



## After visiting the exhibit

### Essential Question Objectives

- ❑ EQ: What information was missing from the panels that would have helped me answer my question(s)?

**OR**

- ❑ EQ: What was missing from the exhibit?
- ❑ EQ: How do I conduct short structured research?
- ❑ EQ: How should we share information in a meaningful way?

**At the end of this lesson students will...**

- ❑ Have an understanding of how to conduct short research on a specific topic.
- ❑ Create an informed plan to share different perspectives about Washington Statehood.

### Materials

- ❑ Textbook- Chapters on Statehood (if applicable)
  - ❑ Open Source option: [Chapter 3 of The State We're In: WA](#)
- ❑ Collection of student completed work from the pre and during activities
- ❑ Student handout, rubrics, and list of websites
- ❑ Group Project Roles and Contract
- ❑ Panel Planning Guide and Research Graphic Organizer
- ❑ 1889 Exhibit lesson evaluation

### Standards

#### Common Core Reading

- ❑ CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- ❑ CCSS.ELA-LITERACY.RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

#### Common Core Writing

- ❑ CCSS.ELA-LITERACY.WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### State Social Studies Standards

- ❑ History: Understands and analyzes the causal factors that have shaped major events in history.



Activity

### Lesson Prep

- Review student responses to exhibit day exit tickets.
- Group students based on their responses to the questions “What other information is needed to answer your question?” or “What groups/ events/ locations/ people were not included in this exhibit, but should have been?”
  - Groups of 4 work best for this lesson.
  - Groups should have a common interest.
- Have the groups pre-set before the class.

### Do Now

- Have groups choose roles from the group project role sheet and put their name on the job they want

### Panel Planning and research

- Pass out the student handout and rubrics to each group
  - This has the steps for the lesson
  - Here is what the student handout says

*Here are the steps of the project*

1. *Get with your group*
    - *Pick your role*
    - *Look at your notes from the exhibit and come up with a question or topic that you want your panel(s) to be about*
  2. *Fill out the group project contract*
    - *Make sure that your group can get all the work needed done*
    - *Have your teacher check off*
  3. *Use your textbook and/or the list of websites and a chromebook to do the research*
  4. *Complete the panel planning guide and the research graphic organizer*
    - *Be sure clearly state your evidence and elaborate to show how the information supports your question or topic*
- Students will submit their plan to the Secretary of State’s office.
    - You could send all of them or have the class vote on the plan(s) that are the best.
  - Reminder: You might want to check the roles and contract.**

### 1889 Lesson Evaluation

- Have students fill out the lessons evaluation and get them to Josh and Callie so that we can make adjustments to these lesson to make improvements.

Assessment

### 1889 Exhibit

- Students will turn in:
  - Group Project Role Sheet
  - Group Project Contract
  - Panel Planning Guide
  - Research Graphic Organizer
- Use the rubrics to evaluate the PPG and RGO



# 1889 Panel Student Handout and Rubric

- Now that you have see the Secretary of State's 1889 Exhibit you are going to make a plan for a new and original panel to add to the exhibit.
- This will be a group project. Your finished product will be a panel planning guide that sketches of your groups panel(s), and a research graphic organizer that will have the information that you want to put on the panel. **Your panel plan will be submitted to the Secretary of State’s office to be potentially added to this traveling exhibit.**

Here are the steps of the project

## 1. Get with your group

- Pick your role
- Look at your notes from the exhibit and come up with a question or topic that you want your panel(s) to be about

## 2. Fill out the group project contract

- Make sure that your group can get all the work needed done
- Have your teacher check off

## 3. Use your textbook and/or the list or websites and a chromebook to do the research

## 4. Complete the panel planning guide and the research graphic organizer

- Be sure clearly state your evidence and elaborate to show how the information supports your question or topic

## What needs to be turned in with your finished product

- Group Project Role Sheet
- Group Project Contract
- Panel Planning Guide
- Research Graphic Organizer

## Rubrics





Project Planning Guide				
	Meets Standard	Approaching Standard	Far Below Standard	
EXPLANATION Of why your group’s panel is needed	Clearly explains why your panel(s) should be included.	Explanation for your panel(s) is unclear or confusing.	Does not explain why your panel(s) should be included.	
SKETCH	There is a clear outline for how the panel(s) should look with labels.	Sketch is unclear or confusing.	Sketch is minimal or non-existing.	
Research Graphic Organizer				
	Exceeds Standard	Meets Standard	Approaching Standard	Far Below Standard
EVIDENCE	Uses concrete details & evidence that clearly support the claim (question or topic).	Evidence and detail, but some does not clearly support the claim.	Evidence included, but is confusing or inaccurate.	No evidence provided.
ELABORATION (explanation)	Clearly explains the meaning of the evidence and the claim.	Explains some of the evidence or the claim, but not both clearly.	Explanation is unclear or confusing.	Does not explain the evidence or claim.
CITATIONS	Clearly states where the evidence is from for ALL sources		Clearly states where the evidence is from of SOME sources	



# List of Websites

<b>The Washington State Digital Archives</b>	The Washington State Digital Archives is the nation's first archives dedicated specifically to the preservation of electronic records from both State and Local agencies that have permanent legal, fiscal or historical value.	<a href="http://www.digitalarchives.wa.gov/">http://www.digitalarchives.wa.gov/</a>
<b>UW Libraries Digital Collection</b>	This site features materials such as photographs, maps, newspapers, posters, reports and other media from the University of Washington Libraries, University of Washington Faculty and Departments, and organizations that have participated in partner projects with the UW Libraries. The collections emphasize rare and unique materials	<a href="http://content.lib.washington.edu/index.html">http://content.lib.washington.edu/index.html</a>
<b>The Free Online Encyclopedia of Washington State History</b>	HistoryLink.org is the first online encyclopedia of local and state history created expressly for the Internet	<a href="http://www.historylink.org/index.cfm">http://www.historylink.org/index.cfm</a>
<b>Museum of History and Industry</b>	By collecting and preserving artifacts and stories of our diverse history, MOHAI highlights our regional tradition of innovation and imagination. Through compelling exhibits, scholarship, education, public programs, and community engagement, MOHAI bridges the past, present, and future.	<a href="http://www.mohai.org/">http://www.mohai.org/</a>
<b>Burke Museum</b>	The Burke Museum of Natural History and Culture was founded in 1885. It is the oldest public museum in Washington and was designated the State Museum in 1899. Its administration resides with the University of Washington College of Arts and Sciences. There are culture boxes that can be rented for support instruction.	<a href="http://www.burkemuseum.org/">http://www.burkemuseum.org/</a>
<b>Classics in Washington State History</b>	This digital collection of full-text books brings together rare, out of print titles for easy access by students, teachers, genealogists and historians. Visit Washington's early years through the lives of the men and women who lived and worked in Washington Territory and State.	<a href="http://www.sos.wa.gov/legacy/publications.aspx">http://www.sos.wa.gov/legacy/publications.aspx</a>
<b>Honoring Tribal Legacies</b>	During the latter part of the 20th century and beginning of the 21st century, the National Park Service (NPS) engaged in an historic effort to coordinate a massive undertaking of bringing together entities from Tribal, national, state, regional, and local communities during the Lewis and Clark Bicentennial Commemoration, Corps of Discovery II: 200 Years to the Future.	<a href="http://honoringtriballecacies.com/">http://honoringtriballecacies.com/</a>

# Groups Project Role Sheet

Role	Jobs	What this might sound like:
<b>Leader</b>  <b>Name:</b>	<ul style="list-style-type: none"> <li>➤ Keep group focused on task</li> <li>➤ Make sure all ideas are heard</li> <li>➤ Keeps goal focused</li> <li>➤ Tracks progress and time</li> <li>➤ Contributes to the overall assignment</li> </ul>	<ul style="list-style-type: none"> <li>➤ “What are your thoughts, Julie?”</li> <li>➤ “What do we have done and what do we still need to do?”</li> <li>➤ “We have 10 minutes, let’s refocus”</li> </ul>
<b>Writer</b>  <b>Name:</b>	<ul style="list-style-type: none"> <li>➤ Takes notes and shares with the group</li> <li>➤ Takes leadership of written products               <ul style="list-style-type: none"> <li>➤ Contributes to the overall assignment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ “Explain that again so I can note it right”</li> <li>➤ “Here is what I wrote... does that sound right?”</li> </ul>
<b>Communications</b>  <b>Name:</b>	<ul style="list-style-type: none"> <li>➤ Lead oral presentations</li> <li>➤ Speaks for the group during class discussion</li> <li>➤ Is the group representative when questions for the teacher arise</li> <li>➤ Contributes to the overall assignment</li> </ul>	<ul style="list-style-type: none"> <li>➤ “How do we summarize our thoughts?”</li> <li>➤ “I’ll ask the teacher about the part we find confusing...”</li> </ul>
<b>Materials</b>  <b>Name:</b>	<ul style="list-style-type: none"> <li>➤ Ensures that the group utilizes all the necessary resources to complete the task successfully</li> <li>➤ Sorts and organizes the different contributions from each of the group members in one product</li> <li>➤ Gather and return necessary supplies</li> <li>➤ Contributes to the overall assignment</li> </ul>	<ul style="list-style-type: none"> <li>➤ “Where do you think this picture best fits on our groups exhibit panel?”</li> <li>➤ “Let’s look at the notes we took from chapter 8/ the exhibit before we get started?”</li> </ul>





# Panel Planning Guide

Group Members:

Group's agreed upon question/ topic:

Why do you think that this should be included in the 1889 Exhibit? Use specific details.

Where in the exhibit would put this panel? (What existing panel would be before it, what panel would be after it?)

Use the rest of the space to sketch out what the panel(s) would look like. Attach a separate sheet if necessary.



# Research Graphic Organizer

Source of Information (written and images)	Why do you think this information/source is reliable or useful?	How would you use this information from this source on your panel?	How would you cite your source?





# 1889 Lessons Evaluation

We would like your input to make these lessons better and more student friendly. Please take some time and fill this out. This is an evaluation of the lessons and NOT of your teacher.

What did I learn from the 1889 Exhibit and the lesson activities?

---

---

---

---

---

---

---

---

---

---



**What went well?**



**What needs improvement?**