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Helena, MT
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Constructing a Primary Source Museum **THE PROGRESSIVE ERA**

National History Standards Met:

- Standard 1: Chronological Thinking
- Standard 2: Historical Comprehension
- Standard 3: Historical Analysis and Interpretation

Objectives: Students will be able to:

- Select a primary source image/document
- Find others with similar images/documents and discuss commonalities
- Using “Museum Guidelines” organize the images/documents into a display
- Choose a spokesperson for the presentation
- Complete a note-taking graphic organizer
- Complete a Found Poem on the Progressive Era

Resources:

- Images/documents of the time period
- Chart paper
- Post-it notes, painters tape, markers, index cards
- Note-taking Guide

Introduction:

- Introduce the essential question “What reform came about in the Progressive Era?”
- Discuss question and record answers on chart paper.
- Explain to students that they are going to be building their background knowledge through looking at images of events, people of importance, documents, cartoons and other primary sources.
- Go over “Museum Guidelines” and clarify any questions before beginning process

Museum Procedures:

1. Spread all images around the room. Give students time to browse through all images until they have selected one that they find interesting.
2. After selecting an image students take that image to a central location and discuss their image with others.
3. As students are discussing their images they should find other students with images that “go with” their image or have similar themes.
4. All students should join a group.
5. Groups take “Museum Guidelines” and find a spot in the room to construct their museum.

6. Let students know how much time they have until presentations.
7. Move from museum to museum having all students listen to the presentations taking notes on the graphic organizer.
8. After the last presentation go back to the chart of what students knew and compare with what they learned during the museum tour.
9. Add onto chart any new information.
10. Debrief the experience of constructing the museums.

Assessment:

Writing a Found Poem – Using the information from the note taking guide, students write a found poem. Directions on following page.

“Constructing the Museum”

- 1. As a group decide on the “theme” of your museum.**
- 2. Create a title for the museum and subtitles for the images.**
- 3. Note connections between images and use these connections while placing images in your museum. Be thoughtful.**
- 4. Locate any details on images to show during presentation.**
- 5. Create a summarizing statement for the presentation.**
- 6. Choose a presenter for your museum. Practice with your group.**

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PRIMARY SOURCE MUSEUM
NOTETAKING GUIDE

	THEME/TITLE	IMPACT	DESCRIBING WORDS
EXHIBIT #1			
EXHIBIT #2			
EXHIBIT #3			

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	THEME/TITLE	IMPACT	DESCRIBING WORDS
EXHIBIT #4			
EXHIBIT #5			
EXHIBIT #6			

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NOTETAKING GUIDE

Found Poem Instructions

Instructions adapted from "Found and Headline Poems" from *Getting the Knack: 20 Poetry Writing Exercises* by Stephen Dunning and William Stafford.

1. Carefully re-read the notes you have taken from the power point. Look for 25-50 words that stand out in your notes. Highlight or underline details, words and phrases that you find particularly powerful, moving, or interesting. Note especially examples that reflect your own thoughts, feelings or opinions.
2. On a separate sheet of paper, make a list of the details, words and phrases you underlined, keeping them in the order that you found them. Double space between lines so that the lines are easy to work with. Feel free to add others that you notice as you go through your notes again.
3. Look back over your list and cut out everything that is dull, or unnecessary, or that just doesn't seem right.
4. As you look over the shortened list, think about the tone that the details and diction convey. The words should all relate this era of history and the changes that occurred. Make sure that you have words that communicate your thoughts and emotions.
5. Make any minor changes necessary to create your poem. You can change punctuation and make little changes to the words to make them fit together (such as change the tenses, possessives, plurals, and capitalization).
6. When you're close to an edited down version, if you absolutely need to add a word or two to make the poem flow more smoothly, to make sense, to make a point, *you may add up to two words of your own*. That's two (2) and only two!
7. Read back over your edited draft one more time and make any deletions or minor changes.
8. Check the words and choose a title—is there a better title than "Found Poem"?
9. Space or arrange the words so that they're poem-like. Pay attention to line breaks, layout, and other elements that will emphasize important words or significant ideas in the poem.
 - Read aloud as you arrange the words! Test the possible line breaks by pausing slightly. If it sounds good, it's probably right.
 - Arrange the words so that they make a rhythm you like. You can space words out so that they are all alone or allruntogether.
 - You can also put key words on lines by themselves.
 - You can shape the entire poem so that it's wide or tall or shaped like an object.
 - Emphasize words by playing with boldface and italics, different sizes of letters, and so forth.
10. Share your creation with others!

