

Part 2–Museum in a Box

A Day at the Museum

Objective:

Museum scenes and descriptions due _____ (A-day) or _____ (B-day)

In World Civilizations, we examine political, economic, social, philosophical and religious, scientific and technological, and artistic aspects of the world's cultures. Part 2 of the project is to illustrate two specific aspects of the civilization, religion or topic you have researched in Part 1. You will illustrate this by creating a 3-D "Museum in a Box."

The Museum in a Box consists of a shoe size box with a holes cut in the sides to view scenes created inside the box. Holes are cut in the lid to allow light inside the box. A written description helps viewers understand and learn about the scenes in the box.

Procedures:

1. Once you have researched your chosen civilization or topic, you will decide what type of scenes you will create in your box. For example, if a student chose Catholicism as the topic, the student might want to show a scene from inside a Catholic Cathedral or a scene from Catholic history such as a priest teaching natives in the new world .

2. Each museum box must have 2 scenes. Once scene is viewed from one side of the box and the other scene from the other side. The scenes may relate to each other or can deal with different aspects of the civilization/topic. For example, someone illustrating the Tang Dynasty of China could have one scene showing woodblock printing and another showing gunpowder and fireworks--both technological advances. Or one scene could show constructing the Grand Canal and the other showing the royal court—one technological and the other political or social.

3. Each scene should be in 3-D. That is, as you look through the hole in the box, there will be items in the foreground, middle and background. All sides and bottom of the scene should be covered or illustrated so that no cardboard is showing.

4. Each scene should look as realistic as possible. For example, people should be dressed appropriately for the time period, the plants and background should match the geography, buildings should match the style and time period of the civilization, etc.

5. **Each** scene will be accompanied by a **written** description. Each description should be one-half page typed (Academic 12 pt. or smaller font as in brochure) and include the following:

- ☐ Background information so that the viewer will understand what they are viewing
- ☐ Description of the scene (location, time period, topic, people, what is being done, etc.).
- ☐ 5 bullet points pointing out 5 things the viewer of you box should notice while viewing the scene.
- ☐ A question for the viewer to consider and answer based on the scene. It should not be a yes/no question or simple answer question.

A good description should require more information than provided in your brochure since you are focusing on a specific topic.

Grading: Your peek box will be worth 80 points (40 points for each scene) and written descriptions will be worth 10 points each for a total of 100 points.

Projects are due at the beginning of class on the due date. It is important that your project is in class on time because the lesson for the day will be viewing the different scenes. Late projects (those not turned in at the beginning of class, even if absent) will be give 75% of the earned grade.

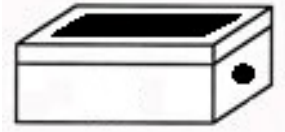
What am I turning in?

- ☐ 3 fold, double sided brochure (50 pts.)
- ☐ Covered shoebox with 2 scenes (80 pts.)
- ☐ 2 written descriptions. (One for each Museum scene in the box.) 10 pts. each (20 pts.)

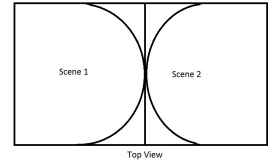
Construction Helps:

1. A shoe box works best. But boxes should be no larger than about 10 inches wide and about 16 inches long.

2. Divide the inside of the box in half for two scenes. This can be done by gluing a piece of cardboard to separate the box into two chambers. Cut a 1 to 1½ inch hole in each end of the box (short side). Cut a hole or holes in the lid to let light in to the box. The size and location of the hole or holes depends on what type of scene you want. The holes can be covered with different types and colors of paper or plastics to produce different lighting effects.

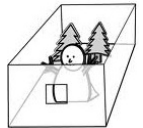


3. Create a cyclorama. A cyclorama is made of paper or cardboard and curves around three sides of the box. It eliminates corners and makes the scene look more real and larger. The paper can be decorated with clouds, mountain ranges, plants, etc. to make a nice backdrop for the scene.



4. Create the floor and ceiling or sky for your box.

5. Create your scene. Experiment with smaller and larger items in front and back to make a good 3-D effect. Objects can be hung from the lid of the box with fishing line or thread. You can even make moving scenes by attaching pull-tabs through the side of the box!



6. Hot glue works well because it sets fast.



7. Decorate the outside of the box to go with the scene.

Grading Rubric:

	Strong	Adequate	Incomplete or Needs Strengthening	Minimal
Museum Topic Scenes (x2)	40-36 points Design captures "flavor" of topic. Includes several details that accurately reflect the period, culture or theme. Accurately reflects design elements and details. Consistent scale. Inside and outside surfaces are covered and add to scene. Lighting adds to scene.	35-32 points Design somewhat captures "flavor" of topic. Includes a few details that reflect the period, culture or theme. Reflects most design elements & details. Minor consistency problems in scale. Surfaces are covered. Adequate lighting.	31-28 points Design is based on logical principles of design, but has little "flavor." Shows basic scene, but lacks many design details. Several consistency problems in scale. Some exposed or inconsistent surfaces. Inadequate lighting.	27-1 points Historical and cultural details are missing from the design. Scene is seriously incomplete. Not to scale. Exposed or inconsistent surfaces. Lighting distracts from scene.
Written Descriptions (x2) One half page each. 11-12 point font	10-9 Clear, well-focused topic. Strong background information for viewer to understand scene. Supported by detailed information. Accurate supportive facts. More detailed about topic than brochure. Points out & describes 5 significant elements of scene. Relevant, thoughtful question. No grammatical, spelling or punctuation errors.	8-7 Well-focused topic. Adequate background information for viewer to understand scene. Supporting information general. Most facts accurate. More detailed about topic than brochure. Points out & describes 5 elements of scene. Relevant question. Minor grammatical, spelling or punctuation errors.	6-5 Topic is somewhat clear but needs more supporting information. Background information lacking. Some inaccurate information. Lacks detail on topic. Does not point out & describe 5 elements of scene or points out trivial elements. Trivial question. A few grammatical spelling, or punctuation errors.	4-1 Topic is not clear. Seemingly random collection of information. No background information. Facts inaccurately reported. Does not point out & describe 5 elements of scene. No question. Many grammatical, spelling, or punctuation errors.