

The Collection

*A Guide for Teachers
for Elementary School
Cycles Two and Three*



*An Educational Program by the
Musée des maîtres et artisans du Québec*

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An Educational Program by the Musée des maîtres et artisans du Québec for Elementary School Cycles Two and Three

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Introduction to the educational program *The Collection*

Teaching cycles	Elementary Cycles Two and Three	
Languages	Visit and teaching guide are available in French and English	
Subject areas	English language arts, mathematics, science and technology, social sciences, and visual arts	
Schedule	September to June	
Number of students	One class	
Duration	Before the Museum visit : approximately three periods of 45 minutes in class During the Museum visit : 2 hours After the Museum visit : approximately three periods of 45 minutes in class	
Groups	Before the Museum visit : individually and by classroom During the Museum visit : in two sub-groups and teams of two After the Museum visit : individually and by classroom	

The Collection

Collecting is a popular activity with children. Think about collecting hockey cards, spoons, dolls, rocks, postage stamps, and so on. By participating in the various activities recommended by the educational program *The Collection*, students begin by discovering the importance of objects in a private collection. They are then introduced to museum collections in general and the collection of the Musée des maîtres et artisans du Québec in particular.

The mission of the Musée des maîtres et artisans du Québec is to promote Quebec's ancient arts and crafts through the tools and works of masters and artisans who lived in the 17th, 18th, and 19th centuries. A visit to the Museum offers students the enriching opportunity to come into contact with objects that represent the traditional Quebec way of life. The students explore part of the Museum's collection – its permanent exhibition entitled *From Masters' Hands* – and discover the tools and objects of the blacksmith, potter, tinsmith, woodworker, and weaver. In addition to the tour, the students create a plastic arts object at the Museum and thereby learn more about the skills of past artisans.

Objectives based on the development of knowledge

Become better acquainted with the notion of collecting and the mission of museums

Discover the Musée des maîtres et artisans du Québec and its collection : the tools and works of Quebec masters and artisans who lived in the 17th, 18th, and 19th centuries

Discover the skills of past artisans and the work context in which they carried out their crafts

Imagine the Quebec traditional way of life

A three-part learning process

1 Activities **before** the visit : approximately 3 periods of 45 minutes each in class

I begin to learn about the world of collecting

We suggest that the following activities be carried out in the classroom and at home to prepare the students for their visit to the Museum :

Planning an interview to be conducted at home with a person who is an avid collector and sharing the results with classmates

Introducing the collection of the Musée des maîtres et artisans du Québec and preparing for the visit

2 Activities **during** the visit : 2 hours

I discover the Museum's collection

The visit to the Museum is divided into two periods of one hour each. The class is divided into two groups which take turns participating in the following two activities :

A guided tour of the permanent exhibition followed by the observation game

A creative workshop inspired by the works of a past artisan

3 Activities **after** the visit : approximately 3 periods of 45 minutes each in class

I am inspired by the Museum's collection

The following activities should take place after the visit to the Museum to enhance the experience and help the students deepen their understanding of the content :

Reviewing in class the activities at the Museum and sharing impressions on the exhibition and the creative process in the workshop

Writing a short text on the object that was observed, drawn, and analyzed during the observation game

Exhibiting the students' creative efforts (drawings and texts)

Before the visit to the Museum



I begin to learn about the world of collecting



The interview

Integrated subject areas :

English language arts, social sciences, and visual arts

Duration :

Approximately two periods of 45 minutes each in class plus the interview at home

45 minutes – The student plans a short interview to be conducted at home with a person who is an avid collector. He/she thinks of someone who likes to collect things (grandparent, mother, father, aunt, uncle, cousin, or friend) and spontaneously writes down questions that could be used in the interview. A way to record the information is selected and produced (e.g., a customized questionnaire with spaces for answers). The student thinks of a method to communicate the results of the interview to classmates, such as giving a summary of the interview, showing samples of the collection, playing an audio or visual tape of the interview, or displaying photographs. Through the process of interviewing, the student discovers the why and how of collecting, the motivation behind the passion, the methods used to collect, and the attachment the person has for the objects in the collection.

Duration to be determined – The student meets with the person selected and conducts the interview. A reasonable time span should be allotted for the student to conduct the interview at home. We suggest that the assignment be included in the weekly work plan. Before returning to class, the student organizes the information and prepares a brief oral presentation.

45 minutes – The student presents the results of the interview to classmates (one to two minutes for each student).

Preparations for the visit

Integrated subject areas :

English language arts and social sciences

Duration :

From 15 to 45 minutes in class

The teacher refers back to the previous activity by reviewing the notion of collecting. This is a good time to announce to the students that they will soon visit a museum and to inquire if any of them has ever visited a museum before and if so, which was the last museum they visited. The teacher then explains that museums are the guardians of collections. Just like individuals, museums collect objects, preserve, and protect them, but they also research and exhibit them to the public.

The visit to the Musée des maîtres et artisans du Québec is introduced by explaining the theme of the exhibition and the types of objects that are shown : the tools and works of Quebec masters and artisans who lived in the 17th, 18th, and 19th centuries. Some time could be spent on speaking briefly about these periods of history if the students are hearing about them for the first time. It might also be interesting to lead a discussion on traditional crafts and to compare the ancient methods of production with those in a contemporary work context (i.e., industrialization and the service economy).

Finally, the students are informed of the nature and sequence of the activities at the Museum, the date and duration of the visit, and the mode of transportation. **The class should be divided into two groups before arriving at the Museum and then into groups of two for the observation game that will take place in the permanent exhibition.**

During the visit to the Museum

I discover the Museum's collection



Guided tour of the permanent exhibition

Integrated subject areas :

English language arts, mathematics, science and technology,
social sciences, and visual arts

Duration :

40 minutes

Taking turns, the two class groups visit the permanent exhibition accompanied by a Museum guide. The students learn the mission of the Museum, the theme of the collection, and the importance of the exhibited objects. The children discover the crafts of the blacksmith, tinsmith, woodworker, potter, and weaver by examining the objects produced and the tools that were used.

Observation game

Integrated subject areas :

English language arts, mathematics, science and technology,
social sciences, and visual arts

Duration :

20 minutes

Following the guided tour of the exhibition, the students regroup in teams of two to play the role of the “experts with white gloves” or curators of a museum. The children pretend to be these specialists who are responsible for the Museum’s collection by analyzing a specific object using a questionnaire. They observe, draw, describe, measure the object, make a critical or aesthetic judgment, and hypothesize on its function and significance.

Creative workshop

Integrated subject areas :

English language arts, science and technology,
social sciences, and visual arts

Duration :

60 minutes

By making their own plastic arts objects, the students learn about the tools, skills, and work of an artisan who lived in the “old days”. By way of introducing the workshop, the Museum guide explains how the artisans learned their craft and in what conditions they carried out their trade. At the end of the workshop, a short period is scheduled to discuss the students’ impressions of this creative experience and to answer their questions. The students can bring home the objects created during the workshop.

After the visit to the Museum

I am inspired by the Museum's collection



Reviewing the visit

Integrated subject areas :
English language arts, social sciences, and visual arts

Duration :
Approximately one period of 45 minutes in class

After the visit, the teacher reviews with the students the activities at the Museum and together they share their impressions of the permanent exhibition and creative workshop. The teacher answers any questions the students may have and leads a group discussion on what the children have learned during the animated activities. If necessary, some answers can be found by further exploring the theme of the exhibition : the tools, productions, skills and working conditions of the Quebec masters and artisans of the 17th, 18th, and 19th centuries.

Writing a text based on an object in the Museum

Integrated subject areas :
English language arts and social sciences

Duration :
Approximately two periods of 45 minutes each in class

Each student writes a short text of 10 to 15 lines on the object that was observed, drawn, and analyzed during the observation game that took place at the Museum. The object is described and placed in its historical context by using the drawing and the clues that were collected during the visit (the manufacturing date, the material it was made of, the artist who made it, its function, its significance, etc.). The text can be in the form of a fairy tale, a poem, a song, a comic strip or any other text form. This exercise helps the students become more familiar with the content of the exhibition and imagine the traditional Quebec way of life.

Exhibiting the students' creative efforts

Integrated subject areas :
English language arts and visual arts

Duration :
To be determined

In the final part of the program, the students exhibit their drawings of the object observed at the Museum as well as their texts inspired by the object. The exhibition can take place in the classroom or school hallway, although its location and length can vary according to the preferences of the teaching staff and students. A “vernissage” could be held – similar to the ones organized by museums before the opening of an exhibition – so that other students can express, in a social environment, their appreciation of the drawings and creative texts of their classmates.

Objectives based on the development of competencies (MEQ 2001)

English Language Arts

Competency 1 : To read and listen to literary, popular, and information-based texts

To use a response process when reading and listening to literary, popular, and information-based texts

To construct meaning by applying appropriate reading strategies

To construct a profile of the self as reader

Competency 2 : To write self-expressive, narrative, and information-based texts

To use writing as a system for communicating and constructing meaning

To follow a process when writing

To construct a profile of the self as writer

To integrate his/her knowledge of texts into his/her own writing



Competency 3 : To represent his/her literacy in different media

To follow a production process in order to communicate for specific purposes to a specified audience

To apply appropriate strategies for constructing meaning

Competency 4 : To use language to communicate and learn

To use language (speech) for learning and thinking

To use language (speech) to communicate information, experiences, and a point of view

To interact in collaborative group activities in a variety of roles

To apply his/her knowledge of linguistic structures and features

Mathematics

Competency 3 : To communicate by using mathematical language

To interpret or produce mathematical messages (oral or written)

- Terminology related to the language of mathematics used in geometry and measurement : plane figures, frieze patterns, tessellations, estimating, and measuring lengths

Science and Technology

Competency 2 : To make the most of scientific and technological tools, objects, and procedures

To become familiar with the roles and functions of scientific and technological tools, techniques, instruments, and procedures

To relate various technological tools, objects or procedures to the situations and ways in which they are used

To evaluate the impact of different tools, instruments or procedures

Competency 3 : To communicate in the languages used in science and technology

To use, make effective use, and become familiar with everyday and symbolic language related to science and technology in order to formulate a question, explain a point of view or give an explanation

- Terminology related to the material world : matter, energy, forces and motion, systems and interaction (functioning), techniques and instrumentation

Social Sciences

Societies studied in Cycle Two : French society in New France around 1645 and Canadian society in New France around 1745

Society studied in Cycle Three : Canadian society around 1820

Competency 1 : To understand the organization of a society in its territory

To make connections between the characteristics of the society and the organization of its territory

- Way of life
- Cultural characteristics : beliefs, religion, arts, diet, recreational activities, and customs
- Techniques and tools related to trades
- Economic activities : commerce, early industry, and industry

To make connections between assets and limitations of the territory and the organization of the society

- Resources : fertile soil, forests, water, fauna, flora, and minerals

To define the influence of people or events on social and territorial organization

- Artisans
- Establishment of cottage industries

To make connections of continuity with the present

- Customs and traditions, artistic and scientific production, and folklore

Competency 2 : To interpret change in a society and its territory

To recognize the main changes in the organization of a society and its territory

- Changes that occurred in French society in New France and Canadian society in New France between 1645 and 1745 : industry and diversification of the economy
- Changes that occurred between 1820 (Canadian society) and 1900 (Quebec society) : industrialization



Visual Arts

Competency 1 : To produce individual works in the visual arts

To use personal ideas inspired by the stimulus for creation

To use transforming gestures and elements of visual arts language

- Terminology related to the language of visual arts : shape, line, colours, texture, pattern, volume, spatial organization (e.g., superimposition, repetition, symmetry), and spatial representation (perspective)

To organize the elements he/she has chosen

To finalize his/her production

To share his/her creative experience

Competency 3 : To appreciate works of art, traditional artistic objects, media images, personal productions, and those of classmates

To examine a work of art, traditional artistic object, media images, personal or media visual arts production for elements of content

To examine a work of art, traditional artistic object, or media images for sociocultural references (Cycles Two and Three)

To make connections between what he/she has felt and examined

To make a critical or aesthetic judgment

To share his/her experience of the appreciation

Cross-curricular competencies

Intellectual competencies

The educational program *The Collection* involves all the cross-curricular intellectual competencies : processing information, solving problems, exercising critical judgment, and being creative. The students are pro-active throughout the learning process. They are invited to come into contact with the Museum's collection, familiarize themselves with it, interpret, and understand its content.



Methodological competencies

The student adopts effective work methods to accomplish the recommended activities. Above all, he or she must fully understand the task to be undertaken and select the best method to accomplish it. The child then executes the project in a consistent manner by adhering to the sequence of the activities and respecting the instructions given by Museum guides and teaching staff. Finally, the student assesses the effectiveness of the selected work method.

Personal and social competencies

A visit to the Museum helps the child expand his/her cultural horizons and contributes to the development of identity. Coming into contact with Quebec heritage objects reinforces a feeling of continuity in children from the same culture and fosters an openness to cultural and ethnic diversity in children from other cultures. This way, the students can make use of personal resources and be open to the stimulating content of the Museum's educational program.

Communication-related competency

Throughout the three parts of the program, the student is in an active mode of communication. In class and at the Museum, the student experiments with different forms of language : oral, written, visual aids, gestures, and symbolism. At all times, efforts at communication must be pertinent and precise. The student plans his/her productions and structures his/her messages in ways that observe the appropriate codes and conventions for the mode of communication used.

Organizing the visit

Recommendations

In order to personalize interactions with the Museum guides, we suggest that you ask the children to wear name tags or stickers.

The class should be divided into two groups before arriving at the Museum and then further divided into teams of two for the observation game that will take place during the tour of the permanent exhibition.

For security reasons, we recommend that one adult (admitted free of charge) accompany every ten students. Their role is to keep track of the students, make sure they follow instructions, and provide assistance while staying in the background so that the Museum guides can lead the activities. Those adults accompanying students who are physically or mentally challenged should provide support and assistance only to these people.

Groups should arrive five minutes before the beginning of the tour.

Access to the Museum

The Museum is located in Saint-Laurent on the Saint-Laurent CEGEP Campus, at the corner of Du Collège and Sainte-Croix, near the intersection of the Metropolitan Autoroute and Décarie Boulevard.

5-minute walk from Metro Du Collège

15 minutes by bus #16 west from Mont-Royal train station (Montreal/Deux-Montagnes commuter line)

By car or schoolbus from the Metropolitan Autoroute or Decarie Expressway : take exit for Marcel-Laurin Boulevard ; follow Marcel-Laurin Boulevard to Du Collège ; turn right on Du Collège ; continue straight to the Saint-Laurent CEGEP ; the Museum is housed in the church located to the right of the CEGEP (entrance at No. 615 on Sainte-Croix Avenue)

Visitors to the Museum have free access to the CEGEP parking lot.

An elevator is available for people with restricted mobility.

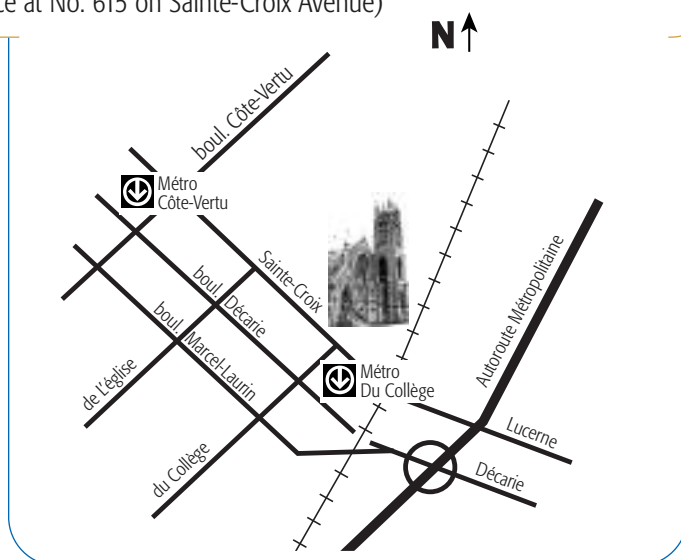
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Evaluation questionnaire on the educational program The Collection

Please answer the following questions so that we may know the strengths and weaknesses of the educational program *The Collection*. Your comments and suggestions will help us improve the activities of the program for your benefit and those of your students. You can return the questionnaire by fax at (514) 747-8892, by e-mail at infos@mmaq.qc.ca, or by mail at Musée des maîtres et artisans du Québec, Educational Services, 615 Sainte-Croix Avenue, Saint-Laurent, Québec, H4L 3X6.

Information (to be filled out by respondent) :

Name: _____

School: _____

Teaching cycles : Cycle Two Cycle Three

Date of visit to the Musée des maîtres et artisans du Québec: _____

First names of the guides in charge of the visit : _____

General

1. Are the instructions in the teaching guide clear and relevant for the planning of activities?

Yes

Somewhat

No

2. Is the educational program *The Collection* consistent with the Quebec Education Program?

Yes

Somewhat

No

3. Do the objectives of the program *The Collection* meet your needs?

Yes

Somewhat

No

4. Is the learning process clearly defined?

Yes

Somewhat

No

Comments and suggestions :



Activities before the visit to the Museum : *I begin to learn about the world of collecting*

5. Did your group carry out the suggested activities before the visit to the Museum? Yes No Somewhat

6. Which activities were not carried out before the visit?

7. Are the suggested durations for the activities before the visit reasonable?

Yes Somewhat No

8. Did the activities adequately prepare the students for the visit to the Museum?

Yes Somewhat No

9. Did the activities before the visit help the students understand the notion of collecting and the mission of museums?

Yes Somewhat No

10. Are the activities before the visit appropriate for the age group?

Yes Somewhat No

11. Are the activities before the visit consistent with the interests of the students?

Yes Somewhat No

Comments and suggestions :

Activities during the visit to the Museum : *I discover the Museum's collection*

12. Was the reception your group received at the Museum satisfactory?

Yes Somewhat No

13. Did the activities in the exhibition area help the students understand the Musée des maîtres et artisans du Québec and its collection : the tools and works of the Quebec masters and artisans of the 17th, 18th, and 19th centuries?

Yes Somewhat No

14. Did the creative workshop help the students understand the skills of the artisans and familiarize them with the work context of ancient arts?

Yes Somewhat No



15. Is the Museum's approach to animated visits satisfactory? (e.g. interaction, observation, role-playing game, and creative workshop)

Yes Somewhat No

16. Are the activities during the visit appropriate for the age group?

Yes Somewhat No

17. Are the activities during the visit consistent with the interests of the students?

Yes Somewhat No

Comments and suggestions :

Activities after the visit to the Museum : *I am inspired by the Museum's collection*

18. Did your group carry out the suggested activities after the visit to the Museum? Yes No Somewhat

19. Which activities were not carried out after the visit?

20. Are the suggested durations for the activities after the visit reasonable?

Yes Somewhat No

21. Did the activities after the visit enable the students to become more familiar with the content of the visit at the Museum?

Yes Somewhat No

22. Did the activities after the visit help the students imagine the traditional Quebec way of life?

Yes Somewhat No

23. Are the activities after the visit appropriate for the age group?

Yes Somewhat No

24. Are the activities during the visit consistent with the interests of the students?

Yes Somewhat No

Comments and suggestions :



Overall rating by students and teaching staff

25. What is your overall rating of the educational program *The Collection*?

Excellent Very good Good Fair Mediocre

26. Did you make any interesting discoveries during the activities?

Yes Somewhat No

27. Did you enjoy the different activities?

Yes Somewhat No

28. Were contacts with Museum staff satisfactory?

Yes Somewhat No

29. Did the activities at the Museum help develop a positive attitude towards museums?

Yes Somewhat No

30. Do you think you might return to the Musée des maîtres et artisans du Québec?

Yes Don't know No

Comments and suggestions:

Thank you for your cooperation.

