

Resource boxes for schools

Resources for teachers from
Hertfordshire and Bedfordshire Museums



Touching



Discussing

Evidence

Observing

Photos

Sorting

Artefacts

Resource boxes for all key stages

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USING THE MUSEUM RESOURCE BOXES

We hope that you enjoy using the museum resource boxes.

You can use them in a variety of ways:

- Handling
- Discussion
- Class work
- Individual work
- Display

These resources will provide stimulus for a cross-curricular approach to the National Curriculum

- **HISTORY** Handling sources, questioning, suggestions, hypotheses, discussion, research, observation
- **LITERACY** Instructions for use of objects, questions, descriptions, labels
- **NUMERACY** Weight, measurements
- **DT** Mechanisms, structures
- **SCIENCE** Materials, forces, insulation
- **ART** Drawing artefacts – different techniques, photography

CONTENTS OF THE BOXES

OBJECTS

Where possible, artefacts are originals. However, some may be replicas. The objects can be used most successfully when handled and there are suggestions of how to use them (in this context) later in this booklet.

OBJECT PHOTOGRAPHS

Many of the objects have a photograph card for display and discussion.

FACT CARDS

Once you have handled and discussed the objects, the fact cards will provide information about the objects.

PHOTOGRAPHS, PICTURES AND ADVERTS

Some boxes will have a selection of supporting photographs, historical pictures or adverts and documents.

INTERNET SUPPORT

Many of the museums have images from their collections and resource boxes on the E2BN website – www.e2bn.org. These are high quality images which can be used on interactive whiteboards for whole class use. Please type <http://gallery.nen.gov.uk/gallery563-.html>. This will take you to the museums' images on the website

CARE AND PACKING OF THE OBJECTS

The purpose of these resource boxes is for the artefacts, pictures and books to be handled and used in a practical way. Please take care of them. The following suggestions may help in preserving the objects. Please discuss these before you use them with the pupils.



DISCUSSION POINTS

- Please handle the artefacts with care
- Some objects are old and fragile and may be irreplaceable
- Use two hands when handling
- Never force something to move
- Display out of direct sunlight and away from water
- Inform the museum of any damaged objects
- Never leave objects on the floor
- Display objects in a safe and secure place

PACKING THE OBJECTS

- Wrap each object individually and carefully
- Replace each item in the labelled boxes or bags if available
- Place heavier objects on the bottom
- Carry the box by holding it underneath, not by the handles

ACTIVITIES USING THE ARTEFACTS

These are some **suggested** activities and will need to be adapted for your own group. The resources referred to will be found at the back of this handbook.



1a. INTRODUCTORY ACTIVITY: READING AN ARTEFACT

Activity Sheet 1

As a whole group, look at one object and work out what it is used for by using the questioning sequence:

- SEE: What we KNOW
- FEEL (touch): What we KNOW
- THINK: What we think we might know
- QUESTION: What questions we could ask
- SUGGEST: What we can suggest
- LEARN: Who would have used it?

1b. QUESTIONING OBJECTS

Activity Sheets 2a, 2b, 3, 4a and 4b

In small groups, look at one object at a time to work out what it was used for.

2. THEN AND NOW

Activity Sheet 5a

Compare objects with ones we use today.

Sequence old and new.

3. SEQUENCING (for a collection of objects used for one activity)

Activity Sheet 6

Put these objects in order – from new to old.

What is missing?

Draw the sequence they would be used in.

4. WHAT WAS IT LIKE TO USE?

Knowing what an object does is important but understanding the effect it had on people's lives and what it can tell us about people in the past can create deeper meaning for pupils.

5. LABELS

Activity Sheets 4a, 4b, 7, 8a and 8b

Create a label or a fact card for a chosen artefact

6. PHOTOGRAPHS OF OBJECTS

Activity Sheet 2b

Use the photographs as a starting point. Encourage children to think about the things they cannot know from looking at a picture and therefore the extra information they would find out by handling it.

ACTIVITIES USING PICTURES OR PHOTOS

The same skill of 'reading' an artefact can be applied to pictures and photos. It is a skill which can be applied across the curriculum and will have great benefits for all subjects.

1. ARTEFACT PHOTOS

Activity Sheets 2a, 2b

Carry out a questioning activity of the photo in the same way that children would question an artefact. Help them to realise that there are things they cannot find out simply by looking. Touching enables us to find out so much more.

2. PHOTOGRAPHS

Activity Sheet 3

Use similar questioning techniques as those used with artefacts – encourage the children to make suggestions about the scenery, people, period etc.

Reading Artefacts

What I KNOW

Just by **looking** and **touching** what do we know without any doubt.
Facts backed up by evidence.

colours

materials

shape

size

texture

patterns

parts

movable pieces

What I THINK

Looking at the evidence what suggestions can I make?
What do I THINK about the object?
Can you back up your answers?

How old?

What material?

Why those materials?

Useful or decorative?

Why this shape?

What's its use?

Who might have used it? How would it have been made?

QUESTIONS I'd like to ask

What would you like to find out?
Where might we go to find out the answers?

What **SUGGESTIONS** can I make to answer
those questions?

What have I LEARNT about lives in the past?

When you have found out what it is think, about what it tells us about
peoples' lives in the past.

20 Questions for Objects

<p>1. Describe your object. <i>Size shape and colour</i></p>	<p>2. What material is it made from? <i>Wood, metal, glass, plastic?</i></p>
<p>3. Are there any special marks or clues on it? <i>Writing, Switches or levers</i></p>	<p>4. Do any parts move? <i>If so, how?</i></p>
<p>5. How does it feel? <i>Cold/hot</i> <i>Rough/smooth</i> <i>Light /heavy</i></p>	<p>6. Do you think it is a decorative object /ornament? <i>Why?</i></p>
<p>7. How do you think it was made? <i>By hand or machine?</i></p>	<p>8. Is it complete or is there something missing? <i>What could that be?</i></p>
<p>9. What clues show that it has or has not been used?</p>	<p>10. What makes you think it is modern, old, quite old, very old or ancient?</p>
<p>11. Why is it made and shaped like this?</p>	<p>12. What other questions could you ask? <i>Try to suggest some answers too.</i></p>
<p>13. How many uses for this object can you think of?</p>	<p>14. Which of those uses seems the most likely? <i>Think about its shape and material.</i></p>
<p>15. What would you have to do to make it work?</p>	<p>16. What things would we use today to do the same job?</p>
<p>17. Why do you think this object: <i>Is not used any more?</i> <i>Is still used</i> <i>Has been replaced?</i> <i>Has been changed</i></p>	<p>18. What people have been involved in this object? <i>Designers, makers, shop keepers, users, owners</i></p>
<p>19. What part of a house would it have been used in?</p>	<p>20. How would the person who used this object have felt about it? <i>Hated it? Cherished it?</i></p>

Questioning Pictures of Artefacts or Artefacts in a Museum Case

<p>1. Describe your object. <i>Size? Shape? Colour?</i></p>	<p>2. Are there any special marks or clues on it? <i>Writing? Switches? or Levers?</i></p>
<p>3. Do you think it is a decorative object/ornament? <i>Why?</i></p>	<p>4. Do you think any parts move? <i>If so, how?</i></p>
<p>5. How do you think it feels? <i>Cold/hot? Rough/smooth?</i> <i>Light /heavy?</i></p>	<p>6. What do you think it is made from? <i>Wood, metal, glass, plastic?</i></p>
<p>7. Do you think it is complete or is there something missing? <i>What could that be?</i></p>	<p>8. How do you think it was made? <i>By hand or machine?</i></p>
<p>9. What makes you think it is modern, old, quite old, very old or ancient?</p>	<p>10. What clues show that that has or has not been used?</p>
<p>11. What else could you find out about the object if you could hold it?</p>	<p>12. Why do you think the curator chose this object to put in the case? Or why do you think the teacher chose this picture to show you?</p>

16 Questions for Pictures of People and/or Scenes

1. What colours can you see in the picture?	2. Are there any people in the picture?
3. Describe the clothes the people are wearing.	4. Are the people children or adults?
5. Describe what the people look like.	6. Are there buildings in the picture? <i>If they have signs on what do they say?</i>
7. Is it a picture of the countryside or of a town, village or house?	8. What other things can you see in the picture?
9. Why do you think that photo was taken? <i>A special event?</i> <i>An everyday picture?</i>	10. Who do you think the people might be in the picture?
11. What is happening in the picture?	12. What could you find out if you were there in the picture?
13. Do you think the picture is of the past or is it a photo taken recently? <i>What clues are there to tell you?</i>	14. What questions would you like to ask the people in the photo?
15. What questions would you like to ask about the picture?	16. How could we find some answers?

Curator's Record Card

To create a record of the object as the curator you need to look carefully at the object, make observations and suggestions:

Describe from observation and handling:		
Size of the object	Colours	Materials
Number of parts	Special markings	Weight
Shape	If it has moving parts	Is it damaged in any way?
Make suggestions for the following:		
Is the object complete – if not what is missing?		
Why did someone decide to choose these materials for this object?		
How was it made?		
Do you think it is a useful or decorative object?		
What tells you that it is an old or modern object?		

Make three suggestions of what you think it could be used for:

1.	2.	3.
----	----	----

Who do you think would have used it?

--	--	--

What would it have been like to use?

--	--	--

Would this idea have worked? Why?

--	--	--

Which do you think is the best idea? Why?

--	--	--

Do we have objects like this one today?

If not why not?

If modern ones have changed why, do you think that is?

--	--	--

Write down one question you would like to ask.

--	--	--

Where could you go to find out the correct answer?

--	--	--

We are learning about



These are pictures I have drawn to show how things change.



Then
The past



Now
The present

Draw a picture in this box



Draw a picture in this box

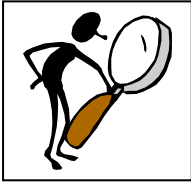


My picture shows

My picture shows

This picture shows
my object being
used.

This picture shows
what we use today.



Instructions for using an artefact

Name of object:

	Drawing	Description
1.	
2.	
3.	
4.	

Create a **label** for an artefact to use in a display.
 Either use the form below or create your own label using the information below.

-----*Fold line*-----

Name of artefact: _____ Age: _____

Materials: _____

What and how it was used? _____

Why is it interesting? _____

Having done research and found out about your object create a **fact card** for your chosen artefact

Name of artefact	
This artefact is used for...	
Materials	
Approximate age	