

Date:

Title/Focus: **Community & Museums**

Grade Level: **3-5**

TEKS

- observation and perception
- creative expression
- historical & cultural relevance
- critical evaluation and response

Objectives & TEKS

TEKS 117.1.a.b.c

Students will . . .

- State a concept
- Give examples and non-examples
- Identify concept characteristics
- Use graphic organizer to make connections/understanding

Teacher Preparation & Materials

- List of Vocabulary Terms (See Community Word Search)
- VIMEO.COM MOE/6 Golden Rules of Museum Etiquette Video (You-Tube)
- 6 Golden Rules of Museum Etiquette – Fill in the Blanks Student Handout
- Pictures of Community (WORK, LIVE, PLAY) – Museum Resources ***
- LIVE, WORK, PLAY chart
- Public Spaces graphic organizer
- A to Z graphic organizer

Opening Activity

- Ask students to think about the word COMMUNITY. What do they remember?
- Focus: A community is where people LIVE, WORK, and PLAY. Today, we are going to learn that a community has PUBLIC SPACES where people can go to relax, celebrate, and be safe.
- Brainstorm with students different Public Spaces. (See Word Search vocabulary list).
- Discuss with students how COLOR, CONDITION, CULTURE – may affect access to certain public spaces. (MR Resource)

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- observation and perception
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Group Activity

- The sign just shared is from an exhibit in a museum. We will explore more about it today and later. A museum is a place with art, objects, pictures, paintings, and sculpture. Because a museum is a special place to visit, it has special rules.
- Show Museum Etiquette Video. Working with a partner, students should complete FILL IN THE BLANK and ANALYZE the painting and answer questions. Whole group share.
- There are many different types of museums that display art, objects, sculpture, clothing, etc. about a specific topic. We have used Museum Resources from The El Paso Museum of History.

Individual Practice

- Review the Museum Resources and complete the chart.
 1. Identify the Public Space.
 2. Describe What happened.
 3. Think about Why it happened.
- Closure: Pop Quiz (Multiple Choice)
- Students should always continue to add to their A to Z.

Assessment

- Are students able to recall what they have learned?
- What is a community? How does a museum reflect a community?
- Who is in a community? How does color, condition, and culture influence a community?

Color, Condition, Culture

Type of Public Space	What Happened?	Why Did It Happen? (Color, Condition, Culture)
<ul style="list-style-type: none"> Lincoln Park Downtown/Sunset Heights 	<p>Interstate 10 Highway Built</p>	<p>Demolition of Black homes and businesses</p>
<p>Beauty Salons</p>	<p>Allowed women to organize for social and political change</p>	<p>Culture - women separated into basic roles</p>
<ul style="list-style-type: none"> Restaurants Shops 	<p>Did not serve them or permit entry</p>	<p>Color</p>
<p>Douglass School</p>	<p>Only El Paso school to serve Black students</p>	<p>Color</p>

Museum Resources: 1 - Reclaiming Place 2- A Way Around Segregation 3- Douglass Grammar & High School 4- Black Churches 5- 2nd Half of 20th Century 6- History of Black Barbershops 7- History of Black Beauty Salons

Check-Up Quiz

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Finish each sentence. Circle the letter of the correct answer.

1. People live, work, and play in a

- a. Highway
- b. Community
- c. Business
- d. Supermarket

2. People live together in communities mostly because they

- a. Like to go to museums
- b. Can help one another
- c. Want to save old buildings
- d. Have to repair highways

3. The government of a state meets in

- a. New Mexico
- b. The largest City
- c. Every community
- d. The capital

4. In this country, every community is one of many in a

- a. State
- b. Capital
- c. Building
- d. Museum

5. People buy what they need to live from

- a. States and capitals
- b. Churches and libraries
- c. Stores and businesses
- d. Cities and towns

6. Two public places are

- a. Houses and apartments
- b. Stores and homes
- c. Schools and parks
- d. Cities and towns

How do you and your community depend on each other? _____

Community

M Z D C T P E H C Q T E A C H E R J E M
 P S R G J J V W O H C S C H O O L Y M D
 O O F T K K L M C U U U H X V W O R K Q
 O C O N D I T I O N S R L F V R I N Y L
 L C O L O R S Y T P D E C T A S A W Z E
 L E A P A R T M E N T Q S H U M V M X Y
 C R O X R D Y O K H F K O Y E R I A U U
 P F U N K Y X A W Q R R T R K K E L F P
 A I N C L U D E D A R I I Z H I C S Y S
 R E H V Q S J K P T N F N E Z P Y Z V D
 E L A M U S E U M U W P E S N M G E J D
 N D P P M A I L M A N O E E A D B X X S
 T O P U A M R M M A P G E H L Z S E A A
 S C Y J L R O E X C L U D E D I V Y L W
 S X O X U C K G B Y I T B U S I N E S S
 P Q H O S P I T A L J Z X G L C L G M A
 J S N E I G H B O R H O O D F L I B S L
 Q I E W Y A V G F B G F Y S A R K T P E
 A C Q S O L D I E R L B N M I B P E Y B
 P L A Y F L Z W O R K E R S M J M Z S N

APARTMENT
 CITY
 CONDITIONS
 FAMILY
 FRIENDS
 INCLUDED
 MALL
 PARENTS
 PLAY

SOCCERFIELD
 UNHAPPY
 BUSINESS
 COLORS
 CULTURES
 FEELINGS
 HOSPITAL
 LIVE
 MUSEUM

PARK
 POOL
 SOLDIER
 WORK
 CHURCH
 COMMUNITY
 EXCLUDED
 FIREMAN
 HOUSES

MAILMAN
 NEIGHBORHOOD
 SCHOOL
 TEACHER
 WORKERS

The Six Golden Rules Of The Museum

1. No _____
2. Use your _____ inch voice
3. Don't touch the _____
4. Eyes on ART. No _____ photos
5. Walk; _____
6. Read the _____ to uncover more about the ART



“He Ain’t Heavy” by Henry C. Porter

7. EXTRA CREDIT

Be _____ and ask _____

Analysis Question For An Image

Grade Level: **3-5**

Image Title: _____

- 1. What does this work bring to mind?**
- 2. What does this work make you feel?**
- 3. What does this work remind you of?**
- 4. What do you see?**
- 5. Is the work realistic or abstract? Why?**
- 6. What do you think is the story behind the work?**
- 7. What clues are provided to tell you more about the subject?**
- 8. Is this an effective piece of work? Why or why not?**

Color, Condition, Culture

Type of Public Space

What Happened?

Why Did It Happen?
(Color, Condition, Culture)

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