

Using Museums to Compare Nonfiction Texts

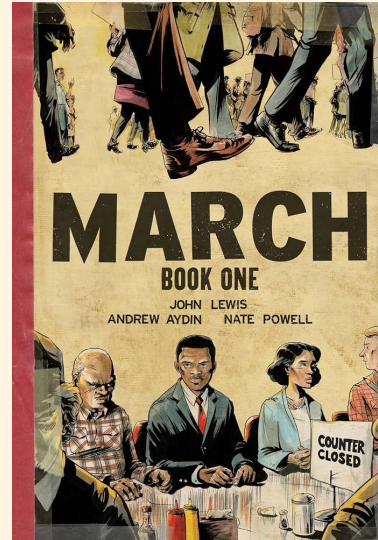
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Demo Lesson

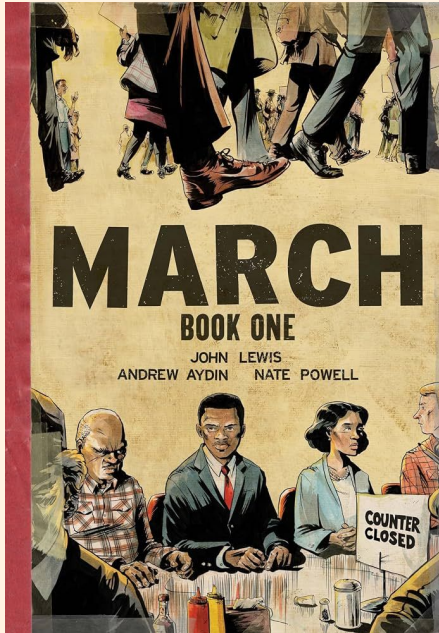
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Warm-Up: The Museum of You



March & Museums



“Museums can provide your students with an **opportunity to experience and write about exhibits and artifacts** to which they would otherwise not have access. At the same time, the museum space itself can be viewed as a **productive environment in which to write** for a range of audiences and purposes” (Montgomery & Montgomery 70).

- *A Place to Write: Getting Your Students out of the Classroom and into the World*



“Museum-based pedagogy[‘s]... main goal is the **teaching of verbal, visual, technological, social, and critical literacies**—not museum literacy. This pedagogy... produces a competence at analyzing the museum’s means of persuasion, the ways in which the museum makes arguments through and about the objects that it displays. It assumes that **the selection, organization, and exhibition of objects are rhetorical acts**” (Schwartz 31).

- “Object Lessons: Teaching Multiliteracies through the Museum”



Objective: Teachers will practice using museum resources to help students compare/contrast two or more accounts of the same topic.

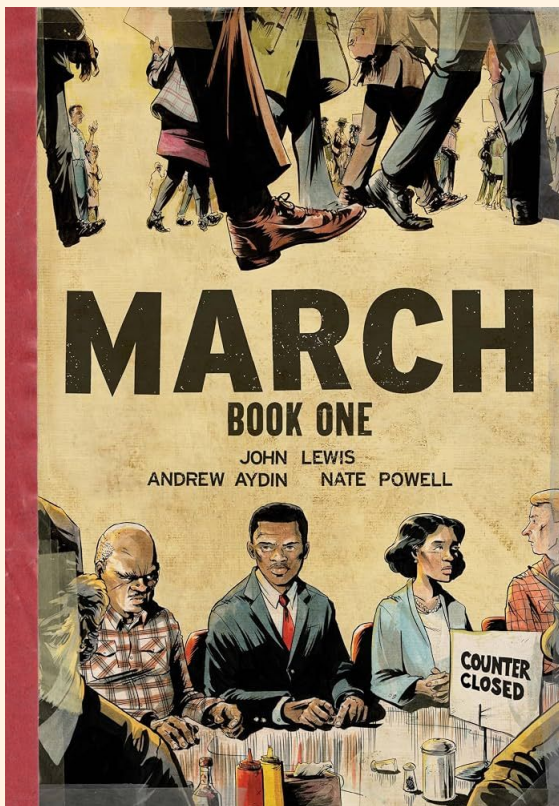
Standard - CC.1.2.8.G

Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

Standard - CC.1.2.8.I

Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.







As you explore the museum resources, use sticky notes to annotate:



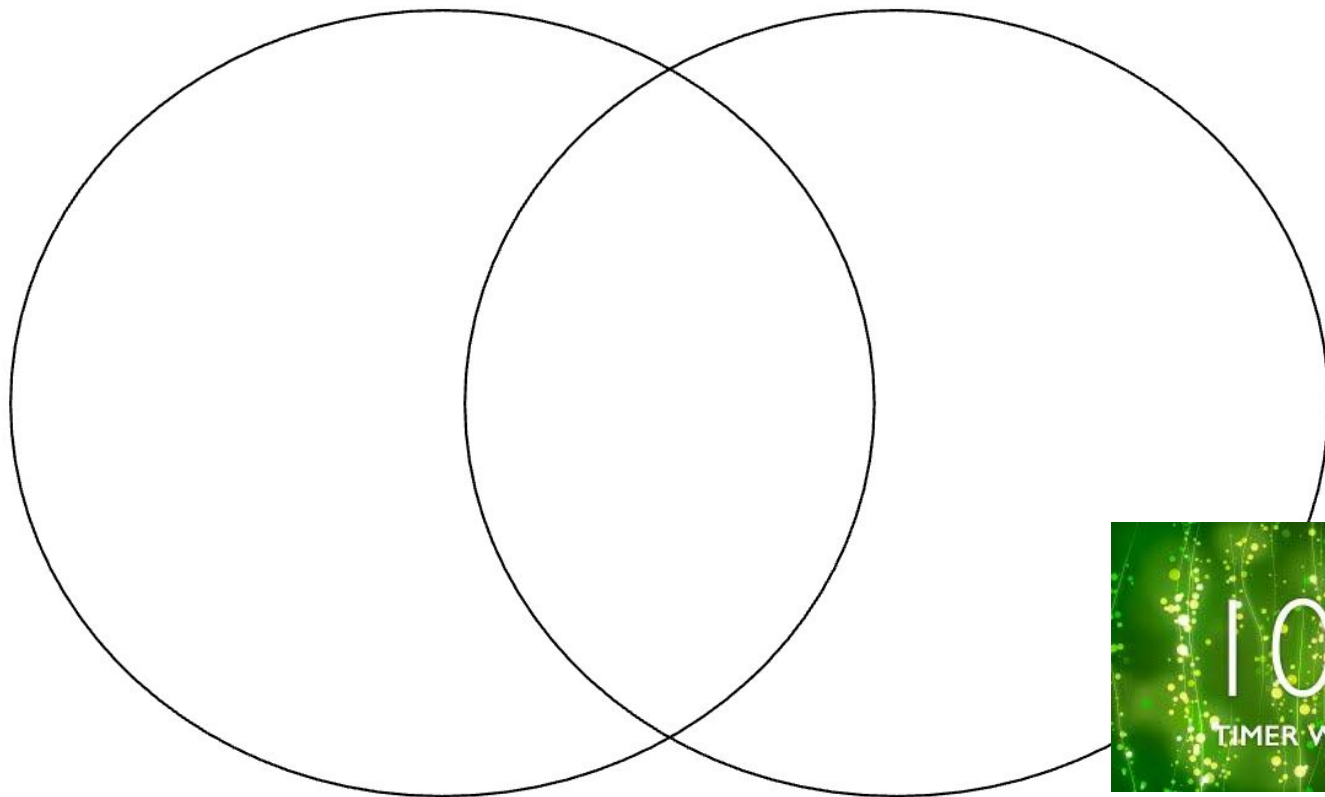
- New or surprising information
- Information that expands on/conflicts with topics from *March*
- Your reactions to the resources



- Pick one topic highlighted in both *March* and the museum resources (e.g. segregation, Rosa Parks...)
- Then, going beyond pure format, explore how the two texts compare in their presentation of the topic.
- **Consider:** What was similar between the two texts? How did they differ on matters of fact or interpretation? What factors might have contributed to this difference? How did each format affect your understanding of the topic?

Memoir: *March: Book One*

Museum Resource:



Other ideas for using museums as nonfiction texts...

- **Pre-reading:** Students explore a museum exhibit (or its online collection) to build background knowledge about a novel setting, historical period, art technique, or scientific concept.
- **Research:** Students research a topic using a museum exhibit or its online collection and create a project inspired by their findings.
- **Argument:** Students select the 3 most important artifacts in an exhibit and defend their choices.
- **Multimodal analysis:** Students “psychoanalyze” an exhibit and analyze why curators chose certain to communicate information using visual, written, auditory, or interactive modes

Even more strategies can be found in *A Place to Write* by Rob & Amanda Montgomery!

