# Exhibiting Connections

## *Exploring Museum Themes through the Addition of Primary Documents*

*Overview*

After touring the museum, students will work in groups to think critically about the museum's exhibits and their themes. Students will evaluate new primary documents and integrate them into existing exhibits while analyzing how the document's introduction will enhance current exhibit messages.

*Age Group*

4th – 12th Grade

*Duration*

30 – 60 minutes (in addition to the tour)

*Subjects*

Language Arts
Social Studies

*Standards of Learning Met*

Language Arts

- RI.4.1: Determines the main idea and key details of a text, and refers to specific information from the text to summarize and explain events, procedures, and concepts, and explain literal and inferential interpretation
- RI.4.3: Interprets information presented visually, orally*, or quantitatively and uses informational text features to support comprehension
- W.4.5: Uses facts, concrete details, quotations, illustrations, headings, definitions, precise language, and domain - specific vocabulary to introduce and develop a topic
- SL.4.1: Paraphrases information read aloud or presented in diverse media and formats.
- SL.4.2: Identifies reasons and evidence a speaker provides to support particular points.
- SL.4.3: Reports on a topic or text, or retells an event in an organized manner
- SL.4.5: Differentiates between contexts which call for formal or informal discourse
- RI.8.1: Analyzes text for a central idea, its development over the course of the text and relationship to supporting details, cites textual evidence to support literal and inferential interpretations, and provides objective summaries; analyzes how a text makes connections among and distinctions between individuals, ideas, and events
- SL.8.1: Analyzes the purpose of information presented in different media and formats, evaluates motives behind the presentation, and critiques the reasoning and relevance of the speaker's argument and claims.

- SL8.2: Adequately researches a topic and refers to findings when presenting claims, uses appropriate presentation skills (eye contact, adequate volume, clear pronunciation) and multimedia and visual displays, and adapts speech to a variety of contexts and tasks
- RI.12.4: Integrate and evaluate multiple sources of information presented in different media or formats
- W.12.7: Organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes appropriate and varied transitional words, phrases, and clauses as well as varied syntax to link the major sections of the text; provides a concluding statement or section that follows from and supports the information or explanation presented
- SL.12.1: The student comes to discussions prepared to: work with peers to promote civil, democratic discussions and decision making, propel conversations by posing and responding to questions that probe reasoning and evidence, and respond thoughtfully to diverse perspectives.*
- SL.12.2: Integrate multiple sources of information presented in diverse formats and media
- SL.12.4: Presents information, findings, and supporting evidence, conveying a clear and distinct perspective; makes a strategic use of digital media; adapts speech to a variety of contexts and tasks

Social Studies
- SS5.2.2: Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).
- SS5.2.3: Identify and describe characteristics and contributions of local and state cultural groups in Wyoming.
- SS5.2.4: Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States
- SS5.3.1: Give examples of needs, wants, goods, services, scarcity, and choice
- SS5.4.5: Identify differences between primary and secondary sources. Find primary and secondary sources about an historical event. Summarize central ideas in primary and secondary resources.
- SS5.5.3: Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life), past and present settlement patterns (e.g., American Indians and the Oregon Trail), and how ideas, goods, and/or people move from one area to another
- SS5.5.4: Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food)
- SS5.6.1: Use various media resources in order to address a question or solve a problem
- SS5.6.4: Identify the difference between primary and secondary sources
- SS8.2.2: Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.

- SS8.2.3: Compare and contrast the unique cultural characteristics of various groups within Wyoming and the nation.
- SS8.3.5: Describe how values and beliefs influence individual, family, and business decisions (microeconomics)
- SS8.4.1: Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War)
- SS8.4.4: Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace)
- SS8.4.5: Identify relevant primary and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources
- SS8.5.2: Analyze and evaluate how physical changes influenced historical events and participate in collaborative problem solving and decision making in the selection of professional and personal choices
- SS8.6.1: Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem
- SS12.2.2: Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.
- SS12.2.3: Evaluate how the unique characteristics of cultural groups have contributed and continue to influence Wyoming's history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).
- SS12.2.4: Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional)
- SS12.3.5: Evaluate how values and beliefs influence microeconomic and macroeconomic decisions
- SS12.4.1: Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world
- SS12.4.4: Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events
- SS12.4.5: Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives
- SS12.5.1: Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness
- SS12.5.3: Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place
- SS12.6.1: Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem

*Objectives*
Students will be able to…
- Understand and articulate the themes and messages of museum exhibits
- Analyze primary documents
- Integrate primary documents with museum exhibits

*Materials*
Included
- Primary Documents
- Supplemental Documentation
- *You Be the Curator* Worksheet

*Key Terms*
**Primary Document** – a document, speech, or other sort of evidence written, created or otherwise produced during the time under study.
**Museum Exhibit** – an object or a collection of objects shown in an exhibition

*Activity Procedures*
*This activity is designed to follow the museum tour at Carbon County Museum. The tour lasts between 45 minutes to an hour. If students have a working understanding of Carbon County history, this activity can be done simultaneously with the tour.*
1. After museum tour, gather students together and debrief. What did they see? Discuss a little about how a museum works. Who designs the exhibit? Who decides what objects are displayed? Ask students if they would like to be a curator. Tell them they will have the opportunity to pretend.
2. Divide students into small groups of 2-3. Provide each student with a primary document. Allow a few minutes for them to examine it. Ask the class as a whole the pre-tour questions provided below.
3. Provide each group with the supplemental information sheet and questionnaire for their primary source. Allow several minutes for them to read through and connect the supplemental information with the source.
4. Explain to the students that they are now curators at Carbon County Museum. They must now find the perfect exhibit in which the primary document fits the exhibit message or theme.
5. Either allow students to explore the museum in their groups, or take the whole class on a second tour for them to find a fitting place for their document.
6. Once students decide on the best place for their primary source, have students complete the questionnaire as a group.
7. Gather students together and have each group present their primary document. Have each group show the document, read the supplement, and answer the questionnaire. Lead discussion as needed.

*Pre-Tour Questions*
1. What can you tell about this resource just by looking at it?
2. What questions do you have about it?
3. How do you think it relates to the larger story of Carbon County and Wyoming?
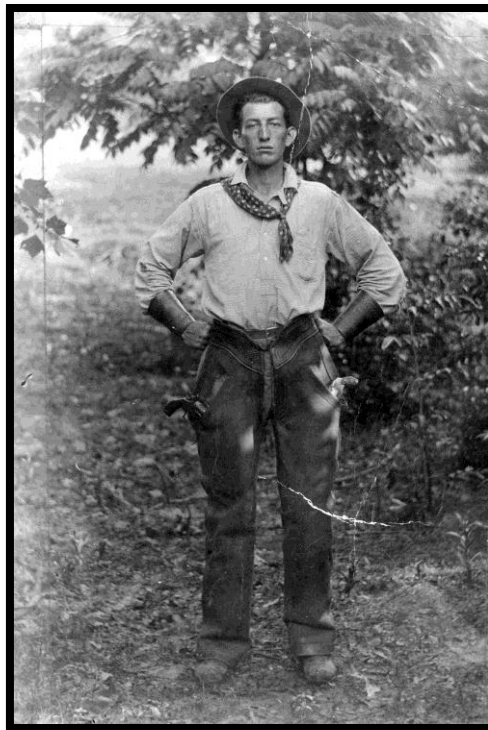
# You Be the Curator!

Describe and date your primary source document.
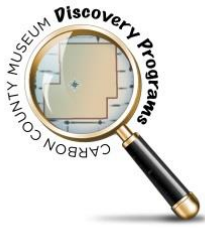
In what museum exhibit do you think it best fits?

How would adding this source make the exhibit better?

Does this addition change the message or focus of the current exhibit?



If you were the exhibit curator, would you choose to add the item? Why or why not?

CARBON COUNTY MUSEUM