

Yale 2013 PIER Summer Institutes

Sponsored by the Yale Programs in International Educational Resources (PIER)

TITLE : It's A Curator's Life For Me

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School: Franklin Middle School

Subject Area: Egypt/Archaeology/Primary Sources

Grade Level(s): 5-8

Time Frame to Allow for Unit: 8-11 class periods (based on a 45-50 min. class and depending on technology access)

Introduction: Brief Description of the Unit: Students work in small groups to learn about the work of a museum curator. The groups will apply that knowledge to research in order to create their own museum of Egyptian artifacts that are categorized into four groups: Religion, Daily Life, Hieroglyphs/Literature and Egyptian inspired Art (Egyptomania). Finally, the students will record an audio tour of their museum to show how each of the artifacts they have selected applies to the different categories.

This lesson is related to the themes of the Echoes of Egypt Summer Institute on several levels. The idea of the workings of the museum and museum curators mimics the incorporation of the Peabody Museum's exhibit on Echoes of Egypt. The use of Egyptian artifacts from each of the four areas I have chosen touches upon the various topics of the institute: religion, hieroglyphs/Egyptian literature, and Egyptomania; the final category "daily life" helps to incorporate other aspects of ancient Egypt (jewelry, statuary, art, etc.). The use of digital images of actual artifacts ties in with geography in that artifacts were created using specific materials that were available from the region (Egypt) or from nearby geographic regions that the Egyptians traded with.

Vocabulary: Terms, Concepts and Actors

exhibit, museum, curator, primary source, artifact, internship, hygromograph

Stage 1 – Desired Results

Common Core Content Standard(s):

<http://www.corestandards.org/ELA-Literacy/RH/introduction>

[CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-Literacy.RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-Literacy.RH.6-8.4](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Understanding (s)/Goals:

Students will understand:

- The job of a museum curator
- What type of information about artifacts is important for archaeologists to collect
- How different artifacts are connected to various aspects of ancient Egyptian life.

Essential Question(s) Related to Theme(s):

What determines the value of a Primary Source?

Student Objectives (Outcomes):

Students will be able to:

- Work in a small group to learn more about the job of museum curators.
- Work in small groups to research to acquire basic information of Egyptian artifacts (name, origin, materials, connection) as well as digital images of the artifacts for display in their own personal museums.
- Use technology to create an audio tour of their museums to show how the artifacts are connected to one of four topics: religion, daily life, hieroglyphs/Egyptian literature, and Egyptomania (Egyptian inspired art).

Stage 2 – Assessment Evidence

Performance Task(s):

- Small group work (centered around understanding the role of the curator.
- Small group creation of a lapbook containing digital images of Egyptian artifacts with an audio tour of the museum in QR code form (graded using a rubric in QPA format)
- Final essay regarding primary sources.

Other Evidence:

Stage 3 – Learning Plan

Learning Activities:

Prerequisites:

Please note, prior to this activity students should already have the following base knowledge:

- Understanding of ancient Egyptian culture (religion, daily life, government (pharaonic rule), social class system, geography, writing, iconography, etc.
- Understanding of primary sources (versus secondary sources)
- Basic understanding of archaeology and artifacts (what they are, where they come from, etc.)
- Students should also know how to cite sources using MLA or APA (depending on the requirements of your school/department)

Day 1:

- Opening: Teacher introduces the concept of a museum (purpose, function) by showing some examples of museums online (focus on the layout/design, what types of items are kept in a museum, why, etc.)
- Teacher poses question to the class “Who is in charge of a museum” and “What do you think their responsibilities are for their job” Turn and talk 5min, whole group share.
- Small groups are given two articles that give information about the job of a curator (see handouts) the groups read the articles and compare the articles using the Venn Diagram (what information is the same in both articles, what is different). Then, the group answers the questions with the Venn Diagram (see handout)
- If time permits, share the groups responses.

Day 2 (Block out time to use computers for Days 2-8)

- Teacher introduces the project “It’s a Curator’s Life For Me” by explaining that students will be working in groups of 3 or 4 (predetermined) to research Egyptian artifacts that they would like to use to create their own “museum”, just like curators help to acquire objects for the museums they work for!
- Using the attached guide (see handout “It’s a Curator’s Life for Me”) the teacher explains the process of finding artifacts and saving their digital images.

- The teacher needs to also go over how to fill in the museum cards on the template. (Teacher can bring the template up on the project/IWB and fill in a sample to help the students.
- *Depending on how materials are saved at your school, instruct students in how to save the materials they place on the templates (I included directions for saving materials to a student's home drive)
- Lastly, there should be a quick review of what a primary source (artifact) is versus a secondary source (a drawing of a artifact instead of the real thing)- You should be able to find the materials and date of a real artifact, a drawing is just an artist rendition of the original.

Days 3-8

- Groups research information on the artifacts (use the pages from the Curator's Guide), remind students to cite their sources using the internet sourcing pages included in the Curator's Guide. As this is a group effort, students who require modified work can be assigned fewer artifacts to research with student/teacher assistance as needed.

Days 9-10

- Teacher reviews the requirements for the audio portion of the project (refer to the Curator's Guide)
- Groups work to assemble their museum (refer to directions in the Curator's Guide) and record their audio tour. Groups should save their voice thread as an MP3. The voice threads can be put into drop box and the link from drop box can be turned into a QR code which can be affixed to the front of the museum. If students do not have access to audio recording programs or drop box, they can be video taped giving a "tour" of the museum.
- Students who wish to go above and beyond can use Egyptian iconography and architecture to decorate the outside of their museum (see photograph as exemplar)

Day 11

- Individuals answer an essay question regarding their experience with primary sources. (Use It's a Curator's Life For Me Essay)
- Display museums in the classroom or library. If the video option was used, consider playing the video in the school lobby on a loop so visitors can see students presenting their work.

Resource List/Bibliography: Accessed 7/21/2013

ccr.mcgraw-hill.com/2011/07/28/museum-curator/
jobs.aol.com/articles/2010/06/16/curator-job-description
www.egyptain-museum-berlin.com
www.egyptainmuseum.org/virtualgallery
www.globalegyptianmuseum.org
www.metmuseum.org/collections
www.sca-egypt.org
www.virtual-egyptain-museum.org/

How Are You Going to Use This Unit? Please specify the grade-level, classroom, professional development workshop in- and/or out-of-district, regional or state conference, etc. Please also include the approximate dates and locations.

I will be using this with a combined group of grades 5-8 students for an after school history group that I am going to propose to my principal. The history club will meet weekly and we will do activities surrounding the interests of the group in both world and American history, so the date that I will be introducing this activity is TBA at this time but the location will be in my classroom at the Franklin Middle School in Franklin, NH.

Use this page to insert your artifacts, one per box, size the artifact to fit in the box. Remember you will need to fill this page, then click "Save As", give it a name and go back to the original document to fill in the rest of your artifacts on a separate page.



Artifact:

Location:

Date/dynasty:

Material(s):

Additional Information:



Artifact:

Location:

Date/dynasty:

Material(s):

Additional Information:



Artifact:

Location:

Date/dynasty:

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