

CROSS-CURRICULAR FOCUS: FRAMING ACTIVITY



Trailblazer (best for grades 3–12)

MUSICAL INSTRUMENT MUSEUM

To enhance a self-guided Trailblazer field trip, teachers can facilitate an observation activity using cardboard frames, which aligns with Arizona Social Studies and English Language Arts standards. **Learning objectives, activity template, standards addressed, and suggestions for assessment** are listed below. Turn this page over for sample talking points and tips in leading this activity. Group leaders can bring their own or check out materials for this activity upon arrival at the museum.

What is accomplished with this activity?

1. Students direct their own learning, completing tasks at their own pace.
2. Students spend time looking closely at display elements throughout the museum.
3. Students take advantage of multiple sources for information (objects' observable characteristics, graphic rails and maps, and video clips).
4. Students present their findings verbally.

What does this look like?

Materials:

- One matte or cardboard frame per student

During visit:

- Brainstorm as a group before entering the gallery (10 minutes).
- Framing activity (30–60 minutes total; 10–12 minutes per gallery)
- Recap as a group (5–10 minutes).

Chaperone responsibilities:

- Keep students moving through the galleries.

Which Arizona Social Studies and English Language Arts standards are addressed?

AZ Social Studies | Strand 4: Geography. Concept 4: Human Systems. Grade 6–3. PO4. Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, and beliefs) in areas studied.

English Language Arts | Comprehension and Collaboration: 3.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

English Language Arts | Presentation of Knowledge and Ideas: 5.SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

How can I assess student learning?

At the museum:

- Besides musical instruments, what did you see in the displays?
- Interview a classmate and share his/her answer: Of all the instruments you saw and heard, which was your favorite? Why?

In the classroom:

- Use your notes and research to write a topic sentence about a musical tradition or musical instrument you learned about at the museum.

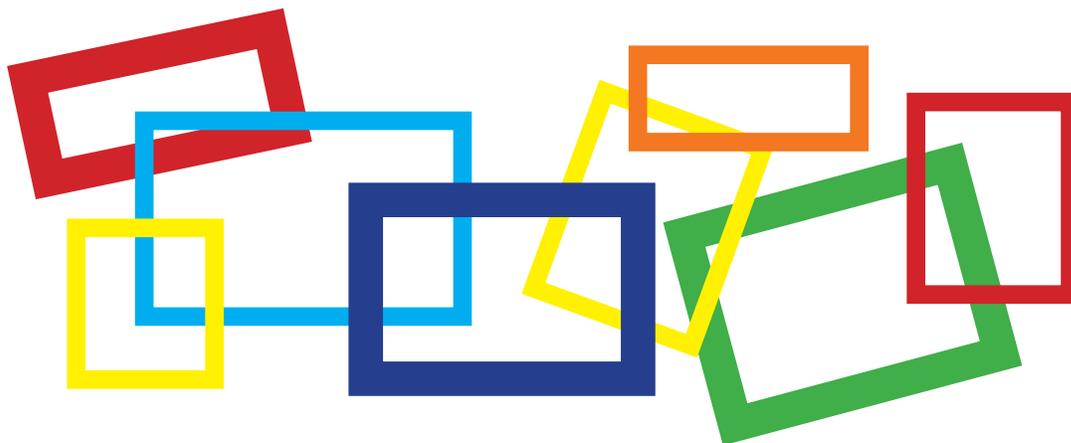
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Sample Talking Points	Tips
<p>Brainstorm together as a group before entering the first gallery:</p> <p><i>Close your eyes and imagine the last time you experienced music. Where were you? At a concert? At a family gathering? What was going on around you? What time of day was it? What did you hear? What did you see? What did you touch? Let's see if we can find any of them in the gallery!</i></p>	<p>To get the conversation going, if students are not responsive with such an open-ended prompt, describe an example from your own memory.</p>
<p>Complete a framing activity within the gallery:</p> <p><i>Position your frame on this display. Position your frame on a display of your choosing. You can stand or sit down and get comfortable, because we're going to be here for a couple of minutes. What do you see in your frame? What else do you see? What else? Now move closer to the same display. What changes in your frame? What is new? Now move even farther back. What changes in your frame now? What is new?</i></p>	<p>Depending on the ability of students to work independently with little direction, they might need more guidance for this activity.</p> <p>Try approaching one exhibit together and doing the activity as a group, encouraging students to share verbally what they're seeing.</p> <p>Help students reflect on their observations by completing the framing activity for one display, and then challenge them to close their eyes and see how many elements they can remember from the display.</p>



To plan a field trip or learn more about downloadable educator resources, visit MIM.org.