

# MADAGASCAR THE MUSEUM

2-3<sup>RD</sup> GRADE  
LANGUAGE ARTS, SCIENCE,  
SOCIAL STUDIES, ART

**Learning Goals:** Students know where Madagascar is located and are able to describe important aspects about the country's people, culture, places and wildlife.

**Students will be able to:**

- Describe aspects of people, culture, places and wildlife in Madagascar
- Describe and utilize the skills needed to create an effective visual display
- Utilize effective research skills and processes

## LESSON DESCRIPTION

Working in small groups, students research and create a museum to teach others about the country of Madagascar. Each group produces a display that highlights one aspect of Malagasy life, such as language, customs, clothing, land use, music, architecture, economy, wildlife, landscapes, important places, celebrations, school life, or history. Combined, the displays create a mini-museum. Students can then give tours of their museum to other students, staff and parents.

**Materials needed:**

- Art supplies such as clay, construction paper, scissors, glue, paint, crayons, poster board, etc.
- Natural materials, such as leaves, twigs, dirt, grasses (optional)
- Access to resource materials
- Copies of Exhibit Outline Activity Sheet (one copy per exhibit design team)

FOUR  
1 HOUR  
ACTIVITIES

## MADAGASCAR'S PEOPLE AND PLACES

### ACTIVITY

1. Divide the class into small groups of 2-3 students each. Distribute copies of the Exhibit Outline Activity Sheet to each group.
2. Begin the activity by asking the students if they have ever been to an art, historical, cultural, science or children's museum (or use this as a follow-up activity to a museum field trip). Discuss ways that museums display artifacts, art work and models so that museum visitors can learn about them. Show pictures of displays if available. Ask students to describe some of their favorite museum displays and what made them enjoyable and memorable.

**FOR BACKGROUND INFORMATION SEE:**

*EXPLORING LEMUR HABITATS*

*MADAGASCAR'S PEOPLE AND PLACES*

*LOOKING AT LEMURS*

*DISCOVERING LEMUR COMMUNITIES*

*MAKING A DIFFERENCE FOR LEMURS*

*Ako the Aye-Aye*



**FEATURED BOOK:  
AKO THE AYE-AYE**

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3. Tell the class that each group will research, design and create their own museum display that will be exhibited in the classroom. Each display will focus on a different aspect of Madagascar—people, places, landscapes and wildlife. Allow groups to select their own topic (see the list of possible topics on the next page).
4. Review the Exhibit Outline Activity Sheet with the students. Remind them that they are required to complete the activity sheet and follow the guidelines when developing their display.
5. Go over resource options. See the Educator’s Guide and prepare books and websites. Be sure to include the *Ako the Aye Aye* book series and posters as resources.
6. Review ideas for artifacts including maps, murals, video and audio recordings, dioramas, models, foods, tools, poems and images. Be sure to display a world map showing Madagascar’s location as part of your museum.
7. Provide students with adequate time for project completion. Assist students with construction or display techniques if needed. Students may hand letter, use word processing or PowerPoint to create titles, labels and visuals depending on their resources and technical skills. Remind them that neatness counts.
8. When the exhibits are complete, ask students to set up their displays in the classroom. Each exhibit team will present their display to the other teams as they “tour” through the museum. As they listen to each presentation, students should list three interesting facts about the display being presented. These facts will be utilized in the wrap-up discussion.

## ANALYTICAL WRITING

If you had to create a museum exhibit about you, what would you include? Why would you include these items or information pieces?

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## POSSIBLE MUSEUM TOPICS

Music, Cities & Towns, Landscapes, Plants & Trees, Holidays & Celebrations, Rituals & Customs, Economy, Peoples & Population, Malagasy Food, National Parks & Reserves, Wildlife, Language, Architecture & Housing, History, Farming Practices

## WRAP-UP

Complete the activity with a wrap-up discussion. During the discussion ask students to share the most interesting facts they learned from each exhibit, using their notes to guide them. Optional questions include: What did you learn about Madagascar that was most surprising? If you visited Madagascar, what places and wildlife do you most want to see? Why? What cities and natural areas would you want to visit first? Why? What foods would you most want to try? What foods would you least want to try? Why?

## PUBLIC GALLERY EXTENSION

Have the students host a “gallery opening” for their new museum. Invite other classes, staff and parents to tour the displays. Exhibit teams can stand by their displays to describe them and/or to serve as tour guides.

## ZOO EXTENSION

During your next zoo visit observe and critique the exhibits, signs and displays. Ask students which were the most enjoyable to look at? Which did the best job of communicating their message? Why? Does your local zoo exhibit plants or animals from Madagascar? Does it have any exhibits or signs related to Madagascar? If so, what information did they include? What methods do they use to communicate the information? How do they make the information fun and interesting to read?

MADAGASCAR'S PEOPLE AND PLACES

### EVALUATION

Evaluate student's ability to follow the criteria listed on the Exhibit Outline Activity Sheet, and their responses to wrap-up questions.

### THIS ACTIVITY MEETS THE FOLLOWING NATIONAL AND FLORIDA EDUCATION STANDARDS

#### FLORIDA STATE STANDARDS

2 <sup>nd</sup> Grade	2 <sup>nd</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	3 <sup>rd</sup> Grade	3 <sup>rd</sup> Grade
Science	Visual Arts	Social Studies	Science	Visual Arts	Social Studies
SC.2.L.17.1	VA.2.F.3.2	SS.2.C.2.4	SC.3.N.1.1	VA.3.F.1.1	SS.3.A.1.2
SC.2.L.17.2	VA.2.O.3.1		SC.3.N.1.3	VA.3.F.2.1	SS.3.G.1.1
SC.2.N.1.1	VA.2.S.3.1		SC.3.N.1.4		
SC.K2.CS-CP.3.1			SC.35.CS-CC.1.2		

#### NATIONAL SCIENCE STANDARDS

##### 2<sup>nd</sup> and 3<sup>rd</sup> Grade Science

Organisms and environments  
Abilities necessary to do scientific inquiry  
Understandings about scientific inquiry  
Characteristics and changes in populations  
Types of resources  
Changes in environments

#### NEXT GENERATION SCIENCE STANDARDS

2nd Grade Interdependent Relationships in Ecosystems (2-LS4-1)  
3rd Grade Interdependent Relationships in Ecosystems (3-LS4-3)

## EXHIBIT OUTLINE

Complete all sections of the Exhibit Outline. Label and describe all artifacts to be included. All lettering must be neatly printed or typed.

Exhibit Team Members: \_\_\_\_\_

Exhibit Topic: \_\_\_\_\_

Exhibit Title: \_\_\_\_\_

The most important piece of information about our topic is (state in 1-2 sentences): \_\_\_\_\_

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What products will we make to teach others about this topic? \_\_\_\_\_

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How will we present the information in a way that is interesting, colorful and fun? \_\_\_\_\_

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Materials needed to create exhibit display: \_\_\_\_\_

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Resources we will use to learn about our topic: \_\_\_\_\_

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SKETCH YOUR EXHIBIT BELOW