

If you are unclear about **any** aspect of this assignment, contact your lead instructor immediately.

## **Assignment Description for Teaching American History Grant Native Americans/Technology Integration**

**Assignment:** Native American Virtual Museum

**Assignment Title:** LastName\_Theme\_VM.ppt

**Due Date:** Virtual Museum — Monday, October 6, 2008 at 11:59 PM PST; Critiques — Friday, October 10, 2008 at 11:59 PM

**Submission Instructions:** Place museums into your themed area within the “Virtual Museums” folder. The folder is in the “TAH Native Americans” conference on InterAct. If your museum requires more than one file (e.g., a video file), include this/these as files within the same post.

### **Description:**

This assignment requires you develop a virtual museum using PowerPoint. The museum and its component parts are due no later than 11:59 PM PST on October 6, 2008; and, the museums will be available for peer critique beginning at 12:00 AM PST on October 10, 2008.

The purpose of this assignment is for you to engage in historical inquiry using technological resources. Upon completion of this assignment, you should feel confident in your use of PowerPoint and in your ability to guide students in grades 3, 4, and 5 in PowerPoint-based historical inquiry projects.

The content of your museum will be the theme you selected on the first day of class. Begin by determining how you will organize your museum. Choose four or more main topics you feel will aid you in adequately spotlighting your theme. Once you’ve made this decision, select a museum template that includes the number of rooms you will need to assign a topic to each room, select a template that allows you to add more rooms, or design your own museum with the needed number of rooms. All content must reflect people, places, events, and ideas related to Native Americans of the colonial era (pre-1776) living within the current continental United States. Feel free to modify the templates to best suit your needs, and to personalize the templates by altering colors/textures, adding rooms, or adding any other features you feel are in the best visual interest of your theme. Feel free to use the templates in their current form.

For each room, you will add a title and select three or more images of artifacts that best represent the topic. Place these artifacts on the “walls” or add elements on which they may sit (e.g., a “glass box,” “a pedestal”). Your artifacts will all need to be visually represented, but they do not all have to be “pictures.” For example, you may choose to include an important document by placing a picture of the document on the wall and link to the actual text of the document. Each artifact will also require a linked “placard.”

Each placard must provide:

- A title for the artifact;
- A detailed description of the artifact;
- A reason for inclusion of the artifact in your museum (detailing why it is important to your theme or room topic);
- A second picture of the same artifact; and,
- A link citing the location of the original picture.

The audience for the museums will be your students so adjust the placard language accordingly.

At a minimum, your museum must include:

- Four virtual museum rooms;
- Sixteen artifacts relating to your theme placed appropriately in the “rooms”;
- Workable non-linear links for easy maneuverability throughout the museum;
- Detailed descriptions (including a title, picture, description of the artifact, and justification for including the artifact) for each artifact;

- Citations for each artifact;
- A biographical statement; and,
- Accurate content information provided using professional syntax.

In addition to the development of your museum, you will need to review and critique two museums developed by your colleagues. One museum must be from within your themed group and the other must be from a different themed group. You may only critique a museum that no others have critiqued unless all museums have at least one critique. Your feedback will appear as a response to the original teacher’s museum post (within their themed InterAct folder). Each post must provide specific feedback including at least one affirmation (e.g., “Your use of quotations from the Calloway book added nicely to your placards on the interactions between Native Americans and Spaniards.”). It must also include at least two specific recommendations for improvement (e.g., “You may consider adding information about the Seneca women from the Beachley podcast in your room on ‘Food Preparation’.”).

## Native American Virtual Museums Assignment Expectations

	<b>Expectations</b>	<b>Your Score</b>
Content	<input type="checkbox"/> Purpose is clear <input type="checkbox"/> Room themes are clearly specified and are appropriate for the theme <input type="checkbox"/> Includes 16 historically-appropriate artifacts <input type="checkbox"/> Artifacts appear within appropriately topical rooms <input type="checkbox"/> Each artifact includes a detailed description of the artifact <input type="checkbox"/> Each artifact includes a reasonable, well-constructed justification for its inclusion in the museum <input type="checkbox"/> All content relates to the colonial era in what is now the continental U.S. <input type="checkbox"/> Historical information is accurate <input type="checkbox"/> Submitted on time	____/20
Design	<input type="checkbox"/> Professional appearance <input type="checkbox"/> Visually appealing <input type="checkbox"/> Visually consistent throughout museum <input type="checkbox"/> Design is intuitive for the reader <input type="checkbox"/> Free of syntactical errors <input type="checkbox"/> All non-original works include proper citations <input type="checkbox"/> Includes four museum “rooms” <input type="checkbox"/> Includes 16 artifact description “placards” <input type="checkbox"/> Includes a biographical statement and picture <input type="checkbox"/> Text is written for students in grades 3, 4, or 5 <input type="checkbox"/> Includes working hyperlinks for email address and artifact citations <input type="checkbox"/> Includes original design features within museum rooms (e.g., wall color changes)	____/15
Critique	<input type="checkbox"/> Critiqued a virtual museum developed by a teacher in the same themed group <input type="checkbox"/> Critique included specifically-stated affirmations of museum’s strengths <input type="checkbox"/> Critique included two specifically-stated recommendations for the museum’s possible improvement <input type="checkbox"/> Presented professionally as a response to the author’s original museum post <input type="checkbox"/> At least five sentences in length	____/5
Critique	<input type="checkbox"/> Critiqued a virtual museum developed by a teacher in a different themed group <input type="checkbox"/> Critique included specifically-stated affirmations of museum’s strengths <input type="checkbox"/> Critique included two specifically-stated recommendations for the museum’s possible improvement <input type="checkbox"/> Presented professionally as a response to the author’s original museum post <input type="checkbox"/> At least five sentences in length	____/5
<b>Total:</b>		<b>____/45</b>

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