UNIT ACCOMPLISHMENTS

Grade 11, Unit 5

Project: Museum Exhibit

In addition to the essay that you will write individually, you will participate in a group project to create a museum exhibit that captures your specific place, time, and relationship to technology. Just as you might visit a museum exhibit to learn about cultures that are foreign to you because they’re from a different time or place, someone could visit your exhibit to learn about your unique time and place in history. Your exhibit will acknowledge the different arguments each team member crafted during the essay process of the unit and then use these perspectives to synthesize one cohesive visual argument together. Together, your team will tell the story of what it means to be a Digital Native.

Your main audience is Digital Immigrants, people who will use this exhibit to understand the way you see the world as people who have grown up immersed in digital connectivity.

Your museum team will divide itself into subgroups to work on each aspect of the exhibit. Options for artifacts include:

- Film
- Written stories
- Audio stories
- Visual art (drawing, painting, etc.)
- Photography
- Cultural artifacts (like Twitter feeds, Facebook threads, etc.)
- Interviews
- Objects
- Historical information
- Other types of artifacts you and your teacher decide on

Each member will create a placard for his or her part of the exhibit. The placard is a 100-word description that captures the purpose of the artifact, what it communicates, and how it contributes to the overall story of the exhibit. Your team, as a whole, will review the placards together in order to make sure there is a coherent sense of story to your exhibit. You will need to make sure the exhibit is engaging and informative. In order to do so, you will need to consider the wide range of experiences your audience members will bring to the exhibit so you can make sure that your work is clear and
interesting to the widest possible range of people. After all, the point of a cultural exhibit is to communicate that culture to someone who is foreign to it.

Each member of the team will also find and annotate two articles independently and write a brief statement on the way in which the article contributes to the perspective of the exhibit. Each team member will also create at least one additional artifact for the exhibit. The team as a whole is responsible for crafting an exhibit that contains relics and artifacts arranged in such a way that they coherently tell a polished and professional story.

An excellent exhibit will:

- Have a clear theme communicating a presentation of a strong point of view.
- Consist of a beginning, middle, and end directed carefully at an audience.
- Center around a hook—an extraordinary find of some kind.
- Make use of an engaging script communicated through the various artifact placards.
- Be connected by a sense of cohesion in which each artifact makes a point that supports the theme of the exhibit and connects in some way to the artifact next to it, further expanding the story.
- Present itself with a formal, professional tone that integrates the voices of the team.
- Be interactive in order to be accessible and engaging for the audience.
- Communicate the mind-set of the people represented in the unique time and place captured in the display.
- Empower viewers by connecting with what they already know, but at the same time expand their perspective by challenging them with new concepts.
- Take familiar things and let viewers see them in a new way.
- Contain knowledge and artifacts worth preserving.