



LJHA Pre-Visit Lesson Plan

Grade-levels:

K-6

Objectives:

Students will discuss the purpose of museums.
Students will use relevant museum vocabulary.
Students will create artifact labels.
Students will learn museum etiquette.

TEKS:

- Social Studies
 - Kindergarten: 7.A. 8.A. 14.B. 14.C.
 - 1st Grade: 10.A. 11.B. 17.B. 17.C.
 - 2nd Grade: 18.B. 18.D.
 - 3rd Grade: 3.C. 17.B.
 - 4th Grade: 17.B. 21.B.
 - 5th Grade: 25.A. 24.B.
 - 6th Grade: 21.B. 22.A.
- ELAR
 - Kindergarten: 1.A. 1.B. 1.C. 1.D.
 - 1st Grade: 1.A. 1.B. 1.C. 1.D. 11.B.ii. 12.B.
 - 2nd Grade: 1.A. 1.B. 1.D. 12.B.
 - 3rd Grade: 1.A. 1.B. 1.D. 7.F. 12.B. 13.E.
 - 4th Grade: 1.A. 1.B. 7.F.

Materials:

- Students will bring an “artifact” from home
 - This could be a family photo, something the student or their family collects, the students’ favorite book, a medal or trophy they received, a favorite toy, etc.
 - It must be something students can talk about and use to create a museum label!
- Vocabulary list
- Artifacts and their Labels example photo
- Artifact label worksheet
- Exhibit setup materials (this can be anything, but there are a few suggestions below)
 - Books/boxes to elevate artifacts

- Blankets/towels to cover the areas under the artifacts
- Stand for photographs
- Crossword puzzle and word bank

Introduction:

1. Ask students what kinds of museums they have been to. List them out on the board.
2. Divide students into groups, and assign each group a different museum from the list. Have students list things they might find at their museum. Then, the groups will share out loud while the teacher makes notes on the board.
3. Students will identify similarities between answers for different museums. Why might different museums have things in common if they don't all focus on the same subject?
4. Next, ask the class why we have museums and why people visit them.
5. Finally, ask students what they would expect to see at the Lake Jackson Historical Museum.

Activity:

1. Show students pictures of a museum **exhibit**. Have students identify **artifacts** in the exhibit. Why are these artifacts put together? What is the theme? Who put these together? What do you notice about the way they are displayed?
2. Briefly discuss curators and what a **curator** does at a **museum**. Why is it important to have an expert on **preservation** at a museum?
3. Next, show the **label** that corresponds to the exhibit. What information is on the label? Look at a few labels. Do they all include exactly the same information? Why might some information be missing? Why would it be better to have more information on a museum label?
4. At this time, students will take out their artifacts from home and receive a blank label from the attached worksheet. Students will work independently to fill out their label to the best of their ability.
 - a. Adjustment for upper elementary: If time and resources allow, students may use classroom devices to research manufacture dates for their items such as toys/family collection items.
5. Next, explain to students that they are going to walk around the room to see which artifacts could go in a **collection** together. Remember, exhibits have to have a common theme, such as: photos from the past, books, awards, etc.
6. Students will work together to create their exhibit. They should think about how the **display** of artifacts should look.

- a. Can the viewer easily see every artifact in the exhibit? How should larger and smaller objects be arranged? Should they all be on the table, or should some be elevated? Where should the labels be placed?
7. Have students do a gallery walk of their classroom museum to see the other exhibitions. Remind students that they should not touch artifacts in a museum, and that they should walk. It's a great opportunity to practice museum **etiquette** before the field trip!

*Bolded words are on the museum vocabulary list and crossword puzzle.

Assessment:

2nd - 6th Grade:

Check for students' understanding of information learned about museums by having them complete the attached crossword puzzle independently or in groups.

Kindergarten and 1st:

Check for students' understanding of information learned about museums by having them share information about their exhibit with the class in groups.

Recommended: Each student must say two things about the exhibit or how their object fits into the exhibit.

Modifications:

Older Students:

Students may use the attached word bank to complete the puzzle, or try without the word bank to add more of a challenge.

Younger Students:

The museum vocabulary crossword can be used as an assessment tool, or done as a class activity on the board to review vocabulary learned.

Museum Vocabulary

Exhibit: a group of objects on display together in a museum

Artifact: an object made or used by humans that gives us information about the past

Curator: a person who makes sure museum objects are cared for and displayed for the public

Label: a paper or plaque that describes an object displayed in a museum

Research: careful studying to discover and explain new information

Preservation: keeping an object safe and preventing future damage

Museum: a building where historical objects are exhibited, preserved, or studied

Collection: objects that are grouped together by a common theme

Etiquette: rules for behavior in a specific place

Display: an arrangement of objects that have been put together for people to see

SILVERWARE

Several spoons found have been dated back to the 1930s, most likely these were pieces from silverware sets that had belonged to those families who first moved into the duplexes in the early 1940s. For example the smallest silver plated spoon was manufactured by 1881 Rogers, Onelda Ltd, in 1936.



Presidential Coins

Presidential coins put out by Shell gas stations in the early 1990's as part of a coin collection promotion.



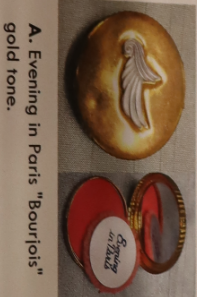
A. 50th Annivers
Boy Scout
neckerchief silt
1910 - 1960



Bo

Rouge (Blush) Compacts Circa 1940s

The compact first came into production in the 1920s. Most brands were designed to be refillable and function as a lasting case to hold ones preferred brand of rouge. That is until the 1950s with the arrival of cheap plastic and the manufacture of throw away cosmetic products.



A. Evening in Paris "Bourjois" gold tone.



B. Richard Hudnut "Three Flowers".



C. Richard Hudnut "Du Barry".

A



C



B



What is the name of your artifact? _____

What do you think it was made out of? _____

When do you think it was made? (Year, Decade, Century?) _____

What do you think it was used for? _____

Is there any other information you would like to include about this artifact?

What is the name of your artifact? _____

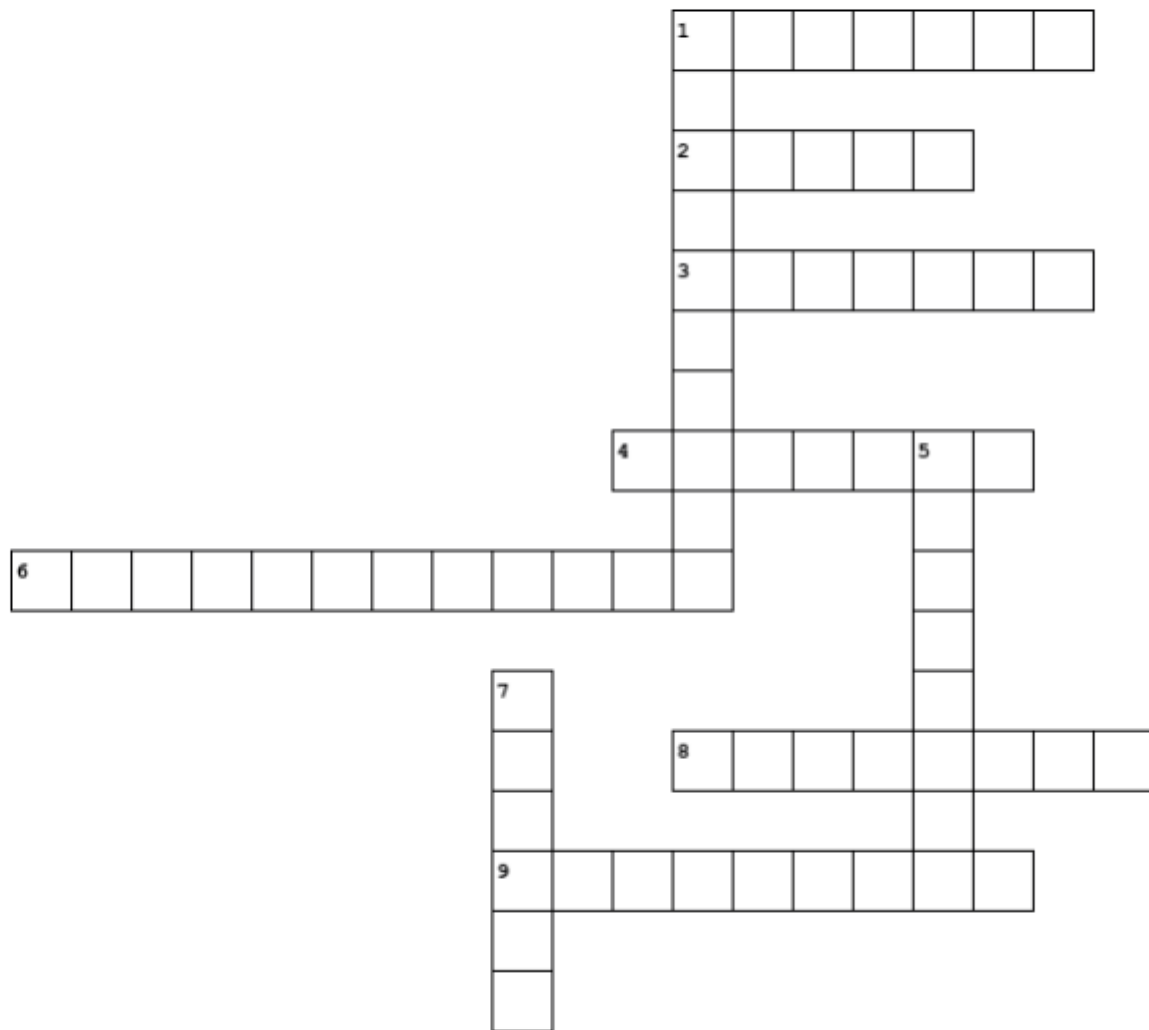
What do you think it was made out of? _____

When do you think it was made? (Year, Decade, Century?) _____

What do you think it was used for? _____

Is there any other information you would like to include about this artifact?

Museum Vocabulary



Across

1. a person who makes sure museum objects are cared for and displayed for the public
2. a paper or plaque that describes an object displayed in a museum
3. a group of objects on display together in a museum
4. an arrangement of objects that have been put together for people to see
6. keeping an object safe and preventing future damage
8. careful studying to discover and explain new information
9. rules for behavior in a specific place

Down

1. objects that are grouped together by a common theme
5. an object made or used by humans that gives us information about the past
7. a building where historical objects are exhibited, preserved, or studied

