





Teaching Science with the Dioramas at the American Museum of Natural History (New York City)

Dr. Michael J Passow
Lamont-Doherty Earth Observatory of Columbia University
Palisades, NY USA

Every day, thousands of visitors from around the world visit the American Museum of Natural History in NYC





Exciting, effective learning during school visits or family trips come from 'looking past the stuffed animals" at the curved backgrounds that form continuity with the foreground









Today we take 3-dimensional museum dioramas as a normal way to display specimens and their ecosystems, but that was not always so

Many displays then and now present specimens in labelled glass cases, with no indication about their ecosystem





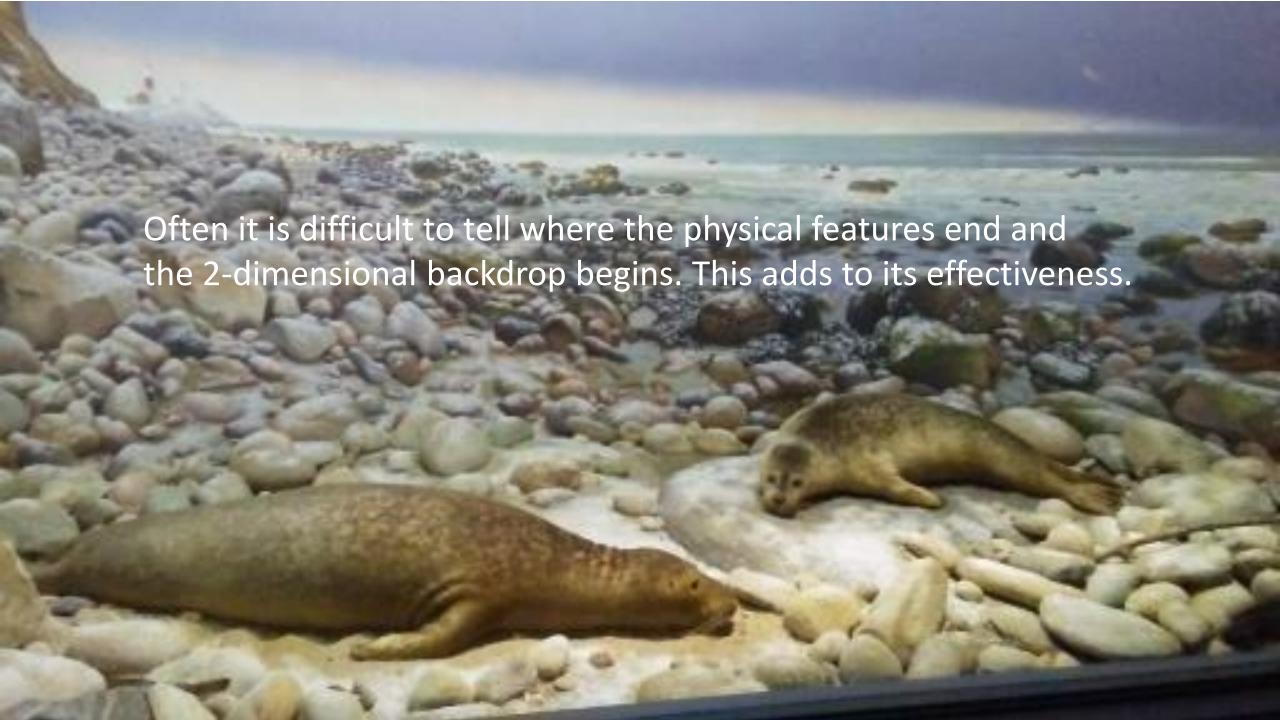
Some are too large to fit inside a diorama, or represent a time about which we know too little to reproduce it accurately



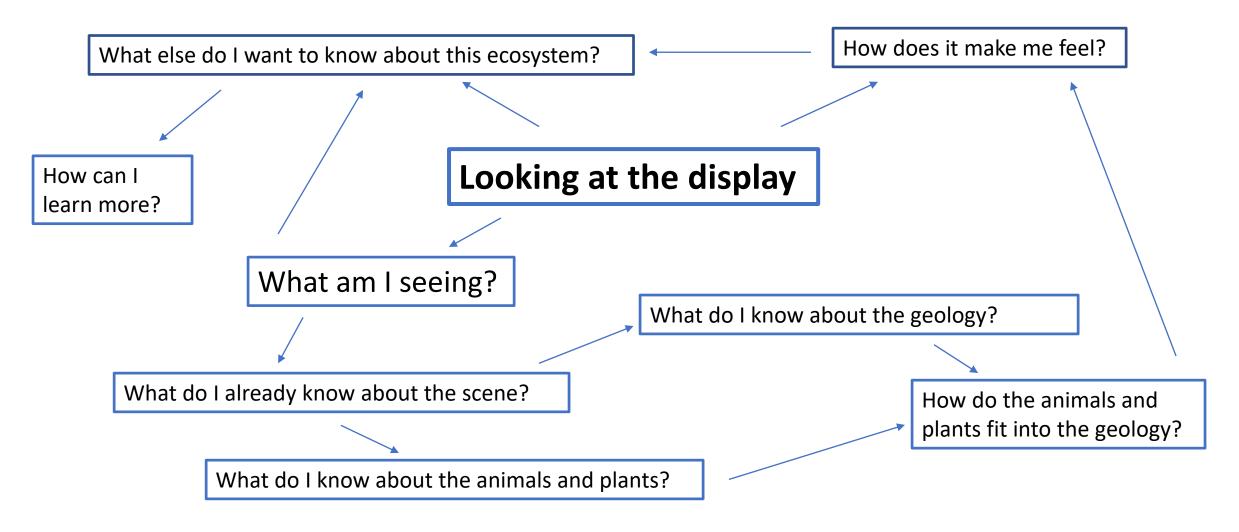




But as early as the 1920s, special collecting expeditions included trained artists to capture what the environment looked like as part of the intended display



What makes this style of learning effective?





Diorama artists were among the most skilled in the world—painting on curved surfaces and avoiding a sense of distortion



Pink flamingoes painted by noted bird artist Louis Agassiz Fuertes in the Sanford Hall of North American Birds

In 1903, Frank Chapman, AMNH Curator of Birds, convinced President Teddy Roosevelt to create the first bird preserve by showing him this diorama

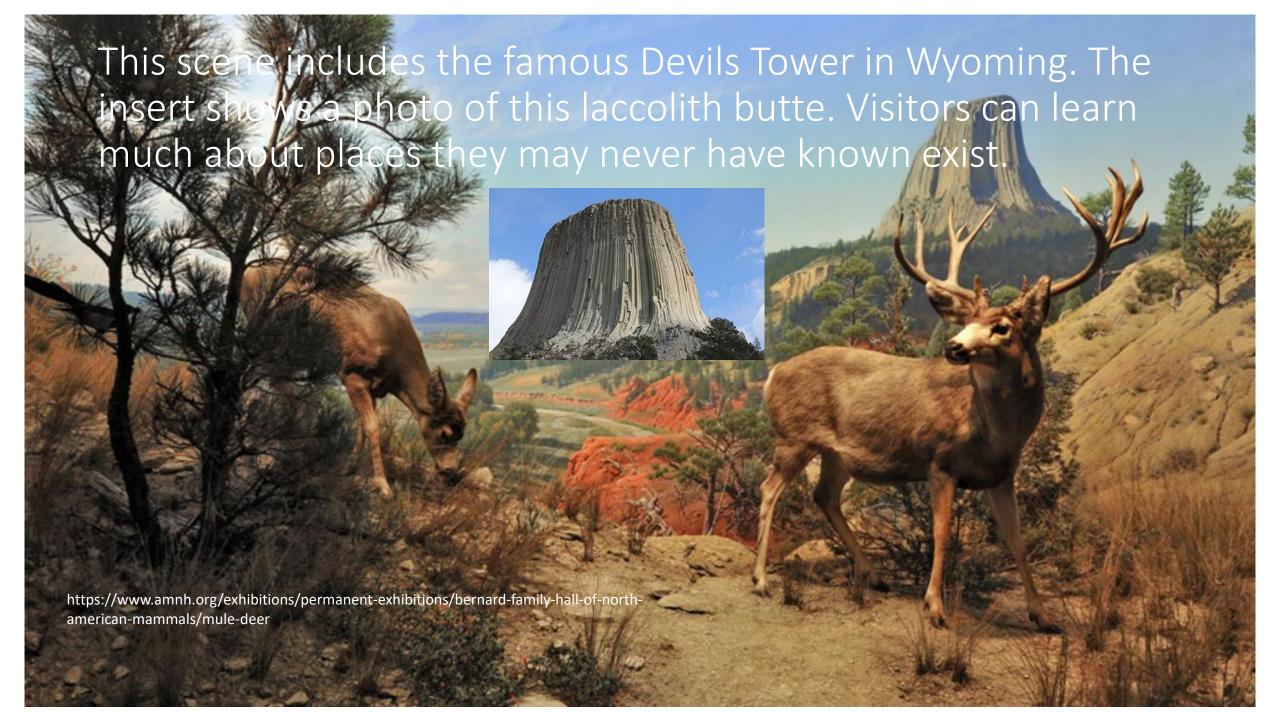


In the 1920s, Carl Akeley came to the AMNH to create a Hall of African Mammals













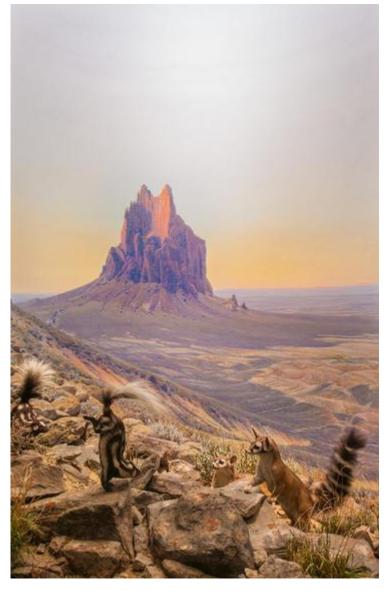
Lessons can be created to explore possible impacts from changing climates through web searches of the locations in the original scenes

 For example, even from a different vantage point, more recent images demonstrate the melting of glaciers and the potential effects on ecosystems

https://www.wilderness.net/NWPS/enlargeAnd Details?id=2311

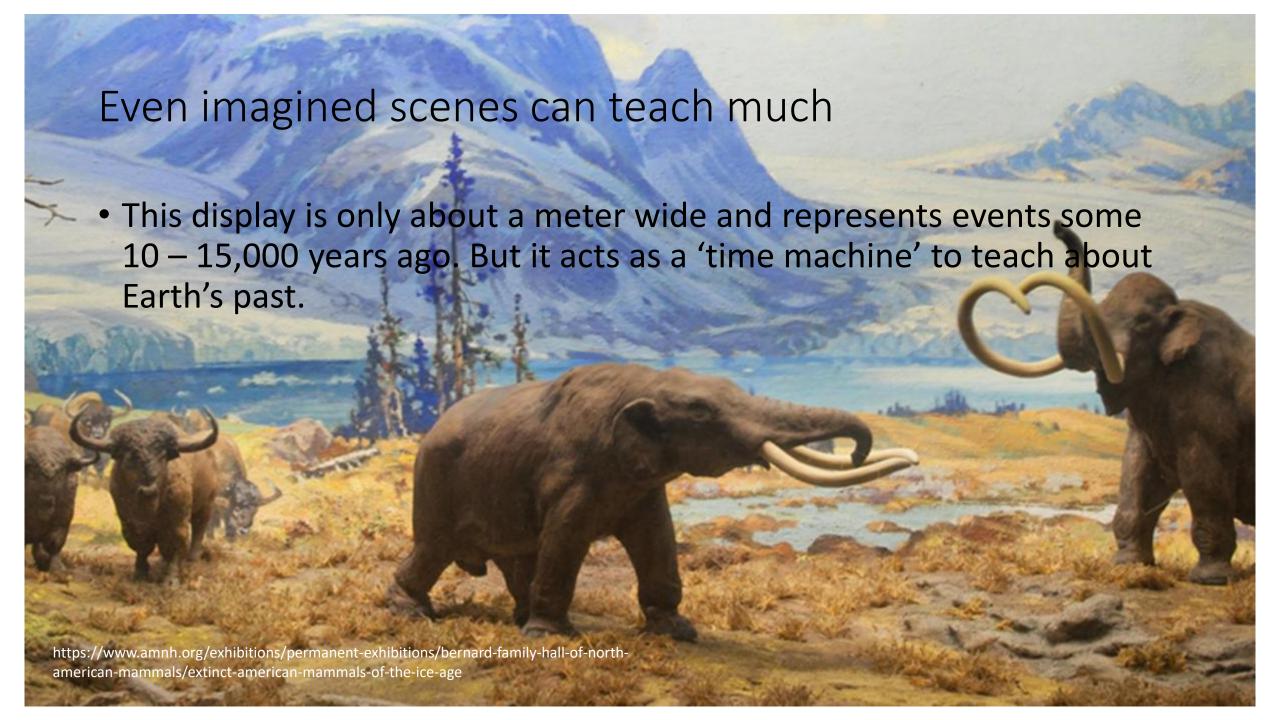


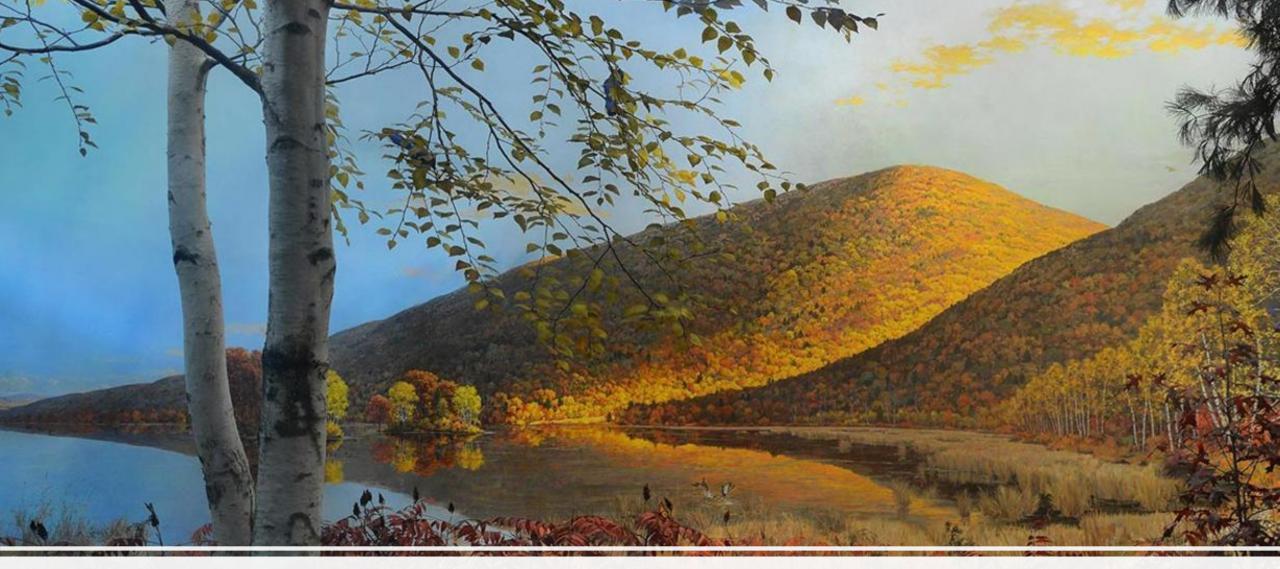
Not all dioramas are large—these are in the side aisles of the Hall of North **America Mammals** and about 1/5 the size of the main exhibits (1 m wide). But they also show accurate geological features.



https://www.amnh.org/exhibitions/permanent-exhibitions/bernard-family-hall-of-north-american-mammals/striped-skunk

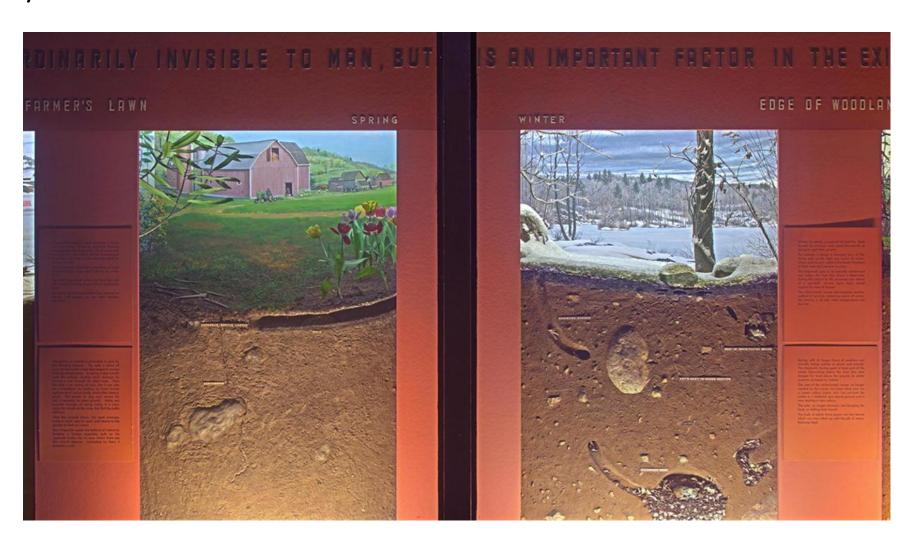
https://www.amnh.org/exhibitions/permanent-exhibitions/bernard-family-hall-of-north-american-mammals/spotted-skunk-and-ringtail-cacomistle





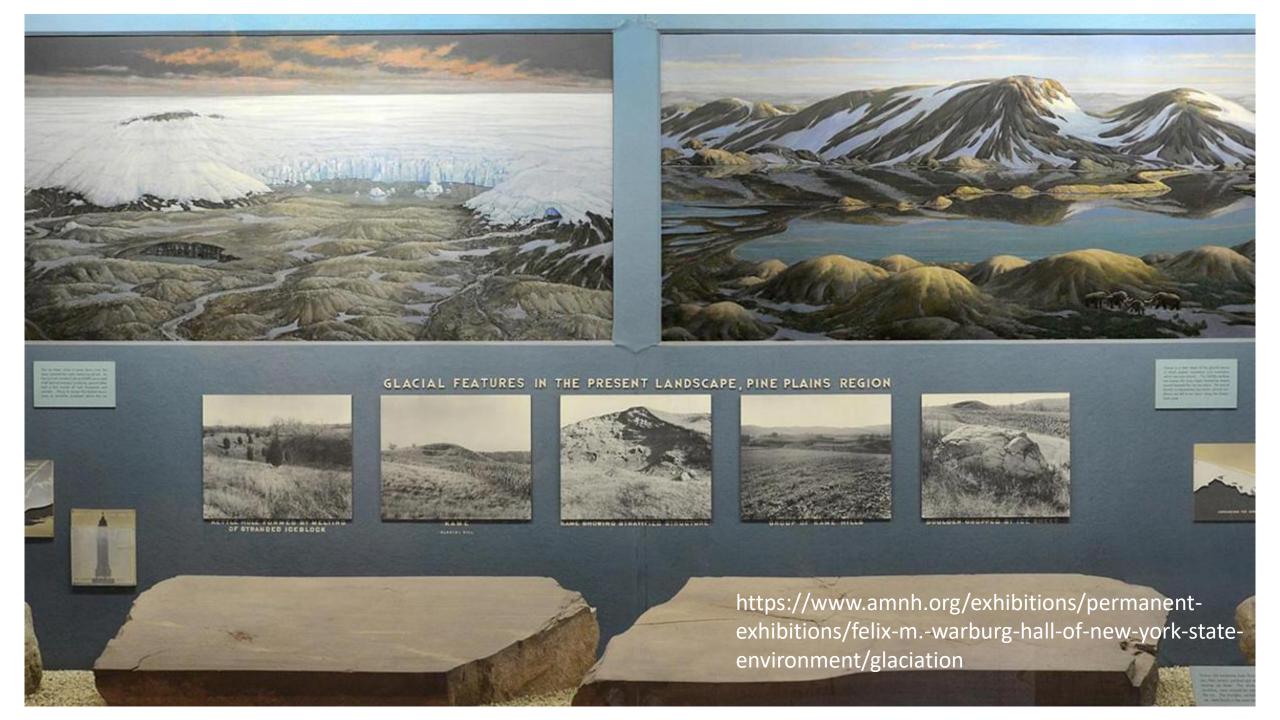
Some dioramas were created to teach many differet concepts about specific ecosystems. This is the entrance to the Felix Warburg Hall of New York State. The location is about 150 km (90 mi) north of the Museum.

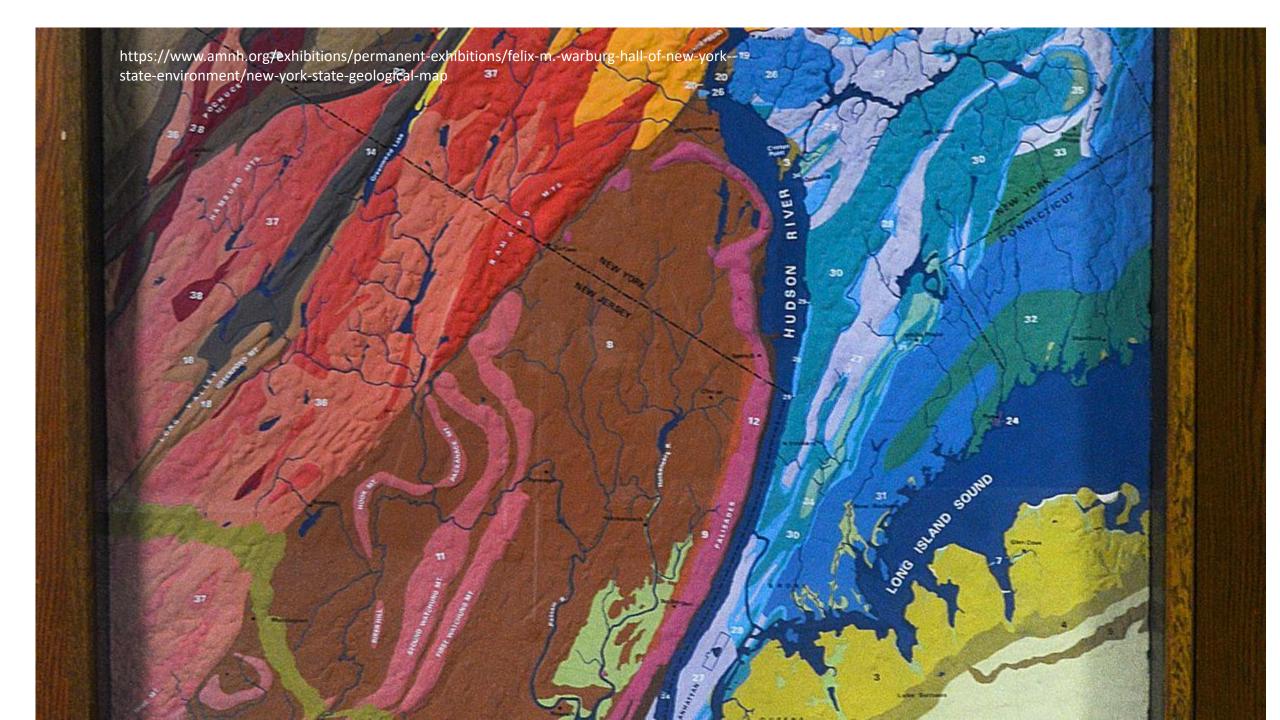
Created around 1950 when populations were leaving farms and moving to cities, the NYS Hall informs visitors about rural ecosystems

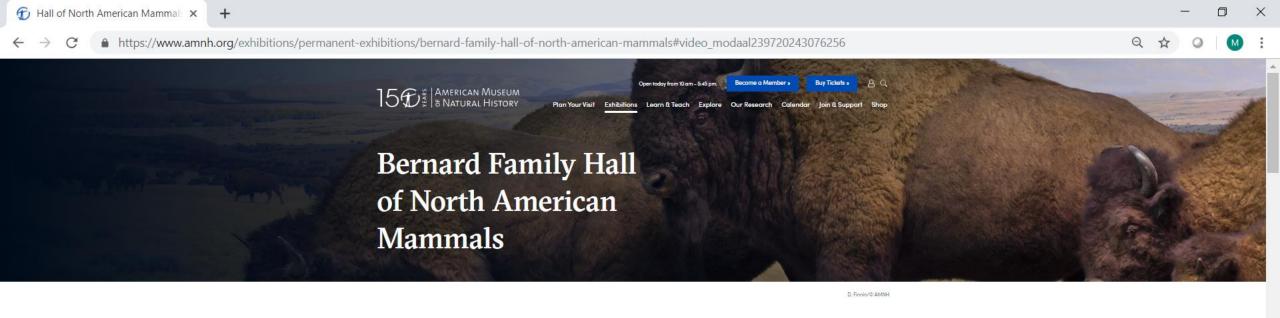


This 5-part display shows changes from pre-European settlement through the 19th Century peak in farming up to the "present" (1950)









Supplementing the displays are AMNH website articles and videos about the exhibitions

Each of the 43 dioramas in the stunningly restored Bernard Family **≡** EXHIBITIONS Hall of North American Mammals offers a snapshot of North America's rich environmental heritage. The hall, which first opened in 1942, → SHARE □ COLLECT focuses on 46 mammal species ranging from the nine-banded ■ EDUCATOR RESOURCES armadillo to the white-tailed deer, and its dioramas are widely considered the finest in the world. Location

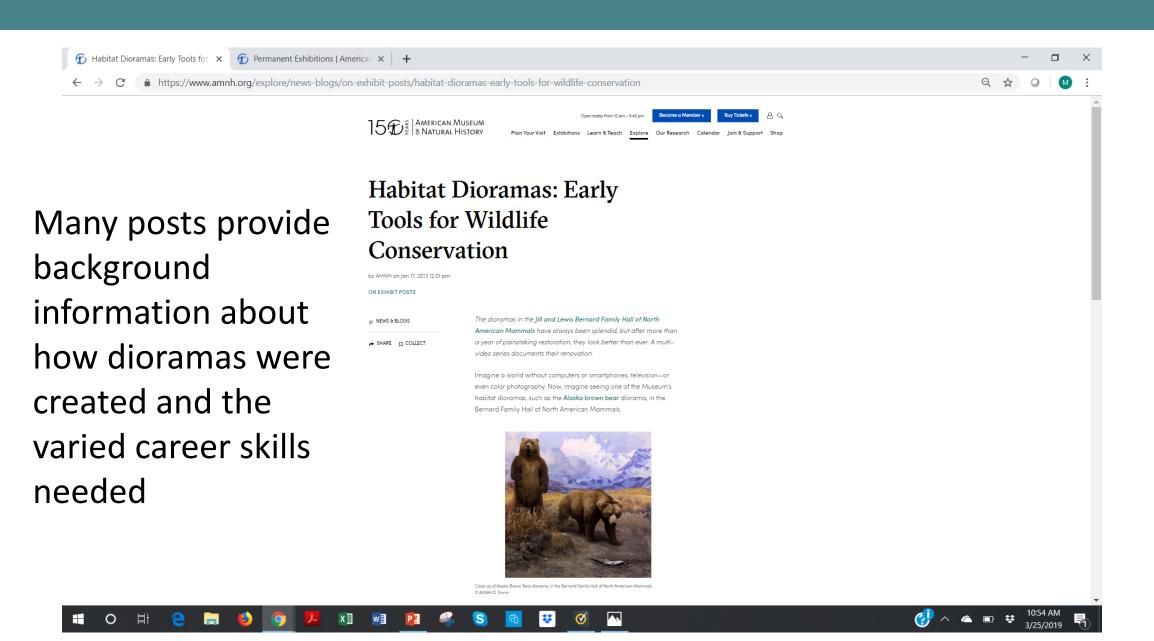
> For more than a year, a team of artists, conservators, taxidermists, and designers worked to re-color faded fur, dust delicate leaves, and selectively restore the background paintings for the historic hall's reopening in October 2012. Text accompanying each diorama was updated to offer the latest scientific information about featured



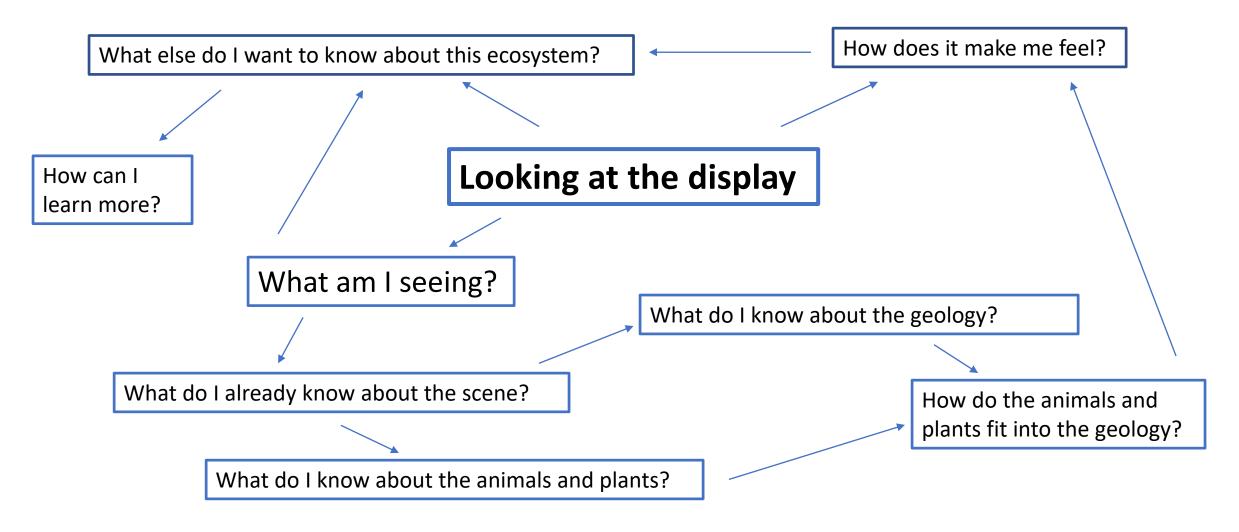


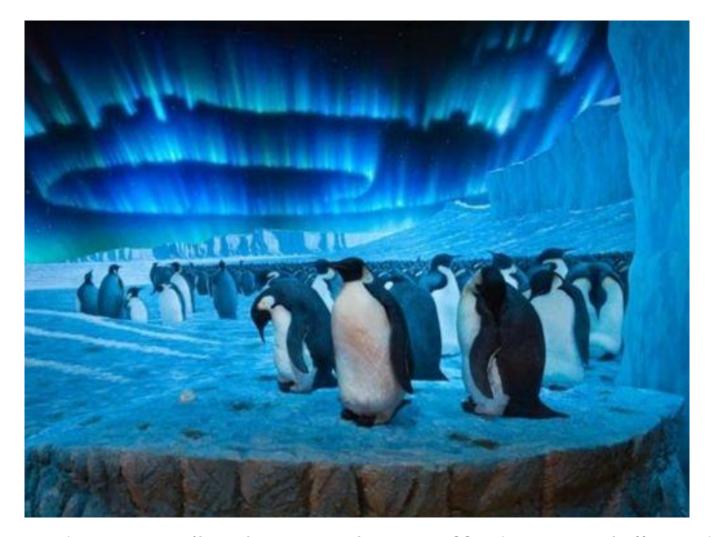






What makes this style of learning effective?





Help your students to 'look past the stuffed animals" and learn much about our planet!

michael@earth2class.org