



# FIELD TRIP PLANNING

&

FOR K-12 EDUCATORS

# EXHIBITION GUIDE



THE  
ORIENTAL  
INSTITUTE  
OF THE UNIVERSITY OF CHICAGO

# WELCOME

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

## TOP 5 REASONS TO TAKE A FIELD TRIP TO THE ORIENTAL INSTITUTE MUSEUM

1. We have MUMMIES!
2. 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 a massive King Tut and the 40-ton, 16-foot-tall lamassu (winged bull) that the Museum was built around.
5. Our simulated dig gives you the opportunity to learn how to excavate like an archaeologist

## DID YOU KNOW?

- The Oriental Institute's founder, James Henry Breasted, was the first American Egyptologist and was the scholar who popularized the term "fertile crescent."
- The movie character Indiana Jones was based in part on real Oriental Institute archaeologist Robert Braidwood. In real life Braidwood was the first archaeologist to use a multidisciplinary team on an excavation, including a geologist, a paleo-botanist, and a radiocarbon-dating expert.
- The Oriental Institute is a world-renowned research institute and museum for investigating early human civilizations.
- The Oriental Institute is part of the University of Chicago, where Willard Frank Libby, a physical chemist, discovered radiocarbon dating in the 1940s.

## 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 and assessing your students' learning through the field trip.

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## STAY INFORMED WITH E-SCRIBE

Subscribe to our monthly e-newsletter for educators to receive the latest updates on our K-12 program offerings. Go to [oi.uchicago.edu](http://oi.uchicago.edu), click the “Subscribe to E-Newsletter” button, and select “Teachers.”



## NEW!

## TEACHER MEMBERSHIP EDUCATOR PASS

Sign up for membership exclusively for educators—for just \$25 a year! Visit [oi.uchicago.edu](http://oi.uchicago.edu) and select “Membership” for details.



# RESERVING YOUR TOUR PROGRAM





# RESERVATION INFORMATION

## WHERE TO BEGIN

The Oriental Institute welcomes you and your group to visit the Museum and participate in our tour program offerings. Review the program descriptions and choose the option best suited for your group.

To start your tour booking:

1. go to our website at [oi.uchicago.edu](http://oi.uchicago.edu)
2. select “Plan Your Visit”
3. select “Tours & Group Visits”
4. click on either the “Register for a Guided Tour/Program” or the “Register for a Self-Guided Tour/Visit” button

**IMPORTANT:** Please submit the form at least 30 days before your visit. A credit card is required to hold your place for all tour programs except for self-guided tours.

Requested dates and times are subject to availability. You will receive an email confirmation when your tour has been booked. Please allow 5 business days for processing after your Tour Program Request Form has been sent.

## FAMILIARIZE YOURSELF WITH THE MUSEUM’S COLLECTIONS

Before your field trip, download the Oriental Institute Museum’s Gallery Guide at [oi.uchicago.edu/galleryguide](http://oi.uchicago.edu/galleryguide) or visit our Virtual Museum at [oi.uchicago.edu/virtualtour](http://oi.uchicago.edu/virtualtour). You are also welcome to visit the Museum before your field trip. Admission is always free.

## CHAPERONES

One chaperone is required for every ten students under the age of 18. There is no charge for chaperones.

We suggest that chaperones familiarize themselves with the Museum using the University of Chicago campus map at [oi.uchicago.edu/visit/directions-parking](http://oi.uchicago.edu/visit/directions-parking) and the Oriental Institute Museum Floor Plan at [oi.uchicago.edu/galleryguide](http://oi.uchicago.edu/galleryguide) (also on p. 12 of this pamphlet). Students understand the Museum better when chaperones themselves are well prepared.

## CANCELLATIONS

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

# GUIDELINES FOR STUDENTS

## RULES FOR VISITING THE MUSEUM

- Eating, drinking, and chewing gum are 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, where no photography is permitted.
- Backpacks are not allowed in the Museum. Backpacks should be left on the bus, or they can be left at the front desk.
- The Oriental Institute has a coat rack, umbrella stand, and a few lockers are available for our visitors' use. They are located on the west side of the building near our ramp entrance. Large bags, backpacks, and other items must be checked at the front desk. The Oriental Institute Museum is not responsible for lost or stolen property.





# FACILITIES & ACCESSIBILITY

## LUNCHROOM FACILITY

Unfortunately, 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 can contact UChicago Dining ([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.

## ACCESSIBILITY

The Museum is fully wheelchair and stroller accessible. The University Avenue west entrance is accessible by ramp with electronic doors. All galleries are on the ground level and are wheelchair accessible.

Elevators are located in the lobby with access to all floors. A limited number of wheelchairs are available free on a first-come, first-served basis. Breasted Hall is equipped with a designated wheelchair area in the front row.

## PARKING

**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.

**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. Monday through Friday and all day Saturday and Sunday. There is a limited number of accessible parking spaces in this parking lot. For more information about parking, go to [oi.uchicago.edu/visit/directions-parking](http://oi.uchicago.edu/visit/directions-parking).

## ASSISTIVE LISTENING DEVICES (ALDS)

A limited number of FM assistive listening devices for guided tours are available for check-out. Headsets and neck loops are available free of charge with identification. Please contact us at [oi-education@uchicago.edu](mailto:oi-education@uchicago.edu) and specify your need at least two business days before your visit.

## SERVICE ANIMALS

Service animals to accompany people with disabilities are allowed in all areas of the facility where the public is normally allowed to go. Service animals are not pets, and are defined as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability per the Americans with Disabilities Act (ADA).

If you are planning a visit to the Oriental Institute with a service animal, please kindly notify us in advance at [oi-education@uchicago.edu](mailto:oi-education@uchicago.edu).

# BUS SCHOLARSHIP

Thanks to the generosity of our donors and in honor of the volunteerism of Catherine J. Dueñas, we are glad to offer a limited number of bus scholarships for field trips to the Oriental Institute Museum for schools with a majority of Latino students or that are classified as Title 1 schools. Applications are accepted continuously and are awarded on a first-come, first-served basis while funding lasts. The scholarship covers \$150 per bus per school during a given school year. Please note that this scholarship may only be used for school bus rental; cash buses are ineligible for funding.

## APPLICATION PROCEDURES:

1. Write a letter of intent on your school's letterhead affirming the percentage of students classified as Latino, or that your school is a Title 1 school. In your letter, address how a field trip to the Oriental Institute meets your classroom learning objectives. All participating teachers and the school principal must sign this letter of intent.
2. Include official documentation confirming the percentage of students classified as Latino or indicate that you are a Title 1 school. A copy of the first page of your school's Illinois School Report Card is sufficient.
3. Send the application, letter of intent, and student demographic documentation by fax to 773.702.9853, ATTN: Education Department, Catherine J. Dueñas Bus Scholarship, or email to [oi-education@uchicago.edu](mailto:oi-education@uchicago.edu).
4. Please allow 10 business days from the time you submit your application to receive a decision. Notifications will be sent by email.
5. If you are awarded a scholarship you will receive instructions of how to book your field trip. We require a 30-day advance notice to schedule a tour. You are responsible for booking and initially paying for the bus. To receive reimbursement of \$150, you are required to send an invoice on school letterhead for \$150 along with your school's W-9 form.

To complete or download the forms, visit our website at [oi.uchicago.edu/visit/bus-scholarship](http://oi.uchicago.edu/visit/bus-scholarship)



## WATCH FOR OUR NEW DISCOVERY CART

This mobile cart engages participants in hands-on, inquiry-based learning about the importance of pottery in the ancient world.

For more information, please email us at [oi-education@uchicago.edu](mailto:oi-education@uchicago.edu).



# TOUR PROGRAMS AT A GLANCE

The list below shows information about our programs and their Common Core State Standard alignment.

Program	Number of Participants	Suggested Age	Duration	Cost	Common Core State Standards Alignment (Anchor Standards)
<b>Guided Tour</b>	10-60	8 years old and up	1 hour	Free for school groups (credit card is required to book a tour) \$7 for seniors \$10 for adults	CCSS.ELA-Literacy.CCRA.R.2 CCSS.ELA-Literacy.CCRA.R.7
<b>Guided Tour + Film</b>	10-120	8 years old and up	2 hours	\$3 per student for school groups \$10 per person for seniors \$13 per person for adults	CCSS.ELA-Literacy.CCRA.R.2 CCSS.ELA-Literacy.CCRA.R.7 CCSS.ELA-Literacy.CCRA.R.10
<b>Time Travelers</b>	8-20	5-8 years old	2 hours	\$5 per student	CCSS.ELA-Literacy.RL.1-3.2 CCSS.ELA-Literacy.RL.1-3.7 CCSS.ELA-Literacy.SL.1-3.2 CCSS.ELA-Literacy.SL.1-3.5
<b>Junior Archaeologists</b>	10-36	9-13 years old	2 hours	\$7 per student	CCSS.ELA-Literacy.SL.6-8.1 CCSS.ELA-Literacy.SL.6-8.2 CCSS.ELA-Literacy.SL.6-8.4 CCSS.ELA-Literacy.RSP.6-8.2 CCSS.ELA-Literacy.RST.6-8.3 CCSS.ELA-Literacy.WHST.6-8.7
<b>Artifact Analysis</b>	10-60	13-18 years old	2 hours	\$7 per student	CCSS.ELA-Literacy.SL.9-12.1 CCSS.ELA-Literacy.RI.9-12.1 CCSS.ELA-Literacy.RST.9-12.1 CCSS.ELA-Literacy.RST.9-12.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.W.9-12.7
<b>Self-Guided Tour</b>	10-60	No age limit	No duration limit	Suggested museum donation	



# TOUR PROGRAMS UP CLOSE

The list below shows activity details of each tour program.

Program	Description
<b>Guided Tour</b>	<p>Oriental Institute docents lead your group on a one-hour tour, focusing on some of the highlights of the collection which showcases the history, art, and archaeology of the ancient Near East.</p> <p><i>One chaperone is required for every group of 10 people under the age of 18. Chaperones attend free of charge.</i></p>
<b>Guided Tour + Film</b>	<p>Oriental Institute docents lead your group on a one-hour tour, focusing on some of the highlights of the collection which showcases the history, art, and archaeology of the ancient Near East. You will also enjoy watching one hour-long or two half-hour films. The tour and film(s) are two hours total.</p> <p><i>One chaperone is required for every group of 10 people under the age of 18. Chaperones attend free of charge.</i></p> <p>Film options include:</p> <ul style="list-style-type: none"> <li>• <b>Ancient Mesopotamia and Ancient Egypt:</b> Recommended for 3rd-7th grade. Archaeologist Arizona Smith talks about these two civilizations through archaeological findings. (23 minutes each film. Films shown back-to-back)</li> <li>• <b>Breaking Ground:</b> Recommended for high school and adult groups. The founding of the Oriental Institute and its archaeological discoveries (57 minutes)</li> <li>• <b>Mesopotamia: I have Conquered the River:</b> Recommended for high school and adult groups. Life along the rivers of ancient Mesopotamia. (59 minutes)</li> </ul>
<b>Time Travelers</b>	<p>Experience the life of ancient people through listening to one of their favorite stories, trying on their costumes, and taking a close look at the artifacts they left behind. Analyze ancient “photos” (artifacts) through a coloring activity and explore the Museum galleries to uncover the mysteries of the selected objects. Read the Epic of Gilgamesh, a tale that is over 3,000 years old, while wearing replicated Egyptian and Mesopotamian costumes. Discover how very real and relatable the people of the ancient world were.</p> <p><i>One chaperone is required for every 5 participants. Chaperones attend free of charge.</i></p>
<b>Junior Archaeologists</b>	<p>Dig into our simulated archaeological excavation and discover the science and process of archaeology. With the help of our facilitators, students are led through the scientific method, developing a research question and hypothesis, uncovering data through the analysis of artifacts found on the excavation site and found on an interactive tour through the galleries, and drawing initial conclusions. This program takes place in the Kipper Family Archaeology Discovery Center located in the lower level of the Oriental Institute and includes a gallery tour.</p> <p><i>One chaperone is required for every 10 participants. Chaperones attend free of charge.</i></p>
<b>Artifact Analysis</b>	<p>Investigate replica artifacts in the manner of an archaeologist post-excavation. Classify and analyze objects to draw conclusions about the excavation site in which they were found and the ancient people who used them while gaining insight into the science and philosophy behind archaeology. Take a docent-led tour of the Museum that focuses on some of the highlights of the collection, which showcases the history, art, and archaeology of the ancient Near East.</p> <p><i>One chaperone is required for every 10 participants. Chaperones attend free of charge.</i></p>
<b>Self-Guided Tour</b>	<p>Groups larger than 10 people who wish to lead themselves through the Museum must fill out the self-guided tour/visit registration form.</p> <p><i>Please note that self-guided groups are required to provide one chaperone for every group of 10 participants under the age of 18. One chaperone for every 5 participants under 10 years of age. Chaperones attend free of charge.</i></p>



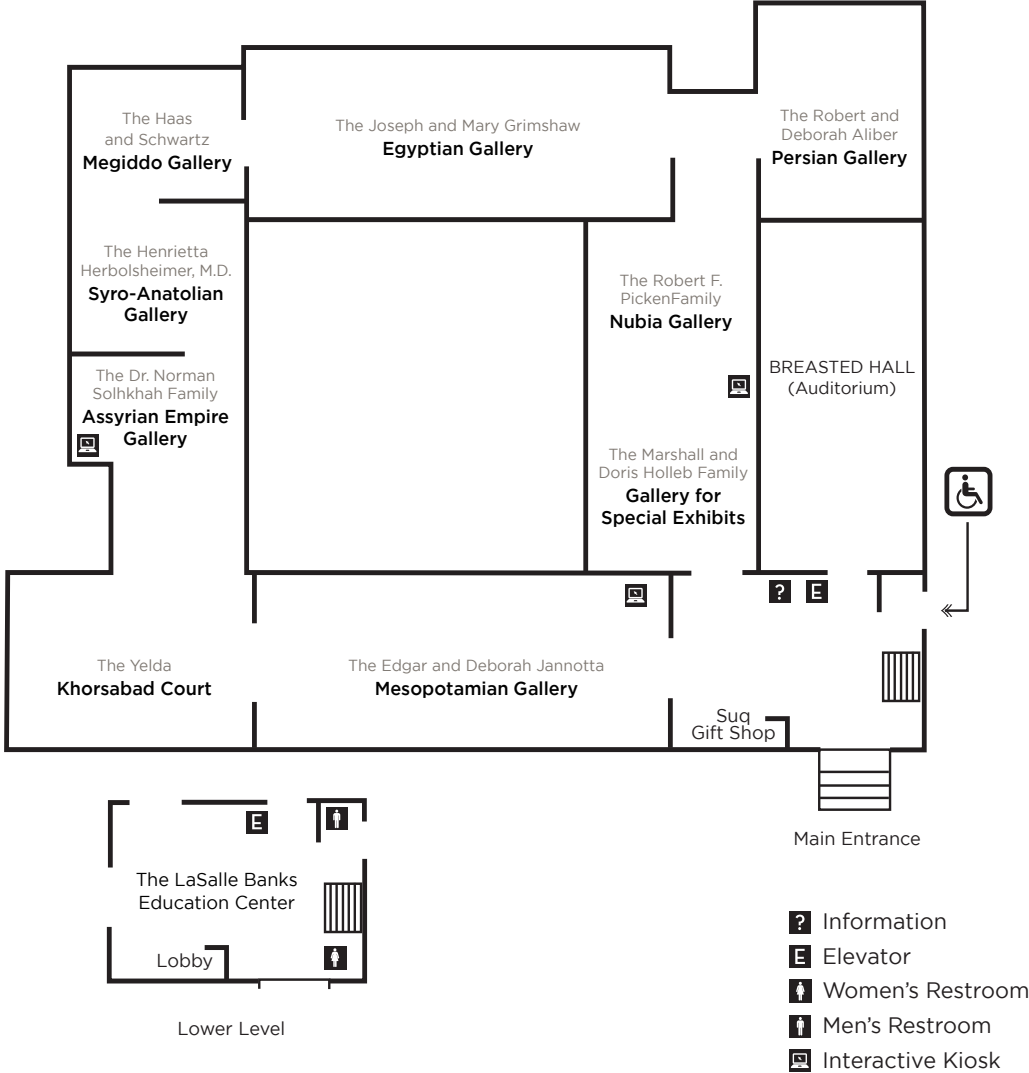
# ABOUT THE ORIENTAL INSTITUTE



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Photo Anna  
Ressman)

# MUSEUM FLOOR PLAN

THE ORIENTAL INSTITUTE MUSEUM HAS 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

Download this map at [oi.uchicago.edu/museumfloormap](http://oi.uchicago.edu/museumfloormap)



# PERMANENT EXHIBITIONS



## 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 642 AD. 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 from different time periods, accompanied by descriptions of political, economic, and technological trends. Special emphasis is given to the development of writing, the training of scribes, and the tradition of royal inscriptions, illustrated by many types of cuneiform documents as well as by a cast of the Code of Hammurabi.

## 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. The gallery also features the archaeology and cultures of the Amuq Valley from 6800 BC to the medieval era illustrated by lithics, pottery, seals, and jewelry. Anatolia was the source of much of the tin that fueled the Bronze Age, and the gallery features metallurgy and mining in Anatolia, including the oldest known bronze figurines (3400-2750 BC). Other highlights are Hittite pottery, Syro-Anatolian luxury goods (jewelry, libation bowls, and cosmetic containers), and a display on the development of the alphabet in Anatolia.





### 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. Other objects trace the rise of the Israelites and the royal city of Megiddo. Artifacts of special interest include a gold-covered statue of the Canaanite god El, a fragment of the Dead Sea Scrolls — one of few on permanent display in the United States — and a cast of the Moabite Stone.



### 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–600 AD). A 16-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). Highlights of the gallery include the brightly painted coffin of a temple singer named Meresamun, a written account of the first labor strike in history (ca. 1182–1151 BC), an annuity contract between a man and his wife written in flowing demotic script in about 365 BC, and a group of statues from a tomb dating to 2477 BC that show people engaged in everyday tasks.



### 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 gallery is arranged chronologically from about 3800 BC to the medieval period (approximately 1400 AD). Highlights of the exhibits are the Qustul Incense Burner (ca. 3200 BC) — one of the earliest records of the kings of Nubia; fine pottery from the A-Group (3800–3000 BC); figurines from the C-Group (ca. 1750 BC), a bronze statue of a Nubian king (ca. 700 BC), brightly painted Meroitic pottery (2nd century BC to 2nd century AD), an ornamented Nubian archer's quiver, and one of the oldest saddles in the world, both dating to about 400 AD.



### 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. 1000 AD). 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. Much of the gallery is devoted to the Oriental Institute's excavations at Persepolis, a ceremonial city of the Achaemenid Persians that thrived from approximately 520 until 331 BC, when Alexander the Great and his troops destroyed it. Highlights of the gallery include painted pottery from Chogha Mish (ca. 5000 BC) and Tall-i-Bakun (ca. 4000 BC), sculpture from Persepolis, including a colossal head of a bull, a collection of Persian gold jewelry, and coins and pottery from the early Islamic period.



# ANCIENT NEAR EAST MAP

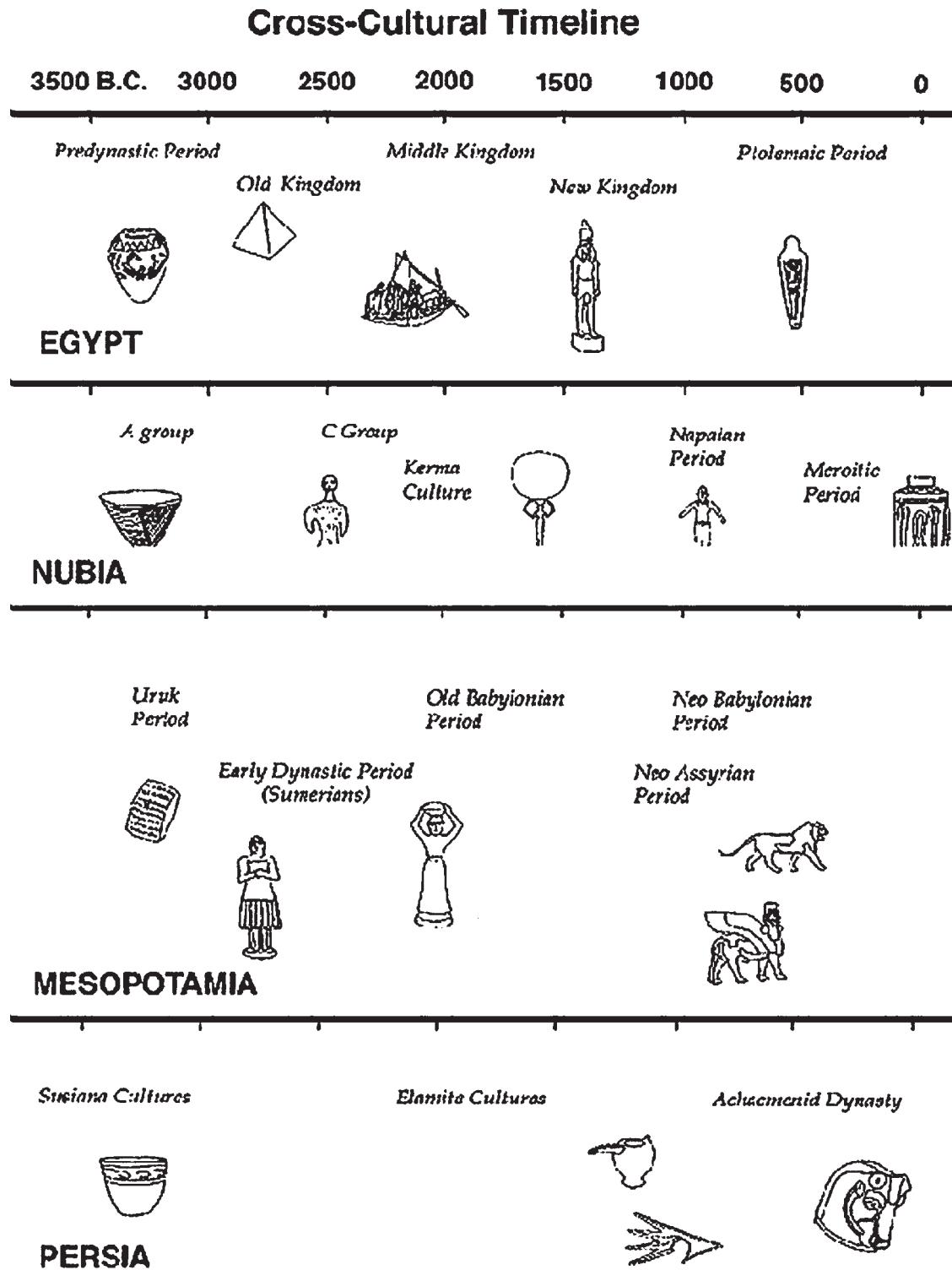
Download this map at [oi.uchicago.edu/neareastmap](http://oi.uchicago.edu/neareastmap)





# ANCIENT NEAR EAST TIMELINE

Download this timeline at [oi.uchicago.edu/timeline](http://oi.uchicago.edu/timeline)



# VIRTUAL TOUR & RESEARCH DATABASE



## VIRTUAL TOUR OF THE ORIENTAL INSTITUTE MUSEUM

Check out the Oriental Institute Museum's 360° interactive virtual tour! This tour was completed in 2014 by Virtually Anywhere. This tour provides viewers a chance to preview our galleries and includes a number of archival images of highlighted objects from our collections. We hope you can use our tour to assist in planning your future visits or to experience the museum galleries from afar.

See the Virtual Tour at [oi.uchicago.edu/virtualtour](http://oi.uchicago.edu/virtualtour)



## SEE THE ARTIFACTS UP CLOSE – USE OUR ONLINE COLLECTIONS SEARCH




Plan Your Visit   Programs & Events   Museum & Exhibits   Collections   Research   Support Us  

### Search Our Collections

Home / Search Our Collections

[Search Tips and Instructions](#)



#### Browse Museum Galleries

Museum Gallery:

Object Type/Description:

Materials:

Place Name:

Culture:

Dating:

The Oriental Institute's online Collections Search is an online search engine that allows visitors to look up high-resolution images and background information about artifacts in our collections, as well as related research.

Start your search at [oi-idb.uchicago.edu](http://oi-idb.uchicago.edu)

# PLANNING YOUR VISIT





# BEFORE YOU VISIT

<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>	Your classroom
<b>Suggested Strategies</b>	<p>Visit the Oriental Institute Virtual Museum at <a href="https://oi.uchicago.edu/virtualtour">oi.uchicago.edu/virtualtour</a></p> <p>Review the ancient Near East Map at <a href="https://oi.uchicago.edu/neareastmap">oi.uchicago.edu/neareastmap</a> (or p. 15)</p> <p>Review the ancient Near Eastern Cross-Cultural Timeline at <a href="https://oi.uchicago.edu/timeline">oi.uchicago.edu/timeline</a> (or p. 16)</p> <p>Review or introduce relevant content and vocabulary (See Glossary, p. 36)</p> <p>Distribute field trip activity sheets and review directions (Select a worksheet from this Guide and read through instructions and the assessment questions.)</p>
<b>Suggested Reading</b>	<p><b>FOR GRADES K-2:</b> <i>Museum Day, Maisy Goes to the Museum</i>, by Lucy Cousins.</p> <p><b>FOR GRADES 3-5:</b> <i>How the Sphinx Got to the Museum</i>, by Jessica Hartland; <i>Archaeologists Dig for Clues</i>, by Kate Duke.</p> <p><b>FOR GRADES 6-8:</b> <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, special exhibit catalog</i> by the Oriental Institute Museum.</p> <p><b>FOR GRADES 9-12:</b> <i>Catastrophe! The Looting and Destruction of Iraq's Past</i>, by the Oriental Institute Museum.</p>
<b>Trip Tips</b>	<p>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. Pens are not allowed in the galleries. Please include your needs on your Tour Reservation Form.</p>

# WHILE YOU ARE HERE

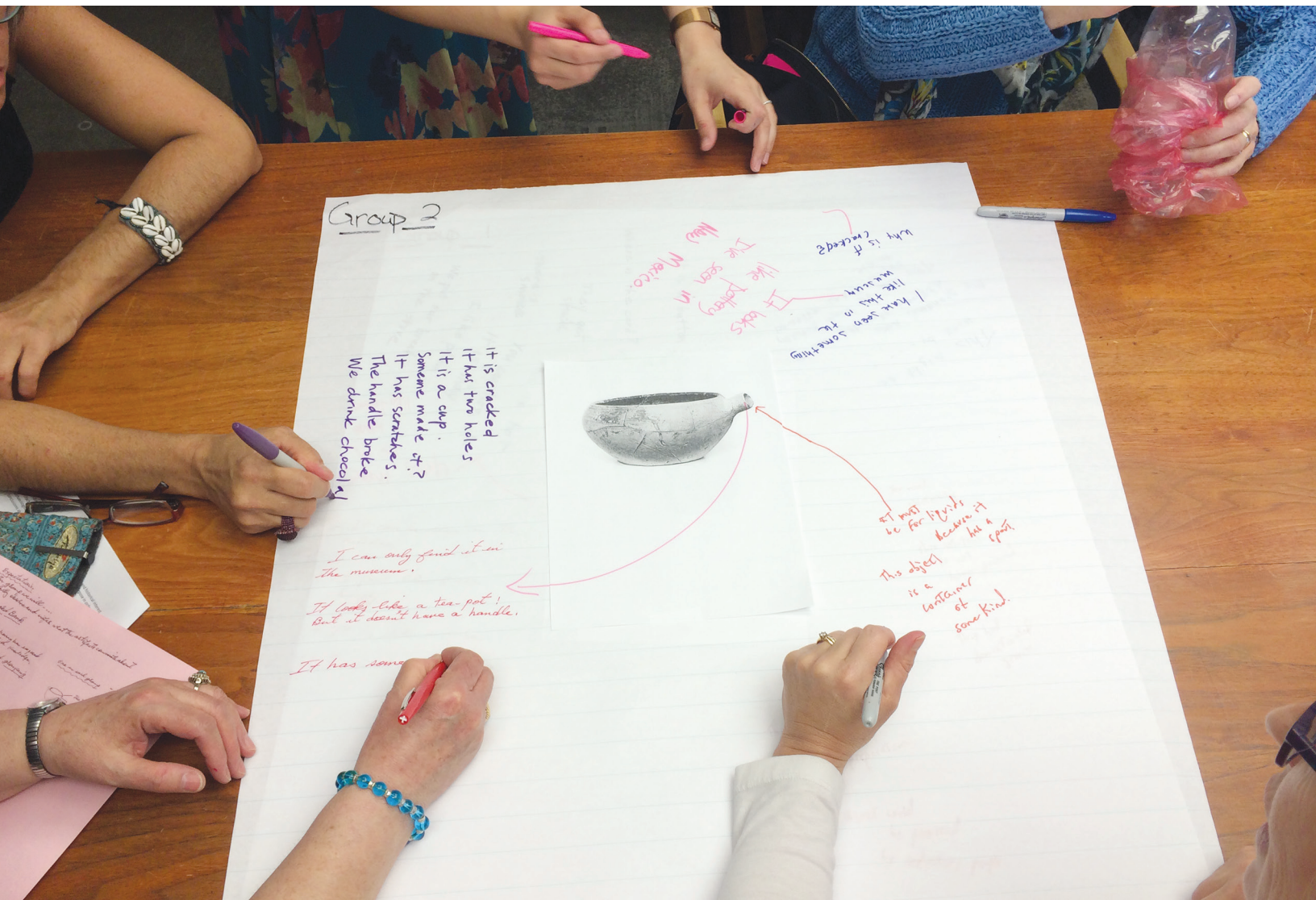
<b>Activity Objectives</b>	<ul style="list-style-type: none"> <li>• Guide students to build on concepts and skills learned during pre-field trip activities, including developing close-reading, observation, investigation, speaking, listening, critical thinking, and analytical skills.</li> </ul>
<b>Activity Location</b>	<p>The Oriental Institute Museum</p>
<b>Suggested Strategies</b>	<p>Select a worksheet from this Guide to build on concepts.</p> <p><b>FOR GRADES K-2:</b> Look for objects that relate to particular categories, themes, etc. (Use the “Compare &amp; Contrast” worksheet)</p> <p><b>FOR GRADES 3-5:</b> Look for objects that relate to particular categories, themes, etc. (Use the “Object Log” or the “Visual Elements of Artifacts” worksheet)</p> <p><b>FOR GRADES 6-12:</b> Create detailed, scientific drawings of artifacts (Use the “Artifact Observation” worksheet)</p> <p><b>FOR GRADES 6-12:</b> 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 in the Oriental Institute Museum worksheet)</p> <p><b>FOR GRADES 6-12:</b> Create a comic strip to illustrate a story learned at the Museum (Use “A Day in the Museum Comic Strip” worksheet)</p>
<b>Suggested Worksheets</b>	<ul style="list-style-type: none"> <li>• Compare &amp; Contrast</li> <li>• Object Log</li> <li>• Visual Elements of Artifacts</li> <li>• Artifact Observation</li> <li>• An Investigation in the Oriental Institute Museum</li> <li>• A Day in the Museum Comic Strip</li> </ul>
<b>Trip Tips</b>	<p>To make a field trip to the Museum more manageable, you can break up the galleries into smaller parts, or have small groups work in select galleries. Use the Museum Floor Map (p. 12) for your planning. Students can compile and share information when they return to school. Chaperones must remain with their groups.</p>

# AFTER YOU VISIT

<b>Activity Objectives</b>	<ul style="list-style-type: none"> <li>• Allow students to reflect on their field trip experience and what they learned.</li> <li>• Have students discuss and investigate questions that arose during the Museum visit.</li> </ul>
<b>Activity Location</b>	Your classroom
<b>Suggested Strategies</b>	<p>For all grade levels: Review and share assessment questions on the correlated worksheets with students.</p> <p><b>FOR GRADES 3-5:</b> Write a journal entry about your experience. (Use “A Day in the Museum Comic Strip” worksheet)</p> <p><b>FOR GRADES 6-8:</b> Write a story, poem, song lyrics, or game outline about a select object.</p> <p><b>FOR GRADES 6-12:</b> Develop a research paper on comparable objects of the same time period.</p> <p><b>FOR GRADES 6-12:</b> Create a presentation using Glogster, Prezi, or PowerPoint about objects and related themes of students’ research to the class.</p> <p><b>FOR GRADES 9-12:</b> Use the Oriental Institute’s Integrated Database (<a href="http://oi-idb.uchicago.edu/">oi-idb.uchicago.edu/</a>) and Photographic Archives (<a href="http://oi.uchicago.edu/collections/photographic-archives">oi.uchicago.edu/collections/photographic-archives</a>) to conduct research about objects studied during the field trip.</p> <p><b>FOR GRADES 9-12:</b> Watch <i>Persepolis Recreated</i> (37 minutes) on YouTube 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>
<b>Suggested Worksheets</b>	<ul style="list-style-type: none"> <li>• Journey of an Artifact</li> <li>• A Day in the Museum Comic Strip</li> <li>• An Investigation in the Oriental Institute Museum</li> <li>• Write an Exhibit Review</li> </ul>
<b>Trip Tips</b>	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.



# READY-MADE ACTIVITIES & WORKSHEETS



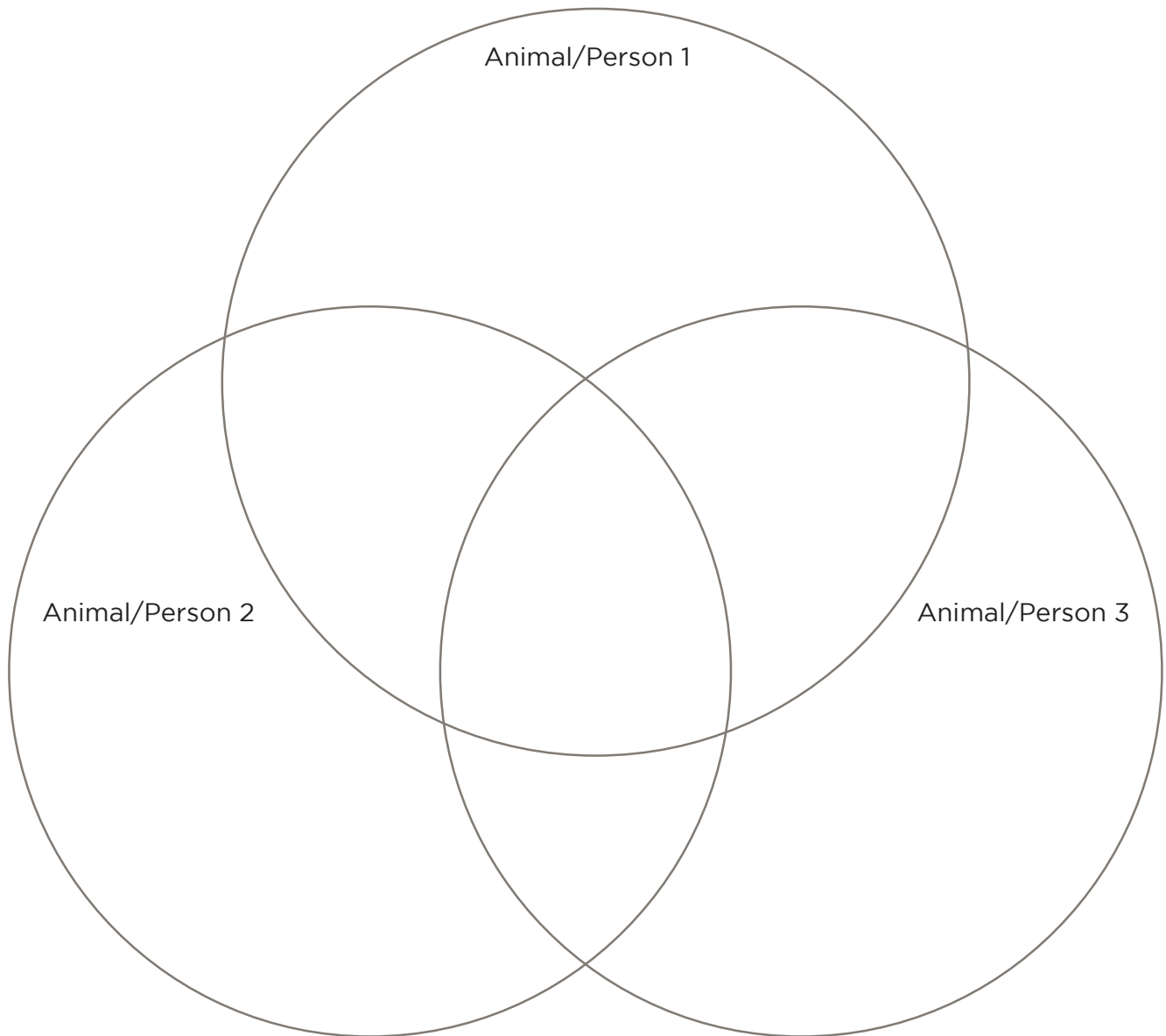
RECOMMENDED FOR:  Pre-Field Trip  During Field Trip  Post-Field Trip  
 Self-Guided Tour Use  Guided Tour Use  
GRADE LEVEL:  K-2  3-5  6-8  9-12

# COMPARE & CONTRAST

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

Instructions:

1. Choose three artifacts of either three animals or three people that you find in the Museum.
2. Compare and contrast such as color, size, shape, etc. using the Venn diagram below.
3. Write down your questions you have about these objects in the bottom part of this worksheet.



What questions do you have about these objects?

---



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

# JOURNEY OF AN ARTIFACT

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

Instructions:

1. Explore the Museum and find one artifact that you like the most.
2. Write down your answers to the questions below.
3. Use your notes to write your story about the journey of your artifact.

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 in the Museum?

Now use these notes to write your story.

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 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 checked="" type="checkbox"/> 9-12

# THE VISUAL ELEMENTS OF ARTIFACTS

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

**Instructions:**

1. Use this worksheet to record your observations of the visual elements of the artifacts during your gallery tour.
2. Use as many worksheets as you need.
3. Create a short poem to express your feelings about one or more of the artifacts you observed.
4. Refer to the Glossary for definition of each category.

CATEGORY	ARTIFACT: _____
Shape	
Color	
Scale	
Form	
Pattern	
Symbol	
Medium/ Media	
Texture	

**MY POEM:**

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

# ARTIFACT OBSERVATION

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

## Instructions:

1. Use this worksheet to record your observations of an artifact during your gallery tour.
2. Use as many worksheets as you need.

## 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? What evidence can you find?

## REFLECT & CONNECT

Why did you choose to study this artifact?

## SKETCH THE ARTIFACT

Record the details of the artifact. (Feel free to sketch on another piece of blank paper)



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	<input checked="" 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 Example: Technology	OBJECT Example: Token Balls	OBJECT Example: Iron Wheels	OBJECT Example: Potter's Wheel
Theme A:	Object 1:	Object 2:	Object 3:
Theme B:	Object 1:	Object 2:	Object 3:
Theme C:	Object 1:	Object 2:	Object 3:

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

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 IN THE ORIENTAL INSTITUTE MUSEUM

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

## Instructions:

1. Use this worksheet as your guide to conduct an investigation in the Museum.
2. Use as many worksheets as you need for your discovery.

## BEFORE FIELD TRIP — QUESTION & HYPOTHESIS:

Before the field trip, create a question and develop a hypothesis that informs your investigation when you visit the Museum.

## DURING FIELD TRIP — EVIDENCE:

At the Museum, write or draw your observation that will help answer your question.

## AFTER FIELD TRIP — REASONING:

Back at school, use the evidence you collected to explain how your findings lined up with the hypothesis.

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 strip below to capture the best moments of your museum visit.




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

# WRITE AN EXHIBITION REVIEW

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

## Instructions:

1. Select an exhibition at the Oriental Institute Museum.
2. Take notes on this worksheet.
3. Imagine yourself as a critic for your school newspaper or your class blog. Use the notes as your basis to write a full review.

Exhibition Title:

Brief description of this exhibition:

The five things I like the most about this exhibition:

- 1.
- 2.
- 3.
- 4.
- 5.

Things I would like to see improved in this exhibition:

People to whom I would recommend this exhibition and the reason(s):

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

# VISUAL RHETORICAL ANALYSIS

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

## Instructions:

1. Select an artifact from the Oriental Institute Museum to analyze.
2. Take a picture of your artifact.
3. Write your analysis.

## Paragraph 1: Claim & SOAPS

1. Formulate a claim about the object or image (First sentence and thesis)
  - Relate the work to other works, peoples, or ideas being studied, and consider the possible impact of the object or image
2. Apply SOAPS to the object or image.
  - Speaker: Who or what created the object or image? What is the medium of the object or image? (Refer to the Glossary)
  - Occasion: What year and/or for what event was this object or image created, used, or designed?
  - Audience: For whom was the object or image intended? Who might be part of an unintended audience?
  - Purpose: Why was the object or image created? For what was the object or image used? In the case of artistic works, what message was the artist trying to convey?
  - Subject: Note the style in precise detail. Note the object's materials, composition, colors, size, textures, and use of space. Are there visual analogies?

## Paragraph 2: Appeals & Style

1. Examine the appeals.
  - Ethos:** Ethos in visual analysis concerns the reality of the object or image. Is it based in reality, such as an artifact or photograph, or does it have values or opinions embedded in it?
  - Logos:** What is factual about the object or image? What evidence does it reveal about the subject?
  - Pathos:** What about the object or image evokes emotion?
2. Note style details.
  - Medium of the work affects the way it is viewed.
  - Repetition of a certain image, color, or texture is intentional. Why?
  - Imagery often effects pathos. For example, the image of a starving child in a third-world country can be a powerful way of evoking compassion or anger.
  - Tone creates mood or attitude.

## Paragraph 2: Appeals & Style

- Why is this piece significant archaeologically, historically, culturally, or personally?
- Consider the time period in which the object or image was created or was designed to represent. Is it accurate?
- Artists, architects, and engineers often have specific purposes for choices they make in the design of objects or images. Are these choices evident? What message might the artist, architect, or engineer be trying to convey? Is this message or idea blatant or subliminal? How so?
- How is the message or idea tied to, or how does it influence, ideas of time? How does that compare to what we know or think of the time period now?

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

# SCAVENGER HUNT GAME

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

## ANCIENT MORBID CURIOSITIES

Find the following 10 objects in the Egyptian Gallery. (Tip: Turn over for the reveal)



1. A door that is a magical portal between the realms of the living and the dead.



2. A real dead body that was buried directly in the ground.



3. A human-headed bird that was believed to be a mobile spirit.



4. A knife that allowed the mummy to speak, breathe, and receive nourishment in the afterlife.



5. A jar in which the organs of the dead would be preserved.



6. A book of spells that was designed to help the soul safely enter and navigate the afterlife.



7. A colorful coffin that contains a priestess with a name that starts with “M.”



8. Small figurines that worked for the dead for eternity.



9. A vessel that has a letter of offerings written on it.



10. An animal mummy.



## THE REVEAL: ANCIENT MORBID CURIOSITIES



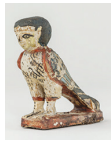
### False Door of Nisuredi (OIM E10825). Old Kingdom, Dyn. 4-5, ca. 2630-2400 BC.

This false door was a magical portal between the realms of the living and the dead. These doors were placed in tomb chapels, where visitors left offerings and paid their respects to the deceased. The door frame is inscribed with offering texts. The spirit (ka) of Nisuredi stands in the doorway.



### Reconstructed Predynastic Burial (OIM E11488). Naqada II Period, ca. 3600-3200 BC.

Before mummification and monumental tombs, the Egyptians buried their dead in simple graves. Bodies were naturally preserved by the hot, dry sand. The fetal position of the body may have had associations with rebirth after death. Burials included provisions for the afterlife, such as food, jewelry, and cosmetics.



### Ba Figurine (OIM E4461). Late Period, Dyn. 26-31, ca. 664-332 BC.

The ancient Egyptians believed that the human soul had several components. The ba, usually depicted as a human-headed bird, could leave the tomb and explore during the day. At night, it returned to the tomb, and reunited with the mummy. The ba embodied the personality of an individual.



### Pesesh-kef Knife (OIM E11251). Predynastic Period, Naqada II, ca. 4000 BC.

This type of knife was important in burial rituals throughout ancient Egyptian history. These knives may have been originally used to cut the umbilical cord. Later they were used in the ceremony of "opening the mouth," which allowed the mummy to speak, breathe, and eat in the afterlife.



### Canopic Jar and Preserved Organs (OIM E14679 A-B, OIM E16745 B).

#### Third Intermediate Period, 25th Dynasty, ca. 656 BC.

During embalming, the lungs, stomach, liver, and intestines were removed, preserved, and placed in canopic jars. All other organs, including the brain, were discarded. Only the heart, considered to be the seat of thought and emotion, usually remained inside the body.



### Scene of the Judgment of the Dead from the Book of the Dead (OIM E10486M).

#### Ptolemaic Period, 4th-1st centuries BC.

The Book of the Dead was a book of spells designed to help the soul enter and navigate the afterlife. This famous scene depicts the judgment of the soul before Osiris, the god of the afterlife. If the heart of the deceased weighed more than the feather of Truth, it was devoured by the demoness Ammit.



### Mummy of Meresamun (OIM E10797). Third Intermediate Period, 22nd Dynasty, ca. 946-715 BC.

This coffin still contains the mummy of a priestess named Meresamun. The coffin is made of a papier-mâché-like material called cartonnage. It was made at a time when tombs were sparsely decorated, so the coffin itself was elaborately painted with symbols to protect the dead.



### Shabtis (or Ushebtis), various dates and OIM numbers.

These servants for the dead were expected to step in when work was required in the afterlife. Shabtis first appeared around 1800 BC. Early examples were sometimes placed in miniature coffins. From the New Kingdom on, most shabtis were inscribed with a spell from the Book of the Dead.



### Letter to the Dead (OIM E13945). First Intermediate Period, ca. 2250-2134 BC.

The ancient Egyptians believed that the dead could interact with the living. People communicated with the dead by writing letters. Many of these letters were written on offering vessels. This letter from a son to his dead father contains several requests for the benefit of his family.



### Animal Mummies, various OIM numbers and dates (mainly Late Period and later).

Although people sometimes mummified their pets, most Egyptian animal mummies were sacred animals or offerings associated with the animal cults that became popular in the Late Period (ca. 664-332 BC). The Egyptians mummified virtually every type of animal.

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GRADE LEVEL:	<input type="checkbox"/> K-2	<input type="checkbox"/> 3-5	<input checked="" type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12

# EGYPTIAN DEITY PERSONALITY QUIZ

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

Take this quiz and find out which ancient Egyptian deity matches your personality!

## Instruction:

Choose one answer for each question, then add up all scores. The results are on the following page.

**You have the day off! How do you spend it?**

- Reading a book, or possibly several books. (+1)
- Partying, dancing, and listening to music! (+4)
- Spending time with my family and/or my pet. (+5)
- Organizing my living space. I like to have everything in its proper place. (+2)
- I really don't get much time off in my profession. I have a ton of responsibilities that keep me busy all the time. (+3)

**What is your ideal career?**

- Something in the arts, like a musician. (+4)
- I'm an academic type - I'd like to be a writer or a teacher. (+1)
- I'm mostly interested in caring for my family, supporting them, and helping them reach their goals. I'd probably also make a good nurse. (+5)
- Something in the legal field or places I can help fight for social justice. (+2)
- I'd like to work in upper management or in a leadership role. (+3)

**What is your favorite color?**

- Silver (+1)
- Gold (+4)
- Red (+5)
- Green (+3)
- It really depends. I prefer whichever color seems right for the situation. (+2)

**You and some friends get lost while hiking in the woods! What do you do?**

- Call my mom. She always knows how to get me out of situations like this. (+3)
- I never get lost. I am good at directions, and I always have a map or GPS with me. (+1)
- I'd make sure to protect myself and anyone I'm with from all the dangerous and poisonous creatures out there. (+5)
- Well, I'd get all my supplies in order. Staying organized is crucial in a crisis. (+2)
- I'd make the best of it — play a game, start a campfire, and sing some songs! (+4)

**If your friends could describe you in one word, which would they choose?**

- Wise (+1)
- Orderly (+2)
- Heroic (+3)
- Festive (+4)
- Protective (+5)

**A couple of your friends are having a serious argument about something, and you decide to get involved. What do you do?**

- I research the pros and cons of each side of the argument and try to act as an intermediary between the two sides. (+1)
- I try to make a fair, objective judgment about which one of them is right. (+2)
- I passionately defend the one I believe is in the right and refuse to back down. (+5)
- I make a decision about who is right and act on it. (+3)
- I joke around and try to diffuse the situation by putting everyone in a better mood. (+4)

**What sort of relationship do you have with your family or your loved ones?**

- They are the most important people in my life. I would do anything to protect them. (+5)
- I'm very close to them, but not my extended family. (+3)
- They often turn to me for advice, and/or to help solve family disputes. (+1)
- They rely on me to keep things in order. (+2)
- I love them! We always have so much fun together. (+4)

**How would you describe your home?**

- Extremely well organized. (+2)
- My home is my palace. (+3)
- Always full of fun, good food, bright colors, and music! (+4)
- Full of books. Every room is a library. (+1)
- Homey and safe. I like to keep a lot of good-luck charms and family pictures around. (+5)

# THE RESULTS



## Score 8 – 13

### Thoth “God of Wisdom”

You are creative, intelligent, deep-thinking, and diplomatic. Thoth was the god of the moon, writing, and learning. He was held to be the inventor of writing, the creator of languages, and the adviser of the gods.



## Score 14 – 19

### Ma'at “Goddess of Truth”

You enjoy peacefulness and are passionate for justice. You are not afraid to speak the truth even in times of adversity. Ma'at was the goddess of truth, justice, cosmic harmony, and order. She was associated with the balance of things on earth.



## Score 20 – 26

### Hathor “Goddess of Love/Beauty/Music”

You are multi-talented, a joyful performer/entertainer and a great giver, who loves to be surrounded by people. Hathor is the goddess of love, beauty and music, dance, motherhood, and joy. She was a goddess of music, dance, foreign lands, and fertility and helped women in childbirth.



## Score 27 – 33

### Horus “King of the Gods”

You are a strong and adventurous leader, and always inspire the people around you. Known as the god of the sky and the protector of the ruler of Egypt, Horus was believed to symbolize the living pharaoh.



## Score 34 – 40

### Isis “Goddess of Protection”

You are a caring person, who listens to others' needs and loves to seek ways to protect people you love. You are a good friend of people of all walks of life. Isis was the goddess of magic and life. She used powerful magic spells to help other people.

*All these deities can be found in our [Joseph and Mary Grimshaw Egyptian Gallery](#) here at the Oriental Institute Museum. Challenge yourself to locate them all!*



# 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 signs, 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 consisting of pictures invented and used by the ancient Egyptians.

## **Ethos** (or ethical appeal)

To convince an audience of the author's credibility or character.

## **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.

## **Logos** (or appeal to logic)

To convince an audience by use of logic or reason.

## **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.

## **Monotheism**

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

## **Negative Space**

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

## **Pathos** (or emotional appeal)

To persuade an audience by appealing to their emotions.

## **Pattern**

Repetition of elements or motif.

# GLOSSARY

## **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 worshiped.

## **Oriental**

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

## **Rhetoric**

The study of the effective use of language.

## **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.

## **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.

# NOTES



# CREDITS

This Guide is produced by the Oriental Institute Public Education & Outreach Department. Project Liaison Carol Ng-He. Designed by Carol Ng-He & Hannah Linton.

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## **LOCATION**

The Oriental Institute

*The University of Chicago*

*1155 E. 58th St.*

*Chicago, IL 60637*

## **The Oriental Institute Museum & Gift Shop 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, and December 25.