

Day 3 – Installation

Subject and NC SCOS Objective

United States History

12.01 – Summarize significant events in foreign policy since the Vietnam War.

12.02 – Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States’ citizens.

12.03 – Identify and assess the impact of economic, technological, and environmental changes in the United States.

12.04 – Identify and assess the impact of social, political, and cultural changes in the United States.

12.05 – Assess the impact of growing racial and ethnic diversity in American society.

Materials

laptops, preformatted labels, preformatted title, preformatted main idea panel, artifacts, project evaluations, markers, glue sticks, scissors, sharpies, clear tape, gloves, exhibit layout (see notes)

Anticipatory Set

Introduce the public history graduate students. Review what the students have been working on during the project and what they will be doing today. Explain how the students will use the information that they have learned to install the exhibit. Reveal the final exhibit title and main idea label.

Objectives

The students will be able to create interpretive labels for artifacts.

The students will be able to use artifacts to create an exhibit about the 1980s.

The students will be able to use proper technique to handle artifacts.

The students will be able to present their labels to the class.

Presentation of Material

Have the students split back into their artifact groups. Using the artifacts, demonstrate proper technique for handling artifacts. Check for understanding by allowing one student from each group to retrieve their artifact.

Guided & Independent Practice

Have the PH students break into six groups to assist the students with revising their artifact labels (see notes). Once the students have completed the final drafts of their labels, pass out the label-making materials. Explain to the students how they will use the materials to design a label that will accompany their artifact in the exhibit. Choose two students to create the final title panel (class #1) and main idea panel (class #2). Have the students return to their artifact groups after they have completed the panels. Allow the students to present their artifacts and artifact labels to the class (see notes). PH students assist the students with the installation of artifacts and labels in the case. The students will complete an evaluation of the project.

Closure

Today we finished creating an exhibit about the 1980s. Understanding the 1980s is important because the decade had a tremendous impact on the way that we live today. It impacted what we wear, how we entertain ourselves, what we expect from the government, and how we interact with others. By using artifacts to create an exhibit, we learned how 80's style, leisure, entertainment, politics, and technology have impacted American society.

*****NOTES*****

- **PH Student Groups**
 - Class One Artifacts:
 1. Cosby Show (Leisure/Entertainment): Meaghan & Jesse
 2. Cell Phone (Technology): Jo-El & Christine
 3. Berlin Wall (Politics): Traci & Julia
 4. Levis (Style): Shannon & Taryn
 5. Born in the USA album (Leisure/Entertainment): Robyn & Kawan
 6. AM/FM Personal Radio (Technology): Colleen & Laura
 - Class Two Artifacts:
 1. GI Joe (Leisure/Entertainment): Jesse & Colleen
 2. Working Girl VHS (Technology): Christine & Robyn
 3. Trump Game (Politics): Julia & Shannon
 4. "Miracle on Ice" image (Politics): Taryn & Traci
 5. High Tops (Style): Kawan & Jo-El
 6. Madonna Album (Style): Laura & Meaghan
- **Presentation Guidelines**
 - Read the label
 - Interesting fact(s) or something you learned
 - Answer audience questions
- **Exhibit Layout**
 - Left Side
 - Title
 - Main idea label
 - List of student curators
 - Right Side
 - Artifact labels