



Appendix I

“History Detectives” A Generic Grade Five Museum School Program

Appendix I Contains:

- Instructions for personalizing “History Detectives” School Program
- Information about materials used in “History Detectives”
- Sample “History Detectives” Program Script and Procedures
- Templates for Components of “History Detectives”
- Student Workbook for “History Detectives”

The following school program has been designed to be presented at any Nova Scotia Museum site. The program was developed in partnership with the Nova Scotia Department of Education and Early Childhood Development and is approved by the Social Studies Curriculum Consultant as meeting curriculum outcomes. The activities are designed to meet the principles of successful museum school programs as outlined in [Module Two](#) of the Museum School Programs toolbox, with a strong focus on learning with objects. Sites are encouraged to adapt and personalize this program as needed to meet their IMP outcomes and logistical realities.

For simplicities sake the program in this appendix is written as it was presented for the pilot at the Museum of Natural History Sable Island exhibit. The program has also been piloted at Fisheries Museum of the Atlantic and in two separate historic houses at the Highland Village Museum. As the pilots have proved, every activity can easily adapted to be presented in any location—from an exhibit based space to a historic room.

Assistance is available to Nova Scotia Museum sites wanting to personalize “History Detectives” from the IWG Education Sub-Committee. Assistance can include, but is not limited to:

- Training on program development and presentation
- Loan of supplies needed to present the program
- Assist research and sourcing archival records (documents/ images)
- Accessing funding to purchase supplies.

For more information on assistance on personalizing the “History Detectives” school program for the 2016-17 and 2016-17 school years contact ICI’s Interpretive Researcher, Maggie MacIntyre. (Maggie.MacIntyre@novascotia.ca or 902-424-4451).

Personalizing “History Detectives” Grade Five School Program for your Museum

Choosing Activities

The program provided comes with four activities. Sites should choose which three activities best meet their logistical requirements and the stories they want to tell.

- **Modern Mysteries:** Compares artifacts to modern items students are familiar with. Can be done with artifacts in situ or in a prepared space. Best for historic sites. Best done with working collection that students can touch but can be done without touching artifacts. Easy to prepare.
- **Object Investigation:** Students each examine a single object. Can be done with artifacts or specimens. Objects can be in a prepared space or in situ. Best done with working collection that students can touch but can also be done without touching. Easy to prepare.
- **Clues from the Archives:** Students examine archival records in pairs. Documents can be reproductions. Best done in a clean area where students can spread out with paper and partner (tables or clean mats). Requires research to prepare activity.
- **Curious Construction:** Students examine building and landscape and draw a picture. Activity designed to be done outside. Requires little preparation and could easily be facilitated by a volunteer or chaperone.

Alternatively, sites may choose to do only one or two of the activities and supplement the program with existing or new activities unique to their site.



Students tested all four activities in multiple pilot programs. Photos from pilot at Museum of Natural History: Modern Mysteries, Object Investigation, Clues from the Archives and Curious Construction.

Continued...Personalizing “History Detectives” for your Museum

Personalizing Script and Activities

The script provided in this appendix was used for the pilot in the Museum of Natural History Sable Island Exhibit. Areas that need to be changed have been highlighted in a light teal colour. A callout box has been added to explain what needs to be changed.

Example:

Grade:	Grade 5 Social Studies		
Program Created by:	IWG Education Sub-Committee & MSVU B.Ed. Interns	Date of Creation:	August 2015
Program Updated for Specific Museum by:		Date of Update:	
Program Availability:	To be determined by site presenting the program		

Add names and dates for your site's update.

When will you offer it?

Curriculum

The program has been designed to address grade five social studies curriculum outcomes. Sites could easily alter the program to also include grade four social studies curriculum, comparing history detectives to history explorers.

The program could also be adapted for other grades however the activities would need to be changed to reflect the capabilities of students in younger or older grades. See [Appendix D](#) for other curriculum outcomes this program could be adapted to address.

“The Case”

Early iterations of this program focused on students solving a case. Through multiple pilots it was proven that solving a specific mystery did not work in the ninety minutes allotted. Museums personalizing this program should avoid the template to try to have students solve a specific mystery.

In the current version of “History Detectives” the case is presented as a case the students can explore. The activities each give them a chance to explore different aspects of the case but the focus is on the skill they are learning rather than the facts. The final goal is to acquire the skills needed to earn their official history detective badge rather than find a specific fact or answer.

Objects and Materials for “History Detectives”

Purchasing Objects and Materials

This program was designed to be easily implemented at little cost to a museum. It however still requires some props and materials. Many of these items are things that a museum might already own (for example, whiteboard), could make inexpensively (for example, notebooks), or could purchase at little cost (for example, pencils).

Nova Scotia Museum sites looking to develop this program but who need help purchasing supplies should apply for a Support 4 Culture (S4C) interpretive renewal grant. This grant program looks favorably upon this type of ask. For more information see [Module Six](#).

Detective Kits

Each student participating in the program requires their own detective kit. Detective kits include:

- History Detective-in-Training Badge*
- Pencil
- Clipboard
- Magnifying Glass
- Gloves
- Notebook*



Detective kits are available to borrow through the IWG Education Sub-Committee.

Additional items that supplement the detective kits include:

- Supervisor Badges for Teachers/Chaperones*
- Pencil Sharpeners—at least one to be kept at each activity
- Only if doing Curious Construction: Kid Binoculars (inexpensive)
- Optional: Pencil Case to Hold Everything (these turned out to be more hassle than help during the pilots so they are no longer recommended but some museums might find them useful)

* Templates for these items are available at the end of this appendix.

All the items for the detective kits can be purchased through an office supply store like Staples. Currently (2016), detective kits can also be borrowed for testing and piloting programs through the ICI Interpretive Researcher (Maggie.MacIntyre@novascotia.ca).

Continued...Objects and Materials for “History Detectives”

Large Props/Infrastructure

In addition to a detective kit for each student, the museum should have the following items to be used in the program:

- Whiteboard with markers, eraser and stand
- Noise makers, one per group leader
- Tables and Chairs (amount depends on activity and set-up)
- Mystery Case Files*
- Smaller tags, arrows and other paper props—will depend on activity*

* Templates for these items are available at the end of this appendix.

Museum should also have clean mats specifically for programs for students if they will be sitting on the floor. This could be large room rugs that multiple students can sit on or smaller individual mats.

Working Collection, Reproductions and Artifacts

This program relies heavily on students learning from objects. Although hands-on is always preferred when working with students, this program was designed to provide an object rich experience without any risk to museum collection. For this reason, this program encourages students and staff to wear gloves at all times when interacting with objects, even if they are working collection, prop or reproduction. Museums should consider the following ways to ensure their program is object-rich:

- **Use working collection pieces.** These are pieces that are officially designated or purchased as working collection or prop.
- **Use museum collection pieces in situ.** Invite students to get close to museum exhibits or come into historic rooms. Explain that although they cannot touch they can use their magnifying glass to see details.
- **Use reproductions.** Artifacts and specimens can be replaced with reproductions that students can handle. Reproductions are particularly useful with archival records as high resolution images can be inexpensively printed.
- **Provide photographs.** If students are unable to pick-up or manipulate an artifact, provide photographs of the parts of it they cannot see while it is on display in situ. These photographs can be printed or provided digitally on appropriate technology.
- **Get creative and have discussions with collections and conservation staff.** Explain to collections staff the programs and work with them to find alternative ways for students to interact with the objects.



Program Overview Page

“History Detectives: *The Sable Island Case*”

Retitle to reflect case students will be exploring at your site.

Program Highlights (Description for Marketing Purposes):

Can your students solve a history mystery? In this hands-on, minds-on program students become history detectives as they learn about who used to live on Sable Island. Students will rotate through three interactive stations at which they search for clues and develop skills used by historians, researchers and museums to learn about the past. Based on the concept of “learning with objects,” this program will engage students with primary sources, including artifacts and archival records. Students will discover how objects provide evidence of the past and

Change to reflect the mystery students will be exploring at your site.

Content and Outcomes

Overarching Objective: (1 sentence containing 1 idea that describes what the program is about.)	By interacting with real objects at a museum, students will develop skills that relate to how we learn about the past.
Curriculum Outcomes addressed by this program:	Social Studies Grade 5 Curriculum Outcomes Students will develop an understanding of how we learn about the past with a focus on Acadians, African Nova Scotians, Gaels, Mi’kmaq and additional cultures. (Outcome 1) Skills: Citizenship, Communication, Critical Thinking
IMP Content Area:	E.4 Cultural Expression E.4.10 Heritage Preservation

Basic Logistics

Grade:	Grade 5 Social Studies		
Program Created by:	IWG Education Sub-Committee & MSVU B.Ed. Interns	Date of Creation:	August 2015
Program Updated for Specific Museum by:	IWG Education Sub-Committee (New Curriculum Outcomes)	Date of Update:	October 2016
Development Partners:	<ul style="list-style-type: none"> Nova Scotia Museum Pilot Sites: Fisheries Museum of the Atlantic, Highland Village Museum, Museum of Natural History Nova Scotia Archives Nova Scotia Department of Education and Early Childhood Development 		
Program Availability:	To be determined by site presenting the program		

Add names and dates for your site’s update.

Add partners who helped your site.

When will you offer it?

Program Structure

Program Length:	90 minutes		
Maximum Group Size:	30 students – 1 class		
Student Groupings:	Divide group into 3 smaller groups		
Facilitation – # of Staff:	3 staff	# of Volunteers:	Optional: 3 volunteers

Increase to 60 students? (2 classes)

Use more/less staff or volunteers?

Program Outline

After a full group introduction, the students are divided into three smaller groups, or squads, which will rotate between Activity 1, 2 and 3. They will come back together for a full group conclusion. Museums may wish to substitute Activity 1, 2, or 3 with Activity 4 if it better meets their site's theme or logistical requirements.

Update locations to reflect where activities will happen at your site

Activity	Location	Time	Featured Objects
Introduction: "History Detective Training"	Central location that can accommodate the whole group	15 mins.	<ul style="list-style-type: none"> History Detective Kit
Activity 1: "Modern Mysteries"	Location with lots of artifacts, either in situ or on a display table, that students can examine. Can accommodate 1/3 of the group.	20 mins.	<ul style="list-style-type: none"> Artifacts in situ or on display Photo cards showing modern equivalents of artifacts
Activity 2: "Artifact Investigations"	Location with artifacts where students can spread out to spend time examining a single artifact. Can accommodate 1/3 of the group.	20 mins.	<ul style="list-style-type: none"> Artifacts in situ or on display
Activity 3: "Archival Clues"	Location where students can work independently (if necessary without a staff person) which can accommodate 1/3 of the group. Ideally with tables & chairs, however, sitting on the floor can also work. Can be the same space as introduction.	20 mins.	<ul style="list-style-type: none"> Collection of archival records (reproductions) representing life at the site. Examples include images, documents, audio and visual components.
Conclusion: "Graduation"	Central location that can accommodate the whole group. Possibly same space as introduction.	15 mins.	<ul style="list-style-type: none"> Students' Observations
Alternative Activity – Can be done in lieu of Activity 1, 2, or 3.			
Activity 4: "Curious Construction"	Outside (either the back, front or side yard)	20 minutes	<ul style="list-style-type: none"> Historical Building (Your Site)

Select which 3 activities will be done. Delete alternative activity.



Museum
School Program
Development
Template

Program Research Page

“History Detectives”

Background Information:	<p><i>Insert site and program specific information here.</i></p> <p>For a general understanding about program presentation, it is recommended that sites use the Museums School Program Toolbox as a resource on principals of successful school program (Module Two) and program presentation strategies (Module Five).</p> <p>Program presenters may also wish to better understand the specific curriculum outcomes and skills addressed by this program. Information on the curriculum outcomes can be found in the “Social Studies Grade 5 Curriculum Guide.”</p>
Sources and References:	<p><i>Insert site and program specific information here.</i></p> <p>For general resources on program presentation, Appendix F contains a full list of sources and references that could be consulted to better understand the theory behind this school program. The following sources will be of particular use:</p> <ul style="list-style-type: none">• Department of Education, (2012) “Learning with Objects: Artifact Exploration Guide”.• Department of Education, (2011) “Social Studies Grade 5 Curriculum Guide”.• John Hennigar Shuh, (1982), “Teaching Yourself to Teach with Objects”, Journal of Education, 7 (4). <p>Additionally, be sure to use the Museum School Program Toolbox.</p>

Write 1/2 to 1 pages of background information to help new staff and volunteers know about the case the students will be exploring.

Add 2-5 sources and references where new staff and volunteers can further explore information presented in background information.



Activity Description Page

Update program title.

“History Detectives: *The Sable Island Case*”

Introduction: “History Detective Training”

Activity Highlights (Description for Marketing Purposes):

During the program introduction students will participate in History Detective Training and be introduced to the Sable Island history mystery they will need to help solve.

Update description to reflect what students will be exploring at your site.

Activity Logistics

Update using information from [Program Outline](#).

Need help getting materials? Read the information at the start of [Appendix I](#).

Location	Time	Materials
Central location that can accommodate the whole group	15 minutes	<ul style="list-style-type: none"> Large carpets for students to sit on White board with dry erase marker History Detective Kits (one for demonstration plus one per student). Each kit will contain: <ul style="list-style-type: none"> History Detective Badge Clipboard Notebook Pencil Gloves Magnifying Glass Kid Binoculars (to be kept for use at “Curious Construction” activity) History Detective Supervisor Badges (one for demonstration plus one for each teacher/chaperone). Pencil Sharpeners – to be held by staff, volunteer or teacher/chaperone Mystery Envelope – “The Case”
Purpose of Activity:	Provide students with an orientation to the site and introduce to them the skills they will be using to do object-based learning.	
Curriculum Outcomes addressed by this activity:	Social Studies Grade 5 Curriculum Outcomes Students will develop an understanding of how we learn about the past with a focus on Acadians, African Nova Scotians, Gaels, Mi’kmaq and additional cultures. (Outcome 1) Skills: Citizenship, Communication, Critical Thinking	
Set-Up:	<ul style="list-style-type: none"> Set-up an area where students can sign the guest book upon arrival. Prepare a space for students to sit safely as a large group. (See Safety Considerations.) Consider providing chairs for teachers and chaperons. Set-up demonstration area with one history detective kit and whiteboard in a location that students can easily see it from where they will be sitting. Divide the history detective kits and badges into three groups, ready to be handed out at the end of the introduction. Have History Detective Supervisor Badges ready to distribute by the volunteers or museum staff to teachers and chaperones. 	

Procedure

Timing	Instruction	Possible Script
Minute 1	<p>1. Welcome students to the museum. Invite them to take a seat on carpets. Tell them your name and the names of the other staff/volunteers who will be presenting the program.</p>	<p><i>“Welcome to the museum. My name is Gus. I would also like to introduce you to Jack and Jill. Today we will be your museum teachers.”</i></p>
Minute 2	<p>2. Tell students what will be happening during their visit. (Set expectations.) Explain that:</p> <ul style="list-style-type: none"> • First they will participate in detective training where they will learn how to be a detective and about the case they are going to explore. • At the end of the introduction they will be divided into three groups. Each group will visit three stations. At each station they do an activity that will help them explore the case. • After visiting three stations, they will return to the large group to discuss the case and earn their real history detective badges which they will get to take back to school. 	<p><i>“We are very happy to you are here today. Your teacher tells us you would all make excellent detectives. So today you are going to learn how to be history detectives. After this introduction you will be divided into three groups. Each group will visit three stations where you will do three training activities, each exploring clues from the museum. Once you are done we will come back here together and discuss what you learned. Upon completion you will earn your history detective badge which you can take back to school.</i></p>
Mins. 3-5	<p>3. History Detective Training – Lesson 1: The Tools. Show students what will be in their history detective kits. Students will be each getting their own badge, clipboard, notebook, pencil and gloves. Explain expected behaviours and reasons for behaviours in regards to the item.</p> <ul style="list-style-type: none"> • <u>Clipboard, Notebook and Pencil:</u> For recording observations and completing forms. Pencils are used to avoid making accidental permanent marks. 	<p><i>“First things first. You are going to need training to become official history detectives. The first thing you need to be a history detective are tools.</i></p> <ul style="list-style-type: none"> • <i>The most important items in a detective kit are <u>clipboard</u>, <u>notebook and pencil</u>. Notebooks are useful to record what you see so that you can refer back to it when solving the mystery. Some detective notebooks, like the ones you will be using today, have forms to fill out to help remind detectives where to look for clues.</i>

Timing	Instruction	Possible Script
Continued	<ul style="list-style-type: none"> • <u>Gloves</u>: Worn to touch and protect artifacts. Students must only touch artifacts when given permission. • <u>Magnifying Glass</u>: Used to look at details on an object. • <u>Binoculars</u>: Used in the “Curious Construction” activity to look at details on a building that might be difficult to see from a distance. • <u>History Detective in Training Badge</u>: Used to identify students as part of the school group. 	<ul style="list-style-type: none"> • <i>Next is a pair of <u>gloves</u>. Although touching in a museum is not generally allowed, today, as history detectives, you have special permission touch certain artifacts. If you are told it is okay to touch something, you need to put on your gloves first. One reason we don’t touch artifacts is that the dirt and natural oils on our hands can damage the artifacts.</i> • <i>Your <u>magnifying glass</u> will help you look at the small details on objects.</i> • <i>In one activity today it might be difficult for you get close to the object you are looking at. In that activity use your <u>binoculars</u> to see details from a distance.</i> • <i>The last thing your kit will have is a special <u>history detective in training badge</u>. It will show anybody who sees you today that you are here doing important work.</i>
Minute 6	4. Explain to Teachers and Chaperones their role. Hand-out supervisor badges to the teachers and chaperones. Ask them to review their responsibilities listed on the badges while the students finish training.	<i>“Teachers and Chaperones will also be given a special <u>history detective supervisor badge</u>. This badge gives them some special responsibilities in order to help the history detectives do their jobs. These responsibilities are written on the back of the badges.”</i>
Mins. 7-9	5. History Detective Training – Lesson 2: The Rules. Have the students come up with their own rules that they will follow while in the museum. Use the white board to write down the agreed up on rules. Try to keep it to less than seven rules. Possible rules include: Stay with your group. No running, yelling or pushing. Putting your hand up to talk.	<i>“As History Detectives you will be exploring many parts of the museum. We will want to make sure that our explorations do not put any of the artifacts at risk and that we are not too disruptive to the other History Detectives. What do you think are some rules we might want to follow today?”</i>

Timing	Instruction	Possible Script
Mins. 10-13	6. History Detective Training – Lesson 3: Envelopes. Explain how the mystery envelopes are used at each station. Open the first mystery envelope and read the document inside which will introduce the case which the students will be exploring.	<i>“Each station you visit today will have one of these mystery envelopes. The information inside the mystery envelope will give you clues. I am now going to read to you the first mystery envelope which is going to tell you about today’s case.”</i> [Open and read envelope: see text below.]
Mins. 14-15	7. Divide students into four groups and start the program. Explain to students that now that they have completed their history detective training they are ready to go look for clues. Teachers may have already have divided the students into groups before arriving but if they haven’t, work with them to quickly divide the students into groups. Assign each group a leader to take them to their first station where they will receive their detective kits and badges.	<i>“You now done your history detective training and are ready to receive your training badges and tools. With the help of your teacher, we are now going to divide you into three detective squads. Once in your group you will go to your first station where you receive your detective kit and detective badge. Does anybody have any questions before we start? Have fun.”</i>

Additional Information

Possible Discussion Questions for Extension:	<ul style="list-style-type: none"> Do not worry if this section ends a little early as it will allow for more time for discussion during the conclusion.
Suggestions for Modifications:	<ul style="list-style-type: none"> If presenting this to a smaller group of students, use one or two groups instead the three recommended here. Try to keep each group to about 10 students.
Safety Considerations:	<ul style="list-style-type: none"> Ensure the space where students are seated does not block the flow of traffic in the museum more than necessary. If doing the introduction outside, ensure the area is safe from any hazards such as broken glass, animal feces, poisonous plants, insect homes (for example, bee hives, wasp nests, ant hills). The area should be checked for hazards every time it is used. Be aware of sitting students in the sun without shade, especially if they don’t have sun screen and hats.

Update to reflect the realities of your site.

Mystery Envelope – “The Case”

Sable Island is a small and isolated island that is about 300 km away from Nova Scotia in the Atlantic Ocean. Today approximately five people live there year-round as scientists and caretakers. We know a lot about the work that these scientists do because they share their research with the museum. Much of their research is about the rare plants and animals that call Sable Island home. This includes the world’s largest breeding colony of grey seals, over three hundred types of birds, and species of moths and insects found nowhere else on the planet! Most famously, Sable Island is also home for hundreds of wild horses.

The scientists and caretakers who live on Sable Island today are part of a long history of people visiting, researching and living on Sable Island. Some of the first people we know who visited Sable Island over 500 years ago were explorers and fisherman. Over the next three hundred years several people tried to start a community on the island but the conditions were too harsh. During this time, the first horses were brought to the island. When the people left, the horses remained and became wild.

Sable Island is known as the “Graveyard of the Atlantic” because so many shipwrecks happened on or near the island. The island can be very difficult to see in rough seas, storm and fog. Without modern navigational tools, fishing and other boats often ran into the island. In 1801, or just over two hundred years ago, the Nova Scotia government built several life-saving stations and lighthouses on the island. The people who worked in these life-saving stations and lighthouses recorded many observations about the plants and animals on the island. This made them some of the earliest researchers of Sable Island.

In the last fifty years changes in technology made it easier for ships to navigate. Shipwrecks become less common and it was less necessary to have life-saving stations on the island. The people who worked on the island left but their recordings, observations, and research continues today to be very important to researchers today.

At the museum we know a lot about the work done by these unofficial scientists did but we want to learn more about the people themselves. We need the help of history detectives to discover clues about the people who lived on Sable Island approximately one hundred years ago. We have identified areas in the museum we would like you to investigate. Each area you visit will have an activity where you discover clues. Use these clues to help us better understand life in the past on Sable Island.

We look forward to finding out what you discover.

Write text to introduce students to your museum’s story and reflect the case they will be exploring. The text should be short and vocabulary age appropriate. Make sure it can be read in less than 4 minutes and should be no longer than 400 words—shorter is better.



Museum
School Program
Development
Template

Activity Description Page

"History Detectives: *The Sable Island Case*"

Activity 1: "Modern Mysteries"

Update program title.

Activity Highlights (Description for Marketing Purposes):

How much has life really changed in the last 100 years? Students will participate in an investigation in which they will be asked to match items used today by researchers living on Sable Island to the equivalent item used by researchers about 100 years ago. Once students have completed their investigation they will examine how the items have changed over history and what these changes tell us about the people who used the

Update description to reflect what students will be exploring at your site.

Update location using information from [Program Outline](#).

Activity Logistics

Location	Time	Materials
Location with lots of artifacts, either in situ or on a display table, that students can examine. Can accommodate 1/3 of the group.	20 minutes	<ul style="list-style-type: none">Working Collection Artifacts (To Be Listed)Artifact Number TagsNoisemaker to get students' attentionMystery Envelope "Modern Mysteries" <p>The students will use the following items from their detective kit:</p> <ul style="list-style-type: none">* Clipboard* Notebook* Pencil* Gloves
Purpose of Activity:	Students will look at the similarities and differences between artifacts from the past and their modern equivalent. Using this information they understand that past society was both similar and different from today's society.	
Curriculum Outcomes addressed by this activity:	Social Studies Grade 5 Curriculum Outcomes Students will develop an understanding of how we learn about the past with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq and additional cultures. (Outcome 1) Skills: Citizenship, Communication, Critical Thinking	
Set-Up:	<ul style="list-style-type: none">Set-up tables and place artifacts on the tables, each artifact with a number tag clearly relating to a specific artifact.Clear area for students to sit in the room.	

List what working collection artifacts activity will use as well as any special handling instructions. Templates for artifact number tags is available at the end of this appendix.

Procedure

Timing	Instruction	Possible Script
Mins. 1-2	<p>1. Welcome students to the activity and space. Invite them to take a seat in a prepared area. Read the first section of the mystery file to explain that they will be comparing modern items to the old items they see in this room. This is one method used by researchers to learn about the past.</p>	<p><i>"Please come and sit over here for a few minutes. You will be doing an investigation of the artifacts on the table but first I am going to give you some read the mystery file and give some instructions."</i></p> <p>(Text for mystery file at end of activity procedure.)</p>
Mins. 3-4	<p>2. Show and explain to students what they will be doing during this activity. (Set expectations.)</p> <ul style="list-style-type: none"> • Students may work individually or in groups of up to 3. Each student is expect to complete their own form, even if working in a team. • They will be completing the training exercise called "Modern Mysteries." Show students which training exercise this is. • Use a copy of the training exercise to demonstrate how to complete the form. First they will put the number beside the name of the modern item. Then they will write one what the old item is different from the modern item. • Tell students to only complete the training exercise up to the "Detective image." They will need extra info to answer the last question. 	<p><i>"For this investigation you may work alone or with a partner."</i></p> <p><i>Please turn your detective notebook to the page called "Modern Mysteries." It is the page with a magnifying glass in the top corner. Fill out your own training exercise even if you are working with a partner.</i></p> <p><i>Let's use the first line as an example.</i></p> <p><i>In the first column you will see the name and picture of an object you might find in a modern location.</i></p> <p><i>Look at the artifacts. You will notice numbers attached each one. Try to find the object that matches the one in your training exercise and write down the number.</i></p> <p><i>Next observe the artifact and write down one way the modern and old objects are different.</i></p> <p><i>You are going to try to do the same thing for the remaining items on your form. Stop when you get to the detective symbol on the training exercise as after everyone is done I am going to read you information from the mystery envelope that will help you answer that last question.</i></p>

Timing	Instruction	Possible Script
Continued	<ul style="list-style-type: none"> Remind students about specific behaviour expectations for this room, including how they can touch the artifacts while wearing gloves. Students will have 10 minutes to complete the activity. When they hear the noisemaker, it is time to return to where they are sitting. Ask if anybody has any questions before starting. 	<p><i>While you are doing your investigation you need to wear your gloves. As long as you are wearing your gloves you will be allowed to touch the artifacts.</i></p> <p><i>You are going to have ten minutes to try to find all your answers. When you hear me use the noisemaker you know the time is up and you will need to quickly come back here and sit down.</i></p> <p><i>Does anybody have any questions before we start?"</i></p>
Mins. 5-14	<p>3. Students work independently or in small groups to complete the form. Allow students to work as independently as possible. Answer questions as needed and supervise they aren't accidentally putting the artifacts at risk. Encourage teachers and chaperones to aid you with this as well as assist students who are struggling. Once time is up, or most everyone is done, use the noisemaker to gather the group together.</p>	None.
Mins. 15-17	<p>4. Review answers. Ask the students what artifact number they choose for each of the modern items. If possible allow for discussion amongst the students if some of them choose different numbers for the same item. Ask them to explain to explain their answer. In many cases there may be more than one right answer.</p>	<p><i>"What artifact number did you choose as the old version of the first item on your form? Did anybody get something different? Could you explain why you think that artifact is the equivalent to the modern item?"</i></p> <p><i>(Continue discussion until all items on the training exercise have been identified. Remain aware of time.)</i></p>
Mins. 18-20	<p>5. Read mystery envelope to provide final clue. Ask students to complete the last question on their training exercise (the one after the detective image). Once students are done, prepare them to move to their next activity.</p>	<p><i>"For the final question on your training exercise I have some additional information in this mystery envelope. Let me read to you the clue. [Read envelope.]</i></p> <p><i>Think about what you just heard and answer the question after the detective on your training exercise."</i></p>

Mystery Envelope – “Modern Mysteries”

At start of activity:

One way researchers learn about the past is by comparing modern objects that they understand to the historical objects they want to learn about. Historical objects in museums are called artifacts. As you can see, we have displayed some artifacts from the museum’s collection that we normally don’t show the public. You will be observing and comparing the modern items on your sheet to the artifacts. You will be asked to infer how objects have changed over time and what this means about life in the past.

At end of activity:

Let’s use the skills you just developed to infer about life on Sable Island in the past. Sable Island is very difficult to get to, especially in bad weather. Today, when people on Sable Island need something they have to wait for an airplane to come to the island. In the past, before airplanes existed, the people had to wait for boats to bring their supplies. People on Sable Island can never be sure when the next boat or airplane with supplies is coming so they need to keep a lot of different things with them. The artifacts you just studied are examples of all the different things people needed to keep with them on Sable Island, both for their work and personal needs.

What does this information tell us about life on Sable Island in the past? How was it similar and how was it different from today?

Write text to provide students with some information about your site and to help them understand the artifacts they are exploring. The text should be short and vocabulary age appropriate. Each section of text should take less than 1 minute to read aloud and be no more than 150 words—less is better.

Additional Information

Possible Discussion Questions for Extension:	<p>If time allows, considering extending the discussion in step 4. Some additional questions to those included in the above suggested script could include:</p> <ul style="list-style-type: none">• Where do you think these items were purchased? How is this similar or different than today?• What are these items made from? How is this similar or different than today?• Today, if something in our home breaks what do we do? What do you think they do on Sable Island? How would this have been different in the past?
Suggestions for Modifications:	<ul style="list-style-type: none">• none
Safety Considerations:	<ul style="list-style-type: none">• Some of the artifacts are fragile and might have sharp edges. Wearing gloves should help protect the students. Make sure students are careful and keep the artifacts over the table when handling them.

Write questions specific to your site.

Update to reflect the realities of your site.



Museum
School Program
Development
Template

Activity Description Page

"History Detectives: *The Sable Island Case*"

Activity 2: "Object Investigations"

Update program title.

Activity Highlights (Description for Marketing Purposes):

Researchers collect objects to learn about a place like Sable Island. We can use the same objects to discover what they were learning. In this activity students will do an in-depth investigation of an object of their choosing, examining it for clues about why people in the past thought it was important to study Sable Island and how their research can still be used today.

Update description to reflect what students will be exploring at your site.

Update location using information from [Program Outline](#).

Activity Logistics

Location	Time	Materials
Location with lots of artifacts, either in situ or on a display table, that students can examine. Can accommodate 1/3 of the group.	20 minutes	<ul style="list-style-type: none">Working Collection or Accessioned Artifacts In Situ"Look Here" ArrowsNoisemaker to get students' attentionMystery Envelope "Object Investigations" <p>The students will use the following items from their detective kit:</p> <ul style="list-style-type: none">* Clipboard* Notebook* Pencil* Gloves (if they can touch artifacts)* Magnifying Glass
Purpose of Activity:	Students will spend time look at a single artifact in depth in order to develop the skill of learning from objects.	
Curriculum Outcomes addressed by this activity:	Social Studies Grade 5 Curriculum Outcomes Students will develop an understanding of how we learn about the past with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq and additional cultures. (Outcome 1) Skills: Citizenship, Communication, Critical Thinking	
Set-Up:	<ul style="list-style-type: none">Set-up chairs or stools so that students can sit while they are looking at their chosen natural history specimen in situ.Place the "Look Here" arrows around the room to point out artifacts that might be of interest.	

List what working collection artifacts activity will use as well as any special handling instructions. Templates for artifact number tags is available at the end of this appendix.

Procedure

Timing	Instruction	Possible Script
Mins. 1-2	<p>1. Welcome students to the activity and space. Invite them to take a seat in a prepared area. Read the first section of the mystery file to explain that they will each be looking at an object in detail. Doing investigations of a single object is one method used by researchers to learn about the past.</p>	<p><i>"Please come and sit over here for a few minutes. You each become an expert on an artifact of your choice in this but first I am going to give you some read the mystery file and give some instructions."</i></p> <p>(Text for mystery file at end of activity procedure.)</p>
Mins. 3-4	<p>2. Show and explain to students what they will be doing during this activity. (Set expectations.)</p> <ul style="list-style-type: none"> Give step-by-step instructions for the object investigation: <ul style="list-style-type: none"> Students will be completing the training exercise called "Object Investigation." Show students which training exercise this is. Students will be working individually however they can do the same object as one other person and they can talk to each other about their object. Explain to students how they will go about choosing their object. Use an example of the "Object Investigation" training exercise and an easy specimen to demonstrate to students how to do an object investigation. Explain that you will do it quickly but they will have more time in order to go into greater detail. 	<p><i>"Please turn your detective notebook to the page called "Object Investigation." It is the page with a finger print in the top corner.</i></p> <p><i>You can choose or object from any of the artifacts you see in this room. The arrows point out some interesting ones. You may choose look at the same object as one other person, and you may talk to each other about the object, however you each need to fill out your own form.</i></p> <p><i>Once you have chosen your object, take a minute to look at it carefully. Look at it from different angles. Use your magnifying glass to see the details. Once you are done looking at the object, look at your form.</i></p> <p><i>The training exercise asks you to list or draw at least ten things all the things you notice about your object. You don't have to write full sentences or make fancy drawings. For example with my shoe I notice that it is black and that it looks like it was used a lot. I can quickly draw the design on the button and label the drawing "button". What else do you notice about the shoe (allow class to provide answers).</i></p>

Timing	Instruction	Possible Script
Continued	<ul style="list-style-type: none"> Remind students to only complete the training exercise up to the “Detective image.” Remind students about specific behaviour expectations for this room, including how they can touch the artifacts while wearing gloves. Students will have 10 minutes to complete the activity. When they hear the noisemaker, it is time to return to where they are sitting. Ask if anybody has any questions before starting. 	<p><i>Stop when you get to the “Detective symbol” on the training exercise as after everyone is done I am going to read more information from the mystery file that will help you answer that last question.</i></p> <p><i>While you are doing your investigation you need to wear your gloves. As long as you are wearing your gloves you will be allowed to touch the artifacts.</i></p> <p><i>You are going to have ten minutes to try to find all your answers. When you hear me use the noisemaker you know the time is up and you will need to quickly come back here and sit down. Does anybody have any questions before we start?”</i></p>
Mins. 5-14	<p>3. Students work independently or in small groups to complete the form. Allow students to work as independently as possible. Answer questions as needed and supervise they aren’t accidentally putting the artifacts at risk. Encourage teachers and chaperones to aid you with this as well as assist students who are struggling. Once time is up, or most everyone is done, use the noisemaker to gather the group together.</p>	None.
Mins. 15-17	<p>4. Review what the students discovered. Invite the students to share with the group which object they chose to investigate. If time allows ask students to add what they found the interesting about their object or why they chose their object.</p>	<p><i>“Who would like to tell us what object they investigated? Can you tell us one thing about your object?”</i></p> <p><i>(Continue discussions until all students who want to share have been given an opportunity or you are out of time.)</i></p>

Timing	Instruction	Possible Script
Mins. 18-20	5. Read mystery envelope to provide final clue. Ask students to complete the last question on their training exercise (the one after the detective image). Once students are done, prepare them to move to their next activity.	<i>“For the final question on your training exercise I have some additional information in this mystery envelope. Let me read to you the clue. [Read envelope.] Think about what you just heard and answer the question after the detective image on your training exercise.”</i>

Mystery Envelope – “Object Investigating”

At start of activity:

One way researchers learn about the past is by become experts on specific objects. They become experts by looking at the object in detail, recording their observations, and inferring what these observations might tell them. In this activity you will be looking at natural history objects from the museum’s exhibits. Natural history objects in museums are called specimens. The exhibits around us right now feature specimens found on Sable Island. You will notice the specimens in this tube shape case, the horse skeleton spinning in the window and some hidden inside these cases. By looking closely at the specimens in this exhibit we can learn what life is like on Sable Island and what types of plants and animals live on the island.

At end of activity:

All of the specimens, or natural history objects, you have been investigating have been collected by researchers who visited Sable Island. The people who lived on Sable Island a hundred years ago weren’t official researchers so they didn’t collect specimens to send to the museum. Instead they spent time exploring the island and making observations. They would record their observations in letters, diaries, notebooks and drawings, just like the ones you made today. These observations are still used by researchers as proof of what has changed and what has not changed on Sable Island over the years.

What can you infer about life in Sable Island by the observations you made about your chosen object?

Write text to provide students with some information about your site and to help them understand the artifacts they are exploring. The text should be short and vocabulary age appropriate. Each section of text should take less than 1 minute to read aloud and be no more than 150 words—less is better.

Additional Information

Possible Discussion Questions for Extension:	<p>If time allows, considering extending the discussion in step 4. Some additional questions to those included in the above suggested script could include:</p> <ul style="list-style-type: none"> • Where else might you find objects like these? • Which of these objects do you think would be common for researchers to find on Sable Island? Which objects would be uncommon? • What objects might be missing from this exhibit? • Why would somebody have saved these objects for over a hundred years?
Suggestions for Modifications:	<ul style="list-style-type: none"> • Use this activity to incorporate technology. If students have their own tablet or handheld computer, allow them to “collect” the artifact (or past) version of the artifact by taking a picture of it with their device.
Safety Considerations:	<ul style="list-style-type: none"> • The more students can immerse themselves into a space the better experience they will have with this activity. Although it might not always be possible to “go behind the rope” consider using additional supervision, either a volunteer or parent chaperones, to assist keeping both students and artifacts safe. • If using the technology modification remember that one of the dangers to artifacts when being photographed is the people who are not paying attention to their location while they take a picture. People taking pictures often take a step back in order to get a better picture, forgetting that there are objects around them. This can cause people to bump into objects. Provide students with a quick training about this behaviour before letting them take pictures.

Write questions specific to your site.

Update to reflect the realities of your site.



Activity Description Page

"History Detectives: *The Sable Island Case*"

Activity 3: "Clues from the Archives"

Update program title.

Update description to reflect what students will be exploring at your site.

Update using information from [Program Outline](#).

Activity Highlights (Description for Marketing Purposes):

Not all history is recorded in history books. In this activity students will look closely at archival records to unlock clues about the people whose lives are captured in these documents.

Activity Logistics

Location	Time	Materials
Location where students can work independently (if necessary without a staff person) which can accommodate 1/3 of the group. Ideally with tables & chairs, however, sitting on the floor can also work. Can be the same space as introduction.	20 minutes	<ul style="list-style-type: none"> Archival Records (Reproductions) <p>The students will use the following items from their detective kit:</p> <ul style="list-style-type: none"> * Clipboard * Notebook * Pencil * Gloves (if they can touch artifacts) * Magnifying Glass
Purpose of Activity:	Students will investigate archival records, learning how to use primary source materials for research.	
Curriculum Outcomes addressed by this activity:	<p>Social Studies Grade 5 Curriculum Outcomes</p> <p>Students will develop an understanding of how we learn about the past with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq and additional cultures. (Outcome 1)</p> <p>Skills: Citizenship, Communication, Critical Thinking</p>	
Set-Up:	<ul style="list-style-type: none"> Clear area for students to sit and work with archival records in partners. Students will require space to spread out. Consider providing tables and chairs if possible for all the students. If not possible, a clean area on the floor, maybe with a clean mat (for example, yoga mats) on which they could sit with their archival records and partner. Set up one table on which to display all the archival records. 	

Need help getting archival records to reproduce? Read the information at the start of [Appendix I](#).

Procedure

Timing	Instruction	Possible Script
Mins. 1-2	<p>1. Welcome students to the activity and space. Invite them to take a seat in a prepared area. Read the first section of the mystery file to explain that they will each be looking at documents from the archives with a partner. Explain what an archives is and what an archival record is. Explain that doing research with documents from the archives is called using primary sources.</p>	<p><i>"Please come and sit over here for a few minutes. You will be working with a partner to examine a document from the archives but first I am going to give you some read the mystery file and give some instructions."</i></p> <p>(Text for mystery file at end of activity procedure.)</p>
Mins. 3-4	<p>2. Show and explain to students what they will be doing during this activity. (Set expectations.)</p> <ul style="list-style-type: none"> • Give step-by-step instructions for the activity: <ul style="list-style-type: none"> • Students work in pairs. Each student will be completing the training exercise called "Clues from the Archives." Show students which training exercise this is. • Explain to students how they will go about choosing their document. These instructions will be specific to your site and its set-up. 	<p><i>"Please turn your detective notebook to the page called "Clues from the Archives." It is the page with a white glove in the top corner.</i></p> <p><i>In pairs you are each going pick and examine an archival record from those on the table here. Even if you are working with a partner, you both need to do your own training exercise.</i></p> <p><i>The first thing you will need to do is choose which document you want to investigate. The documents on the tables are ones that you can handle carefully if you are wearing your gloves. As an example I am going to look at this photograph.</i></p> <p><i>Once you have chosen your document, take a minute to look at it carefully. Use your magnifying glass to see all the details. Once you are done looking at the document, look at your form.</i></p> <p><i>In the middle is a cloud where you can write what you think is the most important clue in your document. For example with this photograph. I notice it is black and white.</i></p>

Timing	Instruction	Possible Script
Continued	<ul style="list-style-type: none"> • Use an example of the “Clues from the Archives” training exercise and an easy archival record to do a brain storm based on the information they discover in their document. • Remind students to only complete the training exercise up to the “detective image.” • Remind students about specific behaviour expectations for this room, including how they can touch the artifacts while wearing gloves. • Students will have 10 minutes to complete the activity. • When they hear the noisemaker, it is time to turn their attention to the group. • Ask if anybody has any questions before starting. 	<p><i>From there start brainstorming with your partner about all the other things you notice and give them each a cloud attached to your main cloud. For example with this photograph I’m going to give clouds to each of the other things I notice: old, people, house, tree. What else do you see? (allow class to provide answers)</i></p> <p><i>For each cloud, write all the things you notice about it. So for people I might write how many, what ages, what they are wearing, what they are doing, and so on. Try to gather as many facts as possible from your document.</i></p> <p><i>Stop when you get to the detective symbol on the form. After everyone is done I am going to read you another clue from the mystery file that will help you answer that last question.</i></p> <p><i>You are going to have ten minutes for your investigation.</i></p> <p><i>Now before you stand up to pick out your document and get started I just want to remind that when you hear me use the noisemaker you know the time is up and stop your investigation and turn your attention to the group.</i></p> <p><i>Does anybody have any questions before we start?”</i></p>

Timing	Instruction	Possible Script
Mins. 5-14	<p>3. Students work independently or in small groups to complete the form.</p> <p>Allow students to work as independently as possible. Answer questions as needed and supervise they aren't accidentally putting the artifacts at risk. Encourage teachers and chaperones to aid you with this as well as assist students who are struggling. Once time is up, or most everyone is done, use the noisemaker to gather the group together.</p>	None.
Mins. 15-17	<p>4. Review what the students discovered. Invite the students to share with the group which archival record they chose to investigate. If time allows ask students to add what they found the most interesting about their document or why they</p>	<p>““Who would like to tell us what archival record they investigated? Can you tell us one thing about your document?”</p> <p><i>(Continue discussion until all students who want to share have been given an opportunity or you are out of</i></p>
Mins. 18-20	<p>5. Read mystery envelope to provide final clue. Ask students to complete the last question on their training exercise (the one after the detective image). Once students are done, prepare them to move to their next activity.</p>	<p><i>“For the final question on your training exercise I have some additional information in this mystery envelope. Let me read to you the clue. [Read envelope.]</i></p> <p><i>Think about what you just heard and answer the question after the detective image on your training exercise.”</i></p>

Additional Information

<p>Possible Discussion Questions for Extension:</p>	<p>If time allows, considering extending the discussion in step 4. Some additional questions to those included in the above suggested script could include:</p> <ul style="list-style-type: none"> • What does that tell us about the document? • Does this document remind you of anything from your own life today? • Does anything in this document remind you of something
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Write questions specific to your site.

Suggestions for Modifications:

- Use this activity to incorporate technology. If students have their own tablet or handheld computer, allow them to look at virtual archival records on a trusted webpage like Nova Scotia Archives.
- This activity has been designed to be chaperone led. When possible, have a staff or volunteer person at this station lead instead of the chaperone.
- If chaperone numbers allow, consider asking one chaperone to spend the whole time at this station rather than rotating with the groups. Have a staff person give this chaperone a quick bit of training while the other staff leads the introduction.
- If activity will regularly be chaperone led, and if technology allows, consider making a movie to play of a staff person explaining the instructions. The movie could have an on-screen timer to help the chaperone stay on time.

Safety Considerations:

- As there may not be a staff or volunteer person at this activity, ensure that it is held in a location of the museum that does not require supervision.

Update to reflect the realities of your site.

Mystery Envelope – “Clues from the Archives”**At start of activity:**

One way researchers learn about the past is by looking at documents created in the past. Documents from the past can be called archival records because they are kept in an archives. An archives is like a museum but instead of objects it houses documents, like a library. Some of the documents are very important like birth, marriage and death certificates. Other documents might seem less important but are filled with important information. These could include letters, diaries and even things that could have been considered garbage like receipts and empty packages. We have selected a few documents from the archives that we think will help you learn more about life on Sable Island.

At end of activity:

The documents you have been looking at relate to the research stations on Sable Island. As you have seen they include government documents, newspaper clippings, personal letters, photographs and art from a magazine. Each document only has a small amount of information but also leaves us with lots of questions. This often leads to looking at other archival records. After making observations on your archival record, what is one new questions you have about life on Sable Island?

Write text to provide students with some information about your site and to help them understand the artifacts they are exploring. The text should be short and vocabulary age appropriate. Each section of text should take less than 1 minute to read aloud and be no more than 150 words—less is better.



Museum
School Program
Development
Template

Activity Description Page

"History Detectives: *The Sable Island Case*"

Activity 4: "Curious Construction"

Update program title.

Activity Highlights (Description for Marketing Purposes):

Students will examine specific architecture and landscape features of the Sable Island research station and create an art project to represent their chosen feature. Students will then share their art project and hypothesis what they can learn from that specific architectural feature.

Update
description to
reflect what
students will
be exploring
at your site.

Activity Logistics

Update
location using
information
from Program
Outline.

Location	Time	Materials
Location with lots of artifacts, either in situ or on a display table, that students can examine. Can accommodate 1/3 of the group.	20 minutes	<ul style="list-style-type: none">1 large archival photograph of building and landscape being examined <p>The students will use the following items from their detective kit:</p> <ul style="list-style-type: none">* Clipboard* Notebook* Pencil* Binoculars (to be kept at the station)
Purpose of Activity:	Students will observe the house and landscape as a historical object and use art to communicate their observations.	
Curriculum Outcomes addressed by this activity:	Social Studies Grade 5 Curriculum Outcomes Students will develop an understanding of how we learn about the past with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq and additional cultures. (Outcome 1) Skills: Citizenship, Communication, Critical Thinking	
Set-Up:	<ul style="list-style-type: none">Prepare a space outside for students to sit safely as a large group. (See Safety Considerations.)Have large image available but hidden from students to be revealed when final clue is read from the mystery file.	

Procedure

Timing	Instruction	Possible Script
Mins. 1-2	<p>1. Welcome students to the activity and space. Invite them to take a seat in a prepared area. Read the first section of the mystery file to explain that they will each be looking at the building and landscape as it stands today. Drawing and using historic buildings that still exist is one method used by</p>	<p><i>"Please come and sit over here for a few minutes. You will be using these binoculars to examine and draw a feature of the building and landscape this but first I am going to give you some read the mystery file and give some instructions."</i> (Text for mystery file at end of activity procedure.)</p>
Mins. 3-4	<p>2. Show and explain to students what they will be doing during this activity. (Set expectations.)</p> <ul style="list-style-type: none"> • Give step-by-step instructions for the activity: <ul style="list-style-type: none"> • Students will be completing the training exercise called "Curious Construction." Show students which training exercise this is. • Students will be working individually however they will have a chance to share their results with the rest of the group. • Use an example of the "Curious Construction" training exercise and an easy architectural feature to demonstrate to students how to complete the form. Explain that you will do it quickly but they will have more time in order to go into greater detail. • Remind students to only complete the training exercise up to the "Detective image." • Students will have 10 minutes to complete the activity. 	<p><i>Please turn their detective notebook to the page called "Curious Construction." It is on the page with the notepad and pencil in the top corner.</i></p> <p><i>First you are going to look at the building and landscape. Silently, in your head, pick one thing that you think is really interesting about the building or landscape. You can use the binoculars to look at your chosen feature more closely.</i></p> <p><i>Once you have chosen your item you are going to draw it on your investigation form. Try to draw it with as much detail as possible. Don't worry about being a good artist. Focus on trying to capture lots of details.</i></p> <p><i>You are going to have ten minutes to complete your drawing. Work on your drawing independently and can sit in anywhere on the front lawn.</i></p> <p><i>Don't worry about the last question on your training exercise after the "Detective symbol." Once we are back together I am going to read you another clue that will help you answer that last question.</i></p>

Timing	Instruction	Possible Script
Continued	<ul style="list-style-type: none"> When they hear the noisemaker, it is time to return to where they are sitting. Ask if anybody has any questions before starting. 	<p><i>When I use the noisemaker you will know time is up and you will need to quickly come back here and sit down. Once we are all together we are going to look at and discuss each other's drawings.</i></p> <p><i>Does anybody have any questions before we start?"</i></p>
Mins. 5-14	<p>3. Students work independently or in small groups to complete the training exercise. Allow students to work as independently as possible. Answer questions as needed. Supervise that they are staying safely with the group and not doing anything that might hurt the building, grounds, themselves or other students at risk. Encourage teachers and chaperones to aid you with this as well as assist students who are struggling. Once time is up, or most everyone is done, use the noisemaker to gather the group together.</p>	None.
Mins. 15-17	<p>4. Invite students to share their drawings with the group. Do not force students who do not want to speak publicly to talk more than they are comfortable. If time allows ask students to add why they chose that feature to draw and what they found interesting about it.</p>	<p><i>"Let's go around the group and each share what we draw. If you want you can tell the group why you chose to draw what you did or what interests you about that feature."</i></p> <p><i>(Continue discussion until all students who want to share have been given an opportunity or you are out of time.)</i></p>
Mins. 18-20	<p>5. Reveal the archival image in and read mystery envelope to provide final clue. Ask students to complete the last question on their training exercise (the one after the detective image). Once students are done, prepare them to move to their next activity.</p>	<p><i>"For the final question on your training exercise I have some additional information in this mystery envelope. Let me read to you the clue. [Read envelope.]</i></p> <p><i>Think about what you just heard and answer the question after the detective on your training exercise."</i></p>

Mystery Envelope – “Curious Construction”

At start of activity:

One way researchers learn about the past is by looking at buildings and landscapes created in the past. Buildings and landscapes are wonderful clues about the past because they sometimes look the same as they did when they were first built. This lets them act like a window to the past. We can also observe what has changed. Changes can show us new technologies, how lifestyle has changed and how communities have changed. The research station we are looking at right now is very similar to a research station on Sable Island.

At end of activity:

Look at this picture from the archives of what a building on Sable Island looked like about a hundred years ago. As you can see today it looks very similar to this picture. Even without this picture, just by looking at the building today we can imagine what this place looked like a hundred years ago. Look for the feature you drew in this picture. Can you find it?

What is similar or different about the research station today compared to the building from a hundred years ago? Considering these similarities or differences, what does looking at the research station from today tell us about life on Sable Island a hundred years ago?

Write text to provide students with some information about your site and to help them understand the artifacts they are exploring. The text should be short and vocabulary age appropriate. Each section of text should take less than 1 minute to read aloud and be no more than 150 words—less is better.

Additional Information

Possible Discussion

Questions for Extension:

Write questions specific to your site.

If time allows, considering extending the discussion in step 4. Some additional questions to those included in the above suggested script could include:

- How does this building and yard compare to your home and yard?
- How does this building compare with other buildings in the community?
- What would have made this location a good location to build this building?
- How many people do you think work/lived here? Why do you think that?
- Where do you think the builders got the materials to build on Sable Island? How might this have influenced the construction?

Suggestions for Modifications:	<ul style="list-style-type: none"> • This activity has been designed to be chaperone led. When possible, have a staff or volunteer person at this station to lead instead of the chaperone. • If chaperone numbers allow, consider asking one chaperone to spend the whole time at this station rather than rotating with the groups. Have a staff person give this chaperone a quick bit of training while the other staff leads the introduction. • If activity will regularly be chaperone led, and if technology allows, consider making a movie to play of a staff person explaining the instructions. The movie could have an on-screen
Safety Considerations:	<ul style="list-style-type: none"> • As there may not be a staff or volunteer person at this activity, ensure that it is held in a location of the museum that does not require supervision. • As this activity is outside, ensure the area is safe from any hazards such as broken glass, animal feces, poisonous plants, insect homes (for example, bee hives, wasp nests, ant hills). Also check any infrastructure the students may take use to make sure they are in good repair, such as picnic tables, tents or outdoor seating. This area should be check for these hazards every time it is used. Also be aware of the sitting students directly in the sun without shade, especially if they are not prepared with sun screen and hats. • When students are outside make sure the area they will be using is safely away from traffic and the parking lot.

Update to reflect the realities of your site.



Activity Description Page

Update program title.

"History Detectives: *The Sable Island Case*"

Conclusion: "History Detective Graduation"

Activity Highlights (Description for Marketing Purposes):

The students will re-assemble as a large group and communicate what they have discovered during their investigations.

Activity Logistics

Update using
information
from Program
Outline.

Location	Time	Materials
Central location that can accommodate the whole group. Possibly same space as introduction.	15 minutes	<ul style="list-style-type: none"> Whiteboard with Marker Official History Detective Badges Copy of History Detective Pledge Top Secret File: For Eyes of Official History Detectives Only (Official Pledge) <p>The students will use the following items from their detective kit:</p> <ul style="list-style-type: none"> * Completed Notebook
Purpose of Activity:	Students will share the observations they made during the program resulting in a deeper understanding not only about the site, but also how museums and archives can be used to learn about the past.	
Curriculum Outcomes addressed by this activity:	<p>Social Studies Grade 5 Curriculum Outcomes</p> <p>Students will develop an understanding of how we learn about the past with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq and additional cultures. (Outcome 1)</p> <p>Skills: Citizenship, Communication, Critical Thinking</p>	
Set-Up:	<ul style="list-style-type: none"> Re-Prepare a space for students to sit safely as a large group. (See Safety Considerations.) Consider providing chairs for teachers or chaperons to sit. If the area was used for the Clues from the Archives activity put away as much of this material as possible. Clean whiteboard which was used to write the rules during the introduction. Set-up whiteboard so students can easily see it from where they will be sitting. Be prepared to collect the detective kits from the students and the history detective supervisor badges from the teachers and 	

Template for
Official History
Detective
Badges is
available at the
end of this
appendix.

Procedure

Timing	Instruction	Possible Script
Mins. 1-3	1. Welcome students back from their investigations. As students return collect all the detective kits and badges. Don't forget to also collect the badges from the teachers and chaperones. Students should keep their completed notebook as they will need it for the discussion during the conclusion.	<i>"Welcome back history detectives. I hope you've had a good time and been able to find lots of clues. As you can see we've now exposed the inside of our research station. Take a look inside it as we collect everyone's detective kit, clipboards and training badge."</i>
Mins. 4-8	2. Invite students to share what they learned during their investigations. For each fact a student provides, follow up with questions for the group get evidence for the fact presented. Continue this discussion with the group until time is out. If students are not offering facts, try asking probing questions based on the activities they completed at each station. Try to ensure at least one fact/example is given from each station. For each "confirmed" fact, write them on the white board.	<i>"You have all been wonderful history detectives. We are looking forward to hearing what you might have discovered about the people who used to live on Sable Island. Use your notebook to remember some of your discoveries. Who would like to share one fact that they discovered during their investigation today? How did you discover this fact? What evidence did you find? Did anybody else find something similar?"</i>
Mins. 8-11	3. Have a final discussion on how we learn about the past, and how what they did today could be useful skills in other projects they might need to do for school or personal interest. Explain that there are many different jobs that could be considered history detectives – historians, museum staff, archives staff, archeologists, researchers, etc. Have a 1-2 minute discussion about the ways these people learn about the past, this discussion should reflect that the activities done by the students during the program are very similar to what these professionals do.	<i>"Now that we've been able to solve our mystery based on the evidence you found during your time here, how do you think real history detectives find out about the past? What kind of jobs do you think history detectives have? How is what they do similar to what you did here today? How could you use a museums and archives in other projects you are working on?"</i>

Timing	Instruction	Possible Script
Mins. 12-13	4. Congratulate students on their hard work completing their training exercises and explain they are now ready to become official history detectives. Have students repeat the history detective promise aloud which is kept in the top secret mystery file: for history detectives only.	<p><i>“Great job. You have all proven that you learned the skills you need to be a history detective. We have badges for all of you that we are going to send back to school for you with your teacher. But first, to make it official, you will need to say the history detective promise. Repeat after me:</i></p> <p style="padding-left: 40px;">I am a History Detective. I pledge to look at things carefully, ask questions, and try to make sense of the information I study. I will research in person or online, at museums, archives, libraries and historic places when I want to learn about the past.”</p>
Minute 14	5. Thank students for coming and welcome them to come back another time. Consider telling them about something exciting and relevant to them that they could experience at the museum if they return.	<p><i>“We really enjoyed having you come visit us today and we hope you will come back. We would love to help you with school projects you may be working on or to have you come and show your family everything you discovered during your visit today. Today you only got to see a small section of the museum but we hope you come back to visit us with your family.”</i></p>
Minute 15	6. End program, turning “control” back over to the teacher. Be sure the teacher and chaperones understand the rules for your site re: lunch, post-visit exploration and visiting the gift shop. Provide the teacher with any evaluation forms you are asking them and/or the students to do. If possible have them completed the evaluation before leaving the museum.	<p><i>“I’m now going to ask your teacher to tell you what you will be doing now that the program is finished.”</i></p>

Additional Information

Suggestions for Modifications:	<ul style="list-style-type: none">• Provide teachers with a copy of the evaluation training exercise at the start of the conclusion so that they can complete it as students participate in the conclusion.
Safety Considerations:	<ul style="list-style-type: none">• See Introduction

“History Detective Pledge”

I am a History Detective.

I pledge to look at things carefully,
ask questions,
and try to make sense
of the information I study.

I will research in person or online,
at museums, archives, libraries and
historic places
when I want to learn about the past.

Museum Staff and Volunteer Badges
Designed to be printed on Avery Name Badge 78617



Student Badges
Designed to be printed on Avery Name Badge 78617





Back of Teacher/Chaperone Badges
Designed to be printed on Avery Name Badge 78617

As a History Detective Supervisor you can help by...

- Helping the group stay together.
- Listening during instructions & group discussions.
- Assisting students with their notebook activities.
- Reminding students of behaviour expectations.

Examples:

- Listen when the noisemaker is sounded.
- Wear gloves when touching artifacts or archival documents.

Thank you! We hope you have fun today and invite you to come back to the museum with your family.

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TOP SECRET FILE

For History Detectives-in-Training

“The Case”



TOP SECRET FILE

For History Detectives-in-Training

“Modern Mysteries”



TOP SECRET FILE

For History Detectives-in-Training

“Object Investigation”



TOP SECRET FILE

For History Detectives-in-Training

**“Clues from the
Archives”**



TOP SECRET FILE

For History Detectives-in-Training
“Curious Construction”

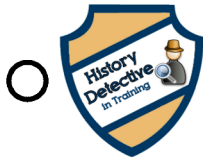


**SUPER
TOP SECRET FILE**

Only for the Eyes of
Official History Detectives



Artifact



Please wear gloves to touch artifact.

Artifact



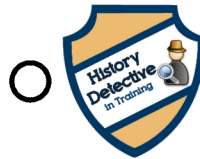
Please wear gloves to touch artifact.

Artifact



Please wear gloves to touch artifact.

Artifact



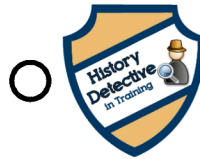
Please wear gloves to touch artifact.

Artifact



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Artifact



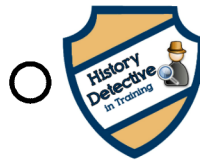
Please wear gloves to touch artifact.

Artifact



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Artifact



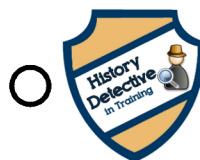
Please wear gloves to touch artifact.

Artifact



Please wear gloves to touch artifact.

Artifact



Please wear gloves to touch artifact.



Look Here



Look Here

By Authority of the Nova Scotia Museum



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Signature of History Detective

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Signature of History Detective



This notebook belongs to
Detective _____

Training Exercise: Modern Mysteries



Modern Item	Artifact (Old)	What similarities do the modern items and artifacts share? How are they different?
Light Source 	2.	Different: <i>Lightbulb uses electricity.</i>
Razor 		Different:
Pen 		Different:
Lock 		Different:
Hot Water Heat Bag 		Different:
Entertainment 		Different:
Milk 		Different:
Hand Soap 		Different:
Google Map 		Different:



Listen to the final clue in the mystery envelope **before** answering this last question.

Life today is the same as 100 years ago because: _____

Life today is different than 100 years ago because: _____



Training Exercise: Object Investigations

List or draw at least ten things you notice about your object:



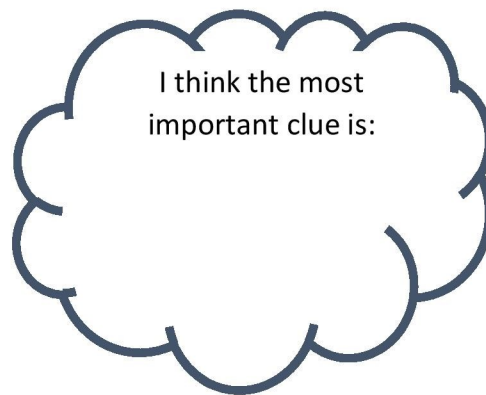
Listen to the final clue in the mystery envelope **before** answering this last question.

What can you infer about life in Sable Island by the observations you made about your chosen object? _____



Training Exercise: Clues from the Archives

Brainstorm all the things you notice about your document. For each cloud you add, write or draw all the observations you have about that idea:



Listen to the final clue in the mystery envelope **before** answering this last question.

After making observations on your archival document, what is one new questions you have about life on Sable Island? _____



Training Exercise: Curious Construction

Draw, in detail, one feature from the house or landscape that interests you.



Listen to the final clue in the mystery envelope **before** answering this last question.

What does looking at the research station from today tell us about life on Sable Island a hundred years ago? _____
