



The Mini Time Machine
museum of miniatures

Tiny Tour Around the World

The Mini Time Machine Museum of Miniatures Education Outreach

Lesson Plan for K-8th Graders

Rationale:

Museums are an important part of our communities, striving to sustain a beautiful mixture between entertainment, preservation, research cultivation, and education. Because museums have access to wonderful resources, they can be used as supplemental teaching tools to engage learners beyond traditional walls and invite further exploration. This lesson is designed to broaden students' worlds by introducing maps and passports while looking at images from The Mini Time Machine of Museum of Miniature collections.

Materials:

- Mini Passport Template
- World Map (half sheet)
- Glue
- Scissors
- Coloring and writing implements
- Image from The Mini Time Machine Museum website

Objectives:

The lesson has the following objectives for K-8th grade students:

- Students will become acquainted with the format and function of maps by viewing and marking a personal-sized map of the world.
- Students will explore and discuss the customs of different parts of the world by listening to and participating in a presentation of four miniature scenes.
- Students will illustrate an understanding of different geographic locations by completing a miniature passport of places discussed in the presentation.

Alignment with standards:

This lesson will address the following Arizona College and Career Ready Standards in Social Studies:

Strand 2: World History

Concept 1: Research Skills for History

PO 4. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.

Strand 4: Geography

Concept 4: Human Systems

PO 1. Describe changes over time in transportation.

PO 4. Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.

Strand 5: Economics

Concept 1: Foundations of Economics

PO 4. Give examples of trade in the local community.

This lesson will address the following Arizona College and Career Ready Standards for Visual Arts:

Strand 1: Create

Concept 1: Creative Process

PO 001. Contribute to a discussion about ideas for his or her work.

Concept 2: Materials, Tools, and Techniques

PO 001. Identify and experiment with materials, tools, and techniques in his or her artwork.

PO 002. Use materials, tools, and techniques appropriately in his or her artwork.

Concept 4: Meanings or Purposes

PO 001. Describe and explain his or her artwork.

Strand 2: Relate

Concept 3: Elements and Principles

PO 001. Identify visual/tactile characteristics of artworks from a diverse culture, different place, or time.

Concept 5: Quality

PO 002. Demonstrate respect while responding to others' artwork.

Strand 3: Evaluate**Concept 2: Materials, Tools, and techniques**

PO 001. Describe the visual effects created by an artist's use of tools, materials, and techniques in an artwork.

Anticipatory Lesson Sequence:**Intro:**

The instructor will describe The Mini Time Machine Museum and will ask if any of the students have visited the museum before. Then, after describing The Mini Time Machine Museum, a brief discussion will establish the idea that a miniature is a small, engineered, and artistically created resemblance of a larger counterpart. Emphasis will be given to the concept of room boxes and dioramas as miniatures that can depict a place and time. As well, the instructor should highlight the importance of the use of artifacts when building knowledge.

Content:

The instructor will ask students to imagine a normal scene of going out into their neighborhood in the morning. Students may close their eyes and think of the scene in as much as detail as they can. The instructor will ask one student to describe the scene he or she imagines. The instructor will hand out invite students to pretend to travel in a time machine to visit homes and neighborhoods in several different countries around the world. Students and instructor will discuss similarities and differences between the miniatures and modern day neighborhoods in Tucson. During the "world tour" of images of miniatures from other cultures, students will mark the visited countries on their maps below

Assessment:

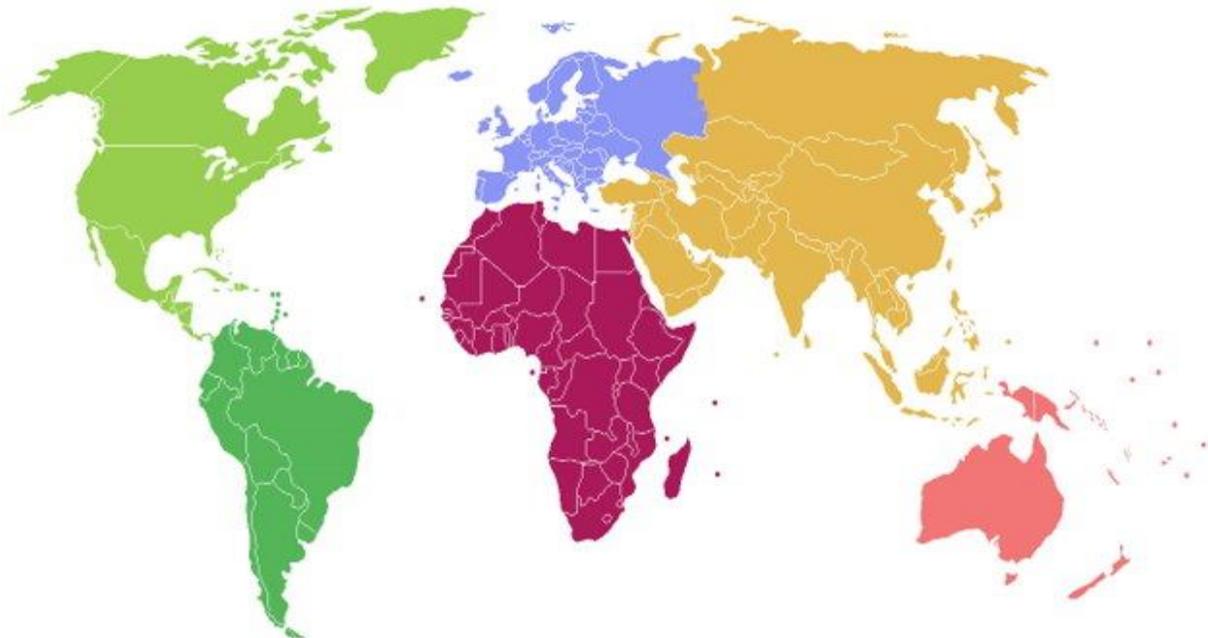
Students will construct a "miniature passport" by folding the book cover and pages contained in the template and drawing images that represent details of each country. The instructor will encourage students to discuss what they remember about each piece that was shown. Students may also practice writing the names of each country on the passport pages. Older students may be asked to research a specific country to find images that represent that environment.

Closure:

Students may elect to present their passports while explaining their drawings. Listening students will practice applauding for peers who present their stories.

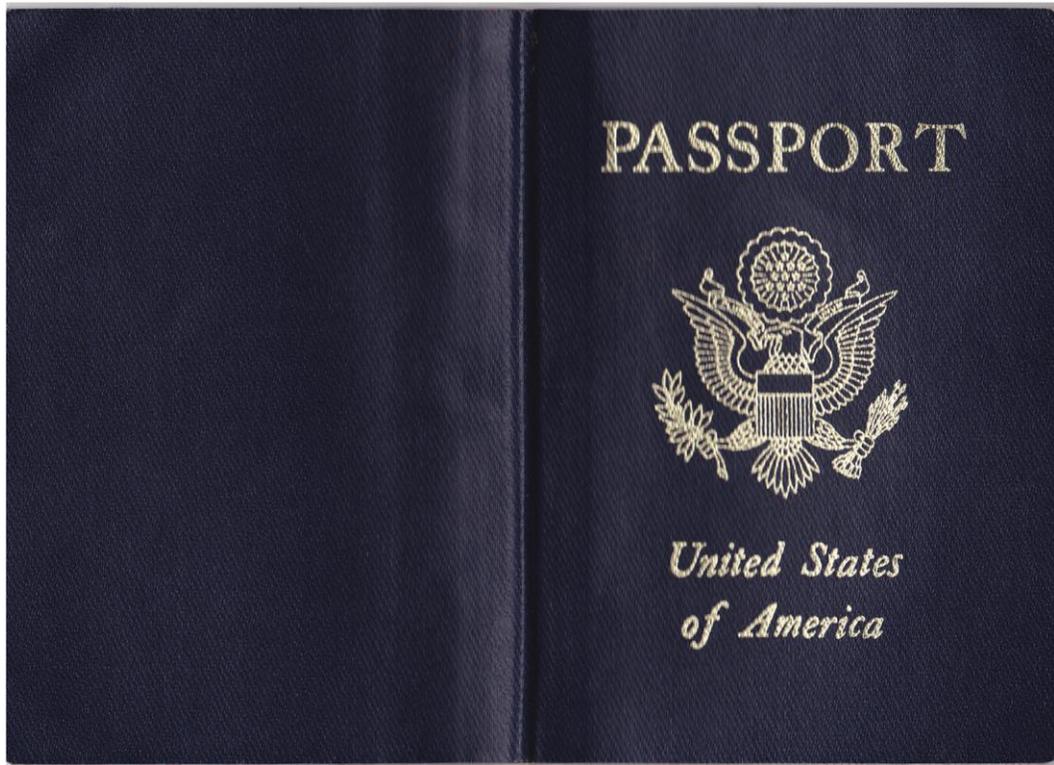
Extension:

Students may add pages to their passports after reading about different countries and customs. The teacher mark the different places they have read about on the individual maps or on a larger classroom map. Students may continue to compare their daily lives with those of characters in books or readings.



Passport Cover

1. cut along dotted line
2. write your name and draw your picture inside
3. fold in half



Passport Interior Pages

1. cut along dotted line
2. fold sheet in half and insert into cover

