

## The Travelling Museum Curriculum Links

The Travelling Museum program are facilitated by a Public Programmer following a formal lesson plan and have a set of *learning outcomes* and *objectives* that students are expected to engage in.

### **Learning Objectives/Outcomes**

- Students will learn about museums and their purpose in order to inform and strengthen the preservation and appreciation of history;
- Students will understand the difference between artifact vs object;
- Students will practice and build upon their inference skills while conducting and recording simple observational investigations of artifacts;
- Students will conclude that historical objects tell stories of the past, and why it is important to share these stories with the community in a museum

### **Essential Questions:**

- What is the purpose of museums?
- Why are museums important?
- What is an artifact?
- Why are artifacts important?
- What is identity?
- How do artifacts help tell stories?
- Why and how are artifacts catalogued and examined?

### **Students will know:**

- What a museum is and their importance in communities
- How artifacts are investigated and catalogued
- Use clues and descriptions to tell a story

### **Students will be able to:**

- Carefully examine objects and observe characteristics
- Categorize observations in classroom discussion
- Make conclusions based on observational clues

## Curriculum Connections

The Travelling Museum connects to curriculum expectations across multiple subjects – social studies and language.

### Curriculum Connections: Social Studies

Grade	Curriculum Strand	Specific Expectations
4	Heritage and Identities: Early Societies to 1500 CE	<p><b>A1.2</b> compare aspects of the daily lives of different groups within a few early societies, including at least one First Nation and one Inuit society</p> <p><b>A1.3</b> describe some of the ways in which their daily life differs from the lives of young people from different backgrounds</p> <p><b>A2.1</b> formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies</p> <p><b>A3.2</b> demonstrate the ability to extract information on daily life in a few early societies, including at least one First Nation and one Inuit society, from visual evidence</p>
6	Heritage and Identity: Communities in Canada, Past and Present	<p><b>A1.1</b> explain how various features, including built, physical, and social features of communities, can contribute to identities in and images of a territory and/or country</p> <p><b>A1.3</b> analyse some of the contributions that various settler/newcomer groups have made to Canadian identities</p> <p><b>A2.1</b> formulate questions to guide investigations into different perspectives on the historical and/or contemporary experiences of a few distinct communities,</p>

		<p>including First Nations, Métis, and/or Inuit communities, in Canada</p> <p><b>A2.4</b> interpret and analyse information and evidence relevant to their investigations, using a variety of tools</p> <p><b>A2.5</b> evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada</p> <p><b>A2.6</b> communicate the results of their inquiries, using appropriate vocabulary</p>
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**Curriculum Connections: Language**

<b>Grade</b>	<b>Curriculum Strand</b>	<b>Specific Expectations</b>
4	Oral Communication	<p><b>O1.2</b> demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p><b>O1.3</b> identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p><b>O1.4</b> demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details</p> <p><b>O1.5</b> make inferences using stated and implied ideas in oral texts</p> <p><b>O1.6</b> extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p>

		<p><b>O2.2</b> demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions</p> <p><b>O2.4</b> use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience</p>
4	Reading	<p><b>R1.4</b> demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p><b>R1.5</b> make inferences about texts using stated and implied ideas from the texts as evidence</p> <p><b>R1.6</b> extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p><b>R1.8</b> express opinions about the ideas and information in texts and cite evidence from the text to support their opinions</p>
5		<p><b>O1.1</b> identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks</p> <p><b>O1.2</b> demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups</p> <p><b>O1.3</b> identify a variety of listening comprehension strategies and use them appropriately before, during, and after</p>

		<p>listening in order to understand and clarify the meaning of oral texts</p> <p><b>O1.4</b> demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details</p> <p><b>O1.5</b> make inferences about oral texts using stated and implied ideas in the texts as evidence</p> <p><b>O1.6</b> extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p> <p><b>O2.4</b> use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience</p>
5	Reading	<p><b>R1.3</b> identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts</p> <p><b>R1.4</b> demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p><b>R1.5</b> use stated and implied ideas in texts to make inferences and construct meaning</p> <p><b>R1.6</b> extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p><b>R3.1</b> automatically read and understand most words in common use</p>

6	Oral Communication	<p><b>O1.1</b> identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks</p> <p>O1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p><b>O1.3</b> identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts</p> <p><b>O1.4</b> demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways</p> <p><b>O1.5</b> interpret oral texts by using stated and implied ideas from the texts</p> <p><b>O2.2</b> demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions</p> <p><b>O2.3</b> communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information</p> <p><b>O2.4</b> use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience</p>
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6	Reading	<p><b>R1.3</b> identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts</p> <p><b>R1.4</b> demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details</p> <p><b>R1.5</b> develop interpretations about texts using stated and implied ideas to support their interpretations</p> <p><b>R1.6</b> extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p><b>R1.8</b> make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views</p> <p><b>R3.1</b> automatically read and understand most words in a range of reading contexts</p>