*Museum Assistant: Build an Exhibit*

Video Game Curriculum

Sixth Grade

Created by the Students of SS 397

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COURSE TITLE: *Museum Assistant* video game

GRADE LEVEL: Sixth Grade

UNIT: Artifacts of the World

**Abstract**

In this unit students discover many areas of the world. The students explore new parts of the world and examine various artifacts that tell some history of that area. Students discover the history of specific areas of the world. The students examine artifacts from a particular time and place and attempt to predict the origin and useof the items.Finally, the students compare the artifacts and data with other areas of the world noting their similarities and differences.

**Focus Questions**

How were the artifacts used around the world?

What types of artifacts are shown in a museum?

How are thecultures similar or different from each other?

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| SS.6.1 2007 - History Students explore the key historic movements, events, and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.  CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CCSS.ELA-Literacy.W.6.1b Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | Research andcompare the different areas of the world by writing a short summary of the information students have discovered. The student cites evidence to support their claims whencomparing various areas of the world. Evaluate the artifacts available and choose three of them to put in a museum exhibit. Students write a persuasive essay including pictures to explain their choice which they then present to the class. (CCSS.ELA-Literacy.RL.6.1CCSS.ELA-Literacy.W.6.1b, CCSS.ELA-Literacy.RI.6.7, SS.6.1 2007)  Identify and compare other tribes with the major early cultures that existed in their region using a Venn diagram.  Identify diverse ethnic and cultural groups in Eurasia and tell their impact on Americans. Explain the information through a PowerPoint and class discussion.  Identify and discuss African culture through the use of pictures. | Artifacts  Culture  Diversity  Museum  Tribe |

**Instructional Resources**

Beckwith, Christopher I. *Empires of the Silk Road: A History of Central Eurasia from the Bronze*

*Age to the Present*. Princeton, NJ: Princeton UP, 2009. Print.

"The Eurasia Studies Society." *Eurasia Studies*. N.p., 31 Mar. 2011. Web. 21 Apr. 2013.

<http://eurasiastudies-society.com/>.

Jewell Vansont, S. Civil War: Barnett Jewell Portrait. Retrieved March 24, 2015, from <https://digital.library.in.gov/Record/WV3_scc-350>

Jezek, Geno. "History Of Africa." *History Of Africa*. N.p., 2006. Web. 21 Apr. 2013.

<http://www.thehistoryofafrica.com/>.

Kaveney, W. Pastry Cutter. Retrieved March 24, 2015, from <https://digital.library.in.gov/Record/IMCPL_tcm-1094>

Kaveney, W. Pyro-Engraved Gourd Spoon. Retrieved March 23, 2015, from <https://digital.library.in.gov/Record/IMCPL_tcm-314>

Native Americans

<http://www.ducksters.com/history/native_american_cherokee.php>

"Online Exhibition." *The Cultures and History of the Americas*. N.p., 27 July 2010. Web. 21

Apr. 2013. <http://www.loc.gov/exhibits/kislak/kislak-exhibit.html>.

"The Story of Africa." *BBC News*. BBC, n.d. Web. 21 Apr. 2013.

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/>.

Vanatti, C. Bifaces. Retrieved March 24, 2015, from <https://digital.library.in.gov/Record/WV3_nativeam-17>

Venn Diagram

[http://travel.nationalgeographic.com/travel/continents/asia/](https://bl2prd0511.outlook.com/owa/redir.aspx?C=GbYzcm678kGPHx_vKSO5g7PBwnwiE9AI1xoxst5F87Y2ze2knt83mLz0GCskPQ7n5_foPDTkdqg.&URL=http%3a%2f%2ftravel.nationalgeographic.com%2ftravel%2fcontinents%2fasia%2f" \t "_blank)

[http://www.africanculturalcenter.org/5\_4culture.html](https://bl2prd0511.outlook.com/owa/redir.aspx?C=GbYzcm678kGPHx_vKSO5g7PBwnwiE9AI1xoxst5F87Y2ze2knt83mLz0GCskPQ7n5_foPDTkdqg.&URL=http%3a%2f%2fwww.africanculturalcenter.org%2f5_4culture.html" \t "_blank)

**Teacher Made Materials**

Kenady, Hannah. *History of the World (PowerPoint)*. Intermediate School. Westfield, Indiana, 2013.

**Catalog of Lessons**

**Lesson 1: The Americas**

Students discover important events in the history of the Americas. Students examine artifacts from different time periods and discover how they were used. The students compare theartifacts to items used today. Each student writes a short summary about how artifacts have evolved over time.

**Lesson 2: Africa**

Students discover important events that occurred throughout Africa’s history and culture. Discuss the controversial war in Uganda and how it hasaffect people today. Consider what artifacts may remainfrom current times. Students observe the artifacts from the different eras and learn how and why they were used. The students compare the information and artifacts to the items presented the previous day and find similarities and differences between the two. The students write a brief summary comparing the two groups.

**Lesson 3: African artifacts**

Each student receives a photo of an African artifact such as a painting, pottery, or clothing. The student considers the purpose for the artifact in the pictureand concludes why it was created, how it was used, and how it evolved into usagetoday. Each student takes a photo of something similar to his or her artifact that is used today. Students glue both photos together on a paper and write a brief description telling how the artifact has evolved. The students’ papers will be made into a classroom book and be given to the local library.

**Lesson 4: Eurasia**

Students readthe crucial events that occurred throughout Eurasia’s history. Students examine artifacts from different time periods and discover why they were used. The students compare the information and artifacts with the items presented earlier and find similarities and differences between them. The students write a brief summary about the comparisons.

**Lesson 5: Map of Eurasia**

Place a large piece of paper showing a map of both Europe and Asia in the middle of the classroom . Each student receives a plastic bag with three pictures of human interactions in it. Students place their pictures in the correct location on the map.Discusseach picture and ask the students why they believe their placement is correct? If the pictures have been placed incorrectly, students will change them.Students explain how these countries have affected their own lives?

**Lesson 6**: **European Countries and their History**

The students focus on three countries: Germany, Greece, and Spain. The teacher divides theclass into three groups and assigns each group one of the three countries. Each group researches their assignedcountry and tells how that country has affected their life positively or negatively including inventions, treaties, medical advancements, and war. After researching their assigned country students compile their discoveries onto a PowerPoint and present it to the class.

**Lesson 7: Asian Influences**

Each student is assigned an Asian country to research on the website [http://travel.nationalgeographic.com/travel/continents/asia/](https://bl2prd0511.outlook.com/owa/redir.aspx?C=GbYzcm678kGPHx_vKSO5g7PBwnwiE9AI1xoxst5F87Y2ze2knt83mLz0GCskPQ7n5_foPDTkdqg.&URL=http%3a%2f%2ftravel.nationalgeographic.com%2ftravel%2fcontinents%2fasia%2f" \t "_blank). Each student receives a piece of paper with the following three statements on it:Explain the culture ofyour assignedcountry. Explain what you believe American culture is. Compare American and Asian culture.

**Lesson 8: Museum Assistant**

Students play an interactive game that allows them to observe artifacts from various area**s** of the world and fromdifferent time periods. The students arrange different exhibits following the specific guidelines of each curator. Students describe their feelings about the game using the paper on which they have written their daily summaries. <https://sites.google.com/site/designanexhibit/home>

COURSE TITLE: *Museum Assistant* video game

GRADE LEVEL: Sixth Grade

UNIT: Artifacts of the World

**Assessment Task** **1**

**Abstract**

This task is designed to ensure that students comprehend the information being presented to them by comparing their prior knowledge with their current knowledge.

**Prompt**

The teacher borrows artifacts similar to those at the Indianapolis Children’s Museum. Each day he/ shepresents information with the corresponding artifacts fromdifferent areas of the world. Students discuss when and how people used these artifacts**, s**ummarize this information, compare it to other areas of the world, and contrast the artifacts found there. At the end of the week, students use the information they have collected to create a persuasive essay concerning which three artifacts should go in the showroom. This material ispresented to the Indianapolis Children’s Museum Board of Curators, who chooses one student’s idea to be displayed in the next showroom.

**Directions**

“Each day we shall focus on different areas of the world including Eurasia, Africa, and the Americas. We shall look at these area**s** during different time periods to see how they have changed. When listening to the speaker, keep the followingquestions in mind, because they will help you summarize and compare the information each day:

1. What important events took place in this area?

2. What were some of the artifacts presented by the curator?

3. For what were those artifacts used?

4. Is this information similar to or different from the other places we have studied this week?

Choose an artifact.Write what the artifact is, when it was used, and for what it was used. At the end of each day present your findings to the curator so she can evaluate your learning about her lessons concerning each area of the world.

After three days of learning via lecture and hands-on activities, students play a game created by Ball State University students, faculty, and museum workers. Follow the suggested tasks to create exhibits in the museum.

Students write a persuasive essay explaining which three artifacts they believe to be the most important and should be presented in the next showroom. Because these items need to work well together, have one common theme throughout the showroom displaysuch as location, time, or use. This materialwill be presented to the Board of Curators in an oral presentation. One lucky student’s ideas will be shown and recognized at the museum.

**Procedures**

-Write the following questions on the board each day to prompt students during the lesson.

1. What important events took place in this area?

2. What were some of the artifacts presented by the curator?

3. For what were those artifacts used?

4. Is this information similar toor different from the other places we have studied this

week?

5. Write what the artifact is, when it was used, and for what it was used.

-Allow the curator to speak throughout the lesson but the teacher interject**s** at timeswith questionsto check the students’ understanding.

-On a large piece of paper thestudents and the curator create a list of artifacts and information from each area that they think is important about each area of the world. This list will be posted every day and left for the entire week.

-At the end of each day collect all the summaries and give them to the curator to check.  
-On the day the game is to be played, state the rules of the gameanddemonstrate what is expected of the students.

-On the final day give students the following prompt:

“Now you may begin writing your persuasive essay about which three artifacts you believe should be presented in the next showroom. Remember that these items need to work well together so have one common theme throughout your showroom such as location, time, or use. After you decide which artifacts you believe will be best for the showroom, you will support your decision with evidence from the summaries you wrote the past week and persuade the curators that this is the best idea for them. Include pictures of the artifacts to show the Board. Tell why you think these artifacts will work better than others and support why some artifacts will not work. Discuss one controversial issue from each area that made younot choose an artifact from there and why this issue caused the artifacts of this time period to be regarded less highly than others. Summarize why you think these artifacts are the most important based on the information presented throughout your oral presentation. This will be presented to the Board of Curators and one lucky student’s ideas will be shown and recognized at the Museum.

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| **Benchmark** | **1**  **No Pass** | **2**  **Low Pass** | **3**  **Pass** | **4**  **High Pass** |
| SS.6.1 2007 - History Students will explore the key historic movements, events, and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments. CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.W.6.1b Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | Student has written and presented a persuasive essay to the Board of Curators that included the 1 artifact they chose and at least 1 supporting detail to persuade the Board. | Student has written and presented a persuasive essay to the Board of Curators that included only 2 artifacts they chose and at least 1 supporting detail to persuade the Board. | Student has written and presented a persuasive essay to the Board of Curators that included the 3 artifacts they chose and at least 2 supporting details to persuade the Board. | Student has written and presented apersuasive essay to the Board of Curators that included the 3 artifacts they chose and at least 2 supporting details to persuade the Board. Student had significant evidence toback up student's stance and was voted the best idea presented by the Board. Their ideas will be featured in the next showroom. |

COURSE TITLE: *Museum Assistant* video game

GRADE LEVEL: Sixth Grade

UNIT: Artifacts of the World

**Assessment Task 2**

**Abstract**

The students divide into groups and read a handout about a specific Native American tribe. After reading the article each student finds similarities and differences from each group’s tribe. The students tell how Native Americans have influenced Indiana as a state.

**Prompt**

Articles over a variety of Native American Tribes

<http://www.ducksters.com/history/native_american_cherokee.php>

<http://www.native-languages.org/indiana.htm>

The book would be read to prepare students for making a presentation about Native Americans.

Bruchac, J. (1942). *Crazy Horse’s Vision*. New York: Lee and Low Books

Venn diagram for each student to compare and contrast a variety of Native American tribes

Poster board for Venn diagram

**Directions**

“The Native Americans contributed a variety of tools and resources that we still use. Native American tribes were located in the state of Indiana. Each Native American tribe lived similar lifestyles, but each tribe did incorporate different customs and habits. In the story *Crazy Horse’s Vision* it stated that Indians had more power in their area. What are the positives of the Indians location? What were the negative in giving up their location? Give each group a Venn diagram. Compare the two tribes and explain how these tribes have impacted our lives today. For example: The Indians have impacted our farming and our apparel. Present the information to the class and later we will be presenting this information to the local history club of the town.”

**Procedure**

The teacher reads the book *Crazy Horse’s Vision* to the students to introduce them to the Native American culture. The teacher divides the class into groups of three or four and assigns each group a Native American tribe that settled in Indiana. Each group receivesa handout of information about their tribe. The students circle or highlight the most important information in the handout. The students work with another group of students to compare and contrast the information about their Indiana tribes. The teacher explains that no two tribes were exactly alike; they eachincorporated their own customs. Each group ofstudents completes their Venn diagram and presents it to the class. Each group transfers their Venn diagram toposter board. The finished products are presented to the local history club at the local library.

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| **Benchmarks** | **1**  **No Pass** | **2**  **Low Pass** | **3**  **Pass** | **4**  **High Pass** |
| Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.  Identify and describe historic Native American Indians groups that lived in Indiana at the time of early European exploration including ways these groups adapted to and interacted with the physical environment. | Student compared and contrasted 0-1 facts about Native American tribes on his or her Venn diagram. | Student compared and contrasted 2-3 factsabout Native American tribes on his or her Venndiagram. | Student compared and contrasted 4-5 facts about Native American tribes on his or her Venn diagram. | Student compared and contrasted 6-or more facts about Native American tribes on his or her Venn diagram. |

COURSE TITLE: *Museum Assistant* video game

GRADE LEVEL: Sixth Grade

UNIT: Artifacts of the World

**Assessment Task 3**

**Abstract**

The students place pictures that show human interactions on a large map in the classroom. Each student chooses a country in Eurasia to research and presents a PowerPointthat tellshow the country has affected their life both positively and negatively. The presentation will include inventions, treaties, medical advancements, and war. The students present their PowerPoint to the local Kiwanis Club and focus on three topics about their particularcountry: Their country’s culture, the American culture, and a comparison of theAmerican and Asian culture.

**Prompt**

Large Piece of Parchment Paper for World Map

Pictures of human interaction in other countries (Germany, Greece, Spain, and Asian countries)

-Times Magazine

-National Geographic

Laptops for students to research countries

-Website used for the students to research country

[http://travel.nationalgeographic.com/travel/continents/asia/](https://bl2prd0511.outlook.com/owa/redir.aspx?C=GbYzcm678kGPHx_vKSO5g7PBwnwiE9AI1xoxst5F87Y2ze2knt83mLz0GCskPQ7n5_foPDTkdqg.&URL=http%3a%2f%2ftravel.nationalgeographic.com%2ftravel%2fcontinents%2fasia%2f" \t "_blank)

**Directions**

“Eurasia is the combination of the two continents, Europe and Asia. The countries that make up these areashave impacted our lives in a variety of ways including inventions, medical advancements, and architecture. After each receives a plastic bag containing a variety of pictures, they place the picture where theybelieve it should go on the map. The class checks each picture to determine if it was placed in the correct location. After completing the map each student picks a country from the website to research and tell how that country has affected their life positively or negatively. Students create a PowerPoint on their country and focus on three topics: Their country’s culture, the American culture, and a comparison of the American and Asian culture. Each student presents theirPowerPoint to the Kiwanis Club.”

**Procedure**

The teacher displays a large piece of parchment paper that outlines Eurasia and the countries included in this region. She/hecuts out pictures and places them in plastic bags, distributes themto the students, and explains the directions for completing the maps. After completing the map each student chooses a country to research. The teacher writes the following three statements on the board for the students to incorporate into their PowerPoint: Explain your countries culture. Explain what you believe to be the American culture. Compare the American and Asian cultures. Give students time to research their country and prepare to give their PowerPoint presentation at the local Kiwanis Club.

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| **Benchmarks** | **1**  **No Pass** | **2**  **Low Pass** | **3**  **Pass** | **4**  **High Pass** |
| Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)  Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana. | Student’s PowerPoint included 2-3 slides.  Student did not cover the three questions. | Student’s PowerPoint included 4-5 slides.  Student covered 1 of the three questions | Student’s PowerPoint included 6-7 slides.  Student covered 2 of the three questions. | Student’s PowerPoint included 8 + slides.  Student covered all 3 of the three questions. |

COURSE TITLE: *Museum Assistant* video game

GRADE LEVEL: Sixth Grade

UNIT: Artifacts of the World

**Assessment Task 4**

**Abstract**

The students carefully observe various African artifacts, imply what its purpose was, and tell how it has evolved over time. The students identify the artifact, photograph it,and locate and photograph something comparable in their community. The students write a brief paper comparing the twoarticles.

These papers will be bound into a book and given to the local library.

**Prompt**

Video to introduce students into African Culture

http://www.youtube.com/watch?v=KpphY8TpwSE

Pictures that incorporate a variety of African artifacts

[http://www.africanculturalcenter.org/5\_4culture.html](https://bl2prd0511.outlook.com/owa/redir.aspx?C=GbYzcm678kGPHx_vKSO5g7PBwnwiE9AI1xoxst5F87Y2ze2knt83mLz0GCskPQ7n5_foPDTkdqg.&URL=http%3a%2f%2fwww.africanculturalcenter.org%2f5_4culture.html" \t "_blank)

Camera

Paper

**Directions**

“We have learned about a variety of countries and how they have impacted our way of life. One of the continents that has influenced our lives is Africa. Africa has allowed us to obtain new ideas about visual art, architecture, music, dance, and sports. Today we will observe a variety of African artifacts and discuss the African people and their culture. What are some things that come to mind when you think of Africa? Some peoplemay believe that African people have only one colorof skin, one language, and one African culture. These artifacts that we have in our classroom have evolved over time. From the three artifacts you have been given, choose one and locate an object that is similar to it in your community. Take a photo of the artifact and the comparable object. Compare the two items and explain how the originalarticle has evolved over time. Describe how this article has affected your life. For example: recently, in Africa Islamist militants have taken control of Mali, which is a small country in West Africa. Students will incorporate the following three questions into their description: Why was the article created? How was it used? How did it evolve into today’s society? Your papers will be compiledinto a classroom book and givento the local library.”

**Procedure**

The teacher shows the students a short video clip to introduce them to the African culture. The teacher explains how Africa has affected our lives and allowed us to obtain new ideas. Students choose one artifact from the three artifacts they have been given. Students then locate and photograph an object from the community that is closely related to their artifact. When the students have collected their pictures, they print their picture of the object and write a caption for it based on internet sources. The teacher collects and binds the papers to create a book that will be given to the local library.

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| **Benchmark** | **1**  **No Pass** | **2**  **Low Pass** | **3**  **Pass** | **4**  **High Pass** |
| Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information to know about the topic to explore ideas under discussion. (SL. 4. 1) | Student answered 0 of the three questions. | Student answered 1 of the three questions. | Student answered 2 of the three questions. | Student answered 3 of the three questions. |

Emily Bauer & Jessica Feltz

Course Title: *Museum Assistant* video game

Grade Level: Sixth Grade

Unit: Artifacts of the World

**Abstract**

In this unit students explore the process of creating a museum exhibit. They discover the study of anthropology and the role that archeology plays in our understanding of history. Students learn that cultures change in three major ways: cultural diffusion, invention, and innovation.Students examine, analyze, and compare primary and secondary sources.

**Focus Questions**

1. How do cultural diffusion, invention, and innovation change culture?

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| **SS.6.3.10 2007** Human Systems: Explain that cultures change in three ways: cultural diffusion, invention and innovation.  **SS.6.3.11 2007** Human Systems: Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past.  **SS.6.3.13 2007** Environment and Society: Explain the impact of humans on the physical environment in Europe and the Americas  **SS.6.1.23 2007** Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.  **SS.6.1.18 2007** Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas. | Students design and create an African archeological dig representing 3 time periods. This dig will be constructed and shared with the greater community by donating it to the historical society or local museum.  After playing the museum game, each student chooses one artifact from the game that peaked his/her interest and formulates questions about the artifact, researches with a variety of sources to answer those questions and creates a timeline for the artifact illustrating its change throughout history (ex. “The life of a kite”) | Culture  Progression  Technology |

**Instructional Resources**

“Night at the Museum”

Online Game- Design Assistant: Design an Exhibit

<https://sites.google.com/site/designanexhibit/home>

<http://www.childrensmuseum.org>

Online Museum Training-Creating a Small Exhibit

<https://www.youtube.com/watch?v=2YviD1Pcq9Y>

**Catalog of Lessons**

**Lesson 1**

The teacher shows a short excerpt from “Night at the Museum”. After watching the movie students and the teacher discuss museums: ones that they have visited, their favorite part, what exhibits are, exhibits they liked best, andhow exhibits are made.

**Lesson 2**

Show a short clip from The Victoria Museum in Australia which explains how to create a museum exhibit; discuss how the class could create their own exhibit. Tell the students that they have the opportunity to create their own exhibit by playing the “Museum Game” on line. Explain that this game was created so students could explore the museum thoroughly and see many of the artifacts that the Indianapolis Museum is unable to display. Tell the students to make note ofany artifacts from Europe or the Americas that interest them,because students will complete an artifact project later in the unit.

**Lesson 3**

Students choose one artifact from the online museum collection, formulate questions about the artifact, use a variety of resources to answer these questions, and create a timeline of that artifact’s life based on information found through the questioning and research process. This timeline should include examples of how the artifact has changed over the years. Students should compare the artifact to a current-day equivalent and include examples of how these artifacts impacted or impact the environment.

**Lesson 4**

Students visit the Indianapolis Children’s Museum anddiscuss the various time periods that they observed in the museum

**Lesson 5**

Students collaborate to create an archeological dig based in Africa. While working in three groups each groupresearches similar items from three different eras. The groups compile their items and information to create a “dig” that is cohesive and shows the change in culture and technology over time.

Emily Bauer

Jessica Feltz

COURSE TITLE: *Museum Assistant* video game

GRADE LEVEL: Sixth Grade

UNIT: Artifacts of the World

**Assessment Task 1**

**Abstract**

This task is designed to assess the student’s ability to compile appropriate artifacts for an archeological dig and understand how each artifact is a part of the African culture. After being split into groups by dates, Pre 1800, Pre-WWII, and Modern times, students research artifacts that could be found in Africa at eachspecific time period and compile these artifacts to create an archeological dig that will be presented to the local museum. The artifacts that are compiled for each site will also be compared and contrasted to show a change in the culture over time.

**Prompt**

*Design Assistant: Design an Exhibit* will be used as research to find different artifacts that are found in Africa during their time periods.

[**https://sites.google.com/site/designanexhibit/home**](https://sites.google.com/site/designanexhibit/home)

**Directions**

Have students consider similarities and differences between time periods; choose one time period to focus on and discuss the positives and the negatives. For example, what are the benefits and difficulties presented to a culture that had very little change in itsart throughout time?

“We have been focusing primarily on museum design and how to set up a proper exhibit. Since we have visited the Children’s Museum and created our own virtual exhibits on the game online, it is time to compile artifacts.”

“Archeologists dedicate their careers to discovering the different artifacts and aspects that make up specific cultures. We are going to become archeologists and discover the different aspects of the African culture throughout the ages.”

“Just as in the game we played, we will focuson three time periods: Pre-1800s, Pre-WWII, and Modern times. You will be split into groups according to these time periods and design a potential archeological dig that will be presented to our local museum.”

In groupsexplore the web for possible artifacts that can be incorporated to your dig. Become archeologists and imagine what artifacts would be important in order to understand the African culture. Use websites such as the Design Exhibit and the Indianapolis Children’s Museum website to find ideas. If computers are not available, students search for books that contain artifacts from the era of focus.”

“While doing your research and explore the history of each item. Be aware of how your items relate to each other just as you did while playing the *Design Assistant* game.”

“Include the followingin your dig:

4 artifacts found in Africa during your specified era

1 explanation for each artifact telling why they are adequate and appropriate for your dig and why it was important to the African culture

1 picture of each of the artifacts with a description of its use”

Compare and contrast the findings between the groups. Take a position as to whether or not you think these artifacts are important or not to the stability of the African culture.

**Procedure**

Split the students into 3 equal groups and assign each group a time period (Pre-1800, Pre-WWII, and Modern). Groups conduct research at computersor in the library.  Each groupcreates an archeological dig containing artifacts that would have been found in their time period. They include a drawn or printed picture and a description of the artifact’s use. Students explain why the artifacts are appropriate for their dig.

The students’ findings will be presented to a local museum for others to explore.

The students present their findings to the class and compare and contrast the different ages in order to see how African culture has developed and changed. They decide if these artifacts are important or not to the culture as a whole and tellwhy they think this.

Students discuss Africa’scurrent state of development and compare it to the US. Students take a stance on the role of the US in helping third-world areas such as Africa with their development. Students will take sides and the teacher will facilitate a whole-class debate.

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| **Benchmark** | **1**  **No Pass** | **2**  **Low Pass** | **3**  **Pass** | **4**  **High Pass** |
| **SS.6.3.10 2007**  Human Systems: Explain that cultures change in three ways: cultural diffusion, invention and innovation.  **SS.6.3.11 2007**  Human Systems: Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past. | The students include one explanation why each of the artifacts are important to the African culture.  The students include 1 artifact for their archeological dig and explain why it fits in their site. | The students include two explanations why each of the artifacts are important to the African culture.  The students include 2 artifacts for their archeological dig and explain why they fit in their site. | The students include one explanation why each of the artifacts are important to the African culture.  The students include 3 artifacts for their archeological dig and explain why they fit in their site. | The students include one explanation why each of the artifacts are important to the African culture.  The students include 4 artifacts for their archeological dig and explain why they fit in their site. |

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COURSE TITLE: *Museum Assistant* video game

GRADE LEVEL: Sixth Grade

UNIT: Artifacts of the World

**Assessment Task 2**

**Abstract**

This task is designed to assess the ability of students to think chronologically and to explain the impact of humans on the physical environment. Students look at particular artifacts and formulate questions regarding the artifact such as: Why was it invented? For what was it used? Is it still used in today’s society? Why or why not? Students’ ability to use a variety of sources is assessed when students research the answers to these questions. Students’ ability to present data on people, cultures, and developments is assessed when students create a timeline of the life of their artifact.

**Prompt**

Students go online and play the Museum Assistant game. As they play they should watch for artifacts from Europe or the Americas that pique their interest. They keep track of these items on a separate sheet of paper. Students may play the game multiple times.

Museum Assistant Game <https://sites.google.com/site/designanexhibit/>

**Directions**

The students choose a partner to work on the project. Play the Museum Assistant game and select one artifact. Write what the item is called, where it was found, and in what time period it was used.

Using thechosen artifact explain that students will makea timeline of their artifact’s life. It should include information about the artifact itself---when it was invented, why it was invented, what other artifacts or tools are similar to it as well as what this artifact tells us about society at that time and what affect the artifact may have had on that society.

Studentsuse a variety of outside sources to gather information about their artifact and society. Their research will culminate in an actual timeline, which they will create and present with at least one artifact that ties to their presentation. This “artifact” can be a re-creation of the artifact itself or something that ties into its history.

**Procedure**

The teacher reserves computers for the entire class so students can play the Museum Assistant game during their class time. After students have become acquainted with the game the teacher explain**s** the assignment to the students and gives them time to play the game one last time with a partner. Students should have decided on an artifact by the end of this first class period.

The teacher reserves the lab or library for students to use to do research. Give the students at least two full periods to research. Students will be given class time to prepare their presentation**s**. The teacher provides poster board, markers, construction paper and other materials to aid students in the creation of their timelines.

This preparation time could range from one period to several. The teacher could choose to incorporate art by having the students create a replica of their artifact. If this is the case, she/he should check with the art teacher for supplies such as papier-mache, clay, wire and anything students might need to make a model of their artifact.

The project culminates in a presentation of the timeline to the local historical society or members of the community. In this presentation students take a stance on whether or not the artifact served its purpose in its time and whether or not it could be utilized in today’s culture. Students describe the affects that humans in this culture had on the physical environment and draw comparisons between these affects and the affects of our current society. The students list the positives and thenegatives and brainstorm alternatives.