Appendix F

Additional Resources

Would you like to learn more about the topics covered in this toolbox? Check out the following online resources which were used in the toolbox's development:

Appendix F Contains:

- List of Additional Resources
- "How to Read a Shoe" from the Bata Shoe Museum
- Examples of Worksheets Museums can Customize for Programs

Nova Scotia's Interpretive Master Plan:

- Nova Scotia Museum, 2009, "Interpretive Master Plan" (museum.novascotia.ca/about-nsm/interpretive-master-plan)

Survey exploring Nova Scotians' views and support of museums:

- Association of Nova Scotia Museum, 2014, "Fund for Museums in Nova Scotia Survey Report" (www.ansm.ns.ca/about/ansm-information/museum-fund.html

Addressing Nova Scotia's Curriculum:

- Department of Education and Early Childhood Development, 2014, "Curriculum Learning Outcomes Framework" (https://sapps.ednet.ns.ca/Cart/index.php?UID=20150814160136198.166.214.5)

Addressing 21st Century Skills and Competencies:

- C21 Canada: Canadians for 21st Century Learning and Innovation, 2012, "Shifting Minds: A 21st Century Vision of Public Education for Canada" (c21canada.org/wp-content/uploads/2012/11/Shifting-Minds-Revised.pdf)
- Institute for Museums and Libraries Services"Museums, Libraries and 21st Century Skills" (www.imls.gov/about/21st_century_skills_home.aspx). Be sure to check out:
    - "Report: Museums, Libraries and 21st Century Skills - 2009" (www.imls.gov/assets/1/AssetManager/21stCenturySkills.pdf)

Object-Based Learning:

- John Hennigar Shuh, 1982, "Teaching Yourself to Teach with Objects", *Journal of Education*, 7 (4). (isites.harvard.edu/fs/docs/icb.topic1025195.files/2011%20Version/Supplementary%20Readings/shuh.pdf)
- Nova Scotia Department of Education and Early Childhood Development, 2012, "Learning with Objects: Artifact Exploration Guide" (Digital copy available via email from ICI Interpretive Researcher)
- Smithsonian—National Museum of American History, "Engaging Students with Primary Sources" (historyexplorer.si.edu/PrimarySources.pdf)
- Historical Thinking Project, "Resources" (historicalthinking.ca/resources)

Asking "Good" Questions:

- Museum 2.0 Nina Simon, 2009, "Design Techniques for Developing Questions for Visitor Participation" (museumtwo.blogspot.ca/2009/04/design-techniques-for-developing.html)

Student-Centered Learning:

- Faculty Focus, 2012, "Five Characteristics of Learner-Centered Teaching" (www.facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching)

Learning through Play:

- Department of Education and Early Childhood Development "Let's Talk About… Learning Through Play" (https://sapps.ednet.ns.ca/Cart/description.php?II=423&UID=20070502151011)
- High Five "The Best Way to Play" (http://www.highfive.org/). Be sure to check out the Nova Scotia section supported by Recreation Nova Scotia:
    - "High Five Nova Scotia" (http://www.recreationns.ns.ca/high-five/)
- Laura Seargeant Richardson, 2014, "The Superpowers of Play" (laurashargeantrichardson.com/the-superpowers-of-play-2/), Be sure to check out:
    - "Periodic Table of Play" (laurashargeantrichardson.com/portfolio-item/periodic-table-of-play)
    - "Play Possibilities Cards" (laurashargeantrichardson.com/wp-content/uploads/2014/02/Play_Possibilities_Measurement_DOWNLOAD.pdf)

Creating a Kid/Youth Friendly Museum:

- Scotland's Commissionaire for Children and Young People "7 Golden Rules for Participation" (www.sccyp.org.uk/education/golden-rules)
- Kids in Museums, "Kids in Museums Manifesto" (kidsinmuseums.org.uk/manifesto-2/)

Interpreting Difficult Knowledge:

- Dr. Julia Rose, 2011, "Technical Leaflet: Interpreting Difficult Knowledge" (Small coast to download leaflet at : resource.aaslh.org/view/interpreting-difficult-knowledge/)

Working with Volunteers

- Nova Scotia Department of Tourism, Culture and Heritage (Predecessor to Department of Communities, Culture and Heritage), 2008, "Volunteer Policy" (maritimemuseum.novascotia.ca/sites/default/files/inline/documents/volunteer_policy_guidelines.pdf)
- Volunteer Canada, "Engaging Volunteers" (volunteer.ca/engagement)
- Events Nova Scotia, "Nova Scotia Volunteer Tool" (Sign up for free to access a database of +1000 skilled and engaged volunteers: eventsnovascotia.com/be-a-volunteer/)

Working with Teachers:

- National Museum Australia, 2011, "The museum education mix: students, teachers and museum educators" (nma.gov.au/research/understanding-museums/JGriffin_2011.html)
- Nova Scotia's "Social Studies Teachers Association" (ssta.nstu.ca)
- Nova Scotia's "Association of Science Teachers" (ast.nstu.ca)

Working with Partners in Education

- SuperNova Dalhousie University "Partnership Programs" (www.supernova.dal.ca/partnership-programs/)

Alternative Ways of Working with Schools

- Center for the Future of Museums "Building the Future of Education" (www.aam-us.org/docs/default-source/center-for-the-future-of-museums/building-the-future-of-education-museums-and-the-learning-ecosystem.pdf?sfvrsn=2)

Activity : How to Read a Shoe

Foot coverings have been worn since prehistoric times, and are worn in almost all cultures, by all types of people, and for hundreds of different reasons. This universal quality makes footwear a wonderful medium through which to study human culture and society. A shoe can tell you many things if you ask it the right questions. Here are just a few:

WHO

- Who was the owner of this shoe?
- What type of person wore this shoe?
- Is it a man's shoe or a woman's shoe?
- Did it belong to a child or an adult?
- Were they upper, middle, or working class?
- Were they from a particular tribe, or geographical group?
- Did they hold a special place in society or perform a certain function?

WHAT

- What is it called?
- What is it made of?
- What do you think it feels like?
- What distinguishes it from other shoes?
- What was its specific function?
- What other items of clothing were worn with this shoe?
- What did this shoe say about its wearer?
- What kind of restrictions, laws, or social norms regulated the wearing of this type of shoe?
- What customs, traditions, superstitions, or stories, if any, are associated with this shoe?
- What do signs of wear and damage tell about the shoe?
- What repairs/alterations have been made to the shoe?
- What measures have been taken to preserve the shoe?
- What do display materials convey about the shoe?

WHEN

- When was this shoe worn?
- Is there an exact date when the shoe was made?
- Does the shoe resemble footwear from other periods?
- How long did this style last and did the style recur?
- If it is an old shoe, does it compare to anything in our own time?
- What was the political and social climate of the period, and is this reflected in any way in the shoe design, decoration, and materials?
- Was this shoe worn every day or only for a certain purpose or special occasion?
- Has the attitude toward this type of shoe changed over time?
- What was the life span of this type of shoe?

WHERE

- What country is this shoe from?
- What was the climate like where this shoe was worn?
- Was this shoe worn indoors or outdoors?
- Were there social or political reasons why this shoe could or could not be worn in certain places?
- Was it worn in the same place it was made?
- Was it exported or traded to other places?
- Does the style or shape reflect influences from other places?

WHY

- Why is this shoe shaped the way it is?
- Why is it decorated the way it is?
- Why is it made out of these materials?
- Why was this shoe worn, as opposed to other types of footwear?
- Why did it come into fashion, and why did it fall out of fashion?

HOW

- How was this shoe made?
- Was it made by hand or by machine?
- Was it made in several parts or in one piece?
- How was each separate piece made and how were they attached?
- How was it worn?
- How did it influence the way a person walked, moved, and stood in relation to other people?
- How was this shoe put on and taken off?
- How did this type of footwear develop?
- How much does it weigh and what kind of noise would it make?
- How comfortable do you think it was to wear?

Source: Adapted by permission from *The Bata Shoe Museum*, www.batashoemuseum.ca.

Worksheets and Organizational Charts

Developing worksheets for students to use as part of a school program can be challenging. Appendix I: History Detectives has several worksheets already developed. Sites developing their own program should look at the worksheets in that program for examples of worksheets that have been successfully tested.

In addition to the examples in History Detectives Notebook, sites might wish to consider the organizational charts presented in this appendix. These organizational charts are tools that students are often familiar with. Starting with something students are familiar with will help to more smoothly move students into activities.

Some features to keep in mind when developing worksheets are:

- Provide basic written instructions directly on the worksheet.
- Provide students with choice as to how they will respond (for example, using checklists, writing notes, writing full sentences, drawing, matching, etc.)
- Keep it simple. This includes vocabulary, design, and instruction.
- Be aware of the reading and writing levels of students at different ages.
- Direct students to objects when completing the worksheet. It should add to the experience, not be the experience.
- Don't rely on the worksheet to teach the program. The worksheet should compliment activities and discussions. Remember activities should be ones not easily reproduced in the classroom. Worksheets should reflect this.

This appendix presents four common organizational charts:

- KWL Chart
- Venn Diagram
- Time Lines
- Spider Maps

There are many other types of organizational charts students may be familiar with and that would work well as part of a museum school program. The following websites are good places to start when researching organizational charts:

- Teacher Vision: Graphic Organizers (www.teachervision.com/graphic-organizers/printable/6293.html)
- Enchanted Learning: Graphic Organizers (www.enchantedlearning.com/graphicorganizers)
- Ed Helper: Graphic Organizers (edhelper.com/teachers/graphic_organizers.htm)

KWL Chart

The KWL chart is an effective tool for having students organize their prior knowledge of a topic along with how they would like to further that understanding.

The chart is composed of three columns. These columns are labelled K (what you know), W (what you want to know), and L (what you learned). Students fill in the first two columns prior to an activity and complete the last column when the activity is complete.

This is a valuable way to assess student understanding before an activity, to provide insight into the facets of the subject matter that students are interested in, and to give students an opportunity to self-assess and compare what they learned with what they hoped to learn.

This activity can be completed by students individually, in small groups on one sheet, or as a large group on a large chart. Another approach is to mix up individual and group activity by allowing students to write or draw their individual K, W, and Ls on post-its which are then placed on a large group chart for discussion as part of the introduction and conclusion.

Example:

Title of Program or Subject		
K What you Know	**W** What you Want to Know	**L** What you Learned

Venn Diagram

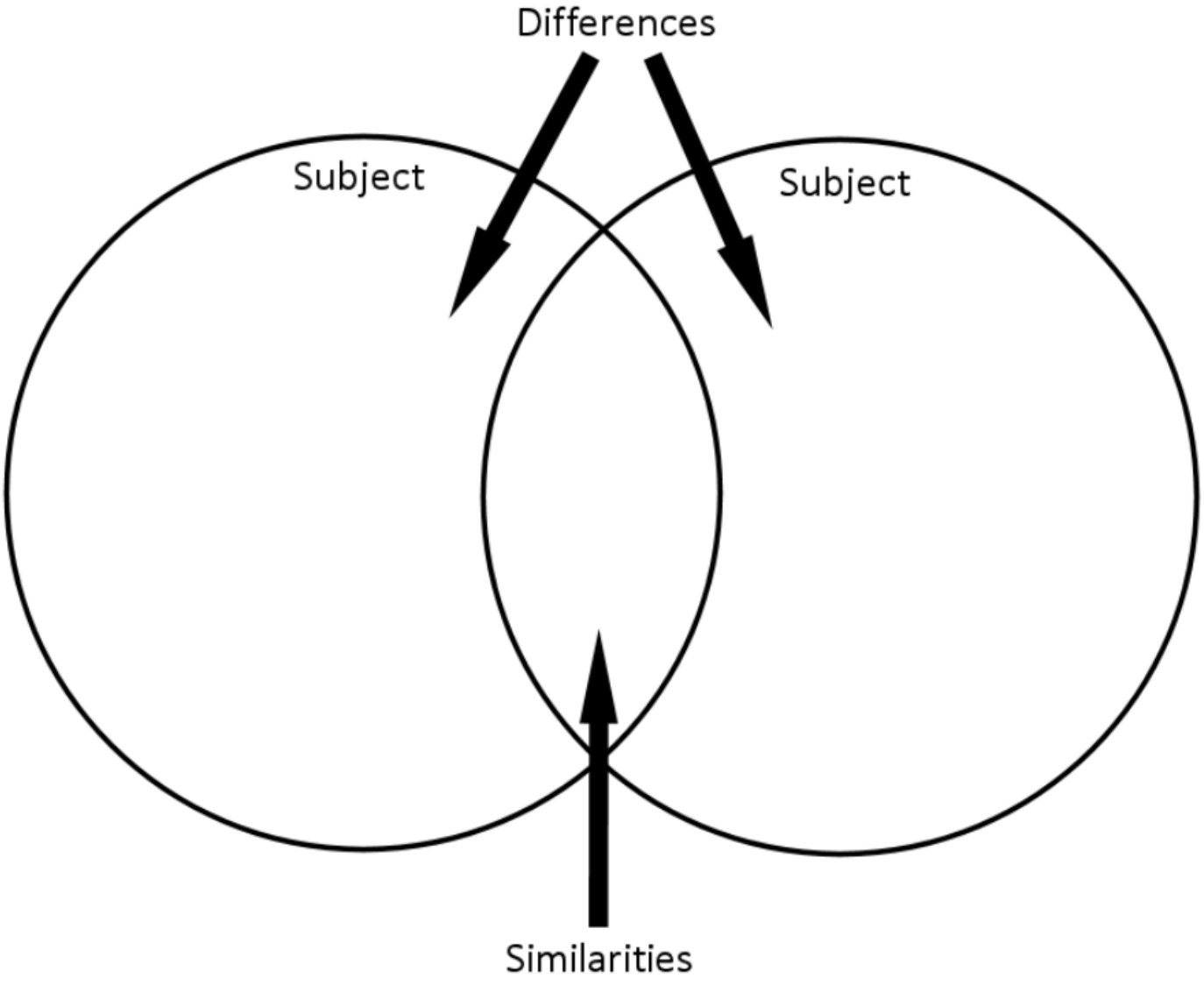
Venn diagrams are an excellent way for students to graphically depict the similarities and differences between distinct objects or ideas.

The diagram is composed of two or more circles, each representing a single object or idea. Similarities are represented where the circles overlap and differences are represented where the circles are distinct from each other.

Venn diagrams are useful as a visual organizer during activities that ask students to compare and contrast things.

This activity can be completed by students individually, in small groups on one sheet, or as a large group on a large chart. It is particularly useful for students when they are examining specific objects, for example, compare a modern and old version of something or two similar items, for example, a wasp vs a bee.

Example:



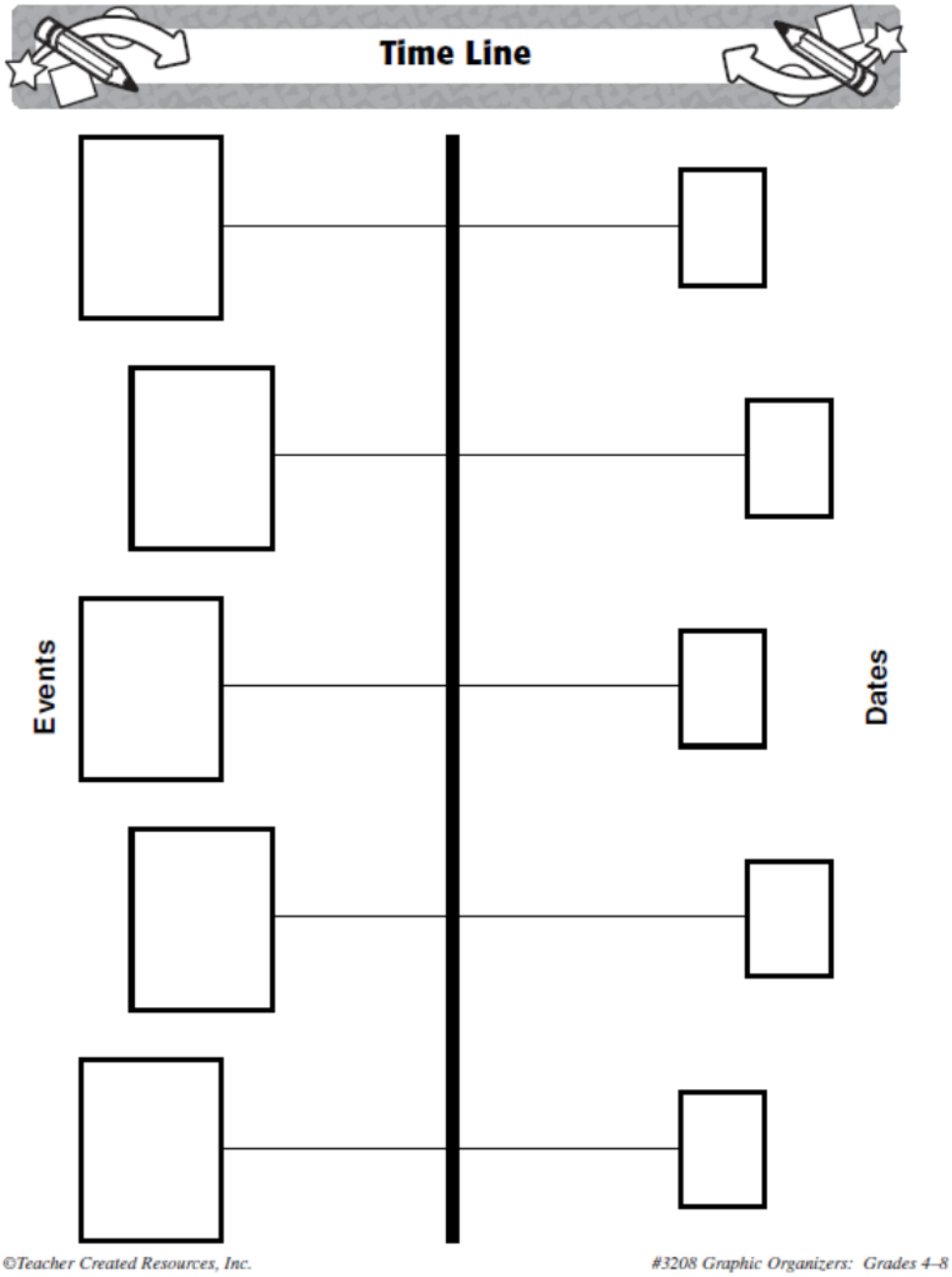
Time Lines

When students are required to think about the relationships between a number of different events, it can be helpful for them to arrange those events in sequence using a simple time line.

This allows students to make sense of when the events occurred relative to each other, how they relate to each other, and how they can be used to make inferences about future events.

This activity makes for a great group conclusion activity as it allows students to assemble the information they discovered in the program. This can be done with a large chart that the interpreter writes on using student input. Alternatively this can be done using objects which are placed in the timeline or providing students with identities and having them physically form the timeline (for example, historical events or lifeforms spanning different geological time periods).

Example:



Spider Maps

Spider maps provide students with a graph to provide examples based on a specific idea.

Giving students a visual representation to record their thoughts gives them a concrete way to express their ideas.

This activity is useful for brainstorming or as part of an object investigation. Although it can very successfully be done individually it works best when students are working with partners or in small groups as it allows students to build on each other's ideas.

Example: