



Vetted Project: The 'Day at the Museum' project is completed every year in collaboration between our AP Euro and AP US History classes. After a short intro to the project itself, the teachers break down the timeline and rubric so that the students know the expectations from the very onset of the assignment. The first thing that students are asked to do is to select a historical figure whom they will 'become' during the day of the expo. This historical figure may be taken from a list of suggestions from either course (Euro students must pick a European figure while US have to pick an American historical figure). If a student chooses to pick someone that is not on the suggested list, they must give the teacher a reason that this person is of historical impact/significance. As the student will have to enact this figure for approximately 2-3 hrs on expo day, it is our hope that they will pick someone that they are truly interested in! After picking their historical figure, students are expected to write a 2-page biography on their person. This biography should cover not only basic information but also why their figure is historically relevant. This biographical research paper will be peer-edited and teacher-edited prior to the final draft being turned in. During the editing phase, students will also be working on their monologue and questions. Their monologue is to be 30 seconds to 1 minute long and give a brief overview of their historical figure, performed in the first person. Students are also to come up with 5-10 questions that people visiting the expo may ask them, again to be answered as if they were their historical figure. Both their monologue and questions will be rehearsed at least twice prior to the 'Day at the Museum' - once, just in front of their classmates and teacher; the second, in front of an outside 'expert' (preferably someone with theatrical/performance experience) in full costume and with the required 2 props. Finally, it's the 'Day at the Museum,' students are to be in full costume and character with props for approximately 2-3 hrs as their peers, teachers, parents, and community members tour their museum. Sustainability: This project has become a tradition for our AP students and it is an event that many look forward to every year. Driving Question: How can one individual impact history? Student Reflection: "The experience was exciting because I was able to research and learn more about a character that I am personally interested in." Teacher Reflection: It was wonderful to watch the students get involved in not only their own projects but helping their peers through peer-editing and critique. Lessons Learned: We would extend the timeline of the overall project (potentially begin it at the start of the year); Redesign actual expo to reflect more of a "guided tour" than open concept. Teacher Rating: Likely to Recommend (4 out of 5).

## I. Authenticity

### Performing

Dramatic Performance

Participate in a Rehearsal

Speech or Spoken Word Performance

### Demonstrating

Exhibit / Contest

Film / Documentary

### Producing / Revising

Execute Multiple Drafts

Model or Prototype

Product

Revise a Product or Service

Test for Quality / Integrity

### Presenting

Leverage Media Technologies

Utilize Visuals

## II. Media Produced

### Internet Media

Social Media Page

### Digital Content

Video Content

### Print Media

Print Advertising

Signage

### Artistic Composition

Script for Film, Documentary or Play

### Technical Writing

Article / Script / Essay (Non-fiction)

Autobiography / Biography

Interview Questions

## III. Challenging Problems

### Questions

Assist Others

Self Reflection & Evaluation

### Themes

Research-based

### Topics: Humans in the World

Civilizations & Cultures

Constitution, Laws & Civics

Consumers & Industry

Historical Times & Periods

Humanitarian Issues

Inventions

News, Events & Politics

### Topics: Of the Mind

Implications of Decisions

## IV. Achieved Literacy Skills

### Information / Technology

Avoid Information Misuse

## Project / Work

Address Setbacks / Criticism  
Adjust to Schedules / Contexts  
Balance Various Roles / Responsibilities  
Learn / Develop Expertise  
Manage Time / Workload  
Take Initiative for Personal Success

## Leadership

Influence through Leadership not Authority  
Lead with Respect  
Leverage Strengths of Others

## I. Parameters & Feasibility

Project Timeframe: This project could be done in as little as 2 weeks (that would be a tight schedule/turn-around time) but we allowed for just over a month. We plan to allow more time next year which could be 2 months.

### Project Timeframe

7-8 Weeks

### Assessment Timeframe

More than a Class Period

### # of Project Members

Individual

### Grade Level

High School (Grades 9-12)

### Authentic Audience / Evaluators

Peers  
Parents  
Teachers & Administrators  
Community Members

### Special Test Accommodations

Presentation of Materials / Directions  
Setting  
Timing / Scheduling

## II. Intended Learning Outcomes

### Creativity

Brainstorm  
Change  
Design / Create  
Elaborate / Expand  
Envision / Invent  
Improve / Refine  
Recognize Limits

### Communication

Cross-demographic Communication  
Decipher Attitudes / Intentions / Values  
Role-play

### Collaboration

Exercise Flexibility  
Ignore Distractions  
Incorporate Feedback  
Value Contributions Made by Others

### Critical Thinking

Clarify Meaning  
Critique Reasoning of Others  
Reflect Critically on Learning  
Solve Problems Innovatively

### Instilled Citizenship Values

Community & Public Issues  
Personal Responsibility  
Strong Personal / Work Ethic  
Values Underpinning Legal System

## III. Success Skills & Depth of Knowledge

### Cognitive Demand

Identifying / Remembering  
Comprehending / Understanding  
Applying  
Analyzing  
Evaluating  
Creating

### Social & Emotional Skills

Self-awareness  
Self-management

### Learning Styles / Intelligences

Interpersonal / Social  
Intrapersonal / Introspective  
Verbal / Linguistic  
Visual / Spatial

### Assessment Structures / Resources

Checklists  
Interviews / Conferences  
Rubrics

## IV. CTEs & Disciplines

Career & Technical  
Architecture & Construction  
Advertising, Public Relations & Marketing  
Arts & Entertainment  
Authorship & Composition  
Journalism, Broadcasting & Media  
Manufacturing

Arts  
Film Making Studies  
Theatre Studies

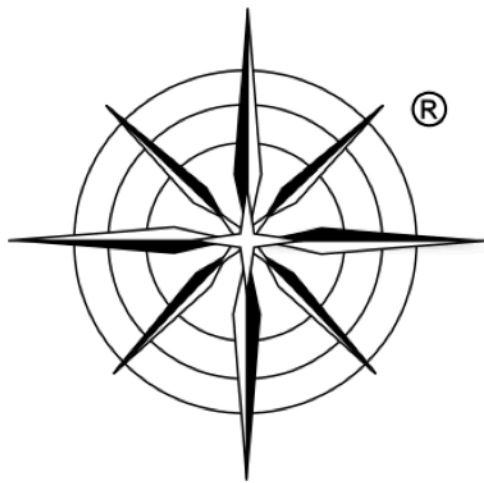
Business  
Advertising / Marketing Communications

Communication / Media  
Mass Media  
Speech Communication & Translation

History  
National History  
World History

Humanities  
Composition & Linguistics  
Cultural Studies  
Religious Studies & Mythology

Social Sciences  
Political Science



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