



Unit VII Material Culture: The Stuff of Life  
Lesson 1 Reading Artifacts

## Rubric for Creating an Exhibit

Date \_\_\_\_\_

Curators: \_\_\_\_\_  
\_\_\_\_\_

**Task:** You are a team of museum curators collaborating to create an exhibit of artifacts that are arranged by a theme that you must choose. You are expected to share the exhibit and its context, or story, with students in the school and their parents. You will be assessed on your ability to define the context, utility, and aesthetics of each artifact, then categorize the objects by a theme.

Performance Element	Outstanding 20	15	Great 10	5	Not Yet 0	Possible	Actual
Identification	<ul style="list-style-type: none"> <li>Chooses a theme, such as use, age, size, color, or material that relates to the artifacts.</li> </ul>		<ul style="list-style-type: none"> <li>Identifies many factors but does not relate them to one theme.</li> </ul>		<ul style="list-style-type: none"> <li>Central theme not identified; relies on others to identify factors.</li> </ul>	20	
Problem solving	<ul style="list-style-type: none"> <li>Defines the context, utility, and/or aesthetics of all artifacts.</li> </ul>		<ul style="list-style-type: none"> <li>Defines context, utility, and/or aesthetics for some artifacts.</li> </ul>		<ul style="list-style-type: none"> <li>Groups objects randomly; context, use, and/or aesthetics not identified for any artifacts.</li> </ul>	20	
Interpreting and Evaluating Information	<ul style="list-style-type: none"> <li>Categorizes each artifact in appropriate category; relates categories to theme; provides accurate information about each artifact.</li> </ul>		<ul style="list-style-type: none"> <li>Categorizes most artifacts in appropriate category; some categories do not relate to theme; provides mostly accurate information.</li> </ul>		<ul style="list-style-type: none"> <li>Has no organizational plan or structure; interpretation and/or evaluation of information not evident; jumps to conclusions without carefully identifying characteristics.</li> </ul>	20	
Disseminating Information	<ul style="list-style-type: none"> <li>Overall pleasing appearance; excellent use of color, design, arrangement, and signage; writes accurate tour guide descriptions; docents deliver accurate information.</li> </ul>		<ul style="list-style-type: none"> <li>Pleasing appearance; good use of color, design, arrangement, and signage; writes some inaccurate tour guide descriptions; docents deliver mostly accurate information.</li> </ul>		<ul style="list-style-type: none"> <li>Poor use of color, design, arrangement; signage and descriptions inadequate or missing; docents don't know information.</li> </ul>	20	
Collaboration	<ul style="list-style-type: none"> <li>All group members contribute; all members treat the others with respect and kindness; all members complete assigned tasks.</li> </ul>		<ul style="list-style-type: none"> <li>Most group members contribute; most members treat the others with respect and kindness; all members complete their assigned tasks.</li> </ul>		<ul style="list-style-type: none"> <li>Only one or two group members complete most tasks; some members and ideas aren't respected; some tasks not complete.</li> </ul>	20	



**Audience Feedback:** Audience members evaluate the exhibit and presentations according to how clearly they understand the themes and how the artifacts are categorized into the contextual themes.

### Feedback Statements

I understood how these artifacts were used (function): \_\_\_\_\_

\_\_\_\_\_

I understood that these artifacts were considered beautiful (form): \_\_\_\_\_

\_\_\_\_\_

I understood the context, or story, of these artifacts (meaning): \_\_\_\_\_

\_\_\_\_\_

I could understand how all the artifacts related to the theme: \_\_\_\_\_

The theme is: \_\_\_\_\_

Other comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Louisiana Content Standards

**CL-1-D4** Identifying and describing social, geographic, and historical factors that impact cultural practices. (3, 4)

**ELA-4-M1** Speaking intelligibly, using standard English pronunciation and diction. (1, 4)

**ELA-4-M4** Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving). (1, 2, 4, 5)

**ELA-7-M2** Problem solving by using reasoning skills, life experiences, accumulated knowledge, and relevant available information. (1, 2, 4)