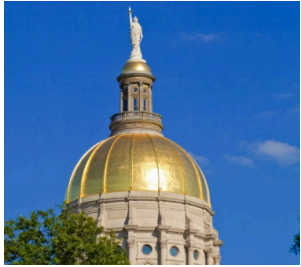


Georgia on my Mind Museum

Essential Questions: How do curators build museum exhibits? How do historians decide what happened in history? How do researchers verify facts and evidence? How do scientists develop theories?



Coach Greene

- * Gold Rush
- * FDR in GA
- * Civil War
- * Movies in GA
- * Music in GA

Mr. Miller

- * Tourism in GA
- * Segregation
- * Impact of MLK Jr.
- * Native vs. Invasive
- * Coca Cola

Mr. Ray

- * Pro Sports in GA
- * Great Depression
- * Nancy Hart
- * Gullah & Geechee

Mr. Wildeboer

- * Natural Wonders
- * ATL Olympics
- * Geography
- * Lake Lanier

Requirements

**Research &
Construction Process**

Exhibit

**Technology Component
or
Hands-on Activity**

Wall Text

Presentation

Important Dates & Deadlines

Research Notes Due: **Tuesday August 5**

Script Outline Due: **Friday August 8**

Hands-on Activity Ideas Due: **Tuesday August 12**

Wall Text Due: Rough Draft: **Friday August 15**

Materials and Design Requirements Due: **Friday August 15**

Purchase Request Form Due: **Friday August 22**

Folder of Pictures Due: **Friday August 22**

Wall Text Final Draft: **Wednesday August 27**

Individual Presentations: **Friday September 26**

(presentations must be approved by **Monday September 29**)

Elementary Field Trips begin: **Tuesday September 30**

Research Discussions with Ms. Ewing

Mon. Aug. 18 Ray Gallery

Tues. Aug. 19 Miller Gallery

Thurs. Aug. 21 Wildeboer Gallery

Fri. Aug. 22 Greene Gallery

Museum Building Days: 10:00 to 3:00

Mon. Sept. 8, Wed. Sept. 10, Tues.

Sept. 16, Thurs. Sept. 18, Tues. Sept.

23, Thurs. Sept 25:

6 Dates, each Gallery will do ½ day on each day - alternating times AM (10-12) and PM (12:45-3:00)

Museum Showcase Night: Thursday, October 2: 5:00 to 6:30 p.m.

Expenses: The museum incurs most of the expenses of building the exhibits while parents purchase some of the consumable items and costumes. If you are purchasing items for exhibits with the expectation of being reimbursed, you must have written approval from the overseeing gallery teacher or Ms. Ewing.

Parent signature: _____

My Topic: _____

Group Members: _____

I understand the requirements, due dates, deadlines, and obligations of participating in the museum project.

Student Signature: _____

	<i>Exemplary</i>	<i>Proficient</i>	<i>Progressing</i>	<i>Not Yet</i>
<i>Research and construction process</i>	<i>Student uses time very wisely throughout the research and construction process. Student can show that he/she has used credible and varied sources for analysis and depth.</i>	<i>Student uses time wisely during the research and construction process. Student can show that he/she has used credible sources.</i>	<i>Student uses time wisely for the most part, though some time may have been wasted. Student can show the use of some reliable sources but some sources lacked credibility.</i>	<i>Student does not use time wisely. Student uses sources that are not credible or does not keep track of his/her sources.</i>
<i>Wall Text</i>	<i>The museum visitors easily understand the information on the wall text because it is presented in the best possible format.</i>	<i>The museum visitor understands the wall text, which is presented in an appropriate format.</i>	<i>The wall text can be difficult to understand in some parts. The information is not always presented in the best possible way.</i>	<i>The wall text is difficult to understand. The information is not presented in a logical way. Very little relevant information is included and/or many extraneous details are included.</i>
<i>Presentation</i>	<i>The student presents the topic without relying on the script for information. The student can not only answer questions about his/her exhibit topic that are addressed in the presentation but also can answer questions that are not addressed in the presentation or the script. The student has a thorough understanding of his/her topic. The student enunciates and projects his/her voice when presenting.</i>	<i>The student presents the information and uses the script infrequently. The student can answer questions from the museum visitors without relying on the script to find the answer. The student understands his/her exhibit topic, and the presentation includes the necessary information. The student is mostly able to be heard and understood.</i>	<i>The student relies heavily on the script while presenting information to the museum visitors. The student is able to answer some questions on their own but mainly relies on the script to find the answer to the visitors' questions. The student has a basic understanding of his/her topic. The student is difficult to hear or understand.</i>	<i>The student reads the script to the museum visitor. The student cannot explain the information on the script to the museum visitors. The student cannot answer questions without referring to the script. The student has a little to no understanding of his/her exhibit topic. The student cannot be heard or understood.</i>
<i>Exhibit</i>	<i>Display is outstanding and intrigues museum visitors. It has a strong connection to the theme of the museum.</i>	<i>Display is visually pleasing and engages museum visitors. A connection to the theme is evident.</i>	<i>Display lacks organization and/or polish. A connection to the theme has been attempted but is not entirely obvious.</i>	<i>Display is not visually pleasing. Connection to the theme is difficult to see.</i>

Georgia on my Mind Museum Calendar

<u>Monday August 4</u> Museum Intro: Ms. Ewing	<u>Tuesday August 5</u> Research Schedule: Miller Gallery Research Notes Research Questions	<u>Wednesday August 6</u> Research Schedule: Wildeboer Gallery	<u>Thursday August 7</u> Research Schedule: Greene Gallery	<u>Friday August 8</u> Research Schedule: Ray Gallery Script Outline Outline Example Outline Example
<u>Monday August 11</u> Research Schedule: Ray Gallery	<u>Tuesday August 12</u> Research Schedule: Miller Gallery	<u>Wednesday August 13</u> Research Schedule: Wildeboer Gallery	<u>Thursday August 14</u> Research Schedule: Greene Gallery	<u>Friday August 15</u> Materials and Design Wall Text Rough Draft Wall Text Examples Wall Text Expectations Material Expectations
<u>Monday August 18</u> Research Schedule: Ray Gallery	<u>Tuesday August 19</u> Research Schedule: Miller Gallery	<u>Wednesday August 20</u> Research Schedule: Wildeboer Gallery	<u>Thursday August 21</u> Research Schedule: Greene Gallery	<u>Friday August 22</u> Folder of Pictures Photo Expectations Purchase Request
<u>Monday August 25</u>	<u>Tuesday August 26</u>	<u>Wednesday August 27</u> Wall Text Final Draft Wall Text Examples Wall Text Expectations	<u>Thursday August 28</u>	<u>Friday August 29</u>
<u>Monday September 1</u> <u>NO SCHOOL</u>	<u>Tuesday September 2</u>	<u>Wednesday September 3</u>	<u>Thursday September 4</u>	<u>Friday September 5</u>
<u>Monday September 8</u> Museum Build Day Greene & Miller AM Wildeboer & Ray PM	<u>Tuesday September 9</u>	<u>Wednesday September 10</u> Museum Build Day Wildeboer & Ray AM Greene & Miller PM	<u>Thursday September 11</u>	<u>Friday September 12</u>

Monday September 15	Tuesday September 16 Museum Build Day Greene & Miller AM Wildeboer & Ray PM	Wednesday September 17	Thursday September 18 Museum Build Day Wildeboer & Ray AM Greene & Miller PM	Friday September 19
Monday September 22	Tuesday September 23 Museum Build Day Greene & Miller AM Wildeboer & Ray PM	Wednesday September 24	Thursday September 25 Museum Build Day Wildeboer & Ray AM Greene & Miller PM	Friday September 26 Individual Presentations Due
Monday September 29 Presentation Approval	Tuesday September 30 Elementary Field Trips Begin	Wednesday October 1	Thursday October 2	Friday October 3 Open House 5:00-6:30 pm
<i>*red notes due dates</i> <i>*blue active hyperlinks for reference</i>				