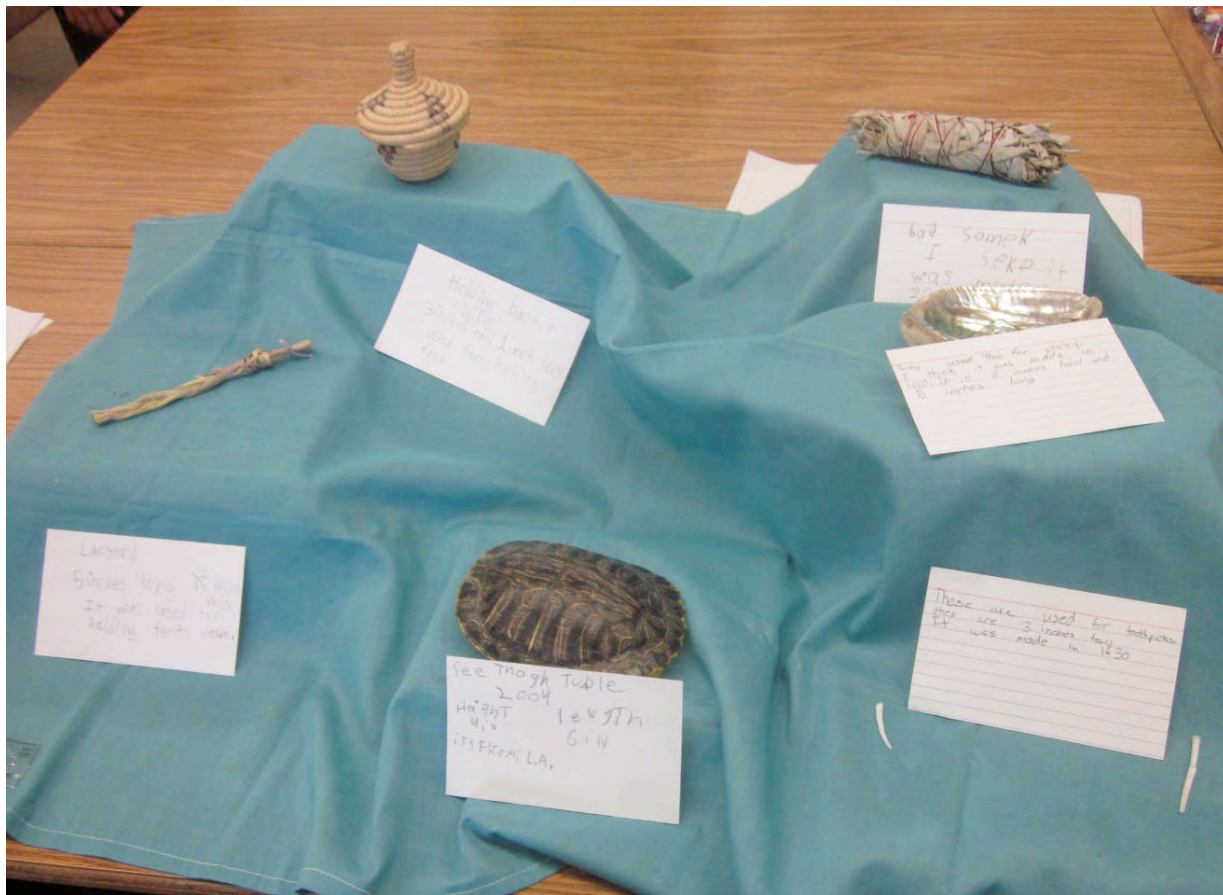


CREATING A CLASSROOM MUSEUM EXHIBITION WITH ARTIFACTS:

GRADE LEVEL: Third Grade (*but can be used for 4th – 10th*)

TOPIC/SUBJECT: Students have approximately six to eight different artifacts they will use to create a museum exhibit. (No background information is provided, so the artifacts become the primary source.)



MATERIALS/EQUIPMENT:

- assorted artifacts related to the unit of study (my class is studying the Tongva Native Americans)
- large piece of fabric to use for exhibit
- books and small boxes of various sizes to add height to exhibit
- index cards for museum labels
- rulers
- Artifact Analysis and Museum Label handout

MOTIVATION/RATIONALE:

Students love to act like adults and be a historian and a curator creating a museum exhibit with their team. They enjoy being creative in determining what the function of the artifacts were and what type of people used these artifacts years ago.

SOCIAL STUDIES STANDARDS:

- 3.2 Students describe the American Indian nations in their local region long ago and in the recent past.
1. Describe national identities, religious beliefs, customs, and various folklore traditions.

COMMON CORE MATH STANDARDS:

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).

COMMON CORE LISTENING AND SPEAKING STANDARDS:

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

DIRECTED LESSON WITH GUIDED GROUP PRACTICE:



Students are not provided with any background knowledge on the Native Americans that once could have used these artifacts, nor the function of the artifacts. The students are to act as historians and use the artifacts as a primary source so they can construct meaning and create a museum exhibit.

This lesson helps bring interest and excitement in regards to the actual artifacts. After the students share their exhibit with their classmates, the "big reveal" occurs when the teacher explains the actual facts about the function of the artifacts, and introduces the history of the local Tongva Native Americans to the students.

There are enough artifacts so that after the teammates discuss the artifacts, name their museum, come to a consensus on what people used these artifacts and how long ago they were used, each team member carefully measures the artifacts and reads the directions of the Artifact Analysis and Museum Label handout to create a museum label. Math skills are used because the students use a ruler to measure each artifact.

EXTENSION ACTIVITIES:



The museum exhibit can be a stand alone lesson, but for my purposes, it is the next activity after the students have excavated the artifacts from school garden beds. For this project, there were 5 different teams of students. Each team had approximately 8 artifacts. The teams did not discuss their artifacts with other teams, and instead remained as independent units. Therefore, there were 5 different museum exhibit displays. The artifacts used included small baskets, turtle shells, dentalium shells, sage bundles, arrowheads, and abalone shells.

After the museum presentations have been made of the exhibits, the teacher begins a guided lesson about the Tongva Native Americans. The teacher explains that the students will be doing research on the artifacts and the Native Americans because in the spring they will be creating an actual museum exhibit based on facts that they research about the Tongva Native Americans.

Students will research something about the Tongva Native Americans that interests them and will write an informational text summary. That summary will be part of the oral presentation when visitors and parents tour the Tongva Museum at our school in the auditorium.

COMMON CORE STANDARDS: READING INTERNATIONAL TEXT (RI)

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Writing .3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information). d. Provide a concluding statement or section.



21ST CENTURY SKILLS:
The students will collaborate in small groups and use accountable talk when discussing their group's artifacts. Coming to a consensus and using critical thinking skills are important skills for students to learn. Students need to persevere when discussing each artifact

as each team comes to a consensus as to the function of the artifact, who might have used these artifacts, and what the artifacts are made of .

Consensus must also occur with the name of the museum. Presentation skills are used because each student shares his/her expertise when discussing the museum artifacts. Listening skills are used within the group discussion and also when presenting to the classmates.



COOPERATIVE LEARNING SKILLS USED IN THE SMALL TEAM DISCUSSION OF THE ARTIFACTS AND THE MUSEUM:

Each person participates in the discussion, listening and speaking

Students will take turns so that only one person speaks at a time.

Students will think about what you hear the other person saying.

Students will use **Accountable Talk** moves:

I agree with what _____ said because...

I'd like to add on to what _____ said...

Another idea/method/solution might be....

Let me see if I heard you right...

In other words, you are saying that...

Why do you think the author chose to...?

Can you clarify the part about...

It sounds like you think that...

Where else can you see this...?

How does this connect...?

Why do you think that...?

Speaker asks when done sharing thoughts and opinions:

Is what I just said clear?

Do you know what I mean?



This lesson is by Francie Kugelman, a third grade teacher at Dahlia Heights Elementary School in Los Angeles.

Name:

Name of Your Dig:

ARTIFACT ANALYSIS:

1. Look at your artifact and describe what you see.
2. Describe the material from which the artifact was made.
3. Describe the artifact: How does it look? What are its dimensions in *Length x Width x Height* in inches?
4. What might this artifact have been used for?
5. What does this artifact tell us about technology of the time in which it was made and used?
6. What does this artifact tell us about the life and times of the people who made it and used it?
7. Write down a similar item today and what it is used for today.
8. After you have answered these questions by yourself, talk to your team members and get their opinion about this artifact and what it was used for.
9. Now make your museum label:

HOW TO CREATE A MUSEUM LABEL:

The museum label contains some important information and facts about the artifact.

1. **Title of artifact, date** *If you are not sure what the artifact is or the date it was made, make an educated guess. For example: Vase, 1950*

2. **Medium, size** *Medium means what the artifact is made of. You might have to make an educated guess. Then you need to measure the artifact.*

List the Length x Width x Height in inches.

For example: leather, cotton, wood, 3" x 2" x 1"

3. **Brief description of what the object was used for.**

(You might have to make an educated guess.)

example: This vase held tulips brought from the garden.



For

*Vase, 1950
Handmade Glass, 4" x 2" x 7"
This vase held tulips brought
from the garden.*