

NAME: _____

BOOK: _____

NOVEL MUSEUMS

Have you ever been to a museum? What was it like? Museums have fancy displays that are engineered to catch the eye of the visitor to the museum, but also are intended to teach the visitor something. If you had to create a museum for your novel, what types of things would be in it?

1. As you read your latest novel choice, make a list of things that come up in your book. Consider places, objects significant to your characters or to the plot, and even anything that you found particularly interesting.
2. How could you showcase these things from number one? In what way could you display them so they would tell a visitor about your book? Would a map work? Is there an item you could find at home, or you could create, to imitate something from the book?

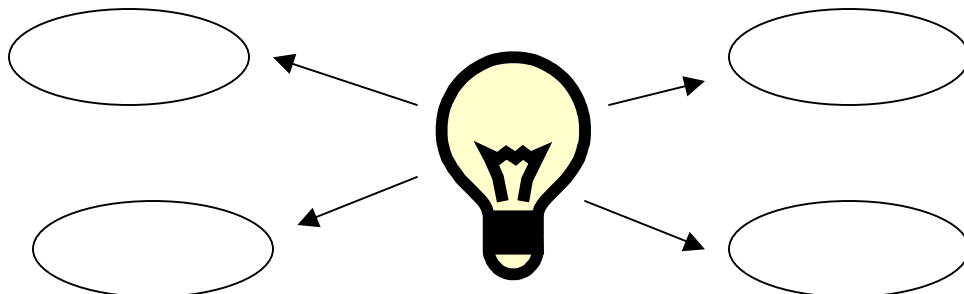
THE JOB:

You need to be your most creative, and design a museum display for your novel. The display must include the following:

- a) A poster showing the title and author of the book, and showing some scene from the book. It cannot simply be a reprint of the real cover, off the Internet. It must be ORIGINAL! Try to make it appealing to the viewer, eye-catching, exciting, etc.
- b) Three to five “artifacts” from your book. These can include objects, maps, and anything else you can think of.
- c) Labels, clearly printed or typed (and at least recipe card size), that go with each of your artifacts, explaining their significance. The character in the book who owns the artifact should also be mentioned. Your visitor should understand why this artifact is important in your story, from reading your labels.

Try to ensure that your artifacts and your poster look good together and make an effective display. People seeing them should want to read your book because they are so intriguing. These will be featured in the library, so do your best work!

BRAINSTORMING IDEAS:



NOVEL MUSEUM RUBRIC

NAME: _____ BOOK: _____

DUE DATE: _____ AUTHOR: _____

- _____ Have you finished the book?
- _____ Do you have a poster of 11 x 18 or more?
- _____ Do you have at least five artifacts that go with your novel?
- _____ Do you have a clearly read label for each artifact?
- _____ Does each of your labels include the name of the artifact?
- _____ Does each of your labels include the owner of the artifact?
- _____ Does each of your labels include the importance/significance of the artifact to the story?

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details, with limited effectiveness. 1.4 (Accuracy of display elements as a summary of the text)	Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details, with a high degree of effectiveness.
READING: Application Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. 1.6 (How well student applied knowledge of the book to the context of a museum display)	Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.

WRITING: Application Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with limited effectiveness. 3.7 (Presentation elements used)	Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with some effectiveness.	Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with considerable effectiveness.	Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with a high degree of effectiveness.
WRITING: Application Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies, with limited effectiveness. 3.8 (Written work looks like a real museum display's labels, etc.)	Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies, with some effectiveness.	Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies, with considerable effectiveness.	Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies, with a high degree of effectiveness.

MEDIA LITERACY: Application Produce media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques, with limited effectiveness. 3.4 (Appears as a real museum display, with appropriate detail, etc.)	Produce media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques, with some effectiveness.	Produce media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques, with considerable effectiveness.	Produce media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques, with a high degree of effectiveness.
MEDIA LITERACY: Application Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice, with limited effectiveness. 3.2 (Oral explanation of their choices for their poster)	Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice, with some effectiveness.	Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice, with considerable effectiveness.	Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice, with a high degree of effectiveness.

VISUAL ARTS: Application Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with limited effectiveness. 3.3 (Artwork's effectiveness)	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with some effectiveness.	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with considerable effectiveness.	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with a high degree of effectiveness.
VISUAL ARTS: Communication Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas, with limited effectiveness. 3.4 (Oral explanation to class of how the elements work to explain the text.)	Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas, with some effectiveness.	Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas, with considerable effectiveness.	Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas, with a high degree of effectiveness.

Was this work completed on time? YES NO

STRENGTH(S):

NEXT STEPS/AREAS FOR IMPROVEMENT:

PARENT SIGNATURE: _____

COMMENT: _____