

Lesson Plan Summary

Sharing Across Region 16

Pilot Project 2006-07

May 11, 2007



School: Fannin Middle School

Grade Level: 8th Grade

Experience: Museum Tour

Provider: Panhandle Plains Historical Museum

1. List the objectives and instructional considerations motivating the selection of this experience. Please include how this experience addresses your objectives.

We needed a multidisciplinary experience covering objectives from all four core areas of our curriculum. In cooperation with Millie Vanover, the museum designed the following programs for us:

Social Studies: Primary and Secondary Sources. Students must know the difference between and analyze messages from these sources...but they've never seen examples from the past. A very passionate worker at the museum prepared an interesting experience for our students in their desire to see and touch historical sources of information. Students heard the passion in the speaker's voice and were able to see, touch, and smell artifacts and resources held in the permanent collection.

Science: Chemical Reactions and Geology. Students must have an understanding of how rocks and minerals are formed. The florescence activity and the Duval exhibit at the museum met many of those needs.

Math: Interpreting Maps, Graphs, Charts, and other data. Students were able to look at all the statistical data provided in the exhibits and the printed materials.

Language Arts: Viewing and Representing and Recording Main Ideas. We used the scavenger hunt information from the museum and adapted it to fit our objectives.

2. Describe in detail the specific instructional activities you implemented, including specific resources used....in preparation for the experience, as well as how you introduced the learning objectives and how you introduced the content and format of the experience itself.
Before...

I visited the site before the visit to communicate with Millie Vanover and created a power point to describe to the kids what they should expect. Teachers met during their teaming times and discussed the content that they needed to cover in their classes before that date.

Social Studies used History Alive materials that included photocopies of primary sources. Students took notes and studied the characteristics and messages of the documents. Science

classes watched a United Streaming Video about fluorescence and took notes in their Science Journals.

Math Classes did not do any specific preparation other than their continued work in interpreting statistical data and trends.

Language Arts Classes used pictures of famous art paintings to look at how the author's main point can be derived from the image. Students also participated in lessons requiring them to capture the essence of captions and summaries.

.....during the experience, as well as scaffolding and differentiations you provided students. During the experience, students had specific questions they were to address in a Museum Journal. Teachers also actively monitored, asking students extension questions. Students who had difficulty with the act of writing were paired with more capable peers.

.....after the experience to extend the learning, content ties to other curriculum, ideas to build upon, teachable moments, etc.

Activities ranged from comments like, "Remember when we saw x at the museum...?" to extended lessons on interpreting the message of primary documents and experiments on what causes the different colors to manifest themselves in fluorescence.

3. Describe the strengths and weaknesses of this lesson plan as a teaching tool.

.....what would you do differently to improve this lesson plan?

Weakness – we need more work in extending the activities after the experience. We spent a great deal of energy in preparation and implementation of the event. We were all ready for a break when we got to the end of the day. Our goal for next year is to have events and lessons planned in advance. Many teachers had not even been to the museum and didn't really know what it had to offer. We are at the beginning of a learning curve here.

Strengths – the collaboration with the museum, the site coordinator, and the teachers was a dream model for making a greater connection between school and the real world!

Improvements

We recommend having one docent walk the groups through each event. We also plan to have the teachers more knowledgeable about each event during the tour. They will be more capable leaders with more information about the specific lessons and objectives of the presentations. We will also need to do more planning at the beginning of the year as we choose the time we plan to attend the event. Doing so will foster a more appropriate timeline for what we are covering at the time of the trip.

4. What suggestions, compliments or requests do you have for the organization that provided your arts or cultural experience?

See above

5. What suggestions, compliments or requests do you have for Window On a Wider World?

See letter of recommendation and pilot year review.