



# My Chicago Field Trip



## INSTRUCTOR NOTE

Students have learned many things about Chicago by studying the symbols on the flag, and now they are going to visit a museum to learn even more about the city they live in. The narrative below describes taking field trips to museums and why they are special places to visit. Review the following vocabulary list with students prior to reading the narrative.

## Vocabulary

**collections**—groups of objects that museums have

**historical**—having to do with history, the past

## Narrative

**W**hen I was little, one of my favorite things to do at school was to go on a field trip to the Chicago Historical Society, because history was my favorite subject. **1 Where have you gone on field trips? What did you enjoy seeing?**

The Chicago Historical Society cares for collections. **2 Do you collect anything like baseball cards or coins or stamps? Why do you collect these objects?** Museums collect objects because we can learn from them. For example, the Chicago Historical Society collects clothing from all different time periods. The clothing, called a costume collection, can be shown in an exhibition, so people can learn about how





## Narrative

clothing from different decades is alike and different. People called curators decide what to collect for the museum. Curators also make sure that what they collect is preserved—or kept safe—so people can visit the Chicago Historical Society in the future and see objects from long ago or the recent past.

Let's think about what we have learned about Chicago by looking at the Chicago flag in your Student Activity Books. **3 How many stars does the Chicago flag have? What do the different stars represent? What do the blue stripes represent? What do the white stripes represent?** We are going to visit the Chicago Historical Society, a museum that is all about Chicago. **4 What do you think "historical" means? What kinds of things do you think you might see at the Chicago Historical Society?** We are sure to see artifacts. An artifact is something that was made and used by people in the past. The Chicago Historical Society displays the artifacts we are going to see because they tell us something about Chicago's history. Look back at your *My Chicago* booklet. Artifacts can be objects as well as photographs or documents. **5 What artifacts have you seen in your *My Chicago* Student Activity Book?**

The artifacts we will see at the museum have to do with history, or Chicago's past. **6 What did the artifacts you learned about tell us about the Chicago Fire? Fort Dearborn? The Chicago River? The world's fairs?** A group of burnt objects from the Chicago Fire tells us a story about how horrible the fire must have been. While some

of the artifacts we are going to see have to do with Chicago long ago, others will tell us about the Chicago we live in today. We have been learning about Chicago with the activities we have done, and now on our field trip we are going to learn even more about Chicago. **8 Why do you think it is important to learn about our city?** We are all Chicagoans, and it is important for us to know what makes our city special and different from other cities.



See Chicago's first train engine—the *Pioneer* locomotive—at the Chicago Historical Society.



# Activity

Explain to students that they are going to search for different kinds of artifacts at the Chicago Historical Society.

- 1 Ask students to recall what an artifact is from the narrative. Explain that on their field trip, students are going to search for artifacts from Chicago's past and present.
- 2 There are two types of activity sheets: *Chicago Events and Places* and *Chicago Primary Sources*. You can use all the sheets or just one set. Or you can divide your group in half and have each have use a different set of sheets.
- 3 Allow students to preview the *Field Trip Activity* sheets you have selected. Read aloud each of the categories. Explain that when students have identified an artifact, they can describe it in writing, or with a picture. Point out the "past or present" label at the top of some of the boxes. Explain that you will help them decide whether an artifact is from Chicago's past or present. Once they have decided, students can then circle either "past" or "present."
- 4 **After your visit:** discuss the trip and review the worksheets students completed while at the Chicago Historical Society.
- 5 Ask students to turn to the *My Chicago Historical Society Field Trip Memories* pages of their scrapbook and fill them in. They can refer to their activity sheets and talk to their friends for ideas about how they want to complete the pages. Students may draw their own pictures of their visit or cut out images from Chicago Historical Society brochures and glue them onto their pages.

## MATERIALS

- *Chicago Historical Society Field Trip Activity Sheets* (one set for each student)
  - *Chicago Events and Places*
  - *Chicago Primary Sources*
- *My Chicago Historical Society Field Trip Memories* (one set for each student)
- Brochures from the Chicago Historical Society; pick-up during your visit (optional)
- pencils
- clipboards
- scissors (optional)
- glue (optional)
- crayons, markers, or colored pencils



# Chicago Events and Places

Draw or describe an artifact that tells you more about Chicago's events and places.

## Fort Dearborn/American Indians

A large, empty rectangular box with a thin blue border, intended for a drawing or description related to the Fort Dearborn/American Indians topic.

## Great Chicago Fire

A large, empty rectangular box with a thin blue border, intended for a drawing or description related to the Great Chicago Fire topic.



# Chicago Events and Places

Draw or describe an artifact that tells you more about Chicago's events and places.

## World's Fairs: 1893 World's Columbian Exposition and 1933 A Century of Progress International Exposition

## Chicago River

## Neighborhood Life



