

Museum Exhibit Teacher Tips

1. Encourage students to include research about national and/or world events that could have impacted the community in which they live (i.e., Vietnam, WWII, etc.) during the selected decade. For instance, if your class selected the 1940s, students could include artifacts related to school alumni who served in World War II. Assist students in locating appropriate community resources such as newspaper archives, local historical societies, museums, and the public library. The history department of your local college or university may also be able to assist students in their research.
2. Remind students that museum displays will be created as the final product of this research project, so it is important to act as archivists, taking digital photos when possible and collecting artifacts for eventual scanning. It is highly recommended that two students serve as the archivists for each group in order to facilitate this task.
3. Refer to the Research Timeline & Grade Checkpoints handout because a timeline will help move along the project in a timely manner; have checkpoints for grades because it should help focus students; conference with groups daily, especially in the beginning stages of this project.
4. Through research and possible interviews, groups may collect found stories, narratives about the school, community, and so forth. Since the ultimate goal for the project is a museum display, have students record the found stories and have the recordings as a part of the museum display, where visitors can listen to the found stories.
5. Groups should modify the found stories, so that each reads as a narrative, capturing the language and style of the decade researched.
6. KEEP IT SIMPLE. It does not matter whether the museum display is in a school auditorium, local museum, or the classroom—keep the display SIMPLE. The museum is meant as a celebration to the end of this research project.