



Career Development & Occupational Studies

PART II.3

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NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Career Development & Occupational Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



Standards & Performance Indicators



Flower Power



Students need to know:

- basic safety procedures when using floral implements and hot glue gun
- rationale for producing products for sale, and that the project must be self-sustaining except for the physical plant and staff
- program directly benefits the students
- basics of floral design
- how to construct a ribbon bow
- how to price materials using current invoices,
- how to use percentages and decimals to calculate the mark up to the final sale price



Materials

silk flowers

greens

sahara

floral tape

ribbon

wire cutters

hot glue gun

glue sticks

price tags

invoices

CDOS

3a

- ▲ analyze information/mathematical problems
- ▲ organize/process information
- ▲ apply technology to solve problems
- ▲ allocate resources
- ▲ analyze information/mathematic systems performance

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Grades 8-10

Students will be able to design, construct, and market a saleable product in an on-campus craft store. They will be able to use color, shape, and a variety of textures to achieve the final product which is a silk flower arrangement.

This activity is a series of lessons related to the entrepreneur component of career education.

Teacher

Students will:

- review previously learned basic design concepts and pictures of floral arrangements using similar materials
- select (from available supplies) the materials to be used including silk flowers, greens, and foundation items
- select ribbon that will complement the previously selected materials
- construct a sturdy foundation to support arrangement
- place the guide flowers for the shape of the arrangement
- place all filler materials into the arrangement
- make the bow and place it into the arrangement
- price out the total cost of materials
- apply the appropriate mark up to create the sale price
- mark the item for sale

Date: 12/18

Name: Lydia

COST SHEET

1. Container	.75
2. Foundation Supplies	1.25
3. Greens	3.00
4. Silk Flowers	7.00
5. Ribbon	1.00
6. Employee Time	5.00
Total Cost	18.00

Once you have determined the cost off all materials, calculate the minimum amount of mark-up.

Total Cost 18.00 x 20% (.20) = 3.60

Total Cost	18.00
+ Mark-up	+ 3.60
Retail Price	21.60

\$22

The teacher will:

demonstrate the construction of a sturdy foundation and silk floral arrangement. Bow making procedures and placement in the arrangement will be reviewed as will percentages and decimals and the mark up process.



ASSESSMENT

Assessment by:

- ✓ observation
- ✓ checklist
- ✓ peer critiques
- ✓ sale of products



FLOWER POWER RUBRIC

STUDENT NAME: Lydia

DATE: 12/20/16

SCALE: 3 - Most of the time; works independently. 2 - Sometimes; needs some reminders or assistance. 1 - Rarely; needs one-on-one assistance and many reminders.

1. Student demonstrated proper use of all implements and tools.
2. Student was able to verbalize the objectives of the lesson and the connection to the on-campus store.
3. Student was able to verbalize and demonstrate the basics of floral design concepts taught in a previous lesson.
4. Student was able to select ribbon and construct a ribbon bow.
5. Student was able to read and understand vendor invoices and price materials used in her project.
6. Student was able to use percentages and decimals to calculate the mark-up to the final sale price.

3
3
3
Bow a bit
2 large for
3 container
Faculty - re-
2 member to
move the
16 decimal!
A

- A - 15 - 18
- B - 12 - 14
- C - 8 - 11

FINAL SCORE
FINAL GRADE

7 or below - assignment has to be redone.

COMMENTS: *Very nice use of color. Sunflowers are very popular and are used in many decorating schemes. Performed skill to industry standards*

CHECKLIST FOR ASSESSING MY OWN WORK

STUDENT NAME: Lydia

DATE: 12-18-90

SCALE: YES - I'm pleased with my work

MAYBE - I did a good job, but I could have put more time and effort into the project.

HELP - I didn't have a clue what I doing and I should have asked for help.

1. CHOICE: Did I use good decision-making skills to complete my work ?

Yes

2. COMPLETION: Was my work completed neatly, responsibly, and on time ?

Yes

3. CRAFTSMANSHIP: Did I put alot of care and effort into the craftsmanship of the product ?

Yes

4. CHARACTER: Did I demonstrate a positive personal attitude during my work ?

Yes

5. COOPERATION: Did I work cooperatively and contribute to the success of the group ?

?

6. CREATIVITY: Is my work creative and original ?

Yes

7. PROBLEM SOLVING: Did I solve the necessary problems thoughtfully and logically ?

Yes

COMMENTS: I like doing this. I didn't know I could be this creative.

REFLECTION

Students enjoy the creativity and freedom involved with this activity. Bringing an idea to life and having the general public purchase that creation is very exciting for the students. This activity can be done on a much smaller scale and with any age group of students. No prior experience is necessary. You could involve the art department.

REFLECTION:
REFLECTION:

CLASSROOM COLONIAL MUSEUM

CDOS

3a

- ▲ interact with positive manner
- ▲ reach shared decision
- ▲ resources to accomplish task

Materials

Paper, poster board, markers, paint boxes, 23 feathers, sticks, bark, cooking ingredients, candle wax, string, and coffee cans

Students need to be very familiar with self-directed group work. Before doing a project of this magnitude, it would be very helpful to do smaller group projects in order to familiarize the students with the dynamics of a group.

Teacher

Many museums are looking for activities like this to help support their own efforts. They are generally very willing to help and support the teacher with grants.



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Grade 5

Applying SCANS in lessons is a part of the elementary school curricula for all units of work. Although this activity is for the elementary school, the SCANS covered are at the intermediate level of difficulty.

The purpose of this activity is to reinforce three essential workplace skills (SCANS) through the application of a social studies lesson. Students create a museum using the classroom to display items of a colonial child's life.

December 5, 1996

Dear Fifth Graders:

In social studies we have been reading and talking about people from colonial times. As you know, their life was very different from the way yours is today. Your assignment is to create a museum to display all aspects of colonial life and show how a colonial child lived differently than a child of today. You will be able to share your knowledge with other classes in the school.

You are to work as a whole class but may break into small groups. Different parts of our room should represent different areas of a child's life. Be sure to include such things as the food they ate, the clothes they wore, the games they played, as well as many other things. You are to make recreations for each display or a pictorial representation. Be sure each item is labeled and described. Each source of your research must be documented. Once you have decided on the different aspects you wish to display, you are to create a floor plan of the classroom as it will look when the museum is completed. Your floor plan is to be drawn to scale.

Please spend your time wisely and keep in mind your own quality standards.

As soon as you have come up with a list of things that need to be done let me know. Then, let me know what each person is responsible for. I would also like to know who is the facilitator of the group.

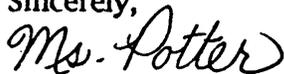
The second part of your assignment will take place the week before Christmas. The museum will be open for tours during this week. You need to develop a schedule for other classes and parents to come and visit our museum.

You will soon have an actual museum curator come to our class to speak to you about the responsibilities of a museum curator. Be ready to take small groups through your museum using different curators. Please make sure everything in the museum is labeled and described. Of course this will take research which every museum curator must do.

After each period of work each group will write a journal entry about their progress. Each member of the group must sign this journal entry.

Good luck and have fun!

Sincerely,



Ms. Potter

- Perimeter, area, and how to draw to scale
- Terminology—curator, museum, meeting house, village green, blacksmith, and silversmith
- Some of the occupations in Colonial America
- Basic knowledge of Colonial America—New England, Middle, and Southern Colonies through literature
- Knowledge in writing a newspaper article

Clothes

In our group Shannon explained what the children used to clean their clothes in. She explained the wash board and what it was used for. She didn't put all her effort into it, she cooperated.

Natsha explained the pictures. She told a little of the wash board she told a little with the sampler. She also did the toys. She put most of her effort in it. She cooperated.

Kim told about the dye and all different kinds of dye, and what they were made of. Natsha helped when she was the tour guide. Kim told the people of the soap. What it was made out of. The reason why the soap is brown. She explained a ball of wool. She also explained why women wore hats, and dresses. I did a little of the loom so did Tasha and Shannon. She cooperated. She put most of her effort in to it.

Various Group Responsibilities

- ✓ As a whole class activity, create a museum using the whole classroom to display all aspects of colonial life. (Social Studies)
- ✓ As a large group, decide on which aspects will be represented, i.e., school, crafts, recreation and food (Interpersonal Skills)
- ✓ Breaking into small groups, create a 3-D display or pictorial representation of each of the agreed upon aspects of a colonial child's life. (Personal Qualities)

Individual Responsibilities

- ✓ Before the actual setup of the classroom, students are to create a floor plan of the classroom as the museum. Plans will be drawn to scale. (Measurement)
- ✓ During daily discussions, make a group decision on how different areas will be represented, i.e., making candles, building a barn, constructing a school, dressing in costume. (Interpersonal Skills)
- ✓ Label and describe each item; each source in research is documented. (Managing Resources)
- ✓ Develop a schedule for other classes and parents to come and tour the museum.
- ✓ Students conduct tours of the museum, alternating roles of museum guides, presenters, and crafters.
- ✓ Students will write and submit a newspaper article about their experience to a local newspaper.



Church Group
Robby Gurley
Displayed is a model of
church. The stick is a
tither.

Food Group
Jason Burroughs
The children made samples
of colonial food.
They listed our food that
was eaten in colonial
America.



The initial contact with a curator at a local museum and set up for a field trip to the museum will be done by the teacher. This trip is for students to learn about the different jobs in a real life museum.



Games Group
Jessica Carman
Christopher Brady

Tour Guide
Michael Hadden

The games group made a backgammon board and a checker board. They displayed marbles and dominoes. They

made a cornhusk doll and demonstrated cat's cradle. This group also listed toys and games for girls and boys and games for boys.

The teacher will work with the class to develop a rubric of what a quality colonial museum would look like before the project begins. A good role for the teacher is to act as a coach and resource guide. Acting as a coach, the teacher will debrief the class on the daily progress of the museum.



Home
Group

Glenn
Robinson

Michael
Hadden

The home group made a model of a colonial home and barn. They included such furniture as a trundle bed and high back chair.

The home group also listed chores that were done by boys and chores done by girls. They made examples of some of the tools that were used.

The teacher will contact a local newspaper to photograph completed museum.



Clothing Group

Shannon
Brainerd
Kimberley
Schuller
Natasha
Tyrrell

Kimberley is displaying homemade dye. Natasha has homemade soap. Shannon is in front of a wash tub, washboard and model of a spinning wheel.

Display also included photos from Williamsburg, Virginia showing clothing styles, looms and spinning wheels. The children included drawings they did, a sampler done on paper, a loom made from a meat tray and a sample of wool.

ASSESSMENT



- The teacher will make anecdotal records throughout the planning, creating, and tour of the museum.
- Samples of: Letter describing the project and responsibilities
- Quantitative Rubric for Colonial Museum Project (*Student designed based on previously agreed upon standards.*)
- Anecdotal records kept by teacher
- Quantitative Rubric used to score children on finished product

Name _____ Date _____

Quantitative Rubric

Project: Colonial Museum

Observed	Standard/ Criteria	Possible Points	Rating
	Items are labeled.	9	
	Descriptions are written and displayed.	10	
	The museum is neat and organized.	9	
	The museum uses the whole classroom.	8	
	The displays are attractive and eye appealing.	8	
	The display stations are labeled.	9	
	The signs are bold, legible, neat and colorful.	8	
	The displays are accurate.	9	
	Each item is researched and documented.	10	
	The museum shows all aspects of a colonial child's life.	20	

- * Colonial Museum
- 1 The museum clearly shows all aspects of a colonial child's life. The displays are accurate and of professional quality.
 - 2 The museum will be spaced out. Everything in the museum will be labeled and described. The museum will be neat and organized. There will be at least one person at every display. The museum will be as large as the classroom. The displays will be creative and eye appealing. The signs will be bold, legible, neat and colorful. The displays will be accurate. Each one will be researched and documented. The completed museum will show all aspects of a colonial child's life.
 - 3 The museum was successful, but some of the elements described above were missing or not of good quality.

- 4 The museum was generally like the one below but did not include one or two elements of quality.
- 5 Presenters are fooling around and not doing their jobs. The room is in disarray. The museum is not accurate. There are items from other time periods. Displays are knocked over. The room is messy. Some displays are not labeled or described. 3-D objects are falling down. There are only a few examples. The museum is disorganized and difficult to conduct tours. All aspects of a colonial child's life are not shown.
- 6 No serious attempt was made to make a museum of quality.

REFLECTION:
REFLECTION:

REFLECTION

In an effort to have students self-evaluate themselves and to establish standards that are appropriate for individual learning styles, I have students compile a list of their quality standards that they use to judge their own work. This is a useful tool in helping them "buy into" projects.

Parents really enjoyed helping in the classroom especially with some of the crafts and the cooking of colonial food.

Avery helpful teacher resource used:

Education by Design, Critical Skills Program, Antioch New England Graduate School
Keene, New Hampshire