

Memorable Museums

Grade Two



OBJECTIVES

Students will be able to describe the impact of certain figures in United States history, including Thomas Jefferson, Meriwether Lewis, and William Clark. Students will be able to describe the general features of a community as well as specific features of their own communities. Students will be able to write informative paragraphs.



CLASS TIME

Four 30- to 45-minute sessions



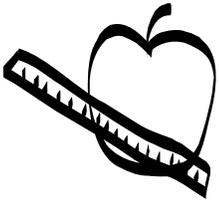
NATIONAL STANDARDS

- This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council for Teachers of English (NCTE), and the International Society for Technology in Education (ISTE). These standards are listed below:
- Social Studies: Time, Continuity, and Change
- Social Studies: People, Places, and Environment
- Social Studies: Individuals, Groups, and Institutions
- Language Arts: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Language Arts: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Technology: Technology research tools



MATERIALS

- Copies of the worksheets attached to this lesson plan (see “Preparations”)
- Copy of the Westward Journey Nickel Series™ Lesson Plan Resource Guide (available at www.usmint.gov/kids)
- 1 overhead projector
- Blank overhead transparencies
- Chart paper
- Markers



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- 1 copy of a text that gives basic information about the Lewis and Clark Expedition (see “Preparations”)
- Web sites that include basic information about artifacts collected by Lewis and Clark
- Pictures of local museums (optional)
- Pictures of the display in the entrance hall of Monticello
- White drawing paper
- Web sites that include basic information about the community
- A reserved computer lab with Internet access



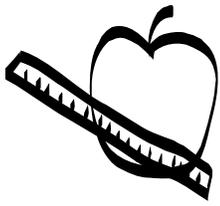
PREPARATIONS

- Make copies of the following:
 - “Memorable Museums” worksheet (2 per student)
 - “Our Community” worksheet (1 per student)
 - “Our Community Museum—Directions” worksheet (1 per student)
 - “Researching Our Community” worksheet (1 per student)
- Make overhead transparencies of the following:
 - “Journey of Lewis and Clark” map (from the Resource Guide)
 - “Return to Monticello Nickel Obverse” (from the Resource Guide)
 - “Return to Monticello Nickel Reverse” (from the Resource Guide)
 - “Memorable Museums” worksheet
 - “Our Community” worksheet
- Locate a text that gives basic information about the Lewis and Clark Expedition such as:
 - *Lewis and Clark: Discover the Life of an Explorer* by Trish Kline
 - *Lewis and Clark: Explorers of the American West* by Steven Kroll
 - *A Picture Book of Lewis and Clark* by David Adler
 - *Going Along with Lewis and Clark* by Barbara Fifer
- Bookmark Web sites that include information about your community.
- Gather some pictures of local museums (optional).



GROUPINGS

- Whole Group
- Pairs
- Independent work



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TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Thomas Jefferson
- Monticello
- Lewis and Clark's Corps of Discovery
- Louisiana Purchase
- Museum
- Community
- Placard



BACKGROUND KNOWLEDGE

The students should have a basic knowledge of:

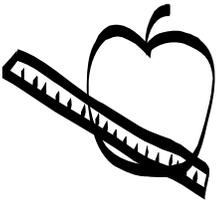
- Explorer
- Nickel



STEPS

Session 1

1. Display the "Return to Monticello Nickel Obverse" overhead transparency. Ask the students to identify the man on the coin. If necessary, identify him as Thomas Jefferson, the third president of the United States of America.
2. Explain to the students that, early in our country's history, President Thomas Jefferson sent a group of people who called themselves the Corps of Discovery to explore our western lands. Explain that the leaders of the Corps were named Meriwether Lewis and William Clark, and that they were soldiers assigned to be explorers. Briefly discuss other familiar explorers, such as Christopher Columbus, and the meaning of the term "explorer."
3. Display the "Journey of Lewis and Clark" overhead transparency. Show the students the area that Lewis and Clark explored. Note the territory's position in relation to your school's location. Explain that our country was not always the same shape that it is today. Point out the section of the country that existed before the Louisiana Purchase, as well as Virginia, where Thomas Jefferson lived.
4. Display the "Return to Monticello Nickel Reverse" overhead transparency. Explain to the students that this is Monticello, Thomas Jefferson's home in Virginia.
5. Describe the mission of the Lewis and Clark Expedition: to explore the uncharted western part of North America that was acquired in the Louisiana Purchase. Briefly discuss the three main facets of the mission: to study the plants, animals, and land; to form relationships with American Indian tribes; and to search for a water route to the Pacific Ocean.
6. Tell the students that Lewis and Clark collected many items during their journey, which they sent back to President Jefferson. Ask the students to brainstorm what kinds of items they think may have been collected during the journey. List all the student ideas on chart paper titled "Expedition Objects." Explain that some of the objects were artifacts and write the definition of "artifact" (a man-made object from a particular place or time period) on the chart.

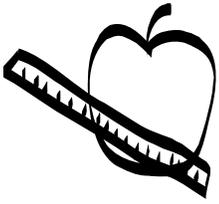


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7. Introduce the students to the selected text about Lewis and Clark. As a group, preview the text. Ask the students to listen carefully for information about any artifacts or special items that were collected during the expedition. Read the text aloud to the class. Attend to unfamiliar vocabulary and concepts. During the reading, add objects mentioned in the text to the chart. After reading the text, ask the students to continue brainstorming items that the Corps of Discovery may have collected during their journey and add these items to the chart.
8. Ask the students to think about what might have been done with all of these collected items, and why Thomas Jefferson would have wanted them. Display images from the bookmarked Web sites on a classroom computer, or show pictures of the entrance hall at Monticello that emphasize the objects collected during the expedition.
9. Discuss museums, their purpose (to acquire, study, exhibit, and teach about important objects), what can be found in museums (objects that have scientific, historical, or artistic value), and how museums are designed (to make it easy for people to visit and learn about the objects). Tell the students that, to educate visitors, museums also provide information explaining each object. This information is often written on display items called “placards.” Discuss or share pictures of museums the students may have visited or with which they may be familiar. Discuss the different kinds of museums—such as natural history, art, space—and what kind of items would be found in each. Show pictures of a few objects in museums and the information contained on their placards. Highlight the type of information usually included on a placard (such as names, dates, history, and present and future status of the object).
10. Tell the students that they will create a mini-museum of the Lewis and Clark Expedition.
11. Display the overhead transparency of the “Memorable Museums” worksheet. Review the directions. Have each student choose one object from the chart created while the story was read. Distribute one “Memorable Museums” worksheet to each student (the second copy will be used in Session 4). Have the students draw their chosen object on white paper and create a placard for it using the “Memorable Museums” worksheet.
12. After allowing enough time for the students to finish, collect the drawings and “Memorable Museums” worksheets.
13. Display the students’ work in the classroom. If space allows, set aside a specific area for the display and label it the “Lewis and Clark Expedition Mini-Museum.”

Session 2

1. Review the material covered in the first session, including the purpose and design of museums. Revisit the chart of objects from the Lewis and Clark Expedition. Ask the students to share the objects they chose to write about.
2. Explain to the students that they will create a museum of their community as a class



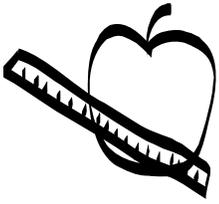
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project. The purpose of this museum will be for others to learn about their community, as they themselves learned about the Lewis and Clark Expedition.

3. Ask the students to brainstorm about communities, what makes a community, and what can be found in most communities. List the students' responses on a piece of chart paper titled "Communities." Through these responses, guide the students to realize that a community is "a place where people live, work, play, and learn." Write this definition on the chart.
4. Display the overhead transparency of the "Our Community" worksheet. Explain to the students that they will write about and draw specific things from their community that fall into each category to help them get ready for creating the community museum. Distribute the "Our Community" worksheets to the students and give them sufficient time to complete the task.
5. Have the students share some of the things they wrote about on the "Our Community" worksheets. List these items on a larger class chart divided into the four categories.
6. Distribute the "Our Community Museum—Directions" worksheets. Go over the directions and explain to the students that they will be bringing in pictures of objects and artifacts from their community over the coming week. Discuss some appropriate examples to find from each category in the form of photos (their own or from newspapers), brochures, post cards, or their own drawings. Examples:
 - Live: Apartment buildings, retirement communities, neighborhoods, military housing
 - Work: Local companies, businesses, community volunteers
 - Play: Playgrounds, parks, driving ranges, boating docks, recreation centers
 - Learn: Local schools, colleges, community classes, museums
7. As the students start to bring in pictures, invite the students to briefly share about the artifacts and how they represent the community.

Session 3

1. Review material covered in the first two sessions, including the purpose and design of museums and the plan for the community museum.
2. Take the students to the computer lab to conduct further research on their community using bookmarked Web sites. Distribute the "Researching Our Community" worksheets. Have the students look for information about their community in the categories "live," "work," "play," and "learn," as well as historical information. The students should use the "Researching Our Community" worksheets to record their findings. If pictures can be printed, they can also be used as artifacts for the museum. Depending on technology available and the students' ability, the Internet research can be done as a whole group, in pairs, or independently.



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3. Provide other research materials for the students to study as well, including books and brochures about the community and historical information.

Session 4

1. Explain to the students that they will be creating museum placards for the artifact pictures they have collected, in the same style they used for the Lewis and Clark Expedition Mini-Museum. Review the kind of information usually contained in a placard with the students. Distribute a “Memorable Museums” worksheet to each student. Have each student use the worksheet to create a rough draft of a placard for an artifact they brought to class. The placard should be written as an informative paragraph.
2. When the students finish their draft, have them meet with a partner to edit each other’s drafts. Allow time for the students to complete this task.
3. Have the students write their final placards to be mounted on construction paper and displayed with the artifacts. The final copies can be produced on the computer if desired.
4. Display the artifacts with the placards in the “community museum” and have the students share their work and artifacts with the class, as Thomas Jefferson shared Lewis and Clark artifacts with friends who visited Monticello. Discuss the importance of museums and review why it was important for Lewis and Clark to gather artifacts and to share their findings.
5. Invite other students to visit the class’s “community museum.”



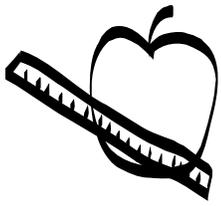
ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ understanding of communities through participation in class discussions, completion of the “Our Community” worksheet, and informative paragraphs.
- Assess understanding of artifacts through the materials the students choose to bring to class.
- Evaluate the students’ placards for inclusion of key information about and importance of the Lewis and Clark objects and of their chosen community artifacts.



ENRICHMENT/EXTENSIONS

- Share with the students Web sites that include basic information about objects collected by Lewis and Clark.
- Have students create brochures for the “community museum.”
- Have students invite visitors to the community museum as the students serve as tour guides.
- Invite a guest speaker to share information about the community.



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DIFFERENTIATED LEARNING OPTIONS

- Provide pictures of community objects for students to write about.
- Allow students to work in pairs for the writing assignments.
- Allow students to dictate information for their museum placards.



Name _____

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Directions: Museums help people learn about other times and places. Each item on display usually has a placard next to it. The placards tell people about the items or artifacts and why they are important.



Create a placard at the bottom of this page for your chosen artifact. Remember to include the answers to these questions:

- WHAT is the artifact?

- WHERE was it found?

- WHY was it important?



Name _____

Our Community

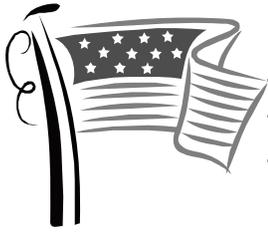
Definition: A community is a place where people live, work, play, and learn.

LIVE

WORK

PLAY

LEARN



Name _____

Our Community Museum

We will be creating a community museum. This museum will represent all of our community—the place where we live, work, play, and learn.



Directions: Bring in a picture of an artifact that you feel represents our community. Later, you will create a placard for your chosen artifact, so think carefully about the answers to these questions:

WHAT is the artifact?

WHERE is it located?

WHY is it important?



Name _____

Researching Our Community

Directions: Use the bookmarked Web sites to find more information about our community. Make notes in each of the four boxes below. If you find historical information about our community, add it to the box labeled "Our Community History."

LIVE

WORK

PLAY

LEARN

OUR COMMUNITY HISTORY
