



You're the Curator Project

Description:

With this project students gain an understanding of context, description, and interpretation of history through examination and analysis of historical photographs and authentic objects (primary sources). Students act as museum curators by documenting the photographs and objects for a museum's collection and using evidence to create a pop up museum exhibit.

Objectives:

- Students analyze primary sources, making detailed observations and inferences to develop a description
- Consider primary sources within the historical context in which they were produced.
- Observe an object and develop a correlation between the object and their photos

Grade Range: 6-10

Group size: 4 to 6

Materials required:

- Predetermined selection of 2-3 photographs and 1 object for each group (Object and photos should be historically connected)
- Selected written articles for guided student research (Optional)
- Photo Lesson selected from Pacific Aviation Museum's Picture Pearl Harbor lessons (Substitute provided photos with those you select for the activity).
- Printed "Object Catalog Data Sheets" for each group
- Printed "Museum Pop-Up Exhibit" planning guide for each group
- Projector to show videos, photographs/questions or guiding questions for reference.

Preparation:

Select an object for each group and two or three photos that connect to the object. Objects may be borrowed from museums or collected from homes, thrift stores, or objects found at the school. If actual objects are not available consider looking at museums online such as [Smithsonian Learning Lab](#) for high quality photos of museum's objects. Photos can be found online as well. National, state and university archives often have online photo archives with high-resolution images that can be used for educational purposes.

Teachers may also select other research documents for students to collect additional information about their collection. Options include primary documents such as historical newsreels, newspaper articles, or eyewitness accounts of the event/object under study. Alternatively, students may be required to research the topic and present one additional primary resource to support their exhibit.

For additional assistance and guidance for creating collections please contact education@pacificaviationmuseum.org .

Project Outline:

Introduction-What's a Curator?:

Have students view the following video on YouTube: [What is a curator?—The Art Assignment—PBS Digital Studios](#).

As students watch ask them to answer the following question: 'What does a curator do?' (Answer from video: Cares for something, is a specialist, presents the collection, knows the audience.) Discuss their answers.

In this project students become curators by:

- Caring for objects and photos
- Becoming specialists or experts about their objects and photos and the history they connect to.
- Present their collection to an audience in a way that appeals to their audience.

Explain to students final outcome of project and process for completing it.

Activity 1- Photos:

Complete lessons “#Photo Curator”, “Caught in the Moment” or “Beginning, Middle and End” available on the Teacher Resource page at Pacific Aviation Museum Pearl Harbor’s website. For any assistance please contact education@pacificaviationmuseum.org.

Activity 2- Objects:

Prior to passing out historical objects to each group, teach students how to handle precious objects.

Rules for handling may vary.

- Handle objects with the utmost care
- Object should remain on the table unless being repositioned for better viewing
- Use gloves when touching object
- Only adults can transport object throughout the room

Give groups time to observe and discuss their object. Some questions to have posted to aid in making observations of the objects:

- What color is it?
- What materials is it made from?
- Does it have any words, symbols, or other markings?
- Why was the artifact created? What was it designed to do? Who might have used the artifact?

Complete Object Catalogue Date Sheet (included)

Activity 3- What's the connection?:

Working as a group students will formulate a theory as to how the object and photos connect and begin to create the content for their pop up exhibit. This can be accomplished by having students answer the following questions:

- How do your photos connect to your object?
- How do the photos help you understand the purpose or historical context of your object?

Activity 4- Additional Research:

Students may conduct additional research to gain more understanding about their collection, or teacher may provide additional research to ensure that quality and content of research is relevant.

Activity 5-Create and curate your exhibit:

Use “Museum Pop-up Exhibit Project” (Attached) to guide students through the completion of their project.

Object Catalog Data Sheet

Cataloged By:

Catalog Date:

Archives Name:

Object Name:

Physical Description of Object:

(Include material, size, and any writing on object. Note any damage on item)

Purpose of Object:

Historical Relevance:

Museum Pop-up Exhibit Project

<p>As a team, your group will create a pop-up exhibit in the museum to tell friends, family and museum visitors about your mystery object and its importance in history. Although you will work as a team to create this exhibit, you will each have a role to play. Please work together as a team to select the best team member for each role.</p>		
Role	Description	Team Member
Storyteller	<p>The storytellers are primarily responsible for telling people about your exhibit. You will need to:</p> <ul style="list-style-type: none"> -Write what you will say -Be sure that your information is correct -Practice what you will say with the other storytellers in the class. 	<p>1.</p> <p>2.</p>
Writer	<p>The writers will write and type the information that will go on the display board. This will include:</p> <ul style="list-style-type: none"> -Description of the object -Description of the photos -Summary of the story of your object 	<p>1.</p> <p>2.</p>
Illustrator	<p>Illustrator will put together the display board and will include all photos from the project, a title, the information the writers write and any additional information to make your display interesting to an audience. The illustrator is not required to draw pictures for the display.</p>	<p>1.</p> <p>2.</p>

Storyteller Planning Sheet

Name: _____

What is your object?

What are the important or interesting details of your object? (You'll need to show them to people during the presentation.)

What is the 'story' of your object?

How do the pictures help illustrate the story of your object?

Why is this important for people to know about your object and its story?

Writer Planning Sheet

You will use the worksheets your group completed earlier this week to **type** information about your photos, and object. You will also need to write one paragraph that tells the story of your object. You will need to discuss the story with the storytellers to be sure that you're telling the same story.

Check List

- Write description for PHOTO 1
 - Include title of photo
 - 16 font
 - Check with illustrator to see if it's the right size and shape for the display board
- Write description for PHOTO 2
 - Include title of photo
 - 16 font
 - Check with illustrator to see if it's the right size and shape for the display board
- Write description object
 - Include title of object
 - 16 font
 - Check with illustrator to see if it's the right size and shape for the display board
- Write story of your object
 - Include title of photo
 - 16 font
 - Check with illustrator to see if it's the right size and shape for the display board
 - Check with storytellers to be sure that you're telling the same story.

Illustrator Planning Sheet

As illustrator, you need to be sure that your team's display board is neat, easy to read and interesting to look at. Please plan the layout of your board before you glue things into place. **YOU WILL NOT GET A NEW DISPLAY BOARD IF YOU MAKE A MISTAKE.** It's important that you display the written description of each photo next to the photograph.

Display Check List

- Title of Display
 - Discuss with storytellers and writers as to what they title should be.
 - Must be at top center of display board
 - Must be able to be read from 10 feet away
- Photo 1
- Description of Photo 1 from writer
- Photo 2
- Description of Photo 2 from writer
- Description of object from writer
- Description of video (optional) from writer
- Team members name
 - On 3x5 note card on bottom right hand side of display board
- OPTIONAL Additional information you create (may include map, timeline, photos, drawings, etc)