**Kid Curators® Instructional Timeline**

TEACHER NAME/s:

SCHOOL:

GRADE LEVEL/s:

DATE of PUBLIC OPENING:

DATE/s of SCHOOL GROUP TOURS:

| WEEK | **Learning Targets for School Museum Project:** | **Instruction and Assessment\* Activities for School Museum Project.** **See listed pages in *Learning on Display* (LOD) for more information.**  |
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| Introduce the Project | Week/s of \_\_\_\_\_\_\_\_ | *I am a* ***content expert***. This means…I can answer all of the focus questions in our school museum. ***Possible Daily Targets:*** * I can think about our museum topic and determine what I know and wonder about our topic. (Sessions 1+2)
* I can survey potential visitors to find out what they know and wonder about our museum topic. (Session 6)

*I am an* ***exhibit designer****.* This means… I can design an appealing, effective, informative display that answers my focus question and engages visitors. ***Possible Daily Target:**** I can describe different types of museums and what museums do. (Session 3)

 *I am a* ***team player****.* This means… I canwork effectively with my team. ***Possible Daily targets:**** I can identify the traits of effective teamwork. (Session 4-5)
 | Session #1-2: *What is our job?* (LOD, pages 70-72)* Kick off activity introducing project to students, where they “meet the problem” (present letter from the local \_\_\_\_)
* What do we know? What do we wonder? (Unless this was done during project planning)
* Create a concept map of what students know about the topic
* Present learning targets and grading plan / pre-tests\*

Sessions #TBD: *Overview the topic to provide background knowledge—* Students will need exposure to the museum topic before they can raise questions or begin research. Teachers approach this in many different ways—from pre-teaching a complete unit prior to the museum topic and creating a museum a way to deepen knowledge; or by providing short lessons, learning centers, etc, to expose students to the museum topic. Session #3: *What is a museum?* (LOD, pages 72-75)* Brainstorm types and purpose of museums / exhibits students have seen and liked and why
* Curator activity—group “artifacts” from a previous instructional unit
* Curator visit (if possible)

Session #4-5: *How will we work as a team?* (LOD, pages 75-80)* Students describe when teamwork works well and when it doesn’t / use list to create ground rules / present roles & responsibilities\*
* Create Teamwork rubric from ground rules, develop rubric with different traits, or present Kid Curators Teamwork rubric\*
* Practice using a teamwork mini-lesson

Session #6: *What do visitors know and wonder about our museum topic?* (LOD, pages 80-81)* Explain front-end visitor research and give students interview assignment.
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| Visit a Museum | Week/s of \_\_\_\_\_\_\_\_ | *I am an* ***exhibit designer****.* This means… I can design an appealing, effective, informative display that answers my focus question and engages visitors. ***Possible Daily Targets:**** I can identify features of high-quality exhibits by studying professional examples. (Sessions #1 and 2)
* I can explain features of high-quality exhibits in examples I find at the professional museum we visit. (Session #3)
* I can determine criteria for high quality exhibits in our school museum. (Session #4)

*I am a* ***team player****.* This means… I canwork effectively with my team. ***Possible Daily targets:**** I can self-assess my teamwork skills and set goals for improvement. (Sessions #2 and 4)
 | Session #1*: What are the characteristics of high-quality exhibits?** Download photographs of exhibits from different types of museums / generate a list of features that make an exhibit high-quality\*
* Explain what students will do during and after the museum visit. (LOD, pages 84-87)

Session #2: Museum Visit—Hunt for high-quality exhibits Session #3: *What criteria will we use for our exhibits?** Students share digital photos from museum visit to describe the features of high-quality\*
* Create a rubric for High-Quality exhibits (See Kid Curator Exhibit Quality rubric for ideas)\*

Session #4: *What criteria will we use for our exhibits?* (LOD, pages 87-88)* Students use the Exhibit Quality rubric and describe good / bad exhibit examples for each trait\*
* Students self-evaluate teamwork based on museum visit and small group experience, share specific examples of good teamwork behavior and link them to rubric traits.\*
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| Conduct Research | Week/s of \_\_\_\_\_\_\_\_ | *I am a* ***researcher****.* This means…I can summarize information I’ve read or listened to and use it to answer my research questions. ***Possible Daily Targets:**** I can develop and / or clarify research questions. (Session #1)
* I can identify sources of information for my research. (Session #2)
* I can gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. ([CCSS.ELA-Literacy.W.4.8](http://www.corestandards.org/ELA-Literacy/W/4/8/) (Writing: Research to Build and Present Knowledge)
* I can use text coding and annotating to identify relevant information while I’m reading.
* I can summarize text. ([CCSS.ELA-Literacy.RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/)) (Reading: Informational Text)
* I can determine the main idea of a text and explain how it is supported by key details. ([CCSS.ELA-Literacy.RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/))
* I can examine artifacts, documents, letters, diaries, maps, and/or photos to make inferences and ask questions. (WI B.4.1)
* I can recall and categorize relevant information from my research to create a set of Story Line Statements that highlight what will be the key points of my exhibit. ([CCSS.ELA-Literacy.W.4.8](http://www.corestandards.org/ELA-Literacy/W/4/8/) (Research to Build and Present Knowledge)
 | Session #1: *What are our research questions?* (LOD, page 91)* Have students clarify their research questions (making sure they understand them) and add any that came from their front-end evaluation
* Show strong and weak examples and use the Research Rubric to assess them (first trait)\*

Session #2: *Where will we locate information? (*LOD, pages 94-103)* Create a web of possible sources of research information (Primary and secondary resources, reference books, trade books, people, places, Internet sites, texts and other resources)
* Show strong and weak examples and use the Research Rubric to assess them (second trait)\*
* Students create research plan
* Teamwork mini lesson

Session #3: *How will we summarize information as we take notes? (*LOD, pages 103-105)* Model, guided practice, and independent practice on note taking during research—summarize
* Show strong and weak examples and use the Research Rubric to assess them (third trait)\*

Sessions #4 - 8: Independent research using Research Plan* Self-assess research work using rubric, identify strengths and goals using the 3-minute conference\*
* Use daily response log – What I learned and Questions I still have
* Use a collection of self-assessments to summarize their learning and set goals for future learning. (“Here’s what I’ve learned…Here’s what I need to work on…)\*

Session #9 - 10: *How will we analyze information to answer our research questions? How will we synthesize information to answer our focus question? (*LOD, pages 105-108)* Model, guided practice, and independent practice analysis and synthesis
* Write up a summary paragraph answering focus question
* Show strong and weak examples and use the Research Rubric to assess them (fourth and fifth trait)\*

Session #11: *What is our big idea? What is our story line for visitor learning? (*LOD, pages 108-112)* Review “big idea” of museum / have students create a “big idea” for their exhibit
* Review “storyline” of museum/ have students create a “storyline” for their exhibit (Our Exhibit Storyline handout)
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| Design the Exhibit | Week/s of \_\_\_\_\_\_\_\_ | *I am an* ***exhibit designer****.* This means… I can design an appealing, effective, informative display that answers my focus question and engages visitors. ***Possible Daily Targets:*** * I can identify several features of high-quality exhibits by studying professional examples.
* I can recall and categorize relevant information from my research to create a set of Story Line Statements that highlight what will be the key points of my exhibit. ([CCSS.ELA-Literacy.W.4.8](http://www.corestandards.org/ELA-Literacy/W/4/8/) (Research to Build and Present Knowledge)
* I can create an exhibit plan that answer my focus question and engages visitors.
 | Sessions #1 - 2: *What do we use to tell our story? (*LOD, pages 115-124)* Show examples of objects and images found in many museums
* Model the design process using one group’s work—big idea and visitor learning goals (storyline); use of objects and images to tell the story without words\*
* Exhibit teams answer question, “How would we tell our exhibits’ story without words? What objects and images would be most powerful in telling our story?” Make a list of what to include in your exhibit
* Review presentation methods
* Practice SCAMPERing using downloadable professional museum exhibits or using the photographs from the museum visit

Session #3 - 4: *How do we get visitors to experience our story? What will our completed exhibit look like? (*LOD, page 124-130)* Review professional museum examples of exhibits that are relevant and engage the senses (see *Learning on Display*)
* Students brainstorm ways to engage visitors through exhibit design
* Create scale drawing for the museum’s floor plan (space and traffic flow)
* Student teams plan for design—create a drawing or mock-up using *Display Board Scale Drawing* as an example
* Teams list supplies and materials they will need to create their exhibit using *Materials, Supplies, Equipment List*
* Teamwork self-assessment-- share specific examples of good teamwork behavior and link them to rubric traits\*

Session #5: *Will our exhibit work? (*LOD, page 130-133)* Focused Revision—Show students how you would revise an exhibit, and then let them revise a similar, but different piece. Begin by choosing work that needs revision on a single trait (or aspect of quality). Ask students to brainstorm advice for the (anonymous) author on how to improve his or her work. Then ask students, in pairs, to revise the work using their own advice. This works especially well if students have just scored and discussed a weak anonymous sample. Ask students to write a letter to the creator of the sample, suggesting what could be done to make it stronger. \*
* Ask students to analyze your work and make suggestions for improvement. Revise your work using their advice. Ask them to review it again. \*
* Ask students to revise their own exhibit based on their self-assessment \*
* Have students use revised exhibit drawings to conduct formative evaluation \*
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| Write Label Copy | Week/s of \_\_\_\_\_\_\_\_  | *I am a* ***writer.***This means…I can write engaging labels for our exhibit that explain our display and answer our focus and research questions. ***Possible Daily Targets:*** * I can analyze models of professional museum labels to identify features of quality.
* I can actively listen for writing tips from a museum professional to improve my labels.
* I can produce a clear and coherent exhibit label that with strong content, organization, voice, presentation, and is grammatically correct. (See Rubric for Label Copy)
 | Session #1: *(*LOD, page 134-143)* Review Tips for Writing Label Copy
* Model completion of the *Text Plan for Our Exhibit*
* In exhibit teams, students complete the *Text Plan for Our Exhibit*

Session #2: *(*LOD, page 143-146)* Teach mini-lessons on each trait in the Rubric for Exhibit Labels\*
* Show models of strong and weak label copy and use the rubric to assess them \*

Session #3: * Model the process of writing using a research write-up and exhibit plan from one team
* Guided practice activity
* Focused Revision—Show students how you would revise label copy, and then let them revise a similar, but different piece. Begin by choosing work that needs revision on a single trait (or aspect of quality).Ask students to brainstorm advice for the (anonymous) author on how to improve his or her work. Then ask students, in pairs, to revise the work using their own advice. This works especially well if students have just scored and discussed a weak anonymous sample. Ask students to write a letter to the creator of the sample, suggesting what could be done to make it stronger. \*

Session #4 - 5: Independent writing using *Writing Copy* worksheet* Self-assess label copy using the rubric identify strengths and goals, use the 3-minute conference \*
* Use a collection of self-assessments to summarize their learning and set goals for future learning. (“Here’s what I’ve learned…Here’s what I need to work on…) \*
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| Plan the Opening |Week/s of  | *I am a* ***team player****.* This means… I canwork effectively with my team. ***Possible Daily targets:**** I can
 | Session #1: *What activities will we have during our opening night event?* (LOD, pages 160-171)* Brainstorm possible activities for opening night and record on *Opening Night Activities* handout
* Determine who will plan opening night activities (student committee, club, exhibit team, etc)
* Committees complete *Opening Night Planner for Committees*
* Plan and schedule tours of school groups before the Public Opening

Session #2: *What roles will we play on opening night?* *What is our schedule for opening night? When will we take school groups on tours of our museum?** Review the student roles during opening night—greeter, tour guide, exhibit interpreter / docent, presenter, evaluator
* Work out an *Opening Night Schedule* and an *Individual Student Schedule*

Session #3: *How will we advertise our event?** + Brainstorm list of invitees and create a museum opening invitation to send (see *Sample Invitation in Learning on Display)*
	+ Write a press release (see *Sample Press Release in Learning on Display)*
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| Construct | Week/s of \_\_\_\_\_\_\_\_ | *I am a* ***team player****.* This means… I canwork effectively with my team. ***Possible Daily targets:**** I can self-assess my teamwork skills and set goals for improvement. (Sessions #2 and 4)

*I am an* ***exhibit designer****.* This means… I can design an appealing, effective, informative display that answers my focus question and engages visitors. ***Daily targets:**** I can install our exhibit with quality.
 | Session #1: *What is our exhibit team’s plan for accomplishing work?* (LOD, pages 147-152)* Review the museum floor plan and the exhibit plans for each team
* Talk about what students already know about good PLANNING AND TEAMWORK to further understand each quality listed on the teamwork rubric (good / bad examples) \*
* Describe examples of strong and weak ORGANIZATIONAL SKILLS, PLANNING AND TEAMWORK and brainstorm strategies for keeping on track \*
* Model the process of PLANNING for students
* Teams review their exhibit drawings and list of materials; they then list all the tasks they need to do to develop their *Plan For Construction*

Session #2: *How are we working as a team?** Practice activity—mounting label copy
* Use a collection of TEAMWORK self-assessments to summarize their learning and set goals for future learning. (“Here’s what I’ve learned…Here’s what I need to work on…) \*

Sessions #3 – 5: Construction Session #6: *How will we install our exhibit?* Install full museum—community installation day? |
| Learn the Full Exhibit | Week/s of \_\_\_\_\_\_\_\_ | *I am a* ***content expert***. This means…I can answer all of the focus questions in our school museum. ***Possible Daily Targets:***  | Session #1: *How can the completed exhibit be used as a teaching tool?* Teacher-directed lessons using exhibits (Use speak-write strategy) (LOD, pages 153-54)Session #2 - 4: *How will we learn about the other exhibits in our museum?*(LOD, pages 154-158)* Exhibit teams create presentations for their exhibit to use for teaching other students their content, use *Museum Overview*
* Exhibit teams use *Museum Overview* material to complete the *Graphic Overview* handout and create a graphic overview of the exhibit content

Session #5: *How can we engage visitors with our exhibit?* (LOD, pages 154-158)* Review Tilden’s principles of interpretation (modified) / have students describe what they mean
* Review docent outline and present example
* Brainstorm ideas for a docent script using one of the student’s completed exhibits
* Students write docent scripts using *Docent Outline*

Session #6-7: *How will we learn about the other exhibits in our museum?* (LOD, pages 154-158)* Exhibit teams give 5-minute presentations using their *Museum Overview* and *Docent Outline* as a guide
* Students listen and use a blank *Museum Overview* to record the key ideas in the presenting student’s exhibit
* As a class, create one *Graphic Overview* to represent the completed museum

Session #8 – 9: *What did we learn?** Students write tour scripts for full museum
* Practice tours with each other
* Administer summative assessments \*
* Portfolio: Students compare your pre- and post-test responses and explain what they’ve learned \*
* Portfolio: Students self-assess their performance on each of the learning targets \*
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