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| Grade: Second | | | |
| Day: 1 | | | |
| Standard:  Relate and Connect to Transfer | One Colorado Dept. of Education’s Grade Level Expectation:  Observe and discuss how visual art and design are evident in the everyday life of communities. | The same learning objective for children:  -I can tell what a curiosity cabinet is.  -I can explain “public” and “private." | |
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| The Instruction  What are your students specifically going to do? How are they doing it?   1. Partner Share “What is a cabinet?”   “What does curious mean?”   1. Observe and discuss images of curiosity cabinet (pass images/descriptive word game) 2. Observe and discuss more curiosity cabinets images past and present. 3. Partner share: “What and Why do you collect? How is it displayed? Is it private or public?” 4. Cut and Collect favorite images from magazines 5. Store images in envelopes. Sign envelopes 6. Table leader collects individual envelopes “private collections | | The Intention  Why are you having them do it?  To help students discover the meaning and root of vocabulary term “curiosity cabinet.”  To build student understanding about the history of curiosity cabinets, the practice of collecting, and their connection to modern museum practices.  To begin the experience where students perform museum-curator task of collecting. | The Indicators  What artifacts will tell you whether or not your students have met the GLE and learning objective?  Teacher notes on student conversation |

SUPPLIES AND RESOURCES

1. Power point of curiosity cabinets, museums, & current toy collectors
2. Curiosity Cabinet images
3. Scissors
4. Magazines
5. Envelopes