Education Programs
fall 2017 through spring 2018
Includes outreach!

McCLUNG MUSEUM of Natural History and Culture
Northwest Coast Art

A Community of Tradition

SEPTEMBER 8, 2017–MARCH 4, 2018

learning experiences

The education programs offered by the McClung Museum provide content support for K-12 teaching in the arts, social studies, and science curricula of the State of Tennessee. This year, our offerings will include support for the health and wellness curriculum. Specific content is noted with each program description to aid teachers in choosing programs for their students.

Students will learn how to “read” objects for information, gather evidence by describing their key attributes and comparing them, draw conclusions from these comparisons, assess visual sources, and listen and speak in a group setting. We are happy to suggest specific writing prompts for postvisit writing.
Northwest Coast Art: A Community of Tradition

For centuries, Northwest Coast Indians, including the Coast Salish, Haida, Kwakwaka’wakw, Makah, Nuu-chah-nulth, and Tlingit peoples represented in this exhibition, have made art expressing their cultural norms and values with precision, clarity, and artistic exuberance. Using indigenous and trade materials obtained in their homes along the coast of Oregon and north to Alaska, Northwest Coast peoples mark elaborate ceremonial life, social rank, and prestige through their objects and art.

This exhibition explores Northwest Coast art through more than 60 objects made by known and unknown artists, representing traditional and modern forms of cultural expression. From model totem poles and bentwood boxes, to spoons, prints, and silver bracelets, these objects were created for different purposes: utilitarian, decorative, and ceremonial. What all of them share in common is the desire to preserve and perpetuate Northwest Coast cultural heritage and community.

Time required: 45 minutes
Available September 8, 2017–March 4, 2018

Questions? Contact Leslie Chang Jantz (lcjantz@utk.edu) or Callie Bennett (croller2@utk.edu) at 865-974-3662.
Pick Your Poison
Intoxicating Pleasures and Medical Prescriptions
MARCH 22–AUGUST 19, 2018
Pick Your Poison: Intoxicating Pleasures and Medical Prescriptions

Mind-altering drugs have been used throughout the history of America. While some remain socially acceptable, others are outlawed because of their toxic, and intoxicating, characteristics. These classifications have shifted at different times in history and will continue to change.

The transformation of a particular drug from an acceptable indulgence to a bad habit, or vice versa, is closely tied to the intentions of those endorsing its use and their status in society. This exhibition explores some of the factors that have shaped the changing definition of some of our most potent drugs—alcohol, tobacco, opium, cocaine, and marijuana—from medical miracle to social menace. Pick Your Poison was produced by the National Library of Medicine and National Institutes of Health. It was curated by Manon S. Perry, PhD, 2012.

Time required: 45 minutes to 1 hour
Available March 22–August 19, 2018

Questions? Contact Leslie Chang Jantz (lcjantz@utk.edu) or Callie Bennett (croll@utk.edu) at 865-974-3662.
Archaeology and the Native Peoples of Tennessee
Archeology and the Native Peoples of Tennessee

The culture and way of life of Native Americans in Tennessee, as discovered through archaeology, is the subject of the exhibit. All programs involve inquiry, discussion, and hands-on objects, and content in culture, economics, history (especially Cherokee history), and geography are interwoven. Primary sources, including original artifacts and hands-on activities, provide opportunities for observing, comparing, and enhancing understanding and knowledge retention.

The exhibit also includes significant examples of prehistoric American Indian art, and middle and high school students in particular can use these objects as subjects for the identification and comparison of specific media, subjects, symbols, and cultural context.

For specific curriculum objectives for each grade, see inside the back cover of this brochure.

Time required: 45 minutes to 1 hour
SOCIAL STUDIES GRADES 5 & 8

The Civil War in Knoxville
The Battle of Fort Sanders, November 29, 1863

Original documents, newspapers, photographs, uniforms, weapons, and ordinary objects carried or worn by soldiers and civilians form the primary sources students will examine as evidence in the story of Knoxville’s role in the Civil War. Archaeology is also highlighted as a source of information. Directly related to the action at Chickamauga and Chattanooga, the events are placed within the geography and the culture of East Tennessee.

Time required: 45 minutes

Want your students to see a real Civil War fort site? Fort Dickerson, a public park off Chapman Highway in South Knoxville, has earthwork fortifications as well as replica cannons. Our staff can conduct an outreach program for your students there. See the outreach section at the end of this brochure.
**SCIENCE**  
**GRADES PREK-12**

**Geology & Fossil History of Tennessee**

Students can examine more than 190 actual fossils of plants and animals, including bones of the only dinosaur ever found in Tennessee; authentic dinosaur eggs; life-size dioramas of Tennessee habitats and organisms of the past, with associated fossils; and minerals and rocks of Tennessee. Organisms and their adaptations to environments, survival, and extinction in ecosystems; plate tectonics; and types of rocks are among the topics that can be explored with a staff member or docent. Hands-on activities are included.

For specific curriculum objectives for each grade, see inside the back cover of this brochure.

*Time required: 45 minutes*
Human Origins: Searching for Our Fossil Ancestors

Skeletons, skulls, stone tools, and cave art illustrate the science of paleoanthropology and the physical and cultural changes leading to modern humans. Docent- or staff-led programs include discussions of homologous structures, adaptations, tool use, survival and extinction, and continuing skeletal changes.

Recommended for sixth grade and older. See curriculum specifics on the inside back cover.

Time required: 30 to 45 minutes
Ancient Egypt: The Eternal Voice

The people of ancient Egypt speak to us through the primary sources of writing, artifacts, and art. The purpose of the program in this exhibit is to use these sources as evidence for their beliefs, technology, society, and daily lives, as well as the history of their rulers.

Important artifacts include: the painted coffin of the priestess Anesenmes, c. 1000 BCE; six animal mummies, including two cats; a limestone sarcophagus, c. 100-300 BCE; and many artifacts of daily life and tomb furnishings.

In addition to the specific curriculum content noted on the inside back cover, the programs support language arts literacy standards in history and social studies in integrating information presented visually, orally, or quantitatively with other information in print and digital texts (CCSS.ELA-Literacy.RI...7 for various grades).

Time required: 45 minutes to 1 hour
Art of World Peoples in the Decorative Experience Gallery

Culture, economics, religion, government, geography, and history are reflected in the original art objects and artifacts of this exhibit, arranged geographically by continent. Students will practice extracting information from these works and using them as evidence for many aspects of human existence around the world. The exhibition is especially strong in Chinese history, regional art of Native Americans, and art reflecting natural resources, religion, and social status. Find specific social studies curriculum content by grade on the inside back cover.

Time required: 45 minutes to 1 hour
Freshwater Mussels: Treasures Past and Present

The program and exhibit on these little-known, but ecologically significant animals explores many topics in the life sciences, including ecology, life cycle, symbiotic relationships, classification, and human uses and impacts on natural populations. Students observe features of mussel shells and infer organism characteristics; watch a short life cycle video; and play the “Guess My Name” game with shells.

Time required: 30 to 45 minutes
OUTREACH PROGRAMS

Can’t come to the museum? We’ll come to you for our outreach programs at a reasonable cost.

ARCHAEOLOGY & THE NATIVE PEOPLES OF TENNESSEE

Social Studies, Grades 4–12

Hands-on examination of artifacts and other materials highlight the story of 12,000+ years of human culture in East Tennessee. Students come away with an appreciation of early life ways, technology, cultural adaptations to a changing environment, and how archaeology contributes to our knowledge of human ingenuity and survival.

Time required: one class period
ANCIENT EGYPT: The Eternal Voice
Social Studies & Art, Grades 6-12
A PowerPoint presentation, facsimile artifacts, and small group activity illustrate the splendor of ancient Egypt. The people, religion, monuments, art, writing, and contributions to world culture are explored. Some photographs in the presentation show artifacts from the museum’s exhibition.

OUR TRAUMATIC PAST: The Civil War in East Tennessee
Social Studies, Grades 4-12
Despite our strategic location and a bloody full-scale battle, little is left to commemorate the role of Knoxville and the surrounding area in the War Between the States. This program tells the story of our involvement locally in the issues and events that challenged the nation in the 1860s. Images of artifacts and vintage photos illustrate the interaction of history and archaeology in illuminating our understanding of the past. For curriculum objectives, see the inside back cover.

A great addition to our in-museum Civil War program is to spend an hour at Fort Dickerson, located just off Chapman Highway in South Knoxville. We will come with you and conduct an outdoor tour of the park, where students can see actual Civil War earthworks and replica cannons. Covered picnic pavilions at Fort Dickerson are also available (no restrooms).

FEES: Outreach program fees are $2 per student, with no charge for students on fee waiver. The fee includes both large-group and small-group activities (ancient Egypt program). Visits to the museum are free.

RESERVATIONS: Submit an outreach program request online at tiny.utk.edu/mcclungschooltours. For more information on these offerings, please contact Leslie Chang Jantz (lcjantz@utk.edu) or Callie Bennett (croller2@utk.edu).

Questions? Contact Leslie Chang Jantz (lcjantz@utk.edu) or Callie Bennett (croller2@utk.edu) at 865-974-3662.
The Museum Store

The Museum Store features an assortment of books and educational toys for children and a variety of decorative items, books, and jewelry for adults. We buy from Museum Store Association vendors, which guarantees high quality and educational value as well as items that have not been produced under slavery conditions or that may have adverse effects to endangered species. Sales from the store support our free education programs. Prices begin at $1. If you want to permit your students to visit the store, please allow extra time.

DID YOU KNOW? Visits to some exhibits at the museum may be eligible for transportation funding assistance through the Ticket Subsidy for the Arts program of the Tennessee Arts Commission. Teachers must apply online to the Tennessee Arts Commission at tn.gov/arts.

Visits to the museum and the education programs offered are FREE!
Museum Policies for Teachers & Students

**Teachers and chaperones** are responsible for the discipline of students at all times. Students are expected to observe good museum manners—following directions, listening when appropriate, and staying with the group. Teachers and chaperones are required to stay with the students at all times. Teachers: make certain that your chaperones know what is required of them. One adult is required for every 15 students.

**Reservations** for all groups are required. Whether or not teachers want an organized program for students, reservations must be made for any group visit. Groups without a reservation may be turned away. Reservations are accepted first come, first served. Submit your reservation request at tiny.utk.edu/mcclungschooltours. For more information, email lcjantz@utk.edu or croller2@utk.edu.

**Minimum group size** is 10 students. Concurrent programs will be offered for groups with more than 30 students; discuss options with the education staff.

**Got a big group?** Looking for another place to take half of your students? Several local museums, historic sites, and other educational sites offer organized education programs in the sciences, social studies, and arts for school groups. The Arts and Cultural Alliance of Knoxville lists these at knoxalliance.com/the-museums-of-knoxville.

**Food, drinks, and gum are NOT permitted** in any exhibit area. There are no dining facilities in the museum. Circle Park is just outside the museum, and Tyson Park is within two miles.

**Parking** is under the control of University Parking and Transit Services, not the museum. Buses may drop off and pick up students at the museum, but may not park on Circle Park Drive. Mini-buses or vans may park behind the museum with advance reservations only. Individuals in cars accompanying school groups may receive a two-hour free parking permit to park on Circle Park Drive. If a longer time is desired, individuals may purchase a permit for $5 at the Parking Information Booth on Circle Park Drive.

For more information, or for assistance with parking, contact Parking and Transit Services at 865-974-3605.

**Risk Assessment:** Teachers who need to write a risk assessment can find this information on the museum’s website at mcclungmuseum.utk.edu/education/k-12/onsite.

**Feedback:** We welcome educators’ comments, concerns, and suggestions for future visits to the museum. Please fill out an online evaluation form at tiny.utk.edu/k12visiteval.

For more information on tour reservations, contact Leslie Chang Jantz (lcjantz@utk.edu) or Callie Bennett (croller2@utk.edu) at 865-974-3662.
Northwest Coast Art: A Community of Tradition

TENNESSEE SOCIAL STUDIES CURRICULUM
K: Students will explore different traditions, customs, and cultures.
K.3, K.6, K.17, K.24, K.27
1st: Culture. Describe people, places, things and events with relevant details that relate to time, including the past, present, and future.
1.3, 1.21, 1.4, 1.5, 2.12, 2.35
2nd: Compare and contrast various cultures in the United States.
2.3, 2.19, 2.39, 2.40
3rd: Interpret different texts and primary sources to describe the major components of culture.
3.9, 3.14

TENNESSEE VISUAL ARTS CURRICULUM
6th–8th: Standard 1.0, 1.1.1; Standard 3.0, 3.11; Standard 4.0, 4.11; 4.1.1
Visual Art History: Standard 1.0, 1.1.1; Standard 2.0, 2.3.3; Standard 5.0, 5.1, 5.3, Standard 4.0, 4.11
Middle school students will explore technologies as well as media, identify symbols and themes, and discuss the historical and cultural contexts of the works.
High school students will compare and contrast the design, materials, and purposes of works, explore reasons for subjects, and describe changes in art and the influences that produce them.
National Core Arts Standards, Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Architecture and the Native Peoples of Tennessee

TENNESSEE SOCIAL STUDIES CURRICULUM
K: The World Around Us. What is the past? People, families, and communities of the past; food, clothing, shelter; geography; Sequoyah.
K.3, K.4, K.6, K.12, K.14, K.24, K.30
1st: Tennessee’s Place in America. The first people of Tennessee is the focus, including the Cherokee town of Tanas; landforms and rivers; Cherokee folktales; picture timelines; Native American history, and comparing historic ways of life to today.
1.3, 1.4, 1.6, 1.7, 1.17, 1.20, 1.21, 1.37, 1.38
2nd: Life in the US. Beliefs, customs, traditions, and ways of life of Native Peoples of Tennessee; ancient timeline of Tennessee; Sequoyah; and Trail of Tears.
2.1, 2.2, 2.5, 2.7, 2.9, 2.32, 2.34, 2.35, 2.36, 2.40
3rd: World Geography & Cultures. Maps and globes, Native American interaction with the environment and use of natural resources; Native American history in the Southeast US region, and Tennessee in particular in comparison to peoples in other parts of the world (see Arts of World Peoples program).
3.1, 3.4, 3.6, 3.9, 3.13, 3.16, 3.26
4th: The History of America to 1850. Cultures of indigenous peoples of Tennessee, including the Cherokee (traditional government, houses, clans, way of life, etc.); European explorers, impact of settlement, and the Columbian Exchange; colonists and the Cherokee; westward expansion and the Trail of Tears.
4.1, 4.2, 4.4, 4.5, 4.10, 4.32, 4.54, 4.56
5th: The History of America from 1850. The viewpoint of the Cherokee as an example of a Native American people removed from their homeland and subsequent threats west of the Mississippi River.
5.30
6th: World History & Geography. Climate, geographic, and cultural change from Paleolithic (called Paleolndian in the Americas) to agriculture in US and the different crops that developed in the Americas.
6.2, 6.4, 6.5, 6.7
7th: World History & Geography, the Middle Ages to Exploration of the Americas. The impact of exchanges between Native Americans of the Southeastern US and the Spanish and English and the effects of exploration on Native Americans.
7.34, 7.75
8th: US History & Geography, Colonization to American West. Cooperation and conflict between Native Americans and colonists; Fort Loudoun; Indian Removal Act and the Trail of Tears; Sequoyah.
8.9, 8.19, 8.56, 8.57
AP US History; Several themes, including exchange, peopling, environment & geography, and ideas, beliefs & culture are reflected in the events of prehistoric, exploration, colonial, and early national periods of US history.

TENNESSEE SOCIAL STUDIES CURRICULUM
5th: The History of America, from 1850. Uniforms, photographs, symbols on artifacts illustrate the two sides, and many artifacts show the everyday lives as well as action of Confederate and Union troops. Archaeological excavations at the battlefield site are also included.
5.6, 5.7, 5.11, 5.12, 5.14
8th: US History & Geography. Students examine and reflect on leaders, everyday soldiers, and the action in Knoxville.
8.75, 8.77, 8.79, 8.80

Geology and Fossil History of Tennessee

TENNESSEE SCIENCE CURRICULUM
PreK: Dinosaurs and their features.
K: Describing features; characteristics for survival.
0007.5.1, 0007.5.3
1st: Animals in habitats; extinct animals.
0107.5.2, 0107.5.3.
2nd: Survival characteristics in environments; fossils; rocks.
0207.5.2, 0207.5.3, 0207.5.4, 0207.7.2
3rd: Past animals & food; fossils; extinction, adaptations; rocks.
spl.0307.3.2, spl.0307.5.1, spl.0307.5.2, spl.0307.7.2
4th: Carnivores, herbivores, omnivores; adaptations, environmental change, fossils, extinction.
0407.3.2, spl.0407.5.1, spl.0407.5.2
5th: Nutritional relationships (predator/prey; producer/consumer); adaptations, fossil formation, fossils & environments; plate tectonics, earthquakes, volcanoes.
spl.0507.2.1, spl.0507.5.1, spl.0507.5.2, spl.0507.7.1
6th: Nutritional role of organisms in biomes.
spl.0607.2.1
7th: Rocks and the rock cycle; plate tectonics.
spl.0707.2.2, spl.0707.3.1, spl.0707.7.5, spl.0707.7.6
8th: Kinds of adaptations & survival; age of fossils.
spl.0807.5.2, spl.0807.5.5
Geology: Maps; rocks and the rock cycle; fossils, adaptations, change; plate tectonics.
spl.3205.112, spl.3205.3.1, spl.3205.4.6, spl.3205.4.7, spl.3205.4.8, spl.3205.5.7

Human Origins: Searching for our Fossil Ancestors

TENNESSEE SOCIAL STUDIES CURRICULUM
6th: Evidence of hominins which may be human ancestors vs those which are not; changes in anatomy and the use of artifacts, and fire; adaptations to environmental change; Neanderthals; art; DNA testing.
6.1, 6.2
2nd: Ancient History. The very early humans and their ancestors, artifacts, movements, and ways of life.
AH.5, AH.7, AH.8, AH.10

Pick Your Poison: Intoxicating Pleasures and Medical Prescriptions

TENNESSEE HEALTH AND WELLNESS CURRICULUM
Standard 13: The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.
3.2, 3.3
6th–8th Grade
Standard 3: The student will understand the role of body systems as related to healthy living.
3.2 analyze and explain the impact of personal health behaviors on the functioning of human body systems.
Standard 13: The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse. (13.3, 13.4)

LIFETIME AND WELLNESS CURRICULUM
9th–12th
Standard: Substance Use and Abuse
7.1, 7.2, 7.6

TENNESSEE VISUAL ARTS CURRICULUM
Elementary students will identify media, elements of art and principles of design, subject matter and art from different cultures, times, and places.
Middle school students will explore technologies as well as media, identify symbols and themes, and discuss the historical and cultural contexts of the works.
High school students will compare and contrast the design, materials, and purposes of works, explore reasons for subjects, and describe changes in art and the influences that produce them.
National Core Arts Standards, Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

The Civil War in Knoxville: The Battle of Fort Sanders, November 29, 1863

TENNESSEE SOCIAL STUDIES CURRICULUM
5th: The History of America, from 1850. Uniforms, photographs, symbols on artifacts illustrate the two sides, and many artifacts show the everyday lives as well as action of Confederate and Union troops. Archaeological excavations at the battlefield site are also included.
5.6, 5.7, 5.11, 5.12, 5.14
8th: US History & Geography. Students examine and reflect on leaders, everyday soldiers, and the action in Knoxville.
8.75, 8.77, 8.79, 8.80
World Geography: The beginnings of human adaptation to the environment through technology; the movement of humans from Africa to Asia and Europe.  
WG.12, WG.19

TENNESSEE SCIENCE CURRICULUM
8th: Classification, adaptations, age of fossils. spi.0807.5.2, spi.0807.5.3, spi.0807.5.5  
Biology I: Form and function; fossils, comparative anatomy, and classification.  
spi.3210.5.2, spi.3210.5.5  
Earth science: Fossils as evidence of past life and changes in life and environments.  
3.2.4, 4.6  
Geology: Fossils compared to modern forms; fossils as evidence of change.  
3.205.4.6, 3.205.4.7

Ancient Egypt: The Eternal Voice
TENNESSEE SOCIAL STUDIES CURRICULUM
3rd: World Geography & Cultures. Maps and globes; Egyptian culture, customs, and art; Nile River, Sahara: pharaohs, art, writing, mummies; natural resources and environment and basic needs.  
3.1, 3.2, 3.4, 3.9, 3.13, 3.46, 3.47, 3.48, 3.49, 3.50
6th: World History & Geography. Early Civilizations through Roman Empire. Characteristics of civilizations; agriculture; society, religion, and history; writing and funerary art.  
6.5, 6.6, 6.7, 6.15, 6.17, 6.18, 6.19, 6.20
Ancient History. The environment, economy, technology, and social organization of ancient Egypt that led to civilization, and the changes in political structures, religion, and history as seen in artifacts, writing, and architecture.  
AH.9, AH.11, AH.12, AH.13, AH.15
World Geography. The influence of the natural environment and natural resources, technological change, and cultural interactions as seen in the past landscape and population of ancient Egypt.  
WG.11, WG.12, WG.19, WG.20

TENNESSEE VISUAL ARTS CURRICULUM
Visual Art, Grades 6-8. Standard 1.0, 1.1.1; Standard 3.0, 3.1.1; Standard 4.0, 4.1.1, 4.4.1  
Visual Art History. Standard 1.0, 1.1.1; Standard 2.0, 2.3.3; Standard 3.0, 3.1.3; Standard 4.0, 4.1.1  
National Core Arts Standards, Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Art of World Peoples in the Decorative Experience Gallery
TENNESSEE SOCIAL STUDIES CURRICULUM
K: The World Around Us. The different traditions and cultures of families around the world are explored through original objects, touchable objects and activity included.  
1.1, 1.2, 1.3, 1.3, 1.7, 1.7, 1.8, 1.9
2nd: Life in the US. Students will compare Native American art from different regions of the US and relate the objects to natural resources and the cultures and ways of life of different peoples. Touchable objects and activity included.  
2.1, 2.3, 2.4, 2.18, 2.19, 2.40
3rd: World Geography and Cultures. Maps and globes, original objects, and illustrations highlight several areas of the world and their peoples; teachers may choose one or two for comparison. Other exhibits which may be used for comparison include the Native Peoples of Tennessee exhibit (North America) and Ancient Egypt (north Africa).  
All: 3.1.2, 3.2, 3.4, 3.8, 3.9; North America 3.14, 3.21, 3.22; Europe 3.39, 3.40; Africa 3.46, 3.49, 3.50; Asia, China 3.57, 3.58; Japan 3.57, 3.58
4th: The History of America to 1850. Using historical art and artifacts as evidence, students will compare and contrast Native American life to colonists life, including agriculture, trade, technology, and interactions among them.  
4.3, 4.12, 4.57, 4.59
5th: The History of America from 1850. Original objects illustrate the struggle of Native Americans in the west; people and aspects of industrial America including manufacturing and mass-production vs hand-made goods; and the role of women and African Americans in art.  
5.30, 5.34, 5.47
6th: World History and Geography to 5th century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture and religion, including emperors and the empire, the silk road, Confucius, Daoism, and Buddhism. Also included is a study of Roman artifacts from Germany and their relationship to expansion of the empire, engineering, and relation to Germanic tribes.  
6.30, 6.52, 6.31, 6.36, 6.37, 6.38, 6.60, 6.65, 6.69
7th: World History and Geography to Exploration of the Americas. Original objects and artworks illustrate many aspects of history, economics, government, and religion in Asia (China, Japan, the Middle East) and Africa. Specifics include: the relation of Islamic art to beliefs; the importance of cultural traditions in families and societies in sub-Saharan Africa and indigenous religious practices in Africa; the Tang Dynasty and subsequent technological innovations and political changes; Japanese samurai.  
7.1, 7.10, 7.15, 7.18, 7.20, 7.21, 7.22, 7.25, 7.31
8th: US History and Geography. Original objects illustrate the differences between Native American and European-American art and life; the struggle of Native Americans in the west; and people and aspects of industrial America including manufacturing and mass-production vs hand-made goods.  
8.9, 8.92
Ancient History. Chinese, Roman, and Islamic art and artifacts give information on the history of these peoples, and their contacts with others.  
AH.20, AH.21, AH.22, AH.33, AH.47
World Geography. Natural resources, population movement, and economic change are reflected in the art of China, the US, and Africa.  
WG.19, WG.20, WG.26

TENNESSEE VISUAL ARTS CURRICULUM
• Elementary students will identify media, elements of art and principles of design, subject matter and art from different cultures, times, and places.  
• Middle school students will explore technologies as well as media, identify symbols and themes, and discuss the historical and cultural contexts of the works.  
• High school students will compare and contrast the design, materials, and purposes of works, explore reasons for subjects, and describe changes in art and the influences that produce them.  

National Core Arts Standards, Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Freshwater Mussels: Treasures Past and Present
TENNESSEE VISUAL ARTS CURRICULUM
Standard 2, Interdependence: Standard 4, Heredity; Standard 5, Biodiversity and Change.  
K: Characteristics for survival.  
00.07.5.3
1st: Life cycle of a freshwater mussel; habitats of freshwater mussels.  
01.07.4.1, 01.07.5.2
2nd: Habits of freshwater mussels; food; life cycle; adaptations.  
02.07.2.3, 02.07.3.1, 02.07.4.1, 02.07.5.2
3rd: Life cycle; adaptations, threatened, endangered, extinct mussels. spi.0307.4.1, spi.0307.5.1, spi.0307.5.2
4th: Predation and competition effects; relationship between reproduction and survival of species; adaptations, reasons for extinction. spi.0407.2.3, spi.0407.4.1, spi.0407.5.1, spi.0407.5.2
5th: Nutritional relationships; human impacts; physical & behavioral adaptations. spi.0507.2.2, spi.0507.2.3, spi.0507.5.1
6th: Material and energy transfer. spi.0607.2.2
7th: Human impacts on water and mussels.  
spi.0707.2.7
8th: Classification; predicting survival based on adaptations; importance of biodiversity. spi.0807.5.1, spi.0807.5.2, spi.0807.5.3
Biology I: Environmental factors and population size, impact of human activities; adaptations. spi.3210.2.2, spi.3210.2.4, spi.3210.5.1
Ecology: classification; communities; ecosystems.  
3255.1, 3255.3.6, 3255.4.5
Directions to the Museum

- From I-40, take the Alcoa Highway (Hwy. 129) exit, then exit at Neyland Drive. Turn left onto Neyland. At Lake Loudoun Blvd., turn left and go to the end of the street. You will be at Volunteer Blvd. Turn right onto Volunteer. Take the next right onto Circle Park Drive. The museum is on the right.

- From Alcoa Highway, traveling north, exit at Neyland Drive, then follow the directions given above.