

## Move With the River

**Journal Pages:** 3, 4, 7, 8, 11, 14, 15, 16, 17

**Vocabulary:** import, export, port, lock, spillway, river mouth, downstream, transport

**Prompts:**

- Why is New Orleans an important port?
- Why do humans want to travel up river?
- How do boats move against the flow of water? How did they before engines?
- If humans had not built these locks and spillways, how would the land look?

## Studio in the Park

**Journal Pages:** 2, 3, 4, 5, 6, 7, 14, 15, 17

**Vocabulary:** adaptation, submerge

**Prompts:**

- What is a wetland, and why are they important in coastal Louisiana?
- If you were to invent a wetland animal, what adaptations would it have?
- What role do plants play in wetlands?
- How do trees grow when they're underwater for part of the year?
- Why do humans build levee systems?



## Field Trip Guide



**LCM** LOUISIANA  
CHILDREN'S  
MUSEUM

## Make Your Mark

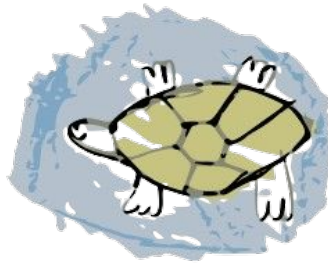
**Journal Pages:** 3, 4, 7, 8, 11, 14, 15, 16, 17

**Vocabulary:** infrastructure, resilient, adapt

**Prompts:**

- If you were the mayor, how would you build to live with water?
- What does a resilient city look like?
- Stand on the map in front of the studio.
  - Ask “can you find a bridge, a boat, a levee, and a bayou in this satellite photo of New Orleans?”
  - Can you find your school? How?

# Thanks for your help!



This program teaches young learners the importance of wetlands by highlighting ways that humans and animals have adapted to successfully **Live with Water** in South Louisiana.

## Make Your Mark



**Activity:** Mayor for a Month

1. Ask student to place 3 blocks on table
  - One is a house
  - One is a school
  - One is a park, levee, or pond
2. Have student move block closest to the silver river after a hurricane flooded it
  - Ask “why is this a safer location?”
3. Imagine there is a drought in this town
  - Ask “can you redirect river water to help the plants at the school? How?”

## Move With the River

**Activity:** Cargo Captains

1. Divide students into 2 teams of 3- one at the mouth of the river, one at “New Orleans”, and one behind ‘Water Uses’
2. Have students @ river mouth fill blue silicone boats with ping pong balls
3. Without running or losing cargo, use string to travel upstream and relay your boat to your team mate
4. First team to the lock system wins



## Studio in the Park

**Activity:** What is a Wetland?

1. Ask students to answer questions in their Water Journals or draw on table paper.
  - Think of two wetland plants. How are they alike? Different? Draw it!
  - How does sediment absorb water?
  - Why are wetlands important to us?
  - How is water good? How is it bad?
  - If you lived in the swamp, what would your house look like? Your boat?
  - Why do you love living in Louisiana?

# Dig Into Nature

**Journal Pages:** 3, 4, 7, 8, 9, 10, 14, 15, 16

**Vocabulary:** sediment, levee, absorb, fill, dredge, vegetation, erosion, filter, defense

**Prompts:**

- Look at the table for a minute. What do you observe? How is the water moving the sediment?
- Why is New Orleans next to a river?
- How do wetlands change the flow of rivers? How do swamps protect cities?
- How do we protect everyone's house?

## Outdoors

**Journal Pages:** 2, 3, 5, 6, 7, 8, 15, 16, 17

**Vocabulary:** habitat, native, ecosystem

**Prompts:**

- What kind of trees do you see? Do you recognize any of them from stories?
- What kind of animals do you see? Can you think of one adaptation that they have to help them live here?
- Use adjectives to describe what you see - how many, what color, what's it doing, etc.



## First Floor

### Dig Into Nature

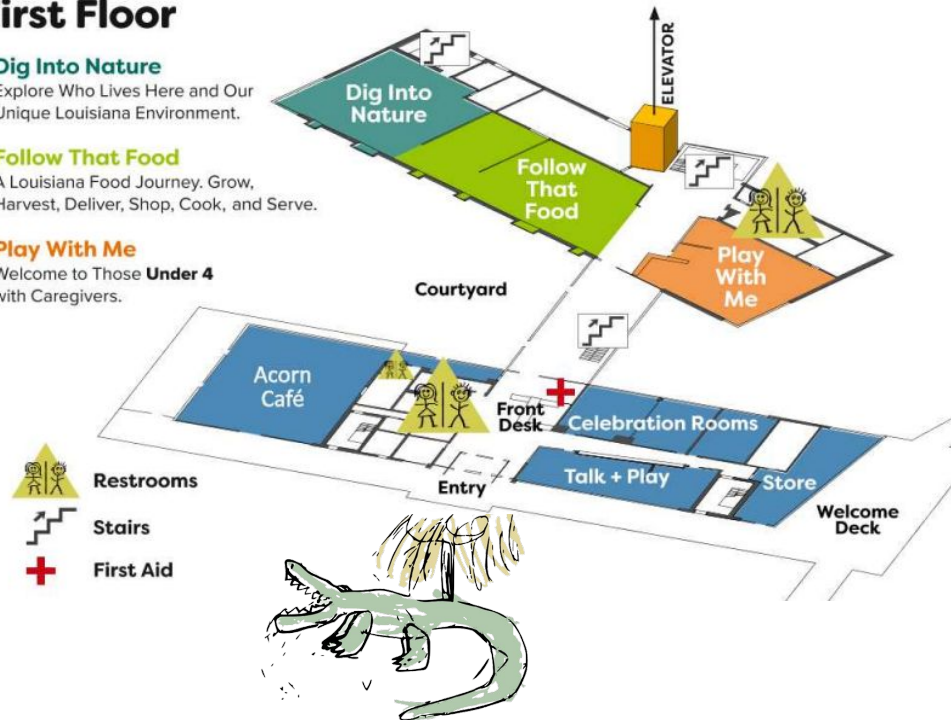
Explore Who Lives Here and Our Unique Louisiana Environment.

### Follow That Food

A Louisiana Food Journey. Grow, Harvest, Deliver, Shop, Cook, and Serve.

### Play With Me

Welcome to Those Under 4 with Caregivers.



## Follow that Food

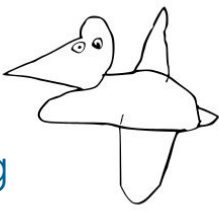
**Journal Pages:** 3, 11, 12, 14, 15, 17

**Vocabulary:** import, export, commodity

**Prompts:**

- New Orleans exports the most coffee of all US cities. Where do you think that coffee is shipped to?
- Can you describe how goods and foods are moved around the globe?
- How do trucks, trains, boats, and planes work together to transport items?

# Dig Into Nature



## Second Floor

### Move With The River

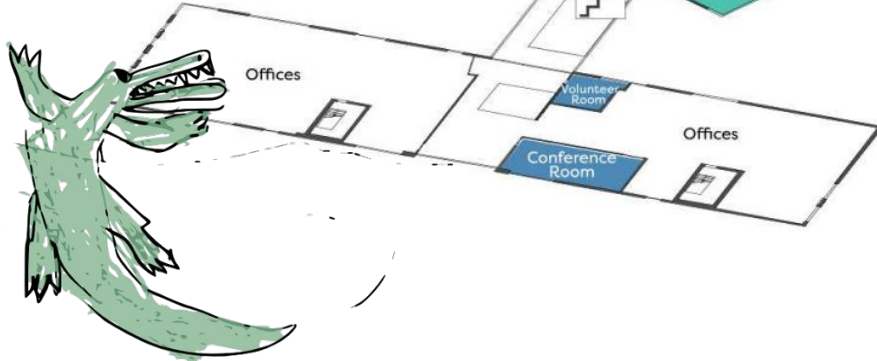
100-foot-long Mississippi River Water Table. **You Might Get Wet!**

### Make Your Mark

Get Your NOLA Vibe On. Music, Architecture, Bubbles, and More!

### Studio In The Park

Indulge Your Creativity.



## Activity: Swamp in a Sack Testing

1. Help students stand by their groups around table, looking but not touching
2. Observe the flow of the water & ask;
  - “Where will you put your house?”
  - “Where will you put your swamp?”
  - “Why did your team choose this?”
3. Have students place their items on the sedimentation table & observe - 2 min.
4. Ask students if their swamp’s location caused another team’s house to flood.

## Follow that Food

### Activity: Grocery Customs (@ market)

- Have students identify 3 foods that are imported (pineapples, potatoes, etc.)
- Have students identify 3 items that are exported from US (corn, seafood, etc.)

### Activity: Port Sort (@ bean machine)

- Have students follow one coffee bean through each part of the Bean Machine
- Ask students to be gentle - every coffee bean spilled is money lost!

## Outdoors

### Activity: Nature Notes & Journaling

- Help students acclimate to the natural world by quietly listening for animal sounds, seeking out patterns, or by becoming “a human microscope”.
- Encourage students to write or draw the things they see in their Journals.
- Point out the birds, reptiles, and creatures you see in LCM’s backyard.
  - Ask LCM staff if you would like an identification guide for support