Sullivan Middle School Night at the Museum Planning Guide

Commonality
- Each grade level wrote a five paragraph essay and contributed a project.
- Each grade level used the same scoring guide aligned to the ELA common core standard for their grade level.
- Every student grades 6-8 contributed a project.

6th Grade Focus
- Ancient Rome
  - Students had choices of shoebox floats, mosaic artwork, gladiator or Roman soldier shield, or an aqueduct creation.
  - Students researched and wrote a five paragraph essay over their topic of choice.
- Ancient Egypt.
  - Students researched and recreated King Tut’s tomb. Students included artifacts, a sarcophagus, and life size walls of the tomb.

7th Grade Focus
- Students focused on the state of Missouri.
- Students researched and wrote a five paragraph essay over their topic of choice.
- Students created Missouri historical sites, Civil War battles, and famous places throughout the state.

8th Grade Focus
- Students focused on the Oregon Trail and Lewis and Clark.
- Students researched and wrote a five paragraph essay over their topic of choice.
- Students created parts of the Oregon Trail and Lewis and Clark “stops.”

Cross-Curricular Activities-The Gallery
Art-incorporated ELA and history into the current curriculum
- Researched world, state, and local historians
- Wrote essays
- Incorporated Egyptian and Roman artifacts to the night

Wax Museum
- Famous and local historians were portrayed by students.
- Students gave speeches portraying their famous historians throughout the night.
Tableau
- Students portrayed a famous scene from history while a narrator narrated the historical significance.
- Performances were given throughout the night.

Ancestry.com
- A grant was written by Suzanne Loepker, 7th and 8th Grade teacher, for a license to use within the school district.
- Participants were allowed to use ancestry.com to trace heritage throughout the night.

Historical Music
- Music from the eras was played by students and staff.

Agencies
- Local and state historians and agencies set up booths, displayed local and state historical information.
- Agencies were contacted 4-5 months in advance for confirmation.
- Hospitality room with dinner was provided.

Set-up
- Projects were set up in the gymnasium.
- Wax museum participants were in certain areas of the gym.
- Tableau set up in music room.
- Agencies set up in cafeteria.
Paragraph 1-Introduction-What is your topic? Why is it important? How will you grab the reader's attention?

Paragraph 2-Topic Sentence: __________________________________________________________
Transition __________________________
Supporting Details:
1.
2.
3.
4.

Paragraph 3-Topic Sentence __________________________________________________________
Transition __________________________
Supporting Details:
1.
2.
3.
4.

Paragraph 4-Topic Sentence __________________________________________________________
Transition __________________________
Supporting Details:
1.
2.
3.
4.

Conclusion-Restate your topic and your main points. Make sure you have an ending:
<table>
<thead>
<tr>
<th>Topic</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>W6.8-Research *Turn in research notes</td>
<td>Student gathered relevant information from digital sources, quoted or paraphrased the data and followed standard format for citation.</td>
<td>Student mostly gathered relevant information from digital sources, quoted or paraphrased the data and followed standard format for citation.</td>
<td>Student somewhat gathered relevant information from digital sources, with some quoted and some paraphrased the data and followed standard format for citation.</td>
<td>Student did not gather relevant information from digital sources, did not quote or paraphrase the data and followed standard format for citation.</td>
</tr>
<tr>
<td>W6.5-Writing Process *Turn in graphic organizer and rough draft.</td>
<td>Student developed and strengthened writing as needed by planning, revising, and editing.</td>
<td>Student mostly developed and strengthened writing as needed by planning, revising, and editing.</td>
<td>Student somewhat developed writing as needed by planning, revising, and editing.</td>
<td>Student did not develop and strengthen writing as needed by planning, revising, and editing.</td>
</tr>
<tr>
<td>W6.2a-Introduction</td>
<td>Student introduced topic clearly by previewing what is to follow with an attention grabber, clear topic, and importance of topic.</td>
<td>Student mostly introduced topic clearly by previewing what is to follow with an attention grabber, clear topic, and importance of topic.</td>
<td>Student somewhat introduced the topic with little previewing what is to follow with no attention grabber, clear topic, and importance of topic.</td>
<td>Student did not introduce topic clearly by previewing what is to follow with an attention grabber, clear topic, and importance of topic.</td>
</tr>
<tr>
<td>W6.2b-Development</td>
<td>Student developed the topic with relevant facts, definitions, concrete details, other explanations and examples.</td>
<td>Student mostly developed the topic with relevant facts, definitions, concrete details, other explanations and examples.</td>
<td>Student somewhat developed the topic with little relevant facts, definitions, little concrete details, other explanations and examples.</td>
<td>Student did not develop the topic with relevant facts, definitions, concrete details, other explanations and examples.</td>
</tr>
<tr>
<td>W6.2c-Transitions</td>
<td>Student used appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
<td>Student mostly used appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
<td>Student somewhat used appropriate transitions to create cohesion, but did not clarify the relationships among ideas and concepts.</td>
<td>Student did not use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
</tr>
<tr>
<td>W6.2d-Precise language and explanations</td>
<td>Student used precise language to inform or explain about the topic.</td>
<td>Student mostly used precise language to inform or explain about the topic.</td>
<td>Student used little precise language to inform or explain about the topic.</td>
<td>Student did not use precise language to inform or explain about the topic.</td>
</tr>
<tr>
<td>W6.2f-Conclusion</td>
<td>Student provided a conclusion that follows from and supports the information or explanation presented.</td>
<td>Student mostly provided a conclusion that follows from and supports the information or explanation presented.</td>
<td>Student provided little conclusion, does not follow or support the explanation presented.</td>
<td>Student did not provide a conclusion that follows from and supports the information or explanation presented.</td>
</tr>
<tr>
<td>W6.4-Clear Writing</td>
<td>Student produced a writing piece in which the development, organization, and style are appropriate to task and purpose.</td>
<td>Student mostly produced a writing piece in which the development, organization, and style are appropriate to task and purpose.</td>
<td>Student produced a writing piece, but the development, organization, and style are not appropriate to task and purpose.</td>
<td>Student did not produce a writing piece in which the development, organization, and style are appropriate to task and purpose.</td>
</tr>
<tr>
<td>L.6.2-Conventions</td>
<td>Student demonstrated command of the conventions of standard English grammar and usage when writing.</td>
<td>Student mostly demonstrated command of the conventions of standard English grammar and usage when writing.</td>
<td>Student demonstrated little command of the conventions of standard English grammar and usage when writing, but had many errors that distracted the reader from the intended meaning.</td>
<td>Student did not demonstrate command of the conventions of standard English grammar and usage when writing.</td>
</tr>
</tbody>
</table>

Total Points: \(36 \times 2 = 72\)

Comments:
Follow the directions associated with your artifact project. Your artifact will be on display during the Nite of the Living Museum.

<table>
<thead>
<tr>
<th>Description</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has followed directions completely.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has completed all work on time and worked in a timely manner in class.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has created an eye-catching artifact and is neat, careful attention is paid to details.</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact is clearly labeled where necessary.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has a clear understanding of the topic.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>75</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Night of the Museum
March 4, 2016
6:30 - 9:00pm
Sullivan Middle School
1156 Elmont Rd
Sullivan, MO 63080

Come enjoy an evening of history ranging from Ancient Civilizations to US and Missouri History presented by the students of SMS.

- Wax Museum
- Historical Artifacts
- Local History
- Ancient and American History
- Outside Historical Agencies
- Live Historical Music
- Children's Story Time

This program is an Open House format - come and go as you please. Thank you for your support.