

MUSEUMS & ME

Integrating Museums into the Classroom

Summer 2020

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A priori knowledge

A posteriori knowledge

- *Inspire learners across all age ranges*
- *Are sites of enhanced achievement, going beyond what learners think they can do*
- *Engage both boys and girls*
- *Stimulate vulnerable pupils and those that find learning difficult*
- *Target and motivate disadvantaged individuals and groups effectively*
- *Provide resources for all curriculum areas, and for inter-disciplinary themes*
- *Respond effectively to primary, secondary,*
- *Complement formal education when pupils are off curriculum (hospital schools, pupils who are refugees)*

- *Museums inspire powerful and identity-building learning in children, young people and community members*
- *In a 2004 study involving 29,000 students and 500 teachers, 66% shared that they have not used museums in teaching, and after exposure to the benefits 90% shared their desire to integrate*

African American Identity & the Curriculum Matrix

The Southeastern Regional Black Archives Research Center and Museum helps to examine and demonstrate direct values of culturally responsive curriculums to enhance k-12 pedagogical performance. By directly aligning content standards, exhibits, and programming, the Black Archives Research Center becomes an advanced enrichment outlet for area schools. Specifically, Identity, National Identity, Contributions of Ethnic Minorities, Consciousness, Double Consciousness, are the themes that align the best.

- SS.K.A.2.4 (1.A): Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
- SS.K.C.2.1: Demonstrate the characteristics of being a good citizen.
- SS.1.A.2.1: Understand history tells the story of people and events of other times and places.
- SS.2.C.2.4: Identify ways citizens can make a positive contribution in their community.
- SS.2.C.2.5: Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.
- SS.4.A.6.3, SS 4.8.1, SS.5.A.6.6, SS.5.A.6.8, SS 6.C.1.1
- SS.6.E.1.1: Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
- SS.6.E.3.2; SS.7.C.2.1, SS.7.C.2.4, SS.7.C.2.5,
- SS.7.C.3.12: Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore
- SS.8.A.2.3, SS.8.A.2.7, SS.8.A.4.4, SS.912.H.3.1,SS.C.3.10

SS.K.C.2.1: Demonstrate the characteristics of being a good citizen.

SS.912.A.2.1

Review causes and consequences of the Civil War.

SS.912.A.2.4

Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

SYNTHESIS and APPLICATION



Letter
Exercise
6 minutes

Project 1: List 4 lines with alternating rhyme that describes the role of the selected figure in society

Project 2: Describe a good day and a bad in the life of the selected figure

Project 3: Using a cellphone, create a debate platform and provide a voice over for pics or video

Project 4: Develop a presentation as a leader of a MNE to your employees about the customs prospective foreign country

Project 5: Write a short story about a slice in the life of Double Consciousness

Project 6: Cartoon Strip, based on STEAM descriptions of an Artifact (Math, Science, Art, Utopia)

Project 7: Letter exchange, with prep about letter etiquette.

SS.1.A.2.1: Understand history tells the story of people and events of other times and places.

SS.6.E.1.1: Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

SS.2.C.2.4: Identify ways citizens can make a positive contribution in their community.

Artifact
Analysis:
Group 10
min

Describe an
artifact from
4 different
perspectives



Social Contract

International Council of Museums (ICOM) (2010) has defined that museum is a non-profit making, permanent institution in the service of society and of its development, and open to the public, which acquires, conserves, researches, communicates and exhibits, for the purpose of study, education, and enjoyment, material evidence of people and their environment.

Formative Evaluation & Analysis

- Heritage Tourism: elements of our inherited past that we value.
 1. Heritage -traditional cultural expressions and cultural sites
 2. Arts - visual arts and performing arts
 3. Media (not including new media) – publishing and printed media and audiovisuals, and
 4. Functional creations –design new media and creative services

Individual Identity

SS.6.E.1.1: Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

SS.2.C.2.5: Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

3 minutes: Synthesis and Application

PRESENTATION ACTIVITY

Power Point

- What
- Who
- Difference
- Parallels

Group Cypher

SS.6.E.1.1: Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

SS.2.C.2.5: Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

3 x 3 minutes: Collaboration & Synthesis

PRESENTATION ACTIVITY

16 Bars of Perfection in sweet refecton

- 4 Groups
- 4 Lines 2 x2
- Art, Science, Innovation, Math
- Green Onions?