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

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Experience OREGON

Kindergarten Unit

Post-Visit Lesson Two
| Overview: Preparing for a Classroom Museum; Becoming Curators | Students will act as curators to create a museum about students in the classroom. Each exhibit will include the following for each student:  
› 3–5 personal/family artifacts  
› **Timeline** |
| Essential Question(s) | › What is a curator?  
› How can I use drawings and artifacts to teach other people about my family? |
| Delivery Time | One 20-minute session |
| Academic Vocabulary | *Terms that teachers may have already defined with their students, and are not necessarily specific to historical studies.*  
› Timeline |
| Content Specific Vocabulary | *Terms that are explicitly defined and may be unique to this unit or not common in other areas of study.*  
› **Museum:** A place that stores and exhibits objects that have historical, cultural, scientific, or artistic importance. Museums are usually open to the public and are places where people can research and learn.  
› **Museum Curator:** Someone who works in a museum and creates exhibits, or displays, that use artifacts and documents to tell a story. For example, a museum curator might pick 20 baskets to show how American Indians work with plants to make baskets.  
› **Exhibit:** A display or show that uses artifacts and documents to tell a story. The exhibit could display the first cars made in Oregon with a picture of people at that time driving the cars. This exhibit would be about old cars. |
| Materials Needed | › Squares of drawing paper (8.5 x 8.5)  
› Copies of [Letter to Families](#) |
| Step by Step Instructions | **Step One: Introduce Museum**  
Now that we have visited a history museum, we will make our own!
### Step by Step Instructions (continued)

Each of you will bring in three to five personal artifacts from different times in your life to create an exhibit to teach other people about you and your family.

It is important to think about what you want to include in your display and select artifacts that will show other people what is valuable or important to you and your family. People who carefully select items for an exhibit are called curators. We are all going to practice being curators.

**Step Two: Brainstorm Possible Artifacts**

Ask students to remember the artifacts they have seen at the museum exhibit and in the classroom. Ask students to share with a partner something they might bring in for the classroom exhibit. Remember, the items must fit into their backpack and must be light enough for students to carry themselves.

Then, ask a few students to share their ideas with the class. Ask them to explain why they would include a specific item in their exhibit. Provide plenty of positive feedback on ideas. Only critique a suggested item if it does not fit the size guidelines, like a TV, or a bed, etc.; or if it seems completely unconnected to the assignment; or if it is too valuable (is too expensive or is an heirloom) to bring.

**Assessment**

Have each student dictate their ideas for their classroom museum artifacts on the bottom of their letter home to parents.

**Teacher Notes**

If a student is stuck and cannot think of any items, ask them about their interests and what they like to do. For example, a child who likes to play or watch basketball could bring in a basketball, or a child who likes to swim could bring in a pair of swimming goggles. You could also ask about holidays they celebrate at home and see if there is anything they could bring in to represent that holiday.

Logistics for the educator to consider:

- Where will you set up the museum? Will it be in the classroom or in a larger space like the school library?
- When will you hold the event? During the school day? After school? In the evening?
- Who will you invite to the classroom museum? Will you extend invitations to family and extended family? How will you communicate the invitation? Send announcements or invitations home with plenty of notice. It is okay for there to be several days between this lesson and the culminating activity.
## Support for All Students

Bring in a personal artifact of your own (or more than one) to share with the class. Tell the story of the artifact and why it is important to you. Offer more than one square to students who may have more than one family. Or brainstorm with them on how they could include everyone in one portrait. Limit the number of artifacts from home to one or two.

## Extensions

These two lessons from Teaching Tolerance support class discussions about family:

- **“What Is a Family?”** provides a framework for students to talk about their own and others’ families in safe, caring ways.
- **“My Family Rocks!”** teaches students the definition of family, explores different types of family structures, and explores what makes their own family unique.

## Additional Educator Resources

N/A

## 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.