

FOCUS ON ENGLISH LANGUAGE ARTS: MAKE A GALLERY WORKSHEET



Trailblazer (best for grades 3–12)

MUSICAL INSTRUMENT MUSEUM

To enhance a self-guided Trailblazer field trip, teachers can create a gallery worksheet that aligns with English Language Arts standards. **Learning objectives, activity description, standards addressed, and suggestions for assessment** are listed below. Turn this page over for a sample gallery worksheet (BINGO at the Musical Instrument 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 of information (objects' observable characteristics, graphic rails and maps, and video clips).
4. Students present their findings verbally.

What does this look like?

Worksheet:

- One gridded BINGO worksheet per student group (1 chaperone: 5 students)
- Teachers create additional BINGO squares to the suggested ones, or create their own grid, entirely.

During visit:

- Explain the activity to the group (10 minutes).
- Self-guided time at the museum (30–60 minutes)
- Recap as a group (5–10 minutes).

Chaperone responsibilities:

- Keep students moving through the galleries.
- Mark off completed BINGO squares.

Which English Language Arts standards are addressed?

Reading Standards for Information Text: 5.RI.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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.

Comprehension and Collaboration: 4.SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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:

- What was the hardest thing to find? What was the easiest?
- Did any of your peers choose a different answer from your own for the same square? Ask them to share what they chose.

In the classroom:

- What is something you want to learn more about, after your visit to the museum?
- If you returned to the museum, how would you extend your research and observation? What new questions would you want to investigate?

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MUSICAL INSTRUMENT MUSEUM

B I N G O

A musical instrument that starts with the letter "S"				
				A musical instrument with strings
A map		 FREE SPACE		
	Video of Dancers			
			Music Played Outdoors	