



LJHA Pre-Visit Lesson Plan

Grade-levels:

7+

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

- 7th Grade: 22.C. 22.D. 23.B.
- 8th Grade: 30.C. 30.D. 31.B.
- US History: 30.A. 30.C. 32.B

Materials:

- Vocabulary List
- Artifacts and Their Labels Example Photo
- Technology devices

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 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?

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

Assessment:

1. Assign students events from your curriculum that have previously been covered in class to create an exhibit around.
2. Students will need their devices. They will create a Google Slide exhibit. Students will need to include: display materials (easels, cases, frames, etc.) and at least 5 artifacts that relate to that event.
 - a. Students can search web images to upload by going to insert -> image -> search web
3. Students will select one artifact to create a label for on a separate slide. (They should have 2 slides total in their document.) Their label should include: title of the artifact, when was it created, what it was made from, where it was found.
 - a. This will probably require some research!
 - b. Students can get creative with their responses! For example, if their artifact is the Mayflower Compact, it could have been found at Plymouth Rock since that is where the pilgrims anchored!

Modifications:

Assign students topics, or provide a list to choose from.

Students could present their exhibit if time permits.

A museum vocabulary list is included for students to reference as they work.

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



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".