**Night at the Museum**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Evaluation | **% of Final Grade** | % Communication | % Application | % Knowledge and Understanding | % Thinking |
| Night at the Museum: Artifact | 15% | 3.75% | 3.75% | 3.75% | 3.75% |

**Preamble**

In the film Night at the Museum, and also in the film Night at the Museum - Battle of the Smithsonian (and I guess now also in the film Night at the Museum - Secret of the Tomb), history lives as displays are magically brought to life. Larry the watchman sends a T-Rex skeleton to fetch, battles the Hun, plays Cowboys and Romans, gets slapped by a monkey, and woos Amelia Earhart. Although fictional, there is truth concerning the importance of the museum as an institution. Indeed, museums provide a more tangible connection to the historical, allowing the public to witness parts of a past time and place contemplating existence as it was.

Teaming with a partner you are challenged to create a museum artifact from a civilization not covered in the course. The artifact will require the physical artifact itself and a placard explaining the context and significance of the artifact. As with all assignments in this class there will be a list of expectations (curricular relevance) and a list of instructions (how to approach the tasks). There is no preliminary task, but discussing with the teacher your plan is a smart idea. Good luck and have fun ☺

**Night at the Museum Expectations**:

1. Use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500.
2. Apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.
3. The other expectations will vary based on the civilization selected.

**Night at the Museum**

Unless you are Indiana Jones, or Doc Brown, it might prove difficult to acquire an original artifact from an ancient civilization. That’s okay though, you can (re)create one (museums do this all the time). Select an artifact that is historically significant and representative of the selected civilization, and try to make it as realistic as possible. It must be three dimensional and based on an artifact that once existed. Accompanying the artifact must be a placard with an explanation of context and historical significance.

As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**Night at the Museum Artifact Instructions:**

1. Research important artifacts from the selected civilization.
2. Decide upon an artifact that has historical significance and can be recreated.
3. Write a rough draft of a placard to accompany the artifact; one or two paragraphs in length.
4. The placard should identify the artifact and contextualize time and place.
5. The placard should then explain the historical significance of the artifact.
6. Consider how you will (re)create the artifact (paper mache, pottery, woodwork…)
7. (Re)create the artifact – be sure it matches in color and dimensions (or is to scale).
8. Design the placard neatly. It should be typed and mounted, displayed next to the artifact.
9. Prepare a very brief presentation about the artifact – 1 to 2 minutes; tell the class how you made the artifact or an interesting fact or two about the artifact.

**Night at the Museum Artifact Rubric**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Communication** | | | | | | | |
| The artifact and placard did not communicate ideas. | The artifact and placard barely communicated ideas. | | The artifact and placard communicated ideas. | | The artifact and placard clearly communicated ideas. | | The artifact and placard very clearly and eloquently communicated ideas. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Application** | | | | | | | |
| No research and development was applied to the design and text. | Minimal research and development was almost adequately applied to the design and text. | | Research and development was adequately applied to the design and text. | | Detailed research and development was well applied to the design and text. | | Meticulous research and development was excellently applied to the design and text. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | | |
| The artifact was not accurately identified and contextualized. | The artifact was partially accurately identified and contextualized. | | The artifact was mostly accurately identified and contextualized. | | The artifact was accurately identified and contextualized. | | The artifact was very accurately identified and contextualized. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Thinking** | | | | | | | |
| The historical significance of the artifact was not explored; design was not at all creative. | The historical significance of the artifact was inadequately explored; design was not particularly creative. | | The historical significance of the artifact was adequately explored; design showed glimpses of creativity. | | The historical significance of the artifact was well explored; design was creative. | | The historical significance of the artifact was very well explored; design was highly creative. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | | | | |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /40