

Classroom Museum

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Title: Classroom Museum

Subjects: Social Studies, Language Arts, Science, Art, Technology

Grade Levels: 1-4

Description:

Students will build and maintain a classroom museum as an ongoing project throughout the school year. They will borrow or receive donations of artifacts, create artistic renditions of artifacts, people, costumes, etc. which represent different aspects of various cultures, download pictures of them from the internet, or scan pictures of them into the computer and print them out. They will research the artifacts and/or their representations using oral history interviews, internet or other sources, write descriptions and label and classify them.

Faith Integration:

Revelation 15:3—“ . . . Great and marvellous are thy works, Lord God Almighty. . . .”
The activities in this unit will show the wonderful works of God the Creator who came to save all peoples. ["In Christ There Is No East or West,"](#) in Him no South and North . . .”
William Dunkerly. Students will also learn of, ["All Things Bright and Beautiful,](#) all creatures great and small, all things wise and wonderful: the Lord God made them all.”
Cecil F. Alexander, Martin F. Shaw.

Curriculum Benchmarks:

The following NETS standards will be met for grades 1 and 2:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital

cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)

10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

In addition to the above standards, the following NETS standards will be met for grades 3 and 4:

3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Sources: [NETS for Students](#), [NETS for Students](#)

Materials/Hardware/Software:

- Digital Camera
- Computer
- Printer
- Scanner
- Microsoft Word
- Photo-processing program such as KidPix
- Various art materials, such as paper, paint, markers, colored pencils, clay, play dough, etc.

Teacher Preparation:

- Research the latest information for information about how to set up a classroom museum [Creating a Classroom Museum](#), [Teaching Pre K-8 - Welcome to Our Classroom Museum By Keil Hileman](#), [Welcome to Our Classroom Museum Teaching Pre K-8 - Find Articles](#), [A museum in the classroom](#)
- Find a suitable semi-permanent area in the school for the museum display
- Present to students an overview of the museum plan
- Work with students to choose a name for the museum
- Provide ID tags for student use to identify artifacts/display items

- Divide students into cross-age groups, which will vary each quarter
- Show students how to research safely on the internet using appropriate copyright procedures
- Demonstrate to students how to use a digital camera and a scanner, and how to upload pictures to the computer and how to print them
- Provide a logbook for students to use to record each artifact/display item, to identify the item, contributor, student responsible, and date and duration of acquisition
- Provide students with a display-evaluation handout
- Publish reports of the museum's progress and development at regular intervals throughout the year and distribute them to parents via school newsletter and/or email
- Schedule a Museum Night/Day where the community is invited to come to the school and receive a student-guided tour of the exhibits. This could be done in conjunction with another school activity such as a Science Fair or Open House.
- Create a rubric with the help of the students for student evaluation

Student Preparation:

- Discover and/or create items to display
- Learn to do Internet research and age-appropriate reports
- Learn to use a digital camera and scanner to upload pictures to the computer and print them
- Work cooperatively in small groups, doing their fair share
- Make oral presentations
- Make visual and/or audio-visual presentations
- Compare elements of one culture with another
- Accurately ID artifacts/items
- Keep the logbook current, accurate and neat
- Respect the property/displays, including their own and others
- Learn and follow copyright and fair use laws/guidelines
- Fairly evaluate both their own and others' projects and reports

Activities/Procedures:

Throughout the school year, we will be studying many cultures and countries in Social Studies—Biblical and modern Israel and Egypt, India, China, Japan, Australia, Pacific Islands, West Africa/Ghana, Congo, Kenya, South Africa, North Africa, and ancient and modern Greece and Rome. Not only will students study about these cultures, including doing research on the internet, they will be searching for pictures to download and display. Additionally, they will be bringing in products and artifacts from various sources which will need to be identified, labeled, and displayed. Some items will need to be researched on the Internet to ascertain their history and relevance. Also, students will be creating and/or building some items such as pictures, crafts, and 3D displays for art class. All items will be classified by category such as Geology, Weaponry, Art, Wildlife,

Food, etc. Artifacts/items will be displayed in the classroom museum while the class studies the culture those items represent. Then the borrowed items will be returned to their sources.

Links/Worksheets: The materials found in these links would in many cases have to be adapted for individual classroom use. However, they provide many great guidelines and ideas for planning, monitoring, reporting, group interaction, and assessment

- [Exhibit Form](#)
- [Exhibit Evaluation](#),
- [Reflective Writing Handout](#)
- [Visual & Oral Presentation Scoring Guide](#)
- [Bibliography Scoring Guide](#)
- [Report Scoring Guide](#)
- [Goal Diary](#), [Daily Effort Diary](#)
- [Working Together - Paper Clip Person Sheet](#)
- [How to Write a Bibliography](#)

Management Plan:

Students would be expected to create/assemble 3 exhibits each nine weeks, or one every three weeks. One hour of computer time would be allotted each week. One hour of art time could be scheduled each week as needed. Age appropriate oral or written reports would be made for each exhibit after labeling and description are done. These reports would be short and generally scheduled during the class which the exhibit represents, i.e. Science for a seashell, Social Studies for a flag from China. These would be designed to reinforce the material we would be studying in those classes. Students would evaluate themselves and others using the handout, forms, and rubrics provided by the teacher. The logbook would be filled out on an ongoing basis. In conjunction with the individual class requirements and topics studied, students would also do in-depth reports each nine weeks.

Ethics Plan:

The teacher will spend class time during the beginning of the year going over Fair Use Guidelines. They will be reinforced throughout the year. The teacher will present real-life scenarios about Fair Use using a game format and students will be able to win prizes for getting the correct answers.

Links to Fair Use and Teach Guidelines:

[Multimedia Fair Use Guidelines \(CCUMC\)](#), [The TEACH Act](#), [Fair Use Guidelines](#)

Assessment/Evaluation:

Grading will consist of self-evaluation, peer-evaluation, and teacher evaluation relating to the number and quality of displays, presentations, and reports. Students will also be graded on their initiative, ability to work well with others, punctuality, neatness, completeness, and practice of Fair Use Standards. An assessment rubric is below:

Collaborative Work Skills: Working in a Group

Teacher Name: Mr. Sargeant

Student Name: _____

CATEGORY	4	3	2	1
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.

Date Created: **Jul 31, 2006 04:46 pm (CDT)**

Follow-up Activities:

Students will serve as museum guides to visitors during Museum Night/Day.
Students will first serve as guides for the older students to get practice and build confidence for Museum Night/Day