created by fourteen University of Chicago scholars, including the following:

- Orit Bashkin, Assistant Professor of Modern Middle Eastern History
- Fred M. Donner, Professor of Near Eastern History
- Geoff Emberling, Chief Curator, Oriental Institute Museum
- Janet H. Johnson, Morton D. Hull Distinguished Service Professor of Egyptology
- Wadad Kadi, The Avalon Foundation Distinguished Service Professor Emerita of Islamic Studies
- Walter E. Kaegi, Professor of History
- Jenny Myers, Oriental Institute Research Associate
- Michael Sells, John Henry Barrows Professor of Islamic History and Literature
- Holly Shissler, Associate Professor of Ottoman and Turkish History
- Gil J. Stein, Professor of Near Eastern Archaeology and Director of the Oriental Institute
- Martin Stokes, Fellow of St. John's College, Oxford University
- Matthew W. Stolper, John A. Wilson Professor of Assyriology
- Christopher Woods, Associate Professor of Sumerology
- John E. Woods, Professor of Iranian and Central Asian History and of Near Eastern Languages and Civilizations

Orit Bashkin, Geoff Emberling, and Gil Stein served as the project's Faculty Review Committee. Leslie Schramer of the Institute's Publications Office copyedited each module with great care and precision.

Eight high-school educators from the Chicago area have served as the advisory board. These educators, whose feedback and ideas were invaluable, created the discussion questions and thirty-six classroom lesson plans that are key teaching and learning tools for each module. Advisors include Farhat Khan, manager of cultural diversity, Office of Strategic Initiatives, Chicago Public Schools; Maryhelen Matejevic, Assistant Principal for Curriculum and Instruction, Mount Carmel High School; Blake Noel, social studies teacher, Bronzeville Scholastic Institute; Lisa Perez, Area Library Coordinator, Department of Libraries and Information Services for Chicago Public Schools; Peter Scheidler, advanced placement economics and social studies teacher, and Mike Shea, Social Studies Department chair and world studies teacher, both of Kenwood Academy; Laura Wangerin, history teacher, Latin School of Chicago; and Howard Wright, world studies/history teacher, Hinsdale South High School.

Wendy Ennes, Associate Head of Public Education, Technology, and Innovation, has been the manager and driving force of the Teaching the Middle East project. She developed the grant proposal, created and managed the timetable for the entire project, facilitated meetings with faculty and teacher advisors, provided photography for images used in the project, handled all budgetary concerns and reports, and served as liaison to the National Endowment for the Humanities.

Wendy also supervised the work of nine Department of Near Eastern Languages and Civilizations (NELC) and Center for Middle Eastern Studies (CMES) graduate students, who provided the links to Web resources — including images, video, and sound recordings — that expand and enrich each module, and she supervised five student interns who provided additional crucial support. Kendra Grimmet, a student in the University of Chicago's Department of Fine Art, helped edit and format essays and image captions and also researched and fact-checked Web resources and links. Charlotte Simon, a graduate student enrolled in the University of Chicago's Master of Arts Program in the Social Sciences (MAPPS), provided major assistance with editing and formatting essays and captions, as well as researching Web resources and dictionary terminology. She also provided key editorial support for the lesson plans created by the Teacher Advisory Board. Interns Clare Brody, Lauren Horn, and Caitlin Wyler, offered additional research and editorial support.

Wendy also worked closely with colleagues from our partner organizations on campus. Alex Barna, Outreach Coordinator for CMES, played a key role by facilitating the completion of faculty essays; Steven Lane is the designer of the project's Web site (fig. 2); and Julia Brazas, Director of the University of Chicago's WebDocent project, served as professional evaluator.

Teaching the Middle East's extraordinary partnership, which combines the expertise of scholars, teachers, public-programs specialists, and technology professionals, is already attracting attention from educational organizations across the county. The project's unique resources will soon be available nationwide to enrich teaching and learning about the Middle East for many years to come.



Figure 2. *Historic Perspectives Web page from the NEH Teaching the Middle East: A Resource for High School Educators Web site*

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Interactive Learning and the Middle East: Serving Schools and the Latino Community

Over the past several years, the generosity of the Polk Bros. Foundation has enabled us to reach underserved school and family audiences in a wide variety of significant ways, including development of award-winning curriculum materials on the ancient Middle East for classroom use, the creation of Family Activity Cards in English and Spanish, and the interactive computer kiosks that are now available throughout the galleries of the Oriental Institute Museum. Most recently, the foundation awarded us support for *Interactive Learning and the Middle East: Serving Schools and the Latino Community*. This initiative is allowing us to develop a Spanish-language version of the interactive learning experiences on the Museum's computer kiosks. Once this process is complete, we will transform these bilingual computer experiences into interactive DVDs that also contain curriculum-related lesson plans for use in school classrooms. Created by an advisory board of six Chicago Public School educators, the lesson plans, combined with the computer interactives, will make these DVDs vital enrichment resources for state-mandated study of ancient civilizations as well as for technology instruction.

The herculean task of creating a Spanish-language version for all the materials that accompany each computer interactive was finalized last year, thanks to the dedicated translation efforts of Maria Theresa Chagñon, University of Chicago graduate in Romance languages; Ninfa Flores, bilingual education teacher for the Chicago Public Schools; Catherine Dueñas, Volunteer Programs Associate whose fluency in Spanish has been crucial to the entire project; and Karina Chavarria, a former MAPPs intern and now a part-time staff member whose fluency in Spanish has made her an ideal editor. Karina also helped create the Spanish-language recordings for the interactives, a process that was begun by recording-consultant Teresa Vazquez.

This year, Wendy Ennes, who has served as art director and liaison to the project's Teacher Advisory Board, also assumed the role of computer programmer and multimedia architect. Wendy completed this intricate and highly labor-intensive aspect of the project and is now involved in the mechanics of publishing the interactives for the Museum's kiosks and developing the DVD. Due to her efforts, we envision all of the Museum's computer kiosks will be fully bilingual this summer. These activities will join the bilingual Family Activity Cards as well as new Spanish-language audiotours currently being developed by Karina Chavarria and Catherine Dueñas, to provide exciting and ongoing learning experiences for all Spanish- and English-speaking visitors.

In anticipation of all these learning experiences being implemented, we have developed two major marketing campaigns. The first is entitled "Every Day Is Family Day at the Oriental Institute." Working in concert with community organizations in Chicago's Pilsen neighborhood, as well as colleagues at the city's National Museum of Mexican Art, Karina Chavarria and Jessica Caracci, Education Programs Associate, are preparing bilingual advertising materials, contacting Spanish-language media, and seeking venues for outreach activities in the Latino community. This campaign, which will also include promotion to city-wide media as well as public libraries, is due to be underway by late summer and will continue into the fall of 2010.

Plans are also underway for widespread distribution of the interactive DVDs. This fall we will host a series of grant-funded teacher workshops to introduce the Museum and the new DVD resources to area schools, and we will provide each teacher with complimentary copies for their classrooms and school libraries. Support from the Polk Bros. Foundation is also enabling us to produce several thousand additional DVDS, so that we can promote these unique resources to teachers locally and nationally, and to educators in Spanish-speaking countries around the world.

The Kipper Family Archaeology Discovery Center

Our third special initiative is the Kipper Family Archaeology Discovery Center (KADC), a simulated archaeological dig that re-creates an ancient Near Eastern excavation site. The KADC engages students in thinking like scientists as they uncover, record, and analyze their finds in the simulated excavation site. They then discover how ancient artifacts excavated by Oriental Institute archaeologists go “from ground to gallery” on a Docent-led tour of the Museum. The KADC celebrated its second season by serving 730 middle-school students and their teachers, nearly double the number who took part in the center’s first year of operation. Participants came from the city and suburbs and ranged from gifted students to those with special needs. Support from the Harper Court Arts Council enabled us to provide a program entitled “Young Archaeologists” for four Hyde Park Chicago Public Schools who rarely visit the Oriental Institute. Ten teachers and administrators and 266 sixth-grade students from Ariel Community Academy, Bret Harte Elementary School, Kozminski Community Academy, and Shoemith Elementary School took part in this program, which included the following:

- Outreach visits to each school to provide curriculum resources and pre-visit materials
- A workshop to introduce teachers to the Museum and the KADC experience
- Funding for bus transportation
- Funding for the complete KADC experience

At the end of the program, each student received a certificate recognizing them as a “Junior Archaeologist” (fig. 3), and all were invited to return to the Institute with their families. All students and teachers who took part in this program were asked to complete evaluation forms. Teacher comments ranged from “I love this program; the students were engaged at all times,” to “Students talked about the program for weeks. They want to come back.” When responding to an evaluation question on what about the program could be improved, one student summarized the thoughts of many when she said, “I don’t think anything should be improved. The KADC program was amazing!!!”

Jessica Caracci, Education Programs Associate, is coordinator of the KADC program. Along with scheduling all school visits to the KADC, she recruited, trained, and supervised four graduate-student interns from the MAPSS program — Sarah Brophy, Allison Drtina, Stephanie O’Brien, and Agnes Sohn — to serve as the main KADC facilitators this past year. Geoff Emberling provided special insights on archaeology and the reproduction of artifacts in the KADC during the facilitators’ training.

Lauren Wojnarowski, a graduate student in museum studies at Eastern Illinois who interned with us and worked on a wide variety of educational projects, served as a KADC facilitator and assistant trainer, as did Kendra Grimmett, from the University of Chicago’s Art Department. MAPSS interns Melanna Kallionakis and Kent Navalesi assisted with office management as well as facilitation for the Young Archaeologists program. Melanna,



Figure 3. Students who took part in the Kipper Family Archaeology Discovery Center program supported by the Harper Court Arts Council had their name inscribed on this award certifying them as a Junior Archaeologist

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Figure 4. Adult-education course instructor Kate Grossman (standing) prepares the students in her “Digging Deeper: An Introduction to Archaeology” course for their excavation experience in the Kipper Family Archaeology Center. Photo by Carole Krucoff

along with Kendra and Owen Berliner, a MAPSS student and archaeologist, also joined with Jessica to develop and pilot new KADC programs, using our second season as a testing ground to reach out to new audiences.

Owen saw the simulated dig experience as the perfect vehicle for scout groups to earn their Archaeology Badge. When a Boy Scout troop during the summer asked to visit the KADC, he created a special PowerPoint program and variety of badge-related activities for them. The program was a great success, and we now have a model we can use to serve this new audience.

Kate Grossman, PhD candidate in NELC, introduced another new audience to the KADC. As an instructor for an adult-education course called “Digging Deeper: An Introduction to Archeology,” she made lectures and textbook descriptions come alive when she brought all her students to the KADC for a day of hands-on excavation experiences (fig. 4). Kate was so pleased with the outcome that she has offered to help us develop weekend “archaeology fantasy camps” for adults.

Jessica proved how successful KADC programming can be for families when a weekend program she called “Dig It” filled to capacity with parents and children eager to find out if Indiana Jones was a typical archaeologist. She also included excavation sessions during our annual children’s summer day camps offered with the Lill Street Art Center. And a special pilot program showed us that the KADC is the perfect place for fun and learning even for six- and seven-year-olds celebrating a child’s birthday.

At last year’s Oriental Institute Gala, a KADC birthday-party event was part of the silent auction. The winner was Nancy Baum, a Member and Volunteer Docent, who arranged for her granddaughter to celebrate her seventh birthday with us. The birthday girl and fourteen of her friends were thrilled with the dig experience (fig. 5), and they enjoyed their visit to the Museum to see objects actually found by Oriental Institute archaeologists. A hands-on craft activity and a birthday cake decorated with the pyramids at Giza (fig. 6) ended the festive afternoon. Meghan Winston, Development Associate for Special Events, provided the cake, which was a special gift donated by Visiting Committee member Kitty Picken. Jessica encouraged interns Melanna Kallionakis and Kendra Grimmett to develop this successful birthday-party pilot, which will become a feature of the Education Department’s special programming for Oriental Institute Family Members this coming fall.

All of this year’s pilot programs validate Jessica’s vision for the KADC. Along with its central role for schools, she sees the center as a springboard for development of a diverse array of programs that can provide exciting and rewarding learning experiences for adults, youth, families, and the special-needs community.



Figure 5. Celebrating her seventh birthday at the KADC, the birthday girl (lower right) enjoys watching her friends intently engaged in the excavation process. Photo by Nancy Baum



Figure 6. A birthday cake decorated with the pyramids at Giza was a highlight for the young girl pictured here who celebrated her seventh birthday during a party at the KADC. Kitty Picken, Oriental Institute Visiting Committee member, donated the cake as a special gift for this party. Photo by Nancy Baum

The Museum Connections Program

For the past several years, Chicago Public Schools (CPS) has supported a program called Museum Connections. Its goal is to connect kindergarten through eighth-grade teachers with museum educators to create partnership programs for enrichment of state-mandated school curricula, especially in conjunction with the study of science and math that is emphasized at CPS Magnet Cluster Math and Science Academies. This past year Wendy Ennes became our representative to the Museum Connections program, and she used this opportunity to create a major two-part initiative for teachers and their students. Each portion of this two-part program built upon the unique resources and science-related approaches of the KADC and the Oriental Institute's Center for Ancient Middle Eastern Landscapes (CAMEL).

In order to introduce our resources to science educators at every Magnet Cluster school, Wendy organized a day-long professional-development workshop in December. Funded and publicized by the Museum Connections program, the workshop brought sixty CPS science teachers to us for a program that included a lecture on science and archaeology presented by Susan Penacho of CAMEL, an introduction and invitation to “dig” at the KADC simulated site led by Jessica Caraccci, and a Docent-led guided tour of the Museum emphasizing the role science plays in recovery and study of ancient artifacts. Workshop evaluation forms completed by these teachers, many of whom had never visited us, showed a real enthusiasm for bringing their students to take part in cross-curricular science/social-studies programming at the Oriental Institute.

The second portion of the Museum Connections initiative took place over the course of the entire 2009–2010 school year. This was a unique collaboration among the Education Department, CAMEL, and a team of teachers from Claremont Math and Science Academy, a Magnet Cluster school whose students come from an underserved community on the city's west side. Called “The Science of Archaeology: Finding the Mysterious Location of the Rare Medallion,” the program provided a series of Oriental Institute workshops for the Claremont teachers on ways CAMEL uses geo-spatial technologies to reveal how Middle Eastern landscapes contain the imprint of thousands of years of human activity and how landscape research can impact and

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Figure 7. *Scott Branting (center), Director of CAMEL, helps Claremont Math and Science Academy students gather data for locating the “rare ancient Persian medallion” during their KADC excavation for the Museum Connections program supported by the Chicago Public Schools.*
Photo by Wendy Ennes



Figure 8. *A Claremont Math and Science Academy student in the school’s computer laboratory uses specially designed, student-friendly GIS distributional analysis worksheets to hypothesize the location of the “rare medallion” during the Museum Connections program supported by the Chicago Public Schools.* Photo by Wendy Ennes

guide archaeological study of the past. This approach fit perfectly with Claremont’s goal to integrate technology into their curriculum, especially for the sixth grade, where teachers had planned to introduce Geographic Information Systems (GIS) into studies of the ancient world and earth science. Their objective was to put students’ interest in technology to work in ways that would inspire development of critical and intellectual skills in science, social science, math, and computing, helping prepare students for high school, college, and employment.

Led by Assistant Professor and CAMEL Director Scott Branting, CAMEL staff members Susan Penacho, Elise MacArthur, and Robert Tate created five professional-development workshops for the Claremont educators. Five teachers took part in this program — Deborah Akinwale, sixth-grade science/math teacher; Anna Johnson, Claremont technology specialist; Joy Reeves, science specialist; Kiana Shaw, sixth-grade language arts/social-studies teacher; and Mary Maloney, computer teacher. The workshops included the following:

- 1) a science of archaeology lecture and Museum tour at the Oriental Institute;
- 2) a specially developed KADC dig that placed artifact reproductions, including a “rare mystery medallion,” in specific locations so that the teachers could gather data to analyze their finds using GIS;
- 3) an introduction to the CAMEL laboratory and the ArcGIS software program used by CAMEL;
- 4) distributional analysis of the simulated dig data and importing data sets into ArcGIS in order to hypothesize the location of the “rare medallion”; and
- 5) sharing of hypotheses on the location of the medallion and a “Big Reveal” of its location in the simulated KADC site.

Once the teachers had completed their training, they joined Wendy, Scott, and the CAMEL staff to develop a five-part program for their students that would introduce similar concepts in ways that were appropriate for sixth-grade students. Then Elise MacArthur, an experienced youth educator, visited the school and led a lively and interactive discussion on archaeology for all sixty of Claremont’s sixth graders. This was followed by the students’ visit to the Oriental Institute

to tour the Museum and gather data on the location of the “rare medallion” during a KADC excavation (fig. 7). Returning to their school’s computer lab, they used specially designed, student-friendly distributional analysis worksheets developed by intern Charlotte Simon to hypothesize the location of the medallion (fig. 8). Then they were ready for their own “Big Reveal” during another outreach visit to Claremont by Oriental Institute and CAMEL staff. We were amazed when nearly all of the students correctly concluded the location of the medallion, proving what we had hoped — that middle school students can grasp and master highly sophisticated research processes if they are presented in ways that appeal to their interests and are taught jointly by experts in science and technology, public education specialists, and middle school education professionals. We envision this pilot project as the foundation for expanded outreach programming as we seek funding to engage more educators and their students in this unique cross-curricular adventure!

Adult Education

Presenting innovative and meaningful adult-education programs to serve old friends and attract, inform, and engage new audiences has always been central to the mission of the Education Department. This past year, we collaborated with long-time associates and new partners on campus and across the community to develop a wide variety of life-long learning opportunities that included courses and events inspired by the Museum’s special exhibits, Oriental Institute research, and cultural initiatives taking place throughout the city.

Courses

Many of our adult-education courses and programs are offered in partnership with the University of Chicago’s Graham School of General Studies, which joins us on course development, advertising, and registration. This past year our joint multi-session courses on campus and at the university’s downtown Gleacher Center included the following:

- Ancient Nubia: History, Heritage, and Salvage Archaeology, taught by Geoff Emberling;
- Cultures of Ancient Afghanistan, taught by Ilya Yakubovich;
- Digging Deeper: An Introduction to Archaeology, taught by Kate Grossman;
- The Ancient Mediterranean World: A Story of Trade, Diplomacy, War, and Migration, taught by Natasha Ayers;
- The Temples of Greco-Roman Egypt and The History of Greco-Roman Egypt, taught by Foy Scalf; and
- Women’s Work, Women’s Power: The Responsibilities, Actions, and Authority of Women in the Ancient Near East, taught by Ginger Emory, Katharyn Hanson, and Eudora Struble.

Our two correspondence courses offer adult-education opportunities to far-flung Oriental Institute Members and also bring us new friends from across the nation and around the world. Hieroglyphs by Mail, taught by Andrew Baumann and Mary Szabady, and Cuneiform by Mail, taught by Monica Crews and Seunghee Yie, attracted more than eighty students, whose locations ranged from New York to California and from Africa to Europe to South America.

Special Adult Education Events

In addition to formal courses, we offered a wide variety of special adult-education events throughout the year. Highlights included two major programs in conjunction with the Museum’s special exhibits.

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Figure 9. *Speakers for the “Women in the Middle East, Past and Present” symposium listen intently to a question posed by Gil Stein (right), who served as moderator during the program’s closing panel. Left to right: Orit Bashkin, Emine Evered, Janet H. Johnson, Jonathan Hall, and Jeffery Stackert. Photo by Wendy Ennes*

“Women in the Middle East, Past and Present” was a public symposium that was inspired by *The Life of Meresamun: A Temple Singer in Ancient Egypt*, an exhibit that examined the significant social and legal rights enjoyed by ancient Egyptian women. Visitor interest in this aspect of ancient Egyptian history encouraged us to present a day-long symposium to confront the stereotypes and explore the realities of women’s lives not just in ancient Egypt but also throughout the Middle East in both ancient and contemporary times.

Supported by a Norman Wait Harris Grant from the University Chicago’s Center for International Studies and with additional support from the university’s Centers for

Gender Studies and Middle Eastern Studies, this fall event featured lectures and discussions on women in ancient times by Jonathan Hall, Phyllis H. Horton Professor in the Humanities, Chairman in the Department of Classics, and Professor in the Department of History; Janet H. Johnson, Morton D. Hull Distinguished Service Professor of Egyptology; and Jeffery Stackert, Assistant Professor of Hebrew Bible, University of Chicago Divinity School. Middle Eastern women’s rights and concerns from medieval times to the present in Turkey and Iraq were discussed by Orit Bashkin, Assistant Professor of Modern Middle Eastern History, Department of Near Eastern Languages and Civilizations; and guest lecturer Emine Evered, Assistant Professor of Middle Eastern History, Department of History and the Center for Gender Studies in Global Context, Michigan State University.

Gil Stein, Director of the Oriental Institute, moderated a panel discussion featuring all the speakers (fig. 9), where questions from the audience, as well as the evaluation forms given out at the event, expressed a strong desire for the Oriental Institute to pursue this topic further. In the near future, we hope to offer another public symposium to examine women’s roles in ancient Nubia, ancient and contemporary Iran, and other Near Eastern cultures not explored during this program.

In the spring we joined with the Chicago Chapter of the Archaeological Institute of America (AIA) and the Chicago Council on Global Affairs to present “Who Owns the Past?,” a public forum inspired by the special exhibit *Pioneers to the Past: American Archaeologists in the Middle East, 1919–1920*. This exhibit raised many questions on the links between past civilizations and modern nations, the antiquities trade, and the role museums play in preserving the past. The Institute’s Breasted Hall filled to near capacity as audience members from far and wide came to “Who Owns the Past?” for a discussion with Oriental Institute archaeologists and Chicago museum leaders on the ways archaeology, history, and heritage connect to political and cultural realities.

Presenters for this event included Geoff Emberling, Chief Curator of the Oriental Institute Museum and curator of the *Pioneers to the Past* exhibit; James Cuno, President and Director of the Art Institute of Chicago; Gil Stein, Professor of Ancient Near Eastern Archaeology and Director of the Oriental Institute; and Carlos Tortolero, President of Chicago’s National Museum of Mexican Art. After discussing the issues explored by *Pioneers to the Past* and inviting the



Figure 10. Carlos Tortolero, President of Chicago's National Museum of Mexican Art, summarizes his views on "Who Owns the Past?" during the public forum that invited Chicago archaeologists and museum leaders to share their opinions on this issue. Photo by Wendy Ennes



Figure 11. Audience members line up to ask questions of the speakers (left to right: Carlos Tortolero, James Cuno, and Gil Stein) during the "Who Owns the Past" public forum, which filled Breasted Hall to overflowing. Photo by Wendy Ennes

other presenters to offer summations of their own views, (fig. 10) Geoff Emberling moderated an animated and occasionally heated debate among the speakers, which inspired numerous and equally animated questions from the audience (fig. 11).

This program made a strong impact on audience members, many of whom had never before visited the Oriental Institute. Evaluations showed that nearly everyone who attended felt that the forum was a success not only because it was "extremely interesting" but also because of "the exchange of varied opinions" and because "it made us more aware of such important issues."

"Who Owns the Past?" was supported in part by an Archaeological Institute of America Outreach Grant. This allowed us to offer the program free of charge and funded the videotaping of the program in its entirety, enabling us to keep discussion of these important issues alive and sustainable over time, and to share them online.

Themes in the *Pioneers to the Past* exhibit also encouraged us to develop "Egypt in Chicago," an Oriental Institute/Art Institute Field trip that offered an insider's view on the city's three major collections of ancient Egyptian art and artifacts. One of the goals of James Henry Breasted's 1919–1920 journey to the Middle East was to acquire ancient Egyptian artifacts for the Oriental Institute, but he also obtained ancient Egyptian objects for the Art Institute of Chicago and for the Field Museum on other expeditions. During "Egypt in Chicago," visitors gathered at the Oriental Institute, where Egyptologist Emily Teeter gave a richly illustrated lecture on Chicago's three main Egyptian collections and a tour of the *Pioneers to the Past* exhibit. After traveling by bus to the Art Institute, everyone enjoyed a private luncheon in the Millennium Park Room, followed by a tour of the Art Institute's Egyptian collection led by Lucas Livingston, Assistant Director of Museum Programs (fig. 12). "Egypt in Chicago" was so popular that it sold out almost immediately when first offered in winter, sold out again when offered in the spring, and appears to be on its way to another sell-out during the upcoming Summer Quarter!

Hosting jazz performances as part of the annual Hyde Park Jazz Festival continues to attract hundreds of new visitors to the Oriental Institute. This year, crowds filled Breasted Hall when Tatsu Aoki gave a concert of what critics called "an eloquent merger of ancient Japanese music and experimental American jazz" (fig. 13). Jazz violinist Samuel "Savoir Faire" Williams also

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Figure 12. Visitors join Lucas Livingston, Assistant Director of Museum Programs at the Art Institute, to explore the Art Institute's collection of ancient Egyptian art, much of which was collected by James Henry Breasted. Livingston's tour was part of the highly popular "Egypt in Chicago" program offered jointly by the Oriental Institute and the Art Institute. Photo by Carole Krucoff



Figure 13. The Tatsu Aoki Ensemble filled Breasted Hall with an amazing fusion of ancient Japanese music and American jazz sounds during the Hyde Park Jazz Festival. Photo by Carole Krucoff

filled every chair in Khorsabad Court for two concerts in that magnificent and acoustically perfect setting. All told, these concerts attracted more than 500 visitors. Most asked to be signed up for the *E-Tablet* and are now regularly receiving program information, news, and membership information.

Many returning, and new, visitors came to the jazz concerts we offered in winter and spring. Supported by a grant from the Hyde Park Cultural Alliance's new Passport to Jazz program, we hosted internationally renowned ragtime keyboard artist Reginald Robinson in March and Erik Schneider's Hot Dixieland Quintet in May (fig. 14). Both presented concerts that fit perfectly with the 1919–1920 era portrayed in the *Pioneers to the Past* exhibit. Schneider even composed and played a special tune for the event — "The Oriental Institute Blues," now available on YouTube.com.



Figure 14. Erik Schneider's Hot Dixieland Quintet took everyone back to the 1919–1920s era of the *Pioneers to the Past* exhibit during a Passport to Jazz concert in Breasted Hall. Photo by Rebecca Binkley-Albright

Music of a very different sort filled Khorsabad Court when Chicago's Newberry Consort returned to the Institute for their third season with us. "Stravaganze: The Virtuoso Violinists" featured internationally acclaimed artists and Chicago celebrities Rachel Barton-Pine, David Douglass, and David Schrader. They brilliantly performed virtuosic seventeenth-century music for violin and harpsichord to a sold-out audience (fig. 15).

Another highly successful programming partnership continued this year when we presented two new dining experiences as part of the Cuisine and Cookery of the Middle East series in collaboration with the Graham School of General Studies. At Chickpea Café, Chicago



Figure 15. *Concertgoers gather around David Schrader and his harpsichord during intermission at a Newberry Consort performance in Yelda Khorsabad Court. Photo by Carole Krucoff*

lifestyle of the ancient Egyptians. Part I took place at the Oriental Institute, where Emily offered a lecture and then joined a team of Docents to help visitors discover all the culinary clues hidden among exhibits in the Joseph and Mary Grimshaw Egyptian Gallery. Part II, a “Dine Like an Egyptian” cooking class at the World Kitchens center in the Loop, featured Emily discussing what was being grown and eaten in ancient Egypt, followed by Judith inviting everyone to cook and enjoy a meal using those ingredients. Both sections of this event sold out almost as soon as they were announced!

Another collaboration with the city of Chicago took place when we joined with the Burnham Plan Centennial Celebration to mark the hundredth anniversary of architect and urban planner Daniel Burnham’s 1909 *Plan of Chicago*. The Institute received city-wide publicity for Geoff Emberling’s lecture on “The World’s First Cities: Babylon and Beyond,” which focused on the city as a form of settlement, how urbanization developed around cultural views of space in the absence of urban planning, and what is known about some planned ancient cities.

Partnerships with departments and organizations on campus to serve the University of Chicago and the wider community remained an important aspect of our programming this past year. During the university’s annual Humanities Day in October, we hosted two discussions highlighting research at the Oriental Institute. “A Mummy Comes to Life: Science and Art Resurrect an Ancient Egyptian Priestess” featured Emily Teeter, curator of the Meresamun special exhibit; Dr. Michael Vannier, Professor in the Department of Radiology at the University of Chicago Medical Center; and Joshua Harker, a Chicago forensic artist. Their panel discussion highlighted ways in which the very latest in CT scanning enabled the Institute to discover remarkable information about the health and lifestyle of an ancient Egyptian woman and even reconstruct her physical appearance as she looked more than 3,000 years ago. During the second Humanities Day presentation, Matthew W. Stolper, John A. Wilson Professor of Assyriology, spoke on “Recording Persian Antiquities in Crisis: The Persepolis Fortification Archive Project.”

During the university’s Family Weekend in the fall, our Saturday Docents led “Highlights of the Collection” tours of the Oriental Institute Museum for students and their families. Also in the fall, Jessica Caracci ran a booth at the Graduate Students Resource Fair, where she introduced the cultural resources and internship opportunities available at the Oriental Institute. The Education Department also joined with Geoff Emberling and Morris Fred of the University of Chicago’s

restaurateur Jerry Suqi and his mother, master chef Amin Suqi, introduced a sold-out crowd to the uniquely flavorful dishes that are hallmarks of classic Palestinian cuisine. At “Tastes of Lebanon” at Fatoosh Restaurant, owner Samuel Elakhaoui and his wife Lina introduced us to the history and culture of southern Lebanon as they as they invited us to savor and learn how to prepare authentic dishes from their homeland.

“Dine Like an Egyptian” brought us a new Cuisine and Cookery partner — the World Kitchen Program of Chicago’s Department of Cultural Affairs. Emily Teeter joined Judith Dunbar-Hines, World Kitchen Director, to create a two-part program exploring the cuisine and culinary

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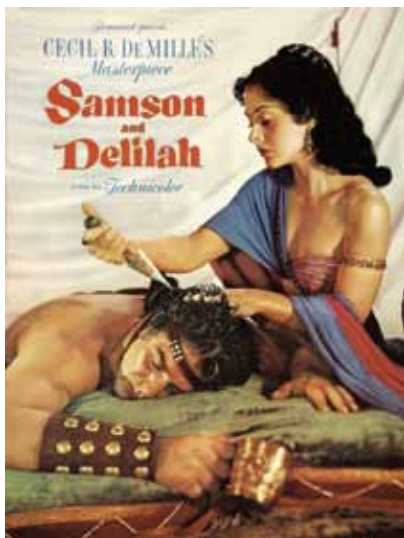


Figure 16. Filmgoers at our Sunday film series enjoyed a really old-fashioned love story when we screened Cecil B. DeMille's *Samson and Delilah* on Valentine's Day

Master of Arts in the Social Sciences (MAPSS) program to host a reception inviting MAPSS students to apply for internship opportunities at the Institute. The contributions of the students who joined us are visible throughout this year's report.

University students and staff, as well community visitors, joined us this year for the series of lunch-time gallery tours we offered each quarter in conjunction with special exhibits. Emily Teeter led a tour of *Meresamun* in the summer, Geoff Emberling presented a tour of *Pioneers to the Past* on the day after its opening in January, and Emily led a tour of the *Pioneers to the Past* exhibit for visitors in the spring.

Our free Sunday afternoon film showings of documentary and feature films on the ancient and contemporary Middle East continue to attract media and on-campus and community interest. This year, in conjunction with the *Pioneers to the Past* exhibit, we offered a special, two-part screening of *Lawrence of Arabia*. Fred Donner, Professor of Islamic History, introduced the film, which brilliantly portrays many of the World War I-era luminaries whom James Henry Breasted encountered during his historic expedition to the

Middle East. And screening of two “sword and sandal” epics let us share classic 1940s–1950s Hollywood movie making at its best. *Land of the Pharaohs* starring Joan Collins was a hit in the summer. *Samson and Delilah* starring Victor Mature (fig. 16) — shown on Valentine's Day as a “really old-fashioned love story” — drew large crowds to view this Oscar winner, which we offered complete with popcorn!

Youth and Family Programming

Education offered long-time favorites as well new initiatives for youth and families this year, nearly all in collaboration with local or city-wide initiatives. Several programs used off-site formats to reach new audiences. Other events took place at the Oriental Institute to serve old friends and attract new visitors.

Outreach Programs

This past summer was our busiest outreach season. For the twelfth straight year we traveled to the Lill Street Art Center on the city's north side for “Be an Ancient Egyptian Artist,” a week-long day camp for children ages eight to twelve that fills to capacity each time it's offered. Intern Lauren Wojnarowski and teaching artist Meg Peterson took part in the two week-long sessions of the camp; each included a visit to the Oriental Institute, where the campers took part in a KADC excavation and an art-making session led by Jessica Caracci.

In August we ventured out to Millennium Park for “Labfest,” a free festival of hands-on science fun and learning sponsored by Science Chicago, a city-wide initiative designed to inspire the next generation of scientists. At our booth, interns Kendra Grimmer and Lauren Wojnarowski invited parents and children to “get up close and personal” with our replica mummy to see how the ancient Egyptians used science to preserve mummies for the afterlife (fig. 17). They also shared the ways in which today's scientists are using the latest techniques to study mummies and invited

everyone to visit the Meresamun exhibit. Our Labfest activity, which was called “Meet a Mummy,” enabled us to directly interact with nearly 900 parents and their children.

Also in August, Jessica Caracci and I traveled to Brookfield Zoo to meet with seventy-five suburban librarians from the Metropolitan Library System. This event launched the Macy’s Pass program, an outreach campaign sponsored by the Macy’s Foundation that funded suburban libraries, as well as major media throughout the city and suburbs, to publicize family programs and events taking place at participating museums and cultural institutions. At the Oriental Institute, the Education Department and the Suq are collaborating on this program. To date 121 family visitors obtained Macy’s Passes from thirty-seven different suburban libraries and redeemed them at the Suq to take the “Kids View of Ancient Egypt” audiotour at no charge. The advantages of this program are twofold. We were amazed to discover that the majority of the suburban librarians we met had never visited, and some had never even heard of, the Oriental Institute. Now they are all aware of us and providing our publicity materials to their visitors. Also most of the families coming to us with Macy’s Passes are new visitors. We envision the numbers of these suburban visitors will grow when the Macy’s Pass program is renewed in the coming year.

In September we took part in the 57th Street Children’s Book Fair, where Kendra and Lauren invited more than 200 parents and children to “Dig into History,” a simulated archaeological excavation that was one of the most popular activities at the fair. In the spring we reached our largest outreach audience when we took part in Día del Niño, an annual spring event organized by the National Museum of Mexican Art, which attracts thousands of parents and children from city’s Latino community. Volunteer Programs Associate Catherine Dueñas and intern Karina Chavarria organized the activities and recruited the volunteers for our booth (fig. 18), where more than 1,000 people received samples of our bilingual activity cards and took home directions on how to find the Oriental Institute. See the Volunteer section of this report for a more complete description of Día del Niño.



*Figure 17. At the Science Chicago “Labfest” in Millennium Park, interns Lauren Wojnarowski (left) and Kendra Grimmett (right) invited hundreds of parents and children to “get up close and personal” with our reproduction mummy and receive information about the special exhibit *Life of Meresamun*. Photo by Carole Krucoff*



Figure 18. Left to right: Volunteer Programs Associate Catherine Dueñas, volunteer Vicente Ruvalcaba, and intern Karina Chavarria introduced the Oriental Institute to more than 1,000 people at the Día del Niño family festival organized by the National Museum of Mexican Art. Photo by Randy Adamsick

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Family Activities at the Oriental Institute

The KADC was the site of two family events this past year — the sold-out “Dig It” program and the very successful birthday-party pilot. And visitors at the Museum took home 11,816 of our bilingual Family Activity Cards — an increase of 9.5 percent over last year. But it was our mummies who took center stage with the family audience when we hosted Mummies Night in October. This pre-Halloween event, which was offered in collaboration with the city’s celebration of “Chicagoween” and Chicago Book Month, has become an annual tradition. Mummies Night featured a showing of “Mummies Made in Egypt,” an animated and live-action film from the award-winning Reading Rainbow series. Docents and interns also offered a “tomb-full” of activities that ranged from folding origami pyramids, bats, and frogs, to dressing up in costumes from “King Tut’s Closet” (fig. 19) to a “Guess the Mummy Lollipops” contest. Mummies Night attracted more than 550 parents and children this year, the largest attendance ever for this highly popular event.



Figure 19. A young visitor is all smiles after dressing up in items from “King Tut’s Closet” during Mummies Night, our annual pre-Halloween celebration for families. Photo by Wendy Ennes

Behind the Scenes

Taking stock of all that has been accomplished this past year, I’d like to say how much our department appreciates the expertise, support, and ongoing involvement of faculty, staff, and students, many of whom are mentioned in this report. Special thanks go to Gil Stein, Director of the Oriental Institute, and Steve Camp, Executive Director, who guided and encouraged us as we moved to become our own unit at the Oriental Institute. Grateful thanks also go to Geoff Emberling, who has inspired us, praised our successes, understood our challenges, and led us forward with tact, diplomacy, and grace.

Our sincere appreciation also goes to the family events and special programs volunteers who worked with us this past year. None of our special programs for adults, families, teachers/students, and the university community could have taken place without the time and talents of these dedicated people (fig. 20). All their names appear in the Volunteer section of this report.



Figure 20. Docent Jean Fincher (right) presents a special science-based tour for these students from Claremont Math and Science Academy as part of a new approach to integrate curriculum-related science learning into our guided-tour program. Jean was among the many volunteers who contributed their time and talents for special programs and family events this past year. Photo by Wendy Ennes



Figure 21. MAPSS intern Charlotte Simon (right) assists a Claremont Math and Science Academy student in his computer search for the “rare medallion” during the Museum Connections program. Charlotte, who designed many of the “student-friendly” materials for this program, was one of the interns who provided invaluable support for public education this past year. Photo by Wendy Ennes

This year we were fortunate to have the support and assistance of a corps of thirteen volunteer and work-study interns who aided us in countless ways. Many have already been mentioned in this report, but they also deserve recognition here as invaluable members of our team. Lauren Wojnarowski and MAPSS intern Melanna Kallionkis were central to administration and facilitation of the KADC program as well as many other aspects of our educational services for adults and families, as was MAPSS intern Kent Navelesi. Kendra Grimmett provided development and implementation services for the KADC and assisted with the NEH Teaching the Middle East initiative. MAPSS intern Charlotte Simon provided crucial support for the NEH project, the Polk Bros. Foundation bilingual project, the Museum Connections Program, and grant-writing efforts (fig. 21). MAPSS interns Sarah Brophy, Allison Drtina, Stephanie O’Brien, and Agnes Sohn did an outstanding job as KADC facilitators. Caitlin Wyler from the University of Arizona provided office management and programmatic assistance as a summer intern and joined Clare Brody and Lauren Horn in the final stages of research support for the NEH project. Karina Chavarria was central to all our programming for the Latino community. We could not have managed without each and every one of these very special interns!

Nothing would be happening without the commitment, creativity, and vision of the Education Department’s staff members. The contributions of Jessica Caracci, Education Programs Associate, are visible throughout this report. Along with her outstanding leadership as coordinator of the Kipper Family Archaeology Discovery Center and supervisor this past year of eight KADC and office and programmatic support staff interns (fig. 22), Jessica is central to all of our other programs for adults, youth, school-group visitors, and families. She administers the department’s entire adult-education program and handles registrations, confirmations, and record keeping for all Museum gallery tours and public programs. Jessica also serves as our department’s public-relations officer, graphic designer, and media specialist. The in-print and online publicity materials she produces have been key to this year’s increase in program participation. Jessica handles the challenges of her multi-faceted position with a calm demeanor, poise, and professionalism, making it a pleasure for volunteers, staff, and faculty to work with her.



Figure 22. Left to right: Melanna Kallionakis, Jessica Caracci, Kendra Grimmett, and Sarah Brophy pose for a picture before a KADC program. Melanna, Kendra, and Sarah were among the corps of interns Jessica supervised as part of her multi-faceted public-education responsibilities, including coordination of KADC programming. Photo by Nancy Baum

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Figure 23. Wendy Ennes, Associate Head of Public Education, Technology, and Innovation, assists students during the Museum Connections program, one of the many highly successful on-site and online grant-funded initiatives she has developed for teachers and schools. Photo by Carole Krucoff

Along with all of her other responsibilities, Jessica joined with Terry Friedman, Volunteer Programs Associate, to attend a five-part information and training session run by Open Doors, an organization that focuses on services to special-needs audiences. This led to a survey on ways the Museum's galleries can better meet special needs as well as the beginning

of future collaborations between the Education Department and organizations that specialize in services for people with visual, hearing, physical, and developmental disabilities.

Wendy Ennes, Associate Head of Public Education, Technology, and Innovation, is key to all our grant-funded initiatives for teachers and students. She also supports a wide range of Institute and Museum initiatives, from participating on the new media committee and community focus group panel to collaborating with the university's arts initiative. Her dedication and drive, along with her grant-writing abilities, expertise in online teaching and learning, and supervisory skills make her an invaluable asset to the Education Department and the Oriental Institute as a whole.

Wendy's strong strategic-planning strengths and goal-setting abilities enable her to see the big picture and suggest approaches that can provide highly significant outcomes. A key example was her ability to leverage a modest Chicago Public Schools grant for the Museum Connections program into an initiative with great promise to become a model for ways in which the Institute's innovative approaches to archaeology can be a springboard for science-based learning and technology instruction in the nation's classrooms (fig. 23). Other examples included her contributions to the Institute's Integrated Database Project (IDB), and the successful major grant proposal for support of the IDB that she and the IDB committee crafted for submission to the national Institute of Museum and Library Services (IMLS).

Beyond the Institute, Wendy's reputation is growing as an educator with outstanding abilities to help teachers prepare children for success in this information age. This year she was invited by the Museum Education Roundtable, a national organization that provides professional development for museum practitioners, to be a presenter at "Museums and Schools: Partners in Teaching and Learning." At this day-long workshop for educators from cultural institutions throughout the Midwest, Wendy detailed the ways in which the Teacher Advisory Boards she has developed and led were central to the creation of two national outreach Web sites — the NEH Teaching the Middle East initiative described in this report, and Ancient Mesopotamia: This History, Our History, an IMLS National Leadership Grant-funded initiative available on the Oriental Institute Web site that is supporting the ancient-studies curriculum in school classrooms all across the United States.

The next section presents the many achievements of the Volunteer Program, supervised by our colleagues Catherine Deans and Terry Friedman, the extraordinarily dedicated and talented team who serve as Volunteer Programs Associates. This year our collegial relationship became even closer as we joined together with Gil Stein and Steve Camp to plan and structure our department as a new unit within the Oriental Institute. All of us are continually inspired by the creativity

and commitment of our remarkable corps of volunteers. The following pages describe how the Institute and the community have benefitted from the work of our volunteers, and all that Cathy and Terry have helped them accomplish.
