Experience Oregon

Kindergarten Unit

OHS Museum Visit

This curriculum may be successfully used with or without a museum visit.

Developed by Sarah Anderson and David Martinez in consultation with OHS staff and advisory board

Many thanks to Garrett Riggs for his help in developing this unit.
## OHS Museum Visit

| Museum Visit | 1. Use the [Experience Oregon Artifact Search Sheet](#) to look for artifacts that students studied in the pre-visit.  
2. Encourage students to find additional images that include children and families, or objects that look like they would be used by families.  
3. Direct students’ attention to the digital quilt at the end of the exhibit. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Notes</td>
<td>Consider taking photos (no flash!) of a few artifacts in the exhibit to help guide your debrief discussion.</td>
</tr>
</tbody>
</table>
| Oregon Social Sciences Standards | *The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.*  
› **K.2** Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.  
› **K.3** Describe roles of self and family members  
› **K.10** Locate, identify, and describe places of importance to self, family, school, and culture.  
› **K.13** Understand that events happen in a sequential order.  
› **K.15** Distinguish between past and present.  
› **K.16** Understand and create timelines to show basic personal events in a sequential order.  
› **K.17** Make connections (similarities and differences) between self and others.  
› **K.18** Compare and contrast past and present events or practices.  
› **K.20** Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it. |