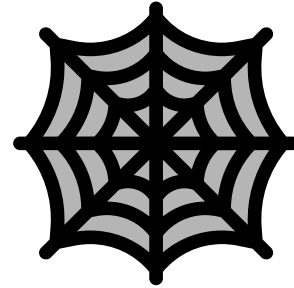
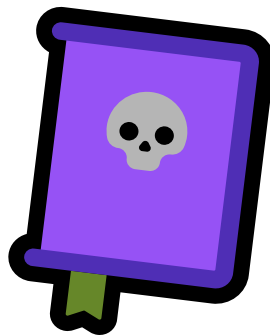


**English**

Elementary School – Cycle 3



# Cabinet of Curiosities

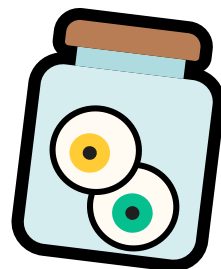


**Teacher's Guide**



## Table of Contents

• Overview	<b>3</b>
• Objectives	<b>3</b>
• Materials	<b>3</b>
• Alloprof Resources	<b>3</b>
• Suggested Format	<b>4</b>
• Appendix: Illustration for Students	<b>7</b>



# Overview

*The Cabinet of Curiosities* writing activity encourages students to write expository texts that follow a descriptive text structure. They will be asked to write museum labels that describe unusual objects displayed in a cabinet of curiosities.

## Objectives

Students will be expected to do the following:

- Respect the structure of a descriptive text.
- Draft an outline that specifies the elements of the writing scenario: the reader, the purpose, the topic or theme to be addressed, and the context.
- Demonstrate creativity by imagining the origin, composition, or use of the unusual object they have chosen.

## Materials

- Student booklet
- Any relevant English writing resources (dictionary, grammar book, etc.)
- Revision guide

## Alloprof Resources

- [5 Fun Ways to Teach Creative Writing](#)
- [Informational Texts](#)
- [Writing Process](#)
- [Improving Writing Skills](#)



# Suggested Format

This activity is meant to be spread over two 75-minute periods, but can be shortened or lengthened as required.

## Part 1 (Approx. 30 minutes) – Present the Activity

### As a Class

- Review your students' prior knowledge of descriptive and [informational texts](#).
- Present the writing scenario: Each student chooses an unusual object from a cabinet of curiosities, then writes a museum label for it, following the descriptive text structure.
- Define the term *museum label*.
- Go over an example of a descriptive text about another unusual object to give students an idea of what is expected of them.
- Present the student workbook, explaining the different steps and the time allowed for each of them.

### Term Definition: *Museum Label*

A museum label is the text that accompanies a work of art on display in a museum or exhibit. These texts provide information about the artist's identity, the year the piece was created, the title, the materials used, and how the object came to be in the museum. It can also provide interpretations of the work/object or tell us a little about the story of its creation.



## Example of a Descriptive Text

Part	Example: <i>The mask of a thousand reflections</i>
<p><b>Introduction</b></p> <p>This is the beginning of the text. It presents the information that will be discussed and gets the reader interested in learning more.</p> <p>An introduction may include the following elements:</p> <ul style="list-style-type: none"> <li>• A sentence that grabs the reader's attention</li> <li>• A presentation of the topic</li> <li>• An overview of the elements of the text</li> </ul>	<p>Have you ever seen the mask of a thousand reflections? It's an object like no other. The mask is covered with dozens of embroidered mirrors to catch the reflection of everyone in the room, so that the wearer reflects all faces at the same time. This mysterious creation dates back to the 18th century.</p>
<p><b>Development</b></p> <p>This is where ideas are developed and detailed.</p> <p>Development is usually divided into paragraphs.</p>	<p>Even though the mirrors have tarnished over time, unbelievably, none of the mask's fragile pieces have ever broken.</p> <p>Its collector brought it back from a trip to Turkey to add to his vast collection of over 300 masks. He recounts in his travel diary that, despite its showy appearance, this mask wasn't intended for use in dances or plays, but as part of a ritual. Unfortunately, we don't have any information about the ritual itself.</p>
<p><b>Conclusion</b></p> <p>This is the end of the text. It summarizes the key information and brings the subject to a close.</p>	<p>The mask of a thousand reflections is one of the rarest objects in this cabinet of curiosities, as the full story behind it remains a mystery. Would you dare to wear it if you could?</p>

## Part 2 (Approx. 45 minutes) Prepare the Outline

### *Individually or in Pairs*

- Students choose an object on which to base their descriptive text.
- They draft an outline for each part of the text's structure, based on the template in the workbook. At this stage, they only write keywords, not sentences.

## Part 3 (Approx. 75 Minutes) – Write the Descriptive Text

### *Individuellement*

- Once students have prepared their outline, they start writing their text.
  - You can provide guidelines on the expected length for each part.
  - Encourage them to look up words in the dictionary and consult encyclopedias for inspiration.

## Part 4 (Approx. 30 Minutes) – Review and Correct the Text

- Once students have finished writing their text, they use the checklist to review their work.
- When they are confident that their work follows the required structure, they can use the revision guide to correct their writing.



# Appendix: Illustration for Students

## Cabinet of Curiosities

