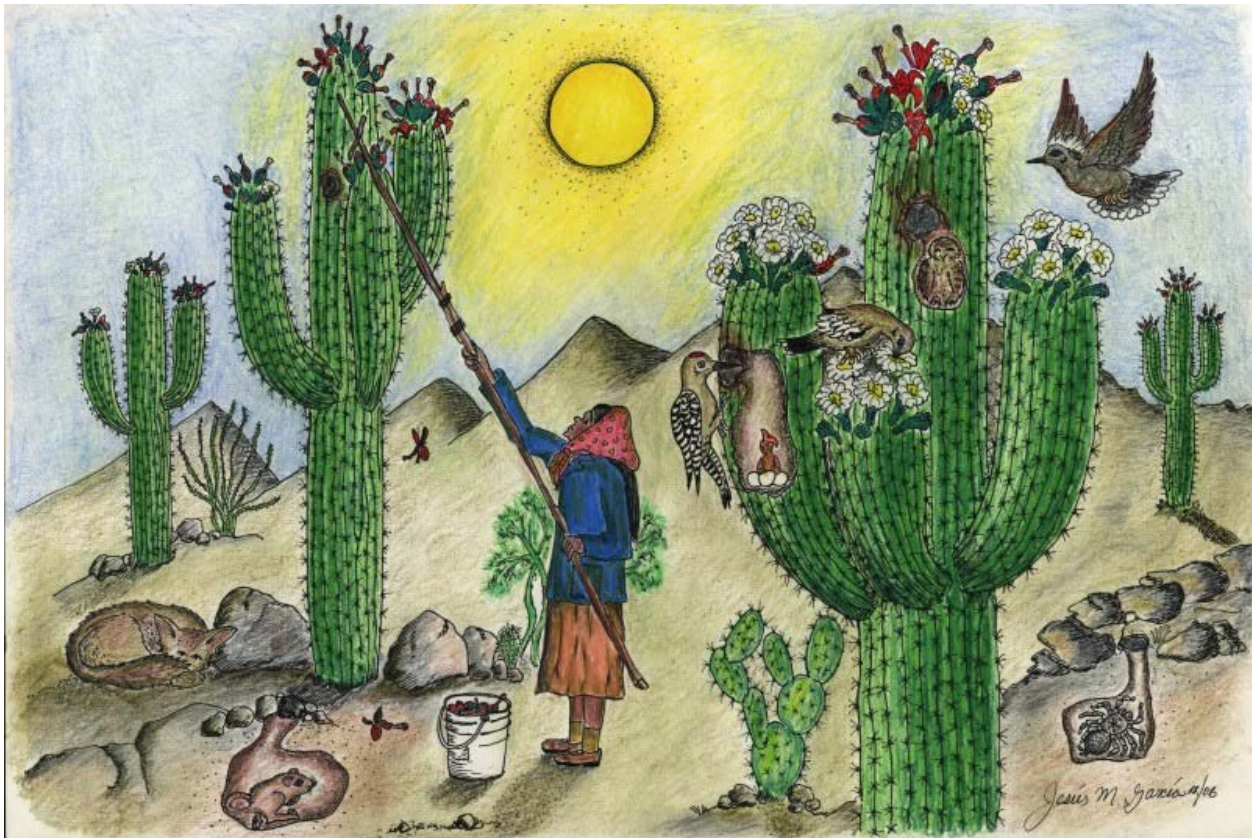


# Diversity of Life Field Trip Guide Introduction

ARIZONA-SONORA  
DESERT  
MUSEUM



## To The Teacher

Welcome! These materials have been designed to help teachers, chaperones and students prepare for a Self-Guided Visit to the Arizona-Sonora Desert Museum and to enhance the educational value and enjoyment of the field trip. We recommend that the Diversity of Life Desert Museum visit coincide with the 6<sup>th</sup> grade Diversity of Life, Investigation 1: 'What is Life?' We developed this collection of Sonoran Desert information and activities to contribute to your classroom Diversity of Life unit; they are not intended to be a complete curriculum on their own. We hope you find this information useful and easy to incorporate into your science curriculum. All materials are designed to be used by middle school students and may be duplicated for student and chaperone use. For more information on the Desert Museum and the Sonoran Desert visit our web site at [www.desertmuseum.org](http://www.desertmuseum.org).

This **Diversity of Life Field Trip Guide** contains pre- and post- visit information and activities to do during your field trip.

- **Pre-visit Information and Activities:** The background reading provides students with information on people and environmental conditions of the Sonoran Desert Region. These readings provide students with a basis for understanding the unique characteristics and history of the Sonoran Desert Region. The *Desert Survivor* activity introduces students to the concepts of what is needed by living things for survival in the Sonoran Desert. By completing pre-visit readings and activities, students will be able to more accurately anticipate and understand what they will encounter at the Arizona-Sonora Desert Museum.
- **Diversity of Life Field Trip Guide:** The purpose of the *Diversity of Life Field Trip Guide* is to encourage students to make careful, scientific **observations** of plants, animals and corresponding physical environments while on their field trip, as well as **read** exhibit signs. Students should work on the *Diversity of Life* activities as designated by their teacher while touring the Desert Museum.
- **Post-visit Activities:** Post-visit activities give students a chance to synthesize information learned before and during their trip, and will help students construct their own understanding of the *Diversity of Life* components of the Sonoran Desert Region.

### **Diversity of Life Field Trip Guide Description and Preparation**

The guide is designed to coordinate with Desert Museum exhibits and is to be used as you tour the Museum grounds with your group. Your students should work on the **student handouts** during their visit. It may take students 3 to 4 hours to complete the suggested activities. If your class will be spending less time at the Desert Museum, we recommend students complete those sections that best correlate with your science curriculum. Please feel free to modify, add, and/or delete questions to meet the goals of your visit. This guide was designed to correlate directly with the Diversity of Life FOSS kit curriculum.

#### **Prior to Your Visit:**

- **Assign student Expert Groups.**
- Make copies of the Diversity of Life Field Trip Student Guide for each student.
- Make copies of the Teacher/Chaperone Guide for each Chaperone
- Remind students to bring a pencil on the trip!

- Review the investigation questions, map, and exhibit descriptions with your students so they know what they are expected to find and complete at the Museum. (For more detailed information on exhibits visit our web site: [www.desertmuseum.org](http://www.desertmuseum.org))
- Remind students to bring a pencil on the trip!

### **Suggestions:**

- Work with your students to find the answers and generate enthusiasm. Divide them into smaller groups (up to 4-5 students)– **each with an adult chaperone** – and provide each chaperone with the *Answer Keys* so they may **assist** students. Encourage cooperative learning among students.
- This DOL field trip includes a graded project as a post-visit activity that utilizes the information obtained during your visit, which should help provide student motivation and incentive to complete the handouts.
- **Remind students to make careful observations of plants, animals and geologic features as well as read the signs and labels at each exhibit. This information will help them complete their handouts.**
- Trained Docent Interpreters give a variety of natural history interpretations at different locations throughout the Desert Museum. They provide exciting, hands-on opportunities to learn more about the Sonoran Desert Region. Look for the daily schedule of interpretations at the *Orientation* area (see map). These are well-worth attending.
- **Review the rules of conduct with your students and chaperones before you begin.** Remember, these are **living exhibits**. Following the rules will make your visit a more positive experience for your students and the Desert Museum’s wildlife.

### **NOTE**

**Teachers who do not utilize the Diversity of Life FOSS kits, can substitute a Living/Nonliving activity for their students prior to their visit to the Desert Museum.**

Emphasis should be placed on characteristics that make living things different from non-living things (cows breathe but a table does not) and to identify misunderstandings such as a seed is not alive.

We welcome and value your comments, suggestions and/or questions concerning this packet. The information and activities have been developed and revised based on teacher, chaperone, student and staff recommendations over a number of years. We appreciate your taking the time to complete the **enclosed evaluation form**. If you develop any lessons or activities related to desert ecology and a Museum visit that work well with your students, please send us a copy.

## Diversity of Life Field Trip Evaluation

In which grade were the students who completed these activities?: \_\_\_\_\_

Please tell us how well the Diversity of Life Field Trip guide served you and your students (rate each category: 1 low, 5 high)



1. Ease of use by students \_\_\_\_\_

Comments:

2. Ease of use by chaperones \_\_\_\_\_

Comments:

3. Alignment with my curriculum \_\_\_\_\_

Comments:

4. Length of activities      too long                      too short

Comments:

5. Difficulty of activities      too easy                      too difficult

Comments:

6. Student engagement \_\_\_\_\_

Comments:

Please return to:

Education Department, Arizona-Sonora Desert Museum, 2021 N. Kinney Road, Tucson, AZ 85743.

Fax: 520-578-8020. Email: [education@desertmuseum.org](mailto:education@desertmuseum.org)