

## INVITATION LETTER FROM MUSEUM DONOR

Dear \_\_\_\_\_:

I am funding the building of a museum to help people have a better understanding of \_\_\_\_\_. I would like to draw on your expertise to design a museum that will help people learn more about that subject. As you know, museums are places where people come to view exhibits or collections of special artifacts.

I am interested in the design of the front of the building. I am holding a competition for the best design for the museum. I am looking for a building that will be eye-catching, attractive, and easily accessible to visitors.

I hope you will accept my invitation to submit a design. I look forward to hearing from you. I have asked your teacher to send me your designs.

Sincerely,

*The anonymous donor*

**LETTER ABOUT THE NEW MUSEUM'S LOCATION**

Dear \_\_\_\_\_:

I am delighted with the design of the new museum! Thank you for your efforts and for your commitment to the design competition.

The next decision I need to make is where to locate the museum in our community. I would like the museum to be located in a place where many people will come to visit. I would like to attract visitors to the museum who might not normally visit a museum. The building is so attractive that I think it would be a wonderful addition to any part of our community.

Please let me know where you think would be the best place to locate the museum. Also, let me know the reasons for your recommendation. Thank you for your valuable assistance.

Sincerely,

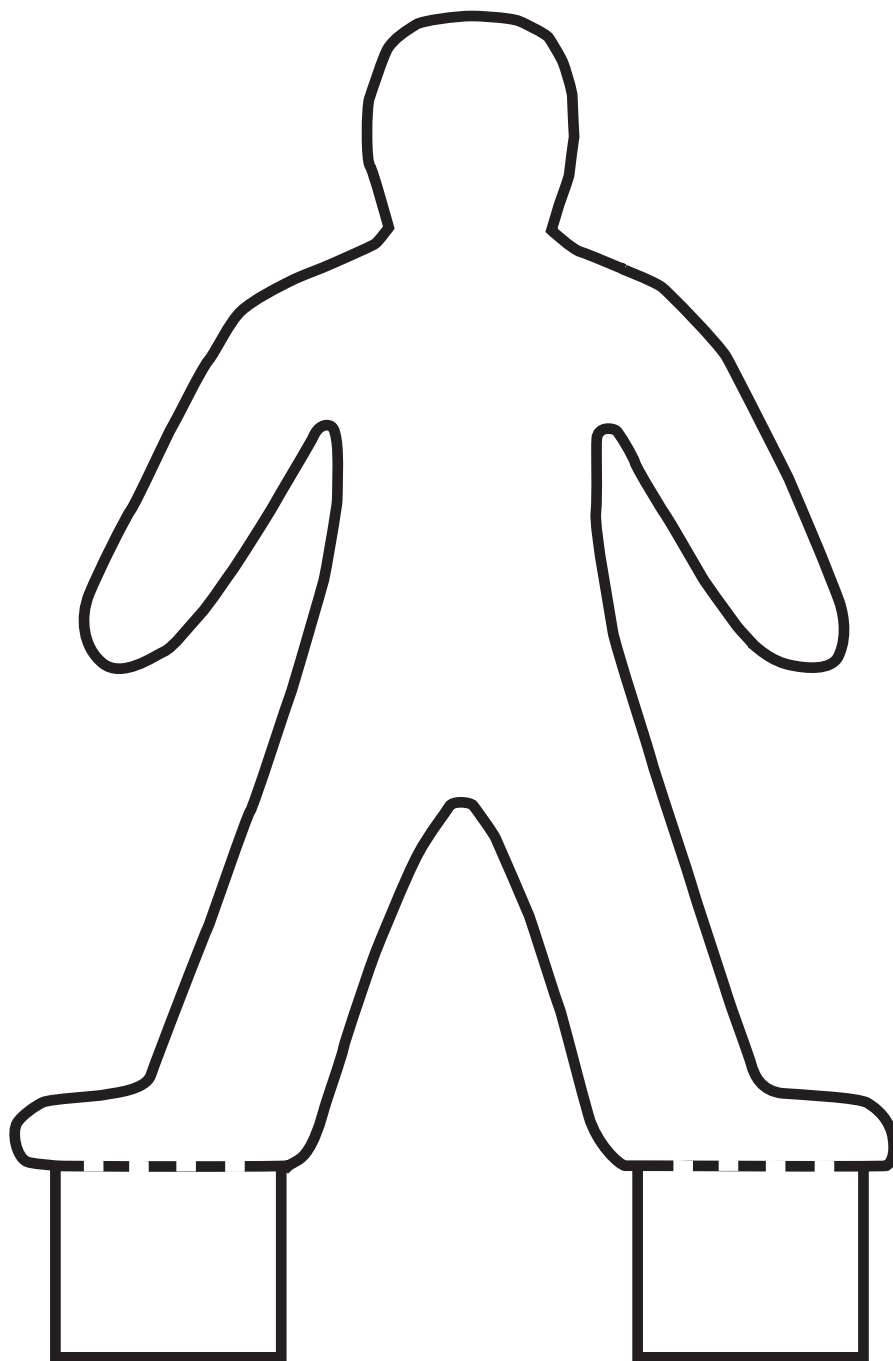
*The anonymous donor*

**JOB TITLES FOR MUSEUM WORKERS**

<b>Job Title</b>	<b>Job Description</b>
Director	In charge of the museum; helps with fund-raising and makes sure that museum employees work together to get jobs done
Curator	Collects, studies, records, cares for, and displays a museum's collection; has final say about how an exhibit is presented; museums often have many curators, one for each exhibit or subject area
Researcher	An expert—such as a scientist or historian—who helps the curator by studying artifacts or specimens; other researchers are writers or editors who create the written material in exhibits
Exhibit designer	Works with other museum employees to create a clear and attractive display for the public
Conservator	Cares for the artifacts or artworks in a museum's exhibits and storage rooms; maintains the proper temperature and humidity in the museum; a conservator in a natural history museum might assemble dinosaur bones; a conservator in an art museum might restore damaged paintings
Preparator	Assembles exhibits; carries out the plans created by the exhibit designers; knows how to handle artifacts and how they should look on display
Educator	Works with designers to create learning opportunities within exhibits; develops educational programs for the public; educators might work with curators and researchers to create exhibit brochures
Collections manager (registrar)	Registers and keeps track of all the objects
Public relations officer	Creates posters and flyers to promote the museum and the exhibits; writes press releases
Interpreter or docent	Provides tours of the museum; an interpreter is a paid employee; a docent is an unpaid volunteer

Name \_\_\_\_\_ Date \_\_\_\_\_

## A STAND-UP FIGURE OUTLINE



**EMPLOYMENT LETTER**

Dear \_\_\_\_\_:

We have carefully reviewed your resume, and we would like to offer you the job of \_\_\_\_\_. As you know, this job will require that you are a careful researcher and pay close attention to detail. You will need to invest considerable time in researching in order to prepare an exhibit that is accurate as well as attractive. We will be holding staff meetings to review resources, research, exhibit construction, and museum brochures.

You will be working with \_\_\_\_\_. Teamwork is essential for the success of the museum. You will be expected to work effectively with other staff members and do your fair share of the work. We will address these issues in our staff meeting as well.

Welcome aboard! We look forward to working with you on this exciting project.

Sincerely,

\_\_\_\_\_  
(Name)  
Employment Office

\_\_\_\_\_  
(Name of Museum)

Name \_\_\_\_\_ Date \_\_\_\_\_

**NOTE TAKING****Chinese Fans**

In China's big cities, you now rarely see anyone using a traditional fan to keep cool. At home, fans seem to have given way to electric fans and air conditioners. However, in rural areas, the traditional fan is still a popular item. Beyond their practical use, they are still used as artistic props in plays, dances, and storytelling. Fans are also displayed as art in homes and public places.

Four major types of fans include the feather fan, palm leaf fan, folding fan, and silk fan. As the name suggests, a feather fan is made of feathers. Scholars believe it to be the oldest type of Chinese fan. The Chinese character for the word *fan* includes the word *feather* as part of the composition. The feathers from eagles, magpies, cranes, kingfishers, and peacocks have all served as feather fan material. Up to the end of the Han Dynasty, about 1,800 years ago, holding a feather fan was fashionable among officials and the educated class. By the beginning of the eighth century, the feather fan had become a decoration. The emperor at that time would flank himself with 156 peacock feather fans when he received visits from his ministers ...

Adapted from China Culture Information Net (n.d.) Chinese fans. Retrieved September 9, 2005, from <http://www.ccnet.com.cn/tradition/jjeri/minsu/fans.htm>.

**Use your notes to write your own words:**

1. Read "Chinese Fans" and underline key words and phrases that you think are important about Chinese fans.
2. Copy the key words onto a sheet of paper or note card.
3. Write your own sentences to describe Chinese fans. Use the key words and phrases to help you construct your sentences.

**LETTER FROM A COMMUNITY MEMBER**

Dear \_\_\_\_\_:  
(name of director)

I read the article about your museum in the paper and am very concerned that you are preparing an exhibit that omits \_\_\_\_\_. Your total disregard for this topic is reprehensible, and I am planning to write a letter about it to our local newspaper. I demand that you change your exhibit immediately! If you do not, I will tell everyone not to visit the museum.

To show you how serious I believe this situation is, I am planning a protest march of the museum so that others will begin to know what you are doing. You have stated in your mission that

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Well, your museum does not accomplish this mission!

Sincerely,

\_\_\_\_\_  
(Name of a community member)

Name \_\_\_\_\_ Date \_\_\_\_\_

## A PERSUASIVE LETTER

You can influence people about the museum exhibit by writing a persuasive letter. You could address the letter to a newspaper editor, who will print it in the newspaper. You might also write to the concerned community member. Use the guidelines below to plan your letter.

### 1. Identify the problem.

On the line below, write the main issue you'd like to discuss.

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### 2. State your position.

What is your opinion about the issue?

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### 3. Support your position.

Write three important facts that support your opinion.

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### 4. Write your letter.

As you write, make good use of the writing trait called "voice." Make sure your writing is forceful, engaging, and appropriate for the audience. Your writing should show a strong commitment to the position. Write a draft of your letter on another sheet of paper. Offer your ideas for solving the problem. Ask someone to read the letter and suggest how to make it better. Then finalize your letter.

### 5. Assess your letter.

- ☐ Does it state your position?
- ☐ Does it have at least three facts that support your position?
- ☐ Does it offer a solution?
- ☐ Does the letter make good use of the writing trait, "voice"?



Name \_\_\_\_\_ Date \_\_\_\_\_

## A POSTER

You can make a poster to persuade people that you are right about the exhibit.

### 1. Organize the poster.

Decide what information you need to tell people about the exhibit. Make a list.

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### 2. Attract attention.

Create a statement—a few key words or a phrase—that attracts people's attention. You may also want to use a drawing, photo, chart, or graph.

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### 3. Make the poster.

Use a pencil to sketch where you are going to place information and visuals first before doing the final work. As you write and add pictures to your poster, make good use of the writing trait called "voice." Your writing or pictures should be forceful, engaging, and appropriate for the audience. Your writing should show a strong commitment to the position.

### 4. Assess your poster.

- ☐ Does it attract attention?
- ☐ Is the message clear?
- ☐ Will it persuade people to agree with your point of view?
- ☐ Does the poster make good use of the writing trait, "voice"?

Name \_\_\_\_\_ Date \_\_\_\_\_

## TELEVISION AND RADIO ADS

Television and radio advertisements are a good way to influence many people. Ads can include images, sound effects, and important facts. Use these guidelines to plan an advertisement about the museum exhibit.

### 1. Get started.

Decide what information you need to tell people about the museum. Make a list.

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### 2. Attract attention.

The first part of the ad needs to capture people's attention. Write a few key words or phrases that will make people want to listen or watch more.

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### 3. Write the script.

Write the script for your ad on another sheet of paper. Include stage directions for sound effects and music. For a television ad, think about what props you will use. As you write the script, make good use of the writing trait called "voice." Your writing or pictures should be forceful, engaging, and appropriate for the audience. Your writing should show a strong commitment to the position.

### 4. Practice the ad.

Have your actors read their parts. Make any necessary changes.

### 5. Assess your ad.

Use a videotape or audiotape recorder to make your advertisement. Use the checklist here to assess your work.

- ☐ Does the script for the ad include sound effects, props, and stage directions?
- ☐ Is the ad brief and interesting?
- ☐ Does the ad convey important information?
- ☐ Does the ad make good use of the writing trait, "voice"?

Name \_\_\_\_\_ Date \_\_\_\_\_

## PREPARING FOR THE MEETING

By taking part in a meeting, you can show people why your exhibits are important and try to reach an agreement with the concerned community member. But before the meeting starts, you need to be prepared.

### 1. Get the facts.

List important facts about the exhibits below. Transfer the facts to note cards. Be ready to share these facts at the meeting.

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### 2. Write questions for the meeting.

What questions might be asked by the moderator or the audience? Make sure you know the answers to the questions.

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### 3. Think ahead.

See if you can understand the concerned community member's point of view. The more you know about the concerned community member's position, the better prepared you will be. For example, he or she may say that the mission of the museum is not important to the community. How could you respond to this statement?

### 4. Prepare for the meeting.

Practice your communication skills by having a classmate listen to your position. Remember, you need to be in your museum role.

**INVITATION TO A MEETING**

Dear \_\_\_\_\_:  
(name of director)

I am very concerned about the growing controversy between the museum and \_\_\_\_\_, a member of our community. I believe that this controversy has the potential to polarize our community and cause deep divisions among people. Therefore, I would like to invite you and representatives of your museum staff to a meeting with the concerned community member. I would like all of you to work toward finding common ground and a way to solve this dilemma. In order to help the two parties come to some kind of understanding, I have invited \_\_\_\_\_, an experienced mediator, to attend the meeting. The mediator will help lay out the issues and work toward a compromise. While I understand that the museum has the right to create exhibits without outside interference, I also think we need to respect the rights of individuals in the community. I hope both parties will come together to discuss their viewpoints and try to better understand each other's perspective. I know that all of you can work this out. I hope you will accept my invitation to this meeting.

Sincerely,



Ms. Linore Cleveland, Mayor

## BACKGROUND INFORMATION FOR THE GUEST SPEAKER

### The Community Member's Position

Using a strategy called Storypath, students have been involved in creating a story based on a museum with a focus on \_\_\_\_\_. They began their study of the museum by creating a frieze (a large mural) of a museum, which set the scene for the Storypath. Next, students created museum staff members. These employees have been involved in doing research to create exhibits. The plot of the story now centers on a community member objecting to \_\_\_\_\_. As the community member, you will be attending a meeting with representatives from the museum and a mediator to work toward finding common ground. You are very angry about this situation. At first, you should be hostile toward the museum staff and the mediator. This behavior will show students that people are not always nice and polite. Then you will need to decide whether you should compromise on the issue.

In your role as a community member, your position is based on the following assumptions and statements.

- You have the right to protest the museum exhibits.
- You expect that people will respect your right as an individual to disagree with the exhibits.
- You have the right to try to persuade others to your point of view using such strategies as protest marches, letters to the newspaper, flyers, and other forms of communication.
- Your concern for the museum exhibit may go beyond the specific exhibits, so you may want to connect the specific to a broader issue in society.
- If public funding is used to support the museum, then citizens' tax dollars should not be used to pay for something citizens do not support.
- The museum should be sensitive and aware of community standards for their exhibits.

## **MEETING AGENDA**

### **I. Welcome and Introductions**

- A.** Welcome the meeting attendees.
- B.** Introduce self.
- C.** Introduce the concerned community member.
- D.** Introduce representatives from the museum and briefly describe their background and expertise.

### **II. Overview of Meeting**

- A.** Explain the procedure: a five-minute statement from each side and then an open discussion of the issues.
- B.** Summarize the points of view expressed by both sides.
- C.** Ask the sides to try to find common ground.

Name \_\_\_\_\_ Date \_\_\_\_\_

**SELF-ASSESSMENT: SOCIAL SKILLS**

Social skills are important to working successfully in a museum. Use this chart during this unit to keep track of how well you work with others.

**Episode:** \_\_\_\_\_

Describe the group situation or event: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Criteria	I need to work on this.	I did this some of the time.	I did this most or all of the time.
I respectfully listened to others.			
I contributed actively to the group.			
I encouraged others to participate.			
I suggested solutions to problems.			
I did my fair share of work.			

One thing our group did well together:

\_\_\_\_\_

\_\_\_\_\_

One thing our group needs to work on:

\_\_\_\_\_

\_\_\_\_\_

One thing I did well:

\_\_\_\_\_

\_\_\_\_\_

One thing I could do better:

\_\_\_\_\_

\_\_\_\_\_