

Name:

Exploring Culture **The Museum**



Program Author: Margit E. McGuire, Ph.D., Professor of Teacher Education, Seattle University

Program Consultants: Katherine L. Schlick Noe, Ph.D., Professor and Director of Literacy, Seattle University; H. "Sonny" Carreno, B.A. Education, Licensed Instructor, English as a Second/New Language (Texas, Wisconsin, Indiana)

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SELF-ASSESSMENT: MUSEUM DESIGN

Use the following criteria to assess your design. Circle the word that you think best describes your performance for each criterion. After assessing your design, you may want to make changes to make it even better.

The museum design is eye-catching.	Minimal	Adequate	Exceptional
Explain your response:			
The building is attractive.	Minimal	Adequate	Exceptional
Explain your response:			
The building is easily accessible.	Minimal	Adequate	Exceptional
Explain your response:			
The design includes an entrance and other appropriate features.	Minimal	Adequate	Exceptional
Explain your response:			
The design demonstrates care in construction.	Minimal	Adequate	Exceptional
Explain your rating:			



FRIEZE GUIDE

Part One: Work with your group to plan and make your portion of the frieze.

1. Discuss how you will effectively work together.

- ☐ Make effective contributions to the group.
- ☐ Work well with others by listening to everyone's ideas, offering positive and productive comments, being willing to change my idea to resolve a problem.
- ☐ Focus on work to be done, stay on task, do my fair share of the work.

2. Plan your portion of the frieze.

List suggestions of what you will include. Be sure to include details. Discuss your ideas with the group.

3. Decide what you will do for your portion of the frieze.

Part Two: Assess your contributions to the group.

I made effective contributions to the group.	Minimal	Adequate	Exceptional
Explain your rating:			
I listened to others' ideas and offered positive and productive comments to the group.	Minimal	Adequate	Exceptional
Explain your rating:			
I was willing to change my ideas to resolve a problem.	Minimal	Adequate	Exceptional
Explain your rating:			
I stayed on task and did my fair share of the work.	Minimal	Adequate	Exceptional
Explain your rating:			



DATE _____

WORD BANK: THE MUSEUM EMPLOYEES

Write a list of words that describe the entire frieze.

[illegible]



WRITING: A PRESS RELEASE

Follow the steps below to write a press release describing the new museum. Press releases provide information to newspapers, television, and radio stations.

1. Answer the questions below.

Write the answers to these questions on a separate sheet of paper. They will help you organize your press release.

Who are the people involved in making the new museum?

What is important for the community to know about the museum?

Where is the museum located?

When will the museum open?

Why is the museum important to the community?

How can people find out more about the museum?

2. Draft the press release.

Use the answers to the questions above to draft at least two paragraphs describing the new museum. What kind of words can you add to your press release to create interest in the museum? Look at your word bank for ideas.

3. Edit the press release.

Read your press release to see whether it is clearly written. Make any improvements. Then review your press release and check off the following if they apply to your work:

- ☐ The information about the museum is accurate and clear.
- ☐ The design and location of the museum is clearly explained.
- ☐ The introduction is inviting and makes the reader want to read more.
- ☐ Thoughtful transitions are used to show how the main ideas connect.
- ☐ The sequencing of the information is logical and effective.
- ☐ The title of the press release captures the reader's attention.
- ☐ Spelling is correct and sentences are complete.
- ☐ Capital letters and punctuation are used correctly.

4. Prepare the edited press release.

Write the final copy on a separate sheet of paper. Be prepared to share the press release with others.



JOB TITLES FOR MUSEUM EMPLOYEES

Job Title	Job Description
Director	In charge of the museum; helps with fundraising 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



A STAND-UP FIGURE

Follow the steps below to create a stand-up figure. Then you can decide what you will look like as an adult, including hair, facial expression, and clothing.

1. Make a cardboard body shape.

- ☐ Cut out the body shape.
- ☐ Place the shape on cardboard or poster board and trace around it.
- ☐ Cut out the shape.

2. Make clothing suitable for the job for which you are applying.

- ☐ Place the body on the fabric or paper.
- ☐ Trace around it to make clothing for both the front and back. If the clothing is too heavy, the figure will fall over.
- ☐ Glue the clothing to the body shape.

3. Add details.

- ☐ Add details such as hair, feet, hands, facial features, jewelry, or any other items you want. Use yarn, tissue paper, cotton balls, or wool fiber for hair.

4. Attach the figure to a base.

- ☐ Cut out a cardboard circle about 3 inches in diameter. If the cardboard circle is not stable enough, use a wood block for your base instead.
- ☐ Bend back the tab on the bottom of each foot of your figure. Tape or glue the tabs to the cardboard circle.

5. Assess the figure.

- ☐ The clothing is appropriate for the museum job and shows evidence of attention to detail.
- ☐ Details are included—hair, facial features, shoes, hands, jewelry, or other items of interest.
- ☐ The figure is realistically presented.
- ☐ The figure is carefully constructed.
- ☐ The figure is carefully mounted.



WRITING: A RESUME

1. Information to include.

- Name
- Address
- Jobs sought (look at list of jobs in the museum)
- Education
- Previous work experience
- Skills
- Special interests (hobbies, sports, travel)
- References (list two names)

Remember, you can use your imagination but your resume must be believable.

2. Focus on word choice.

Describe your accomplishments and experiences with strong action words and key terms that will pop out at employers. Use words that tell about your skills and ability to work with others. These include words such as: *team player, multi-tasking, executed, organized, performed, maintained, supervised, managed, directed, developed, implemented.*

3. Check conventions.

- ☐ Verb tenses match.
- ☐ Descriptions are short, no more than three to four lines.
- ☐ Full sentences are not necessary.
- ☐ Punctuation is accurate.
- ☐ Capitalization is appropriately used.
- ☐ There are no spelling errors.

4. Draft your resume.

5. Edit your resume using the guidelines above.

6. Finalize your resume.

Name
Address
Job you seek at museum
Education
Previous work experience (start with most recent job)
Skills
Special interests
References (at least 2 names)



PREPARE FOR INTRODUCTION

Review your resume and decide what would be most interesting to share with the museum staff. You should begin by stating your name and your job assignment. Then tell at least three more things about yourself. Your introduction should last about one minute. Practice your introduction using the checklist below.

Criteria	I need to work on this.	I did this some of the time.	I did this most or all of the time.
1. I maintained eye contact with the audience.			
2. My pronunciation was clear and easy to understand.			
3. My volume was not too loud or too soft.			
4. I used notes sparingly; I did not read from them.			
5. I didn't use filler words (<i>uhm, uh, like</i>).			
6. I didn't fidget, rock back and forth, or pace.			
7. I maintained good posture.			
8. I stayed within the time limit.			
9. I shared relevant information about my work and life experience(s) related to the museum job.			



HOW TO ORGANIZE EXHIBITS

A good exhibit has objects arranged and displayed in a way that relates to its subject matter and makes its meaning clear. It could be organized in three basic ways.

Environmental

Exhibits with an environmental theme contain objects that are placed in relation to each other. Example:

- A museum creates a model of an ancient civilization, such as a Chinese palace, that visitors can walk through. The exhibit includes models of everyday items in realistic settings and even re-creates the sounds and smells of the palace.

Chronological

Exhibits with a chronological theme contain objects that are placed in order by time period. Example:

- A history museum in Portugal has several exhibits showing how tools have changed since the 1400s. Each exhibit details a different time period.

Topical

Exhibits with a topical theme contain objects that are arranged by topic. Example:

- An art museum has an exhibit on birds in art, including paintings and sculptures of birds that were made in different parts of the world during different time periods.

How should we organize the exhibits for our museum?

Why? _____



EXPLORING CULTURE

Since the museum focuses on understanding culture, we need to consider how a culture can be reflected in an exhibit.

Culture is a way of life. When we think about a people's culture, we think about these things:



Language



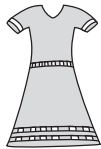
Music



Food



Stories



Dress



Celebrations



Architecture



Religious beliefs



Art



Values—what is important to a group of people

In an exhibit, it isn't practical to show everything about the culture of a group of people. Rather, the exhibit needs a focus. Thinking about our museum, what should be the focus of your exhibits?



TEAMWORK AT THE MUSEUM

Exhibit Team: _____

Meet with staff members to discuss how you will work together effectively to create an exhibit. Discuss the following questions and record your responses in the space provided.

1. How will we assign tasks to create the exhibit?

2. What will we do if someone doesn't do his or her fair share of the work?

3. If we have a disagreement, how will we solve the problem?

4. If someone needs extra help, what should he or she do?

5. If someone finishes a task early, what should he or she do?

6. What are some things we can say to each other to provide support?



INFORMATION ON ORGANIZING EXHIBITS

An **environmental exhibit** tries to recreate a scene exactly as it was or is in real life. The designer must think about:

- ☐ Are the objects to scale and do they relate to each other?
- ☐ Are the artifacts authentic?
- ☐ Are lots of details included to make it appear real?
- ☐ Is there evidence of careful research?
- ☐ Can visitors imagine themselves in this place?

The **chronological exhibit** puts objects or scenes in order by time period. The designer must think about:

- ☐ How close or far apart should the objects be?
- ☐ In what order are the objects displayed?
- ☐ How is the wall space used? The display should not be overcrowded.
- ☐ Is there evidence of careful research?
- ☐ How will people walk through the exhibit? What route through the room will they follow?

In a **topical exhibit** objects are arranged in groups. The designer must decide how to categorize the objects.

- ☐ What categories will be used to arrange the objects?
 - Size?
 - Color?
 - Shape?
 - How the objects are used?
 - Other ways?
- ☐ How will you place the objects in the exhibit? You may organize objects using more than one category. Look at the questions for the chronological exhibit. The topical exhibit also needs to consider these questions.
- ☐ Is there evidence of careful research?



INFORMATION ON ORGANIZING EXHIBITS, Continued

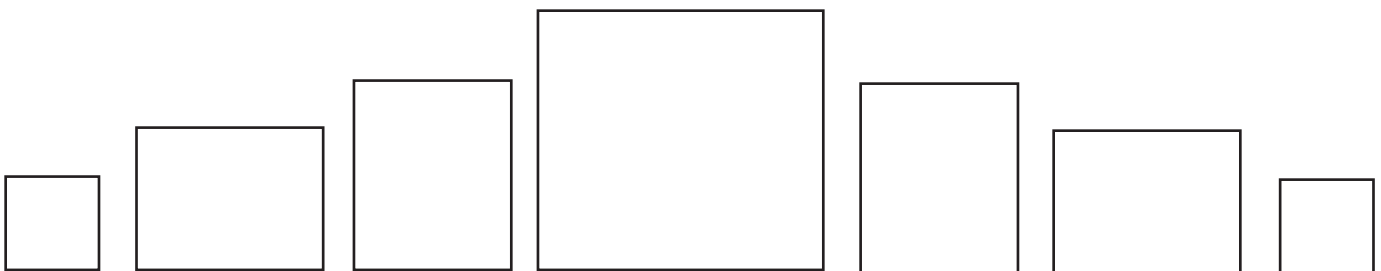
Other considerations: Imagine people walking through your museum. The best way to show information that is important to see is to put it at eye level. If you have to bend over to see the exhibits or twist your neck around all the way through the museum, you will have “museum fatigue.” If people feel tired or have stiff necks from visiting the museum, they won’t want to come again. As you design your exhibit, think about where you will place the objects on display.

If the exhibit is designed mainly for children, then you need to have your displays at the proper level for the children. Sometimes adding benches in the center of your room will allow adults to sit down and see things at a different level. Do you want to add benches to your exhibit?

Preparing displays: When putting a group of objects together, lay them on your desk in the arrangement you think you like. Are the objects balanced? Is the spacing right? Are objects too close together? Are the objects at eye level? Be sure your display doesn’t look cluttered or messy.

Move the objects until you have them just the way you want them. Then put them in the exhibit room.

When preparing displays for groups of objects such as pictures, a pattern can be created by how you place the objects. These patterns help to give balance to the display. Patterns like the one shown below are often used in **chronological** or **topical exhibits**. You are the designer; you decide what you like best.





MOUNTING AN EXHIBIT

Due Dates	Tasks
	<p>List research topics. On the next page, list the topics you will research. Decide who will research which topics. For now, focus on big ideas; later you will research the topics in depth.</p>
	<p>Begin researching. Locate resources and take notes on your topic. Sketch ideas for displays. Keep track of your sources of information.</p>
	<p>Hold a staff meeting. With your group, share your research. Make a list of ideas. Evaluate each idea.</p> <ul style="list-style-type: none"> ■ Is the idea appropriate for the museum? ■ Does it fit the mission of the museum?
	<p>Sketch a design for the exhibit. Review Portfolio pages 15–16, “Information on Organizing Exhibits” to make sure you have a good design.</p>
	<p>Revise and refine. Conduct additional research to make sure your exhibit is accurate and includes important details.</p>
	<p>Assemble the exhibit. Remember to carefully label items. Use the criteria for a quality exhibit to assess your work.</p>
	<p>Prepare the brochure for the exhibit. See page 21 for a template for the brochure.</p>



MOUNTING AN EXHIBIT, Continued

List possible research topics.

Circle the topic you will research.

Research your topic.

Note taking tips:

- ☐ Use questions to guide your research.
- ☐ Use key words to take notes about your topic.
- ☐ If you write someone's exact words, use quotation marks and record where you got the information.
- ☐ If you use someone else's photograph or map, be sure to record where you got that information.

Sketch a design for the exhibit.



DIGGING DEEPER

Museum researchers mounting an exhibit need to be sure they fairly and accurately present information. Now that you have done some research and started to draft information, use the following questions to help you refine your exhibit and brochure.

- ☐ Which is better? Primary sources? Secondary sources? Why?

Primary sources

Primary sources allow the researcher to get as close as possible to what actually happened. Primary sources are the things from that place or time period. Also, a primary source can be created by someone who knows about an event personally. A person sharing an event will bring his or her own perspective to that event.

Examples of primary sources:

authentic artifacts, first-person interviews, photographs, memoirs, and videos showing a place

Secondary sources

A secondary source is a work that interprets or analyzes an event.

Examples of secondary sources

books and articles, reference books, and textbooks

Think about ...

- ☐ Is the topic of the exhibit important for people to understand? Why is it important?
- ☐ Does the exhibit help people make connections to life today? How?
- ☐ Does the exhibit evoke feelings about the topic? How?
- ☐ Have we fairly presented the topic?



MAKING A BROCHURE

You can make a brochure for your exhibit that will inform and guide visitors in the museum. The brochure should include general information about your exhibit as well as specific information about some or all of the objects on display.

1. Plan your brochure.

Look at your exhibit and decide what you want a museum visitor to learn from it. List your ideas.

_____	_____
_____	_____
_____	_____

2. Prioritize your ideas.

Look over your list. As a group, choose the ideas that you will use.

3. Examine the brochure template.

Back Cover	(fold)	Front Cover
<p>List other information about the museum, such as hours, special features, and other exhibits here.</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Place a design or photo of a key feature of the exhibit here.</p> </div> <p>Place the title of your exhibit here.</p> <p>Write the job titles and names of group members here.</p>	



MAKING A BROCHURE, Continued

Page 1	(fold)	Page 2
Write text here.		Write text here.

4. Assign jobs and list assignments.

Each person in your group should be responsible for one part of the brochure.

5. Write your brochure.

Write a draft of the brochure on another sheet of paper. Ask different group members to read the brochure and suggest how to make it better. Revise. Then finalize your written information.

6. Design your brochure.

Draw or select a visual for your brochure. Place the visual on the brochure and write the information around it.

7. Assess your work.

See Portfolio page 22, "Self-Assessment: Exhibit and Brochure."



SELF-ASSESSMENT: EXHIBIT AND BROCHURE

Rate yourself by putting a number in the second column.

1 = missed the mark; needs lots of work

2 = on target; met the basic requirements of the assignment

3 = outstanding work; went beyond expectations

In the column on the right summarize why you rated yourself as you did for each section.

Assess Your Exhibit

Criteria for assessment	Rating	Explanation for rating
The exhibit is well organized, accurate, and carefully prepared.		
The exhibit reflects the mission of the museum.		

Assess Your Brochure Content and Ideas

Criteria for assessment	Rating	Explanation for rating
The information is accurate. Materials quoted include the source.		
Key information is included and explains the exhibit.		
Engaging words are used to attract the reader's attention.		

Organization

Criteria for assessment	Rating	Explanation for rating
The sequencing of information is logical and effective.		
The design is consistent throughout the brochure.		

Conventions

Criteria for assessment	Rating	Explanation for rating
Attention was given to spelling, capitalization, and punctuation.		



MAKING A PRESENTATION

You will make your presentation to the museum staff. Use the guidelines below to prepare for your oral presentation.

The title of my presentation: _____

Three important facts to share about my topic

Props or costumes I can use _____

Ways to make my presentation interesting _____

Special information or details to include _____

Be prepared for questions from the museum staff.

Practice your presentation in your group. Ask a member of your group to check off the boxes below that you included in your practice presentation. Use feedback from your group to make improvements to your presentation.

- ☐ Three important facts were included.
- ☐ The information was presented in an organized way.
- ☐ Accurate information was presented, demonstrating careful research.
- ☐ The presentation was clearly and confidently delivered.
- ☐ There was enthusiasm for the topic.



TAKING NOTES: MUSEUM PRESENTATIONS

As you listen to the presentations, write key words or draw quick pictures that will help you remember important information. Be prepared to ask questions of the presenter.

Exhibit:	Exhibit:
Exhibit:	Exhibit:
Exhibit:	Exhibit:



THE CONTROVERSY

1. What was the controversy?

2. How did those involved find common ground? If they did not find common ground, what prevented them from finding it?

3. Is it important for those involved in the controversy to have the right to say what they think? Explain.

Assessment: The controversy was clearly identified. An explanation for finding common ground demonstrated an understanding of the concept. An explanation of freedom of expression demonstrated an understanding of the concept.



DATE _____

CREATING AN INVITATION

Draft an invitation to your celebration.

1. Provide important information.

What is the event celebrating? _____

What is the date of the event? _____

What is the time of the event? _____

Where is the celebration going to be held? _____

2. Introduce the invitee to the museum Storypath. Describe the following events with one paragraph for each.

- Designing the museum
- Creating roles as museum employees
- Writing a museum mission statement
- Creating a museum exhibit
- Responding to a museum controversy

3. Invite the person and explain why you are inviting him or her.

4. Edit and revise the invitation using the checklist below.

- ☐ I provided the necessary information related to date, time, place, and purpose of the event.
- ☐ I described the events of the Storypath accurately.
- ☐ I used lively verbs to add interest and modifiers of the nouns to create "color."
- ☐ I included information about how I felt about different events.
- ☐ I followed the friendly letter format.
- ☐ I checked spelling, capitalization, and grammar.

5. Prepare the final invitation.

(your name and address)

(today's date)

(address of person to invite)

Dear _____:

(body of letter)

Sincerely,

(your name)

GLOSSARY

artifact *noun* a museum object that was created or used by a person

artwork *noun* an artifact such as a painting, sculpture, or basket that is visually interesting

chronological theme *noun* method of organizing an exhibit by which objects are placed in order by time period

common ground *noun* a position that satisfies two groups with opposing opinions

conservator *noun* a museum employee who cares for, analyzes, and repairs objects in exhibits and storage rooms

curator *noun* a museum employee who collects, studies, and displays a museum's collection

diorama *noun* a miniature or life-size scene in three dimensions that shows objects in a realistic setting

docent *noun* a museum volunteer

educator *noun* a museum employee who develops and runs programs that teach visitors about the museum's exhibits

environmental theme *noun* method of organizing an exhibit by which objects are placed in relation to one another; sometimes, the sounds and smells of an environment are reproduced as well

exhibit *noun* a showing of objects with the intention of educating the viewer

exhibit designer *noun* museum employee who creates the exhibit plan and makes it visually attractive and engaging

exhibition *noun* a large showing of objects that covers a broad topic and contains many exhibits

facade *noun* the decorative front section of a building

freedom of expression *noun* the right to express an opinion

grand opening *noun* a celebration held when an institution opens its doors for the first time; a museum also holds a grand opening when it builds a new building, adds more space onto an existing building, or creates a new exhibit

living museum *noun* a type of museum that re-creates the environment of a historic time and place; employees at living museums often dress in period costumes

mission statement *noun* a declaration of purpose; The mission statement of a museum is usually a paragraph that explains its goals

museum *noun* institution that collects and displays artifacts, specimens, and/or artworks

preparator *noun* a museum employee who handles and installs objects; preparators carry out the plans of the exhibit designer

press release *noun* a notice distributed by an institution that informs the media about noteworthy events or other important information

specimen *noun* a natural sample of an object, such as a plant, animal, or rock

topical theme *noun* method of organizing an exhibit by which objects are arranged by topic; for example, a history museum exhibit might have one display case full of swords and another case full of hats

traveling exhibit *noun* a collection of objects that travels from museum to museum so that people in different places have an opportunity to see them

volunteer *noun* unpaid worker; many museums depend on the efforts of volunteers