



# Field Trips at The Neon Museum

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A guide for educators





# Field Trip General Info

Field trips are approximately 1.5 hours long

Maximum of 40 students. Larger groups must visit in multiple days.

Chaperone ratio: 1 adult per 10 students

\$10 per student, Title 1 schools = FREE\*

\*Courtesy of Tony & Renee Marlon Charitable Foundation Access to Education Fund



# Field Trip Focuses & NVACS Alignment

## Visual Arts

- VA:Cr2.4.1 - Explore and invent art-making techniques and approaches.
- VA:Cr2.4.2 - When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- VA:Cr2.4.3 - Document, describe, and represent regional constructed environments.
- VA:Pr5.4.2 Analyze the various considerations for presenting and protecting art in various locations, in temporary or permanent forms, and in physical or digital formats.
- VA:Pr6.4.1 - Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.
- VA:Re7.4.2 - Analyze components in visual imagery that convey messages.
- VA:Cn11.4.1 - Through observation, infer information about time, place, and culture in which a work of art was created.

## Science & Engineering

- 4-PS3-2. - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 4-PS3-4. - Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- 4.ESS2-1. - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- 4-ESS3-1. - Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

## Social Studies & Social Justice

- SS.4.12 - Analyze how Nevada's population and culture changed over time.
- SS.4.14 - Evaluate the development and evolution of Nevada's symbols, mottoes, and slogans.
- SS.4.15. - Analyze how racism and discriminatory practices have led to oppression in Nevada.
- SS.4.16. - Analyze how diverse individuals and groups in Nevada led movements for social justice in response to discriminatory practices.
- SS.4.19. - Identify the contributions of culturally, racially, and ethnically diverse individual Nevadans to the advancement of Nevada.
- SS.4.27 - Using historical and contemporary examples discuss the importance of major industries in Nevada's economy.

\*This is a sample for 4th grade. Each grade level has its own NVACS Alignment.



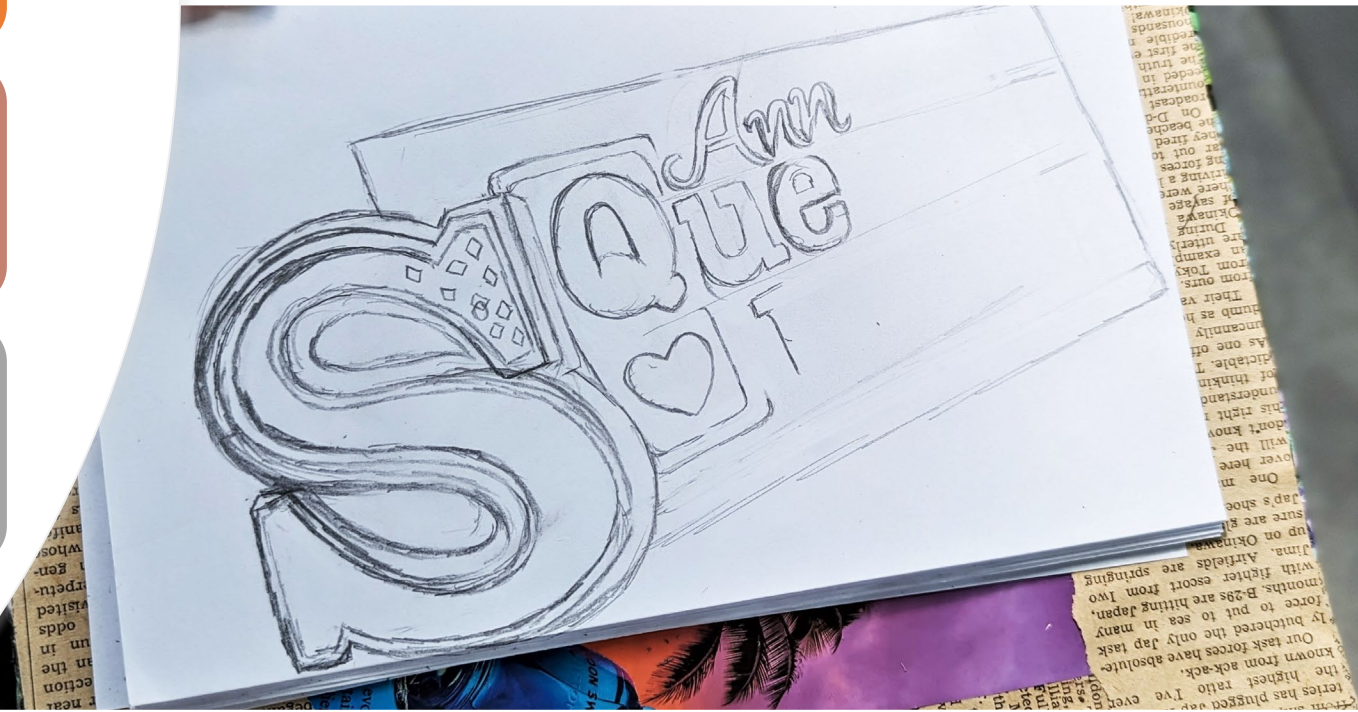
# Visual Arts

Guided tour focusing on sign design, typography, color theory, and materials.

Collaborative felt collage creating a Mid-century modern sign.

Observational drawing of a sign in the Neon Boneyard, investigating different viewpoints and compositions.

\*This is a sample for 4th grade. Activities may vary dependent on grade level.





# Science & Engineering

Guided tour focusing on neon science and sign engineering.

Condition report activity to observe evidence of weathering on the collection.

Group experiment activity exploring circuits and conductivity.

\*This is a sample for 4th grade. Activities may vary dependent on grade level.





# Social Studies & Social Justice

Guided tour on Nevada history through the lens of its industries: gaming, tourism, mining, weddings, agriculture, and entertainment.

Artifact box activity using touch objects for students to interact with and explore the economic impact of Nevada industries.

Discussion on architect Paul Revere Williams and La Concha Lobby drawing activity.

\*This is a sample for 4th grade. Activities may vary dependent on grade level.

