

## Field Trip Planning Guide For K-12 Educators



THE  
**ORIENTAL  
INSTITUTE**  
OF THE UNIVERSITY OF CHICAGO



## Welcome to the Oriental Institute Museum

The Oriental Institute Museum showcases archaeological artifacts of the ancient Near East. The Museum houses a major collection of antiquities from ancient Mesopotamia, Egypt, Persia, Nubia, Syria, Anatolia, and Megiddo, mainly dating between 10,000 BC and AD 650.

### Did You Know?

- The Oriental Institute's founder, James Henry Breasted, was the first American Egyptologist.
- The movie character Indiana Jones was based in part on real Oriental Institute archaeologists, Robert Braidwood and James Henry Breasted.
- The Oriental Institute is a world-renowned research institute and museum for investigating early human civilizations.

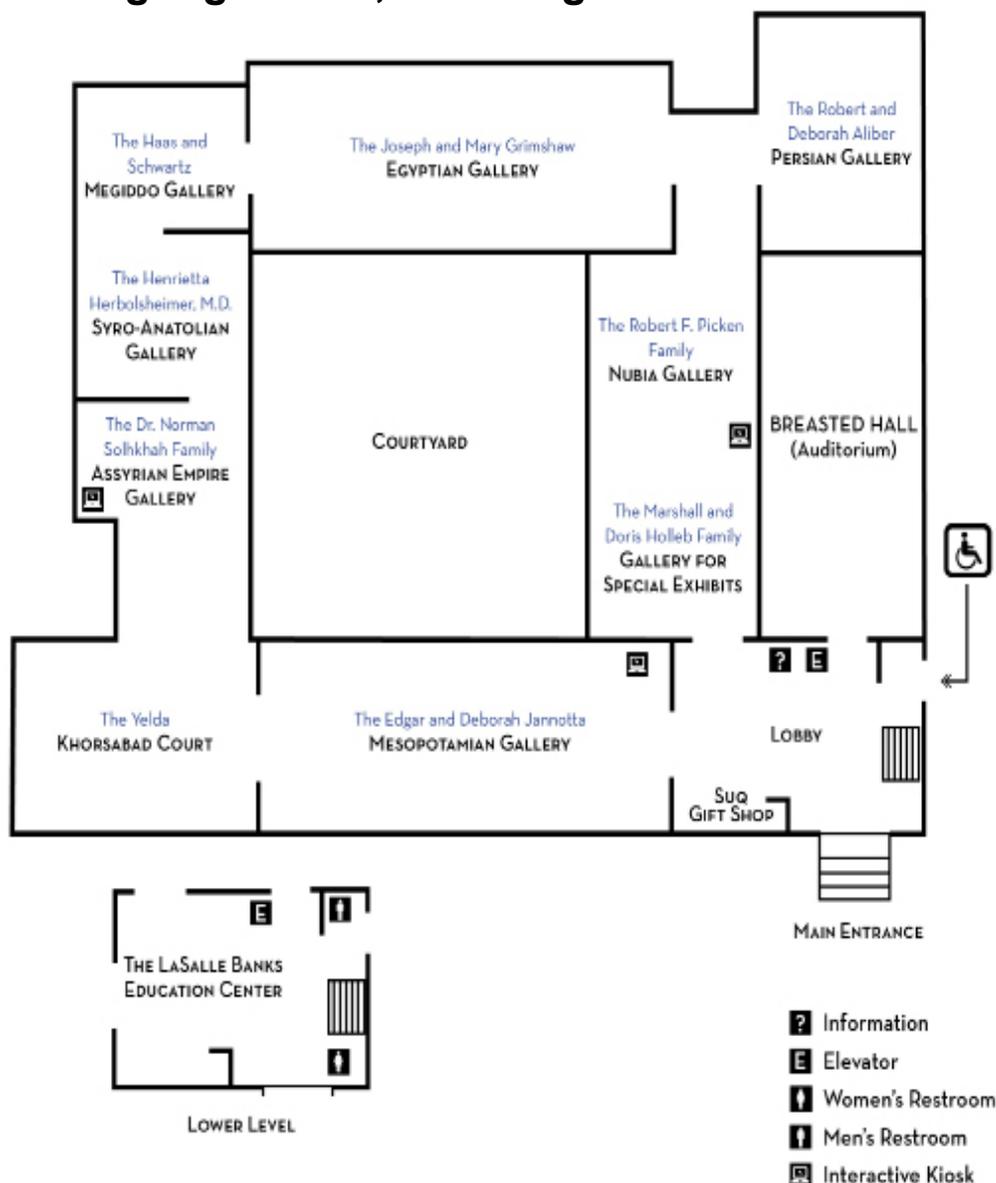
### Top 5 Reasons to Take a Field Trip to the Oriental Institute Museum

1. We have MUMMIES!
2. You can see objects that date back nearly 100,000 years.
3. Many of our objects were excavated by the Oriental Institute's own archaeologists.
4. We have HUGE statues including the giant Lamassu (winged bull) that the Museum was built around.
5. You have a unique opportunity to try our simulated dig to learn how to excavate like an archaeologist.

### How to Use this Guide

- Use this guide to plan a meaningful and enriching learning experience for students before, during, and after your visit to the Oriental Institute Museum.
- Adopt our suggested Common Core State Standards-aligned strategies.
- Use the ready-made student worksheets for planning your self-guided or guided tour.

## The Oriental Institute Museum's permanent collections comprise eight galleries, including:



- The Edgar and Deborah Jannotta Mesopotamian Gallery & Yelda Khorsabad Court
- The Dr. Norman Solhkhah Family Assyrian Empire Gallery
- The Henrietta Herbolsheimer, M.D. Syro-Anatolian Gallery
- The Haas and Schwartz Megiddo Gallery
- The Joseph and Mary Grimshaw Egyptian Gallery
- The Robert F. Picken Family Nubia Gallery
- The Robert and Deborah Aliber Persian Gallery
- The Marshall and Doris Holleb Family Gallery for Special Exhibits

## Permanent Exhibitions Overview

### The Edgar and Deborah Jannotta Mesopotamian Gallery & Yelda Khorsabad Court



The Edgar and Deborah Jannotta Mesopotamian Gallery displays over 1,000 objects dating from the Paleolithic period (ca. 80,000 BC) to the Islamic conquest in AD 642. The gallery houses the largest and most comprehensive display of material from Mesopotamia (ancient Iraq) in the Western Hemisphere. The thematic highlights of the gallery include the development of writing, the rise of cities, temples and worship, and daily life.

### The Dr. Norman Solhkhah Family Assyrian Empire Gallery



The Dr. Norman Solhkhah Family Assyrian Empire Gallery features reliefs from the interior of the palace of King Sargon II at Khorsabad, including scenes of the king hunting by chariot, feasting, and the presentation of tribute. A highlight of the gallery is the Sennacherib Prism, a perfectly preserved record in cuneiform script of the reign of King Sennacherib of Assyria, including his sack of Jerusalem, and a relief of Assyrian soldiers excavated at Tell Tayinat.

### The Henrietta Herbolsheimer, M.D. Syro-Anatolian Gallery

The Henrietta Herbolsheimer, M.D. Syro-Anatolian Gallery presents material from Anatolia (ancient Turkey), including rare monumental statuary and the architectural elements from an Iron Age (ca. 800 BC) city, and examples of hieroglyphic Luwian script.



## Permanent Exhibitions Overview (continued)

### The Haas and Schwartz Megiddo Gallery



The Haas and Schwartz Megiddo Gallery features artifacts from the Oriental Institute's excavations at Megiddo, in modern Israel (ancient Armageddon), including the famed Megiddo ivories, whose artistic style is evidence for early internationalism. The excavation of the mound at Megiddo is presented with objects such as lamps, weapons, and pottery arranged in stratigraphic order to illustrate how archaeologists could recreate the culture from 5000 to 600 BC.

### The Joseph and Mary Grimshaw Egyptian Gallery

The Joseph and Mary Grimshaw Egyptian Gallery contains nearly 800 objects dating from the Predynastic period through the Byzantine period (5000 BC–AD 600). A 17-foot-tall statue of King Tutankhamun stands at the entrance of the gallery. After a chronological introduction, the gallery is arranged thematically around the topics of writing, kingship, funerary beliefs (tombs, mummification, protection of the dead, mummies), and daily life (art, clothing, tools, jewelry, food, music, and games).



### The Robert F. Picken Family Nubia Gallery



The Robert F. Picken Family Nubia Gallery features one of the most complete collections of artifacts from Nubia (southern Egypt and northern Sudan) in the United States. Most of the objects were recovered by Oriental Institute excavations during the 1960s effort to document the history and heritage of these African kingdoms before the area was flooded by the Aswan High Dam.

### The Robert and Deborah Aliber Persian Gallery

The Robert and Deborah Aliber Persian Gallery displays approximately 1,000 objects dating from the archaic Susiana period (ca. 6800 BC) to the Islamic Period (ca. AD 1000). The artifacts show how cultures developed in the area over time and illustrate the involvement of Oriental Institute archaeologists in recovering the history of ancient Iran.



## Frequently Asked Questions

### 1. How can I book a tour? How early should I book a tour? Will I receive a confirmation?

Visit our website (<http://oi.uchicago.edu/museum/tours/>) to select your tour program and submit your request by clicking the “Register for a Guided Tour/Program” button. We require 30 days advance notice to schedule a visit, subject to availability. Confirmation of a scheduled tour is sent within five business days of tour request receipt.

### 2. How many people can we bring for a tour?

It depends on which tour program you select. You can bring up to 120 people at a time for a tour. See “Tour Programs at a Glance” on our Trips & Group Visits webpage (<http://oi.uchicago.edu/visit/tours>) for capacities of each program.

### 3. Where should I park?

For buses: After unloading passengers on University Avenue at 58th Street, continue north on University Avenue and turn right on 57th Street. Continue east on 57th Street (you’ll pass under the Metra viaduct – height limit 11’8”) to Cornell Avenue and then turn right. Take Cornell to Hayes Drive and 63rd Street and turn left. Parking is permitted on the street.

For cars: A public parking garage (payment required) is located a few blocks from the Oriental Institute at 5501 S. Ellis Avenue. A private parking lot just south of the Oriental Institute on University Avenue is open to the public after 4 p.m. on weekdays and all day on weekends. For more information about parking, go to <http://oi.uchicago.edu/visit/directions-parking>

### 4. I have never been to the Oriental Institute, and I would like to familiarize myself before our field trip. How can I get the information about your galleries?

You are welcome to visit the Museum before the field trip. Admission is always FREE! You can also download the Oriental Institute’s Gallery Guide at <http://oi.uchicago.edu/museum-exhibits/gallery-guide> or visit our Virtual Museum at <http://oi.uchicago.edu/museum-exhibits/virtual-tour-oriental-institute-museum>.

### 5. I am planning a Self-Guided Tour. Do you have a seating area in the Museum for small group discussion?

Yes. We recommend your group use the Robert and Deborah Aliber Persian Gallery. There is a bench, and for additional seats we have a limited number of folding stools available in Breasted Hall. Please ask the front desk guard for assistance. Pencils and clipboards are available on site depending on the availability of supplies.

## Frequently Asked Questions (continued)

### **6. How many chaperones should I bring with the group? Is there any charge for them? What else should the chaperones know prior to our field trip?**

One chaperone is required for every ten students under the age of 18. Chaperones are expected to stay with their group at all times. The group must stay together throughout the tour, when taking a restroom break, or when shopping in the Suq gift shop. There is no charge for chaperones.

We suggest that chaperones familiarize themselves with the Museum using the University of Chicago campus map at <http://oi.uchicago.edu/visit/directions-parking> and the Oriental Institute Museum Floor Map at <http://oi.uchicago.edu/museum-exhibits/gallery-guide>. Students understand the Museum better when chaperones themselves are well prepared.

### **7. If I need to cancel my tour reservation, is there a cancellation fee?**

Notice of cancellation is required 48 hours prior to a scheduled tour to avoid being charged. “No-shows” are charged \$75. Exceptions are made for weather-related driving conditions.

### **8. What are the rules for visiting the Museum?**

Eating, drinking, and chewing gum is not permitted in the auditorium or galleries. No leaning or writing on the cases in the Museum. Please use pencil only. Photography is allowed with no flash, except in the Marshall and Doris Holleb Family Gallery for Special Exhibits. Backpacks are not allowed in the Museum. Backpacks should be left on the bus or can be left at the front desk. The Oriental Institute has a coat rack. A few lockers are available for use by our visitors, and are located on the west side of the building near our ramp entrance. Large bags, backpacks, umbrellas, and other items should be checked at the front desk. The Oriental Institute Museum is not responsible for lost or stolen property.

### **9. Does the Oriental Institute Museum have a lunchroom facility?**

No, the Oriental Institute does not have a lunchroom or a facility where students are permitted to eat. We recommend students eat their lunch on the bus, as visitors are not permitted to eat in the Oriental Institute building. You may also contact UChicago Dining at [dining@uchicago.edu](mailto:dining@uchicago.edu) to see if arrangements can be made for your group elsewhere on campus. Please note that groups are expressly prohibited from using a campus dining hall without permission from UChicago Dining.

### **10. Will I see Asian art in the Oriental Institute Museum?**

No, the Oriental Institute Museum only houses archaeological artifacts from the ancient Near East. We do not have a collection of Far East Asian art and artifacts.

## Planning Your Field Trip

	<b>Before Your Visit</b>
<b>Activity Type</b>	Pre-Field Trip Activities
<b>Activity Objectives</b>	<ul style="list-style-type: none"> <li>• Prepare students for an engaging field trip experience.</li> <li>• Help students understand the goals for learning at the Museum.</li> <li>• Help students understand how the field trip fits into classroom learning.</li> </ul>
<b>Activity Location</b>	In your classroom
<b>Suggested Strategies</b>	<p>Visit the Oriental Institute Virtual Museum at <a href="http://oi.uchicago.edu/museum-exhibits/virtual-tour-oriental-institute-museum">http://oi.uchicago.edu/museum-exhibits/virtual-tour-oriental-institute-museum</a></p> <p>Review the Ancient Near East Map at <a href="http://oi.uchicago.edu/museum-exhibits/ancient-near-east-map">http://oi.uchicago.edu/museum-exhibits/ancient-near-east-map</a></p> <p>Review the ancient Near Eastern Cross-Cultural Time Line at <a href="http://oi.uchicago.edu/museum-exhibits/ancient-near-eastern-cross-cultural-time-line">http://oi.uchicago.edu/museum-exhibits/ancient-near-eastern-cross-cultural-time-line</a></p> <p>Read about archaeology museums. Recommended books include:</p> <ul style="list-style-type: none"> <li>• For K–2: <i>Museum Day, Maisy Goes to the Museums</i>, by Lucy Cousins.</li> <li>• For Grades 3–5: <i>How the Sphinx Got to the Museum</i>, by Jessica Hartland; <i>Archaeologists Dig for Clues</i>, by Kate Duke.</li> <li>• For Grades 6–8: <i>You Can't Take a Balloon into the Metropolitan Museum</i>, by Jacqueline Preiss Weitzman; <i>How to Take Your Grandmother to the Museum</i>, by Lois Wyse; <i>Our Work: Modern Jobs – Ancient Origins</i>, special exhibit catalog by the Oriental Institute Museum.</li> <li>• For Grades 9–12: <i>Catastrophe! The Looting and Destruction of Iraq's Past</i>, by the Oriental Institute Museum.</li> </ul> <p>Review or introduce relevant content and vocabulary (See Glossary)</p> <p>Distribute field trip activity sheets and review directions (Use select Field Trip Worksheet)</p>
<b>Trip Tips</b>	If students use worksheets during the tour, please bring pencils and clipboards with you for your visit. The Oriental Institute has a limited number of supplies which are subject to availability.

## Planning Your Field Trip (continued)

While You Are Here	After Your Visit
Field Trip Activities	Post-Field Trip Activities
<ul style="list-style-type: none"> <li>Guide students to build on concepts and skills learned during pre-field trip activities, including developing close-reading, observation, investigation, speaking and listening, critical thinking, and analytical skills.</li> </ul>	<ul style="list-style-type: none"> <li>Allow students to reflect on their field trip experience and what they learned from it.</li> <li>Have students discuss and investigate questions that arose during the Museum visit.</li> </ul>
At the Oriental Institute Museum	In your classroom
<p>Look for objects that relate to particular categories, themes, etc. (Use Object Log).</p> <p>Create detailed, scientific drawings of artifacts (Use Field Trip Artifact Observation Guide).</p> <p>Conduct an investigation in the Museum – Consider putting students in pairs to work on more complex problem solving skills while they are here at the museum. Ask a question and gather evidence at the Museum to create an explanation. They can be assessed either individually or as a pair at any later point. (Use An Investigation at the Oriental Institute Museum worksheet).</p> <p>Create a comic strip to illustrate a story learned at the Museum (Use Comic Page template).</p>	<p>Watch <i>Persepolis Recreated</i> (37 minutes) in class with guiding questions, including:</p> <ul style="list-style-type: none"> <li>Why is archaeology important?</li> <li>How do we know what we know?</li> </ul> <p>Write a journal entry about your experience.</p> <p>Use the Oriental Institute’s Integrated Database (<a href="http://oi-idb.uchicago.edu/">http://oi-idb.uchicago.edu/</a>) and Photographic Archives (<a href="http://oi.uchicago.edu/collections/photo-graphic-archives">http://oi.uchicago.edu/collections/photo-graphic-archives</a>) to conduct research about objects studied during the field trip.</p> <p>Develop a research paper on comparable objects of the same time period.</p> <p>Create a presentation using Glogster, Prezi, or PowerPoint about objects and related themes of students’ research to the class.</p> <p>Write a story, poem, song lyrics, or game outlines about a select object.</p>
To make the Museum more manageable, break up the galleries into smaller parts. Have small groups work in select galleries. Students can compile and share information when they return to school.	A visit to the Museum aligns with Common Core State Standards for English Language Arts. Students can practice reading and comprehending informational texts in exhibitions.

# Student Worksheet

Recommended for:	<input type="checkbox"/> Pre-Field Trip	<input checked="" type="checkbox"/> During Field Trip	<input type="checkbox"/> Post-Field Trip	
	<input checked="" type="checkbox"/> Self-Guided Tour Use	<input checked="" type="checkbox"/> Guided Tour Use		
Grade Level:	<input type="checkbox"/> K-2	<input checked="" type="checkbox"/> 3-5	<input checked="" type="checkbox"/> 6-8	<input type="checkbox"/> 9-12

## Field Trip Artifact Observation Guide

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Find your favorite artifact in the Museum.

2. Record your observations in the box below. Draw or write what you see in as much detail as you can.

3. What I learned about this artifact is that ...

4. It is my favorite artifact because ...

# Student Worksheet

Recommended for:  Pre-Field Trip  During Field Trip  Post-Field Trip  
 Self-Guided Tour Use  Guided Tour Use  
Grade Level:  K-2  3-5  6-8  9-12

## Field Trip Artifact Observation Guide

Name \_\_\_\_\_ Date \_\_\_\_\_

### *Observe*

What do you see? What is the object made of? What does it look like?

### *Infer*

What do you think? Who would have used this object? How, when, and why did they use it?  
How can you tell from looking at it?

### *Reflect & Connect*

Why did you choose to study this artifact?

### *Sketch the artifact*

Record the details of the artifact.

# Student Worksheet

Recommended for:  Pre-Field Trip  During Field Trip  Post-Field Trip  
 Self-Guided Tour Use  Guided Tour Use  
Grade Level:  K-2  3-5  6-8  9-12

## An Investigation at the Oriental Institute Museum

Name \_\_\_\_\_ Date \_\_\_\_\_

*Question:*

Before the field trip, create a question to investigate at the Museum.

*Evidence:*

At the Museum, collect data (writing and drawing) that will help answer your question.

*Hypothesis:*

Back at school, review the evidence. Create and write an answer to your question.

*Reasoning:*

Back at school, use the evidence that you collected to explain the claim you wrote above.

# Student Worksheet

Recommended for:	<input type="checkbox"/> Pre-Field Trip	<input checked="" type="checkbox"/> During Field Trip	<input type="checkbox"/> Post-Field Trip
	<input type="checkbox"/> Self-Guided Tour Use	<input checked="" type="checkbox"/> Guided Tour Use	
Grade Level:	<input type="checkbox"/> K-2	<input type="checkbox"/> 3-5	<input checked="" type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12

## Object Log

Name \_\_\_\_\_ Date \_\_\_\_\_

### Instructions:

1. Use this log to record your discovery of themes and the related objects during your gallery tour.
2. Use as many worksheets as you need for your discovery.
3. Come up with a phrase to describe a main aspect you learned about a civilization of the ancient Near East.

Theme	Object	Object	Object
<i>Example: Technology</i>	<i>Example: Token Balls</i>	<i>Example: Iron Wheels</i>	<i>Example: Potter's Wheel</i>
<b>Theme A</b>	<b>Object 1</b>	<b>Object 2</b>	<b>Object 3</b>
<b>Theme B</b>	<b>Object 1</b>	<b>Object 2</b>	<b>Object 3</b>
<b>Theme C</b>	<b>Object 1</b>	<b>Object 2</b>	<b>Object 3</b>

A phrase I would use to describe the ancient (circle one) Mesopotamian / Egyptian / Persian / Nubian / Assyrian / Anatolian civilization is:

# Student Worksheet

Recommended for:  Pre-Field Trip  During Field Trip  Post-Field Trip  
 Self-Guided Tour Use  Guided Tour Use  
Grade Level:  K-2  3-5  6-8  9-12

## A Journey of an Artifact Outline

Name \_\_\_\_\_ Date \_\_\_\_\_

**What is your artifact?**

**Who do you think was the first owner of this artifact?**

**How did the owner use this artifact?**

**How do you think the artifact ended up here?**

*Now use these notes to write your story.*

# Student Worksheet

Recommended for:  Pre-Field Trip  During Field Trip  Post-Field Trip  
 Self-Guided Tour Use  Guided Tour Use  
Grade Level:  K-2  3-5  6-8  9-12

## A Day in the Museum Comic Strip

Name \_\_\_\_\_ Date \_\_\_\_\_

*Instructions: Use the comic strips to capture the best moments in your museum visit.*


# Student Worksheet

Recommended for:  Pre-Field Trip  During Field Trip  Post-Field Trip  
 Self-Guided Tour Use  Guided Tour Use  
Grade Level:  K-2  3-5  6-8  9-12

## The Visual Elements of Artifacts

Name \_\_\_\_\_ Date \_\_\_\_\_

### Instructions:

1. Use this log to record your observation of the visual elements of the artifacts during your gallery tour.
2. Use as many worksheets as you need for your discovery.
3. Create a short poem to express your feeling about one or more of the artifacts you observed.

	<b>Artifact:</b> _____
<b>Shape</b>	
<b>Color</b>	
<b>Scale</b>	
<b>Form</b>	
<b>Pattern</b>	
<b>Symbol</b>	
<b>Medium/Media</b>	
<b>Texture</b>	

**My Poem:**

# Glossary

## **Archaeology**

The study of human civilizations through the recovery and analysis of artifacts and cultural landscapes.

## **Artifact**

Any object made, modified, or used by a human being in the past.

## **Chronology**

1) The determination of dates and the sequence of events; 2) The arrangement of events in time; 3) A list or table of dates and events.

## **Color**

A visual element that refers to what the eyes see when light is reflected off an object. Hue, value, and intensity are three properties of color.

## **Culture**

All the behavior patterns, beliefs, art, institutions, and other products of human work and thought characteristic of a community or population.

## **Cuneiform**

One of the earliest known systems of writing distinguished by its wedge-shaped impressions, usually made by a stylus in the surface of a clay tablet or waxed writing board, or carved into stone.

## **Dating (verb)**

The process of determining the approximate date when an artifact was manufactured or used.

## **Excavate**

To remove or uncover by digging or hollowing out. The scientific process of removing earth to uncover artifacts or to establish the chronology of a site on the basis of stratigraphy (layers of earth that indicate different periods of habitation).

## **Egyptian Hieroglyphs**

The formal writing system invented and used by the ancient Egyptians.

## **Form**

The visual element that is three-dimensional; having height, width, and depth.

## **Iconography**

The study of decorative and design elements.

## **Locus**

Location where artifacts are found.

## **Medium (pl. Media)**

The materials used to create a work of art.

## **Middle East**

The area in Asia and Africa between and including Libya in the west, Pakistan in the east, Turkey in the north, and the Arabian Peninsula in the south.

# Glossary (continued)

**Monotheism**

Belief system in which only one deity is acknowledged and worshipped.

**Negative Space**

Spaces surrounding shapes or forms in two- and three-dimensional art.

**Pattern**

Repetition of elements or motif.

**Prehistory**

Human history in the period before writing, known mainly through the study of ceramics and human remains.

**Philology**

The study of grammar, literary texts, and written records.

**Primary Source**

First-hand account of an event, a life, or a moment in time, seen or read in its original form such as a diary, letter, photo, etc.

**Polytheism**

Belief system in which multiple deities are acknowledged and worshipped.

**Oriental**

The direction in which the sun rises, that is, "east."

**Scale**

When proportional relationships are created relative to a specific unit of measurement.

**Script**

A system of signs or characters employed to write a language.

**Shape**

The visual element that has two dimensions: height and width. A space with a defined or implied boundary. Two basic groups: geometric and organic.

**Sherd**

A fragment of pottery.

**Stratigraphy**

Layers of superimposed soil and associated artifacts that indicate different periods of occupation.

**Style**

The identifying characteristics of the artwork of an individual, a group of artists, a period of time or an entire society.

**Symbol**

A visual image that represents something other than itself.

## Glossary (continued)

### **Technique**

Specific methods or approaches when working with materials in creating works of art.

### **Tel (or Tell)**

A mound that contains the superimposed remains of different ancient settlements.

### **Texture**

The visual element that refers to the way something feels or looks like it feels and can be actual or implied.



## **CONTACT US**

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## **LOCATION**

The Oriental Institute  
The University of Chicago  
1155 E. 58th St.  
Chicago, IL 60637

## **THE ORIENTAL INSTITUTE MUSEUM OPENING HOURS**

Closed Monday  
Tuesday, Thursday–Sunday: 10:00 a.m.–5:00 p.m.  
Wednesday: 10:00 a.m.–8:00 p.m.  
The Museum is closed on January 1, July 4, Thanksgiving Day, December 25.

## **ACCESSIBILITY**

The Museum is fully wheelchair and stroller accessible. The University Avenue west entrance is accessible by ramp and electronic doors. All our galleries are on ground level and are wheelchair accessible. Elevators are located in the lobby with access to all floors. A limited number of wheelchairs are available for free on a first-come, first-served basis. Breasted Hall is equipped with a designated wheelchair area at the front row.