

The Living Museum

Shauna Stephen-Batts | 6-8th grade teacher | M.A. Milam K-8 Center | Hialeah, Florida

Subject: Language Arts/Reading		Grade: 6th – 8th
<p>Timeframe: Ongoing following teacher’s timeframe</p> <p>Standard(s): LAFS.SL.1.2, LAFS.RI.1.1, LAFS.W.1.2a-e, LAFS.SL.1.3</p>	<p>Objective(s):</p> <ul style="list-style-type: none">• Engage in a collaborative discussion with peers• Cite explicit textual evidence• Use the writing process to write a well-organized research paper• Present claims and findings about a specific topic using research skills• Use visual aids to support their findings	<p>Materials Needed:</p> <ul style="list-style-type: none">• Electronic device (computer, tablet, or phone)• Printer• Presentation board• Costume or clothing to represent the person selected
<p>Introduction/Warm-Up:</p> <ol style="list-style-type: none">1. Write the word “influential” on the board or have it displayed on the promethean board or around the room where students will be able to visibly notice it. [3 minutes]<ul style="list-style-type: none">• As students enter the room, hand each person a sticky note.• Have students “think” about what it means to be influential or what comes to mind when they think of the word “influential”. Students should jot their answers on a sticky note and place their completed response on the board next to the word “influential”. <i>(You may want to give a 30 second warning so that all students have a chance to respond and place their sticky note on the board.)</i>2. Once all students have responded, read a few of the responses. Work together with students to create a universal definition of “influential”. Have students copy the definition in their interactive notebook. Next to the definition, students should make an attempt to name at least three African-Americans who have influenced American culture. [5 minutes]		

Introduction/Warm-Up Continued:

3. Students will then turn to a partner and share the names of the influential African-Americans they wrote and how they have influenced American culture. *For example, students may say that the Rev. Dr. Martin Luther King, Jr. was influential because he fought for Civil Rights.* [1 minute]
4. Have students volunteer to share one person. As students share, the teacher should be creating a list visible to students. Throughout the lesson, students will continue to add to the list. *At this point, if the teacher feels that a person named does not fit the class's definition of "influential", the teacher should encourage students to defend their person. This will help with a student's argumentative skills.* [5 minutes]

Explicit Instruction:

1. Introduction of Carter G. Woodson and Negro History Week (later known as Black History Month)
 - Have students create a K-W-L chart. Ask students what they Know about Carter G. Woodson and/or Black History Month. This can be done as a class. The next column, Want to know, should be done independently. [3 minutes]
 - Play the YouTube video *African-American Trailblazers: Carter G. Woodson* at <https://www.youtube.com/watch?v=jkBEjJHlj5U> [6:22] to show a brief introduction of Carter G. Woodson and why he started Negro History Week.
 - Give students an opportunity to complete the last column of the K-W-L chart. [1 minute]
 - Discuss the video and what was learned about Carter G. Woodson and Black History Month. [2 minutes]
 - Students will independently read a passage on Carter G. Woodson. This is the first read. During the second read, the teacher can select students to read. While reading the second time, students should be annotating. *(This skill should have already been taught.)* Teacher will have students to underline the facts they learned about Carter G. Woodson. This will result in a class discussion. Comprehension questions will follow. Students should answer questions utilizing textual evidence. [20 minutes]

Explicit Instruction Continued:

2. As a class, discuss the different categories in which Blacks/African-Americans influenced American culture. (*Entertainment, Science, Education, Sports, Politics, etc.*)
 - For this activity, have students work in groups of 2-3, depending on the class size. Students will complete a mini-research assignment. Have them find three influential Blacks/African-Americans. Each person should be from a different category. Each person should be followed by a brief summary as to why the person is influential. Each group should designate one person to present on their behalf. **[20 minutes]**
 - As each group presents, the teacher should add to the list of influential Blacks/African-Americans. This is the list that students will choose from when it is time to select their individual person for their independent project. Class can discuss the influences and how American culture benefited. **[15 minutes]**

Independent:

1. Students will complete The Living Museum brainstorming activity handout. On the handout, students will write down three people who they are interested in learning about. They must also have a parent/guardian signature. This guarantees that parents/guardians are aware of the project. This is a first come, first served portion of the activity. This should be assigned for home learning.
2. Once students have been assigned a person, each student's name will be listed next to the influential person. No person can be duplicated.
3. Each student will receive a Living Museum research packet. Students will work through the packet in order to gather as much information as they can to write their report, create a visual aid, and write their short synopsis for their presentation. The packet can be a mixture of in-class and home learning assignments. While this should be an independent project, please encourage students to seek assistance from their family members and teacher.
4. Students will be given assignment deadlines for each portion of their project. This should be a work in progress with opportunities for students to collaborate with classmates and teacher.

Differentiation:

- ELL - Create a visual timeline using pictures and words; Framed essays
- SpEd - Create a visual timeline using pictures and words; Framed essays; Differentiate based on Individual Education Plan (*For example, one student is diagnosed with selective mutism. For the presentation, the student was partnered with a volunteer in case he was uncomfortable. The student and volunteer were provided several opportunities to practice.*)
- Intervention - Framed essays and small group instruction

Assessment:

Students will be assessed on their:

1. Final research report
2. Visual presentation aid
3. The Living Museum presentation
 - For the presentation, students in grades 4th and 5th were invited. The event took place in the cafeteria on a designated date. Each participating class received a layout of the cafeteria prior to the event. Parents and administration were also invited.
 - Students dressed up as their individual. Students were responsible for researching their individual and determining their attire. For example, if the student selected Jackie Robinson, they were to dress up as a baseball player.
 - Visiting classes and guests were greeted at the doors by Living Museum guides. The guides gave each group explicit directions and divided groups into two. **There were so many students participating in the Living Museum that each visiting class was only limited to a certain section.*
 - When visiting classes and visitors approached the students, they had to say, "More information, please." Once these words were spoken, students gave information about who they were representing. Many students memorized their information; however, it was not required.

Notes:

- The project can be adapted to fit the needs of individual students and teacher.
- This should be a fun activity. Students really enjoyed researching and finding out about individuals with whom they were unfamiliar. They were even more excited to dress up and find clothing to fit the persona.
- The thrift store has great finds for costuming and props.
- Provide opportunities for students to meet with the teacher one-on-one. Checking on student's progress helps move students along and may provide assistance to students who are too shy to approach the teacher on their own.
- It is a great idea to have students practice their presentation prior to the actual date. It will help alleviate the stress of presenting to students they don't know.
- After the actual presentation, allow students to reflect on the day's activities.
- There are so many aspects to this project. Students should be familiar with primary and secondary sources, oral speaking and collaborating with peers, and the stages of the writing process. These should be lessons that have been taught and reviewed throughout the year.
- This project can easily be adapted for Women's History Month, Hispanic History month, Native American History month, or any other month where we honor the accomplishments of individual cultures.