

ROBERSON MUSEUM AND SCIENCE CENTER

Post-visit Lesson Plan

Marking Milestones: Rites of Passage

Grade Level: Pre-K through 2

New York State Standards: ELA 1; Arts 1 - 4; SS 3

Pennsylvania State Standards: A&H 9.1, 9.2, 9.4; G 7.3, 7.4; H 8.4

Objectives: Students recall their visit to Roberson Museum and Science Center's Exhibition, *Marking Milestones*, and learn about curating by working together to create their own exhibition in the classroom.

Materials:

- Crayons
- Pencils
- Paper
- Note cards
- Objects of significance
(Examples: *Baby spoon, Toothbrush, certificates or medals of achievement, pocket watch.*)

Procedure: Tell the students that they are going to create an exhibition about their own rites of passage.

- Begin by telling the students that they are going to draw a picture that illustrates why their object(s) is special. Before doing so, select a few objects and ask the students questions such as:
"Why is this special to you?"
"How old were you when you received this object?"
While discussing each object, create a list on the board with the student's comments.
- After discussing what is important about the objects, give each student two pieces of paper. The first piece of paper will be used to display the object(s). The students will either use the second piece of paper to draw a picture that illustrates the story associated with their object, (for example, a student may bring in a baby spoon and draw a picture of himself being fed as an infant with the spoon), or the piece of paper can be used to create a label.
- For students who may be able to create labels for their objects, should write on a note card:
 - The name of the object
 - How old the object is
 - Why the object is significant to him/her (if possible).

- Students should place their object on the blank piece of paper in the center of their own desk. If the student has created a label for his objects have him place it in front of the object(s).
- Explain to the students that their objects are now artifacts and that the classroom is serving as a gallery. Also, point out to the students that, much like a pedestal, the paper is acting as a clean safe place for the object(s). Discuss what artifacts are, how they are valuable to museums, and how museums work to keep them intact.
- Host an “exhibition opening” in the classroom (and invite parents to view the artifacts if possible) where students can walk around the room and view their classmates’ artifacts.

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