



Detecting the Details

Exploring Hypotheses through Mysterious Museum Objects

Overview

Students will use their imaginations to become History Detectives for Carbon County Museum. By learning about the role of the museum curator, they will be able to hypothesize possible uses of a mystery object. As a History Detective, they will sketch, label, and practice taking detailed notes.

Grade

K – 5th Grade

Duration

45 – 60 minutes

Subject

Language Arts

Science

Fine Arts

Standards of Learning Met

Language Arts

- W.4.7: incorporates effective techniques such as dialogue, descriptive details, and precise word choice to develop real or imagined experiences or events.
- W.4.8: Organizes an event sequence that unfolds naturally, including transitional words and phrases and a conclusion that follows from the narrated experiences or events.
- SL.4.1: Paraphrases information read aloud or presented in diverse media and formats
- SL.4.2: Identifies reasons and evidence a speaker provides to support particular points.
- SL.4.3: Reports on a topic or text, or retells an event in an organized manner
- SL.4.5: Differentiates between contexts which call for formal or informal discourse.
- W.8.9: Engages the reader by establishing a context or point of view and introducing the narrator and/or characters.
- W.8.10: Incorporates effective techniques such as dialogue, pacing, descriptive details, and reflection, and uses precise word choice and sensory language to convey real or imagined experiences or events.
- W.8.11: Organizes an event sequence that unfolds naturally, including the use of transitional words, phrases, and clauses for multiple purposes, and a conclusion that follows from and reflects on the narrated experiences or events



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Science

- SC4-8.1.7 – Properties of Objects: Students classify objects by properties that can be observed, measured, and recorded, including color, shape, size, weight, volume, texture, and temperature.
- SC4-8.2.2 – Students use the inquiry process to conduct simple scientific investigations (Collect and organize data.; Use data to construct simple graphs, charts, diagrams, and/or models; Draw conclusions and accurately communicate results, making connections to daily life; Pose or identify questions and make predictions; Conduct investigations to answer questions and check predictions.)

Fine Arts

- FPA 4.1.A.2 – Students investigate and apply a variety of materials, resources, technologies and processes to communicate experiences and ideas through art.
- FPA 4.1.A.3 – Students apply the elements and principles of design to their artwork
- FPA 8.1.A.3 – Students analyze the use of the elements and principles of design in their artwork

Objectives

Students will be able to...

- Describe the activities and challenges of a museum curator
- Hypothesize the possible use(s) of an unfamiliar object
- Create a detailed written description of the object
- Sketch and label the object

Materials

Included

- Sample Lesson Plan
- Museum Mystery Object
- *About the Object* Information Sheet
- *Detecting the Details* Worksheet

Needed

- Notebook paper
- Pencils

Key Terms

Sketch – a simple drawing or painting giving the important features without the details.

Patent – paperwork by the government protecting an invention for the inventor

Curator – the person in charge of the objects at a museum

Detective – a person who looks for evidence and details to answer a question.



Sample Lesson Plan

1. Museum staff leader will introduce themselves to the class and open a discussion on the following questions: What is a museum? Who works there? What is a museum curator? What do they do? Discussion will lead to an explanation of curator's duties and how a curator acts as a "History Detective".
2. Leader will present mystery object and help students identify known parts: What does it look like? What is it made of? Students will brainstorm possible uses of the object.
3. Leader will share that even curators don't always know exactly what something is, but through observation and research, sometimes answers can be found.
4. Students will pretend they are museum curators who discover the object in a museum closet. Older students will write a journal entry (on notebook paper) about the day they discovered the object providing realistic, descriptive details that address the Five W's. Students will also include their hypotheses of what the object was used for. Younger students will be given the *Detecting the Details* worksheet to sketch and label the object. The worksheet can also be distributed to older students if time allows.
5. Leader will reserve the last 10-15 minutes to reveal information about the object, what it was used for, and why it was important.

Homework

The *Mystery Object Worksheet* can easily be used as homework if necessary.



About the Object

Beehive String Holder

Carbon County Museum

Beehive String Holder, Patented April 11, 1861

General Information

Before adhesive tape became the favored medium for attaching and fixing things, string was the ultimate go-to supply for homes and businesses. But somehow, string always manages to become tangled into seemingly impossible knots. To prevent this, string holders quickly became not only a practical solution, but an attractive one as they were fashioned into decorative styles.

This is a Beehive String Holder patented in the mid-1800s. The ball of string would be placed inside through the removable base, and the string would feed through the hole at the top. This style was one of the most serviceable and most popular string holders during the mid to late 19th Century.

Things to look for...



Removable Base – the base has 4 finger holes to easily twist and remove.



Interior – the hollow interior is perfectly shaped to hold a ball of string



Beehive Detail – the rounded shape of the string holder lends itself to the “beehive” moniker



Multiple Patent Dates –for unknown reasons, this string holder has 3 different patent dates listed around the edge.



Student Name _____

Detecting the Details

Being a curator is all about looking at details.

A sketch is a simple drawing of something using a pencil or pen. Sketches don't show a lot of detail, just general features.

Sketch the mystery object below. Remember not to include too many details, but enough to show how the object looks.

A large, empty rectangular box with a black border, occupying the lower half of the page. It is intended for the student to draw a sketch of a mystery object.

Can you label the following parts of the sketch?

- String Hole
- Finger Holes
- Patent Date
- Beehive Detail
- Removable Base

