

# Creating a museum

How students can change ideas about the past

Jamie Hay

## Curriculum materials

The following materials relate to the article *Creating a museum: How students can change ideas about the past* by Jamie Hay, published in this edition of *The History Teacher*.

The materials comprise:

1. Overview of the lessons
2. Research guide

# 1. Overview of lessons

| <b>How did people live 1000 years ago? - year ten history</b><br><b>Producing a museum exhibit</b> |  |  |   |  |
|--|--|--|---|--|
| 11 weeks   |  |  |   |  |
| time   | topic  | content  | Student activities  | resources  |
| 1 lesson   | How was the world of 1000 years ago different to your world? | Differences in –<br>Politics<br>Daily life<br>Technology<br>Economy<br>Society<br>Culture  | Listen to T<br>Write down a list of perceived differences<br>Contribute these<br>Listen to T expo on actual differences.<br>Look at map of 1000 CE<br>Answer questions relating to map. | PP- first six slides- t directed from projector                                      |
| 1 lesson   | What can we learn from pictorial evidence of the past?       | Some well known built remains from 1000 years ago.<br>What these can tell us<br>Analysing visual evidence  | Look at pictures on PP<br>Answer questions and complete other activities<br>Contribute responses in class discussion  | PP-some scenes from 1000 CE- online access for students for rest of lessons using pp |
| 1 lesson   | Who were some important people of 1000 years ago?            | Variety of historical figures<br>Making judgements<br>Justifying decisions<br>Awareness of cultural biases that can affect historical understandings | Read mini bios<br>Complete activities<br>Contribute these   | PP-Some people from a 1000 years ago   |

|           |  |   |  |  |
|-----------|--|---|--|--|
| 2 lessons | What were some things that were happening in different areas of the world? | Taking notes<br>Making decisions on the relative importance of different events<br>Some events of 1000 years ago  | Read selected web page<br>Select ten important facts<br>Justify the selection of these<br>In a group, discuss selections.<br>Reach a consensus decision about these facts<br>Report on these and the process of selecting them, to the class | PP- some important things that were happening 1000 years ago |
| 1 lesson  | Where were the civilisations of 1000 years ago located?                    | Geographical and environmental features of civilisations<br>Political differences compared to today.  | Look at maps<br>Complete tasks relating to these   | PP- maps section   |
| 2 lessons | What can primary sources tell us about 1000 years ago?                     | Nature of sources- primary and secondary<br>Purpose and audience and how this affects meaning<br>How our cultural biases affect our reading of sources<br>Examples of sources | Read sources<br>Complete tasks relating to these<br>Share responses with rest of class   | PP-sources section   |
| 2 lessons | What does all this evidence tell us?                                       | Tabulating data<br>Making links between separate but related evidence<br>Being able to recognise gaps in knowledge  | Construct table<br>Write a report on gaps in knowledge and these could be filled   | PP-putting it all together section                           |
| 4 lessons | What were some significant features of one civilisation of 1000 years ago  | Medieval Europe<br>Japan<br>Aztecs<br>Incas<br>Islam<br>How to write an analytical essay  | Read text chapter and complete activities<br>In a group, produce a poster that illustrates the main features of chosen civilisation<br>Listen to T expo on how to write analytical essay   | Text chapters and booklet                                    |
| 1 lesson  | Essay test   |   |  | Assessment item  |

|           |  |   |  |   |
|-----------|--|---|--|---|
| 1 lessons | How can we develop a research plan?            | Planning research on an aspect of a civilisation<br>Providing context-<br>museum historians<br>producing an exhibit | Listen to T<br>Write plan for research   | Notes on research<br>Example of research notes<br>PP on referencing           |
| 8 lessons | Conducting research                            |   |  | Library and internet  |
| 1 lesson  | How can we report on research process?         | Presenting research notes and preliminary findings  | Write a report on research for discussion with group.<br>Group report to class on research process   | Students research notes   |
| 3 lessons | How are museum displays arranged?              | Examining a real and a virtual museum exhibit   | Visit local museum and complete activity sheet<br>Tour a virtual museum and do same<br>Contribute ideas in group on how to construct own exhibit | Local museum<br>Internet<br>Task sheet for analysing real and virtual museums |
| 8 lessons | Planning and producing museum display material |   | Assign tasks in group<br>Complete material and visual exhibits<br>Produce explanatory signage<br>Set up display                                  |   |
| 2 lessons | Presenting museum                              |   | Present exhibit to year 7 and 8 classes  | Presentation space  |
| 1 lesson  | Evaluating the experience                      |   | Complete evaluation sheet  | Evaluation sheets   |

# 2. Research guide

Name: \_\_\_\_\_

## Step one

**What aspect of your chosen civilization do you wish to investigate further?**

This could be such things as religion, warfare, government, art, daily life, role of women, trade, and so on.

**Write your aspect here:**

## Step two

**You will use the question, 'how did people live 1000 years ago' as the basis for your research question into this aspect of your chosen civilization.**

For example, 'how did the Aztecs use art and crafts?', 'how was warfare conducted in Japan 1000 years ago?', 'how did the Incas rule their empire?', 'how was society organised in medieval Europe?', 'what roles did women have in African societies 1000 years ago?', 'what was daily life like for different groups in China 1000 years ago?', 'how did religion influence the lives of people in the Islamic world 1000 years ago?'

**Write your question here:**

## Step three

**Now you will need to develop a set of sub –questions that will help you find an answer to your research question.**

For example, for the question, 'how did the Aztecs use art and crafts?'

Your sub questions might be:

What different art and craft forms did the Aztecs use?

What were the functions of these arts and crafts?

Who produced these?

Who were the people who used them?

## Step four

**Write your sub-questions here. Three or four will be enough to cover the question.**

- 1.
- 2.
- 3.
- 4.

## Step five

**Draw up research notes pages.** You will need one page for each sub-question.

Each page will look like this:

|   |  |            |
|---|--|------------|
| Sub- question1. What different art and craft forms did the Aztecs have? |  |            |
| Information and ideas from sources                                      | Your critique of the sources- bias, contradictions and confirmations, ways you could use these ideas and information | Source.    |
| Aztec art used to represent the rulers as powerful, to be feared        | This confirms what previous source said.   | 2. page 15 |

## Step six

**Draw up a reference page.** It will look like this:

| source | Author/s                         | title                    | publisher       | Place of publication/<br>Web address   | Year of publication,<br>edition/ date accessed |
|--------|----------------------------------|--------------------------|-----------------|--|--|
| 1      | Cohen, M J<br>and Major,<br>John | History in<br>Quotations | Cassell         | London   | 2004   |
| 2      | Brian<br>Whittaker               | Middle East<br>Dispatch  | The<br>Guardian | <a href="http://www.guardian.co.uk/elsewhere/journalist/story">www.guardian.co.uk/elsewhere/journalist/story</a> | 04/03/2006                                     |

## Step seven

**Conduct research**, looking for ideas and information that will help you answer the research question and sub-questions, as illustrated above in step six.

## Step eight

**Decide on an artefact to create** for the exhibition that will illustrate the aspect of civilization that you have researched. You will need to make sure your artefact is as authentic as possible. You may acquire, rather than make the artefact. The important thing is that it is illustrative of the ideas you have researched.

## Step nine

**Write your exhibit display boards** using your research notes.

You will need one that describes what the artefact is, what it was for, who produced it, and who for.

The other display board will place the artefact in context. Here you will give an outline of this aspect of the civilization based on your research notes. You need to remember your purpose here- to transform ideas about European and non-European civilizations.

Your final display materials will consist of:

- Artefact
- Two display boards
- Reference list
- Any additional materials such as map, timeline
- You **MUST** submit your research pages including this document in your research journal