A Night in the Museum

**Learning objectives**

- Express and develop ideas through collaborative discussion.
- Sequence and retell story events while evaluating speech.
- Portray characters, settings, and events in detail based on inference and facts drawn from the text.
- Explain how scenes fit together to provide smooth transitions and how they form the fundamental structure of a story, drama, or poem.
- Construct a conclusion using transitional words and sensory details to describe character experiences and events.
- Enhance the use of adjectives and descriptive language.
- Analyze how graphics and multimedia elements contribute to the meaning, tone, or beauty of a text.

**Setting the scene**

Creak, rattle, squeeeek, rattle, clank . . .

“What’s that terrible noise? Where is everybody? Where am I?”

“The last thing I remember is being on the bus. We were going on a boring school trip, to a museum. I must have fallen asleep. Where is everyone? Have they gone home without me?”

It is nearly dark; you are locked in the museum. The museum doesn’t open again before tomorrow morning! The noise you heard sounded like something moving. It sounded like it came from around the corner . . .

What will happen at the museum between sunset and sunrise? Where is the eerie sound coming from? What will you do about it?

**Building the story**

Ask the students to work in teams. Have them brainstorm ideas and then create a storyboard for a three- or five-scene drama. They should consider: the scenario, time and place, characters, props, and the main events.

- What’s making that eerie sound? Is it a dangerous place to be in? Why? Why not?
- What type of museum are you in? What kinds of surprises may you encounter?
- Create a coherent story about the adventures of your night at the museum.

**Reflecting**

Encourage the students to discuss each scene of the story as they build. What are the essential details of each part? In what sequence should the scenes be arranged?

- What is your mood at the beginning of the story; are you happy, excited, sad, or bored? Why? Does your mood change?
- How will you build up the excitement in the story?
- How will you depict the darkness of night?
Sharing and documenting
Ask the students to focus on varying the style of their delivery when narrating or playing a character in front of an audience. Ask them to make use of descriptive language and adjectives when recording and writing, to portray the sounds in the museum and their state of mind during the adventure.

Extending
• Write a diary about the things you experienced during your night at the museum. What will you tell your school friends on the following day? What were the three scariest things that happened to you?

• Select one exhibit from the museum. Prepare a presentation with a brief summary of the exhibit. Be sure to include relevant facts and information.

• Select several exhibits or one particular time period from the museum. Create a timeline highlighting critical events or famous people from the period. Include a brief caption, with the date, for each scene structure.