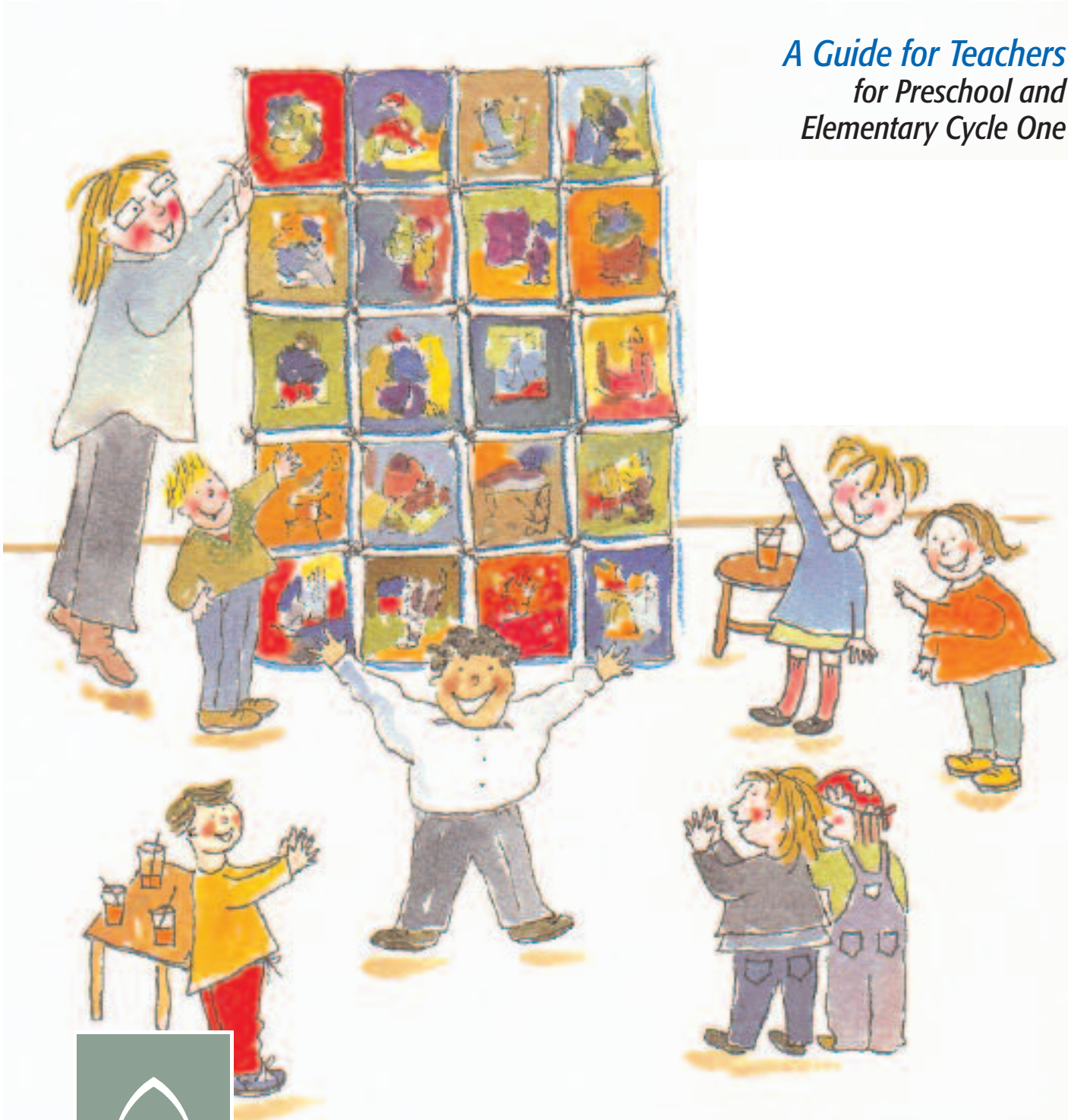


Inquisitive Hands

*A Guide for Teachers
for Preschool and
Elementary Cycle One*



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

Inquisitive Hands

*An Educational Program by the Musée des maîtres et artisans du Québec
for Preschool and Elementary Cycle One*

The program *Inquisitive Hands* was conceived and produced thanks to the support of the Ministère de la Culture et des Communications du Québec.

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Introduction to the educational program *Inquisitive Hands*

Teaching cycles	Preschool and Elementary Cycle One
Languages	The visit and teaching guide are available in French and English
Subject areas	English language arts ; mathematics ; science and technology ; social sciences ; visual arts ; music
Schedule	September to June
Number of students	One class
Length	Before the visit to the Museum : from 45 to 60 minutes in class During the visit to the Museum : 2 hours After the visit to the Museum : approximately 60 minutes in class
Groups	Before the visit to the Museum : in class groups During the visit to the Museum : in two sub-groups and teams of three After the visit to the Museum : individually and in class groups

Inquisitive Hands

The inquisitive hands at the Museum are those of our youngest visitors : your students. Those small, curious hands are eager to explore and touch everything. To respond to this need, the Musée des maîtres et artisans du Québec has designed an educational hands-on program that provides an enriching and satisfying approach to exploring its collection of ancient crafts.

The program *Inquisitive Hands* consists of a three-part learning process with activities before, during, and after the main project: an organized visit to the Museum. Activities begin in class to prepare the students and introduce them to the collection's theme. The visit itself includes a guided tour of the permanent exhibition entitled *From Masters' Hands* : tools and works of master artisans from the past. This is followed by a workshop in which the students experiment with the techniques of an ancient craft and create their own objects. Activities are subsequently held in the classroom offering various ways for the children to express what they retain of their visit. An approach based on play is favored throughout, encouraging active participation and the development of competencies targeted by the Quebec Education Program of the Ministère de l'Éducation.

Objectives based on the development of knowledge

To become familiar with museums as places for exploration and discovery

To learn the various stages in the "life" of an object : from its production to its placement in a museum

To discover the Musée des maîtres et artisans du Québec and its collection : tools and works of master artisans from the past

To experiment with the techniques of an ancient craft in a creative workshop setting while getting acquainted with its work context

A **three-part** learning process

1 Activities **before** the visit to the Museum : from 45 to 60 minutes in class

Curious Hands

The following activities should be carried out in class to prepare the students for their visit.

An association game based on the Museum's collection theme : ancient crafts

Preparations for the outing to the Museum

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

Hands at Work

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

A guided visit of the permanent exhibition beginning with the film *Crac* by Frédéric Back

A creative workshop inspired by the works of an artisan from the past

3 Activities **after** the visit : approximately 60 minutes in class

Clever Hands

Suggested follow-up activities for the classroom round out the project and allow the students to express what they remember from their visit.

An art workshop for the children to draw what impressed them the most during their visit

Opening (vernissage) and exhibition of the students' drawings to enable the children to share impressions of their visit in a group setting

Before the visit to the Museum



Curious Hands



Association game

Integrated subject areas :
English language arts, science,
technology, and social sciences

Length :
approximately 30 minutes in class

The teacher introduces the Museum's collection by leading an activity based on ancient crafts. To make it easier to explore this theme, we recommend that you give examples of occupations that are familiar to children while excluding ancient trades that are less known. The exercise will lead the children to reflect on what is required to practice a trade. What do people need to do their work? What is the equipment called? The children think about tools used in known professions. The appendices provide ten illustrations of occupations that you can present to the children.

To make the game more dynamic, we suggest that you bring tools to the class that are related to the illustrated occupations. Ask the students to connect each tool with the occupation. The length of the exercise could vary according to the interests and needs of the students or teaching staff. You can prolong the activity by adding illustrations. Images are available on the Internet.

Preparations for the visit to the Museum

Integrated subject areas :
English language arts, science, technology, and social sciences

Length :
From 15 to 30 minutes in class

Now is the time to announce the visit. Ask the children if they have ever visited a museum before and if so, which one. Then introduce the visit to the Musée des maîtres et artisans du Québec by describing the exhibition theme and the types of objects shown : objects made by craftsmen from the past and tools used to create them. If this is the first time the students are hearing about ancient crafts, you can give examples of types of artisans such as the woodworker, potter, weaver, or tinsmith. You can lead a discussion on traditional crafts and have the children compare old methods of producing crafts (by hand) and those used in a contemporary work context (industrial production).

Finally, inform the children of what will take place at the Museum, the date and length of the visit, and the mode of transportation. Divide the children into two main groups before arriving and assign them to teams of three within each group. **To facilitate interactions with Museum guides, we recommend that the children write their first name on identification badges or stickers.**



During the visit to the Museum



Hands at Work



Guided tour of the permanent exhibition

Integrated subject areas :

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

Length :

45 minutes

Accompanied by a Museum guide, the two class groups take turns visiting the permanent exhibition *From Masters' Hands*. As an introduction to the tour, the children are shown an animated film entitled *Crac* by Frédéric Back that tells the story of a rocking chair in the life of a Quebec family in times past. The film helps the children put into context the ancient objects that are exhibited at the museum. Connections are made between the objects shown in the film – objects from the traditional Quebec way of life – and the crafts of the woodworker, potter, weaver, and tinsmith. With the help of images from the film, the children explore the exhibition of tools and objects made by master artisans who lived in the 17th, 18th, and 19th centuries. A dynamic, hands-on approach is encouraged and the children are invited to look for objects and observe, describe, compare, and interpret them.

Creative workshop

Integrated subject areas :

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

Length :

45 minutes

In order to fully experience the visit, the children participate in a workshop in which they experiment with the techniques of an ancient craft and discover first-hand the tools and expertise of the artisan. In introducing the workshop, the Museum guides explain how the artisans practiced their trade at that time. Inspired by what they saw during the tour, the students create their own objects to take home. At the end of the workshop, a short period is set aside to discuss the creative experience and to answer any questions.

After the visit to the Museum



Clever Hands



Art workshop

Integrated subject areas :
visual arts

Length :
approximately 45 minutes in class

Shortly after the visit, have the students use their memory skills by asking them to draw what they remember from their experience at the Museum. The individual works can be assembled as a collective effort in the form of a large paper quilt. To accomplish this, you can hand out coloured sheets of paper to your young artists which can be juxtaposed to give the illusion of a blanket from the past. To make it even more realistic, join the sheets of paper by punching holes in the corners and tying them together with string or pieces of wool. The result is stunning and can be seen as a friendly “wink” at the weaver the children saw during their tour.

Vernissage and exhibition of students’ drawings

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

Length :
to be determined

To round out the activity, the students exhibit their drawings individually or collectively in the form of a quilt, either in the classroom or school hallway. The length of the exhibition can vary according to the preferences of the teaching staff and students. A special opening or vernissage, as it is called in the museum world, can be organized to bring the children together to share their impressions of the activities at the Museum. The teaching staff leads a group discussion of what the children enjoyed and what they learned during these activities. Any unanswered questions can initiate a further exploration of the Museum’s theme.



Objectives based on the development of competencies (MEQ 2001)

Knowledge to be developed in preschool students

Learnings related to sensory and motor development

Gross motor movements

Fine motor movements

Learnings related to emotional development

Actions demonstrating autonomy

Actions demonstrating responsibility

Means of self-expression

Learnings related to social development

Social skills ; politeness ; attitudes expressed verbally and nonverbally ; participatory actions

Games involving rules

Cooperative games

Learnings related to language development

Concepts related to language and stories (e.g. beginning, middle, end)

Writing of a few words he/she uses often (e.g. his or her family name or first name)

Symbolic games

Communication games (e.g. a collective story)

Learnings related to cognitive development

The arts : music (e.g. listening to music) ; visual arts (e.g. modelling, drawing)

Science and technology : observation and manipulation of objects (e.g. creation, assembly)

Concepts related to time (e.g. today, yesterday)



Competencies to be developed in preschool students

The learning situation proposed by the educational program *Inquisitive Hands* calls upon the knowledge, abilities and necessary strategies that are required for the development of the six competencies targeted by the Preschool Education Program of the Ministère de l'Éducation.

Competency 1 : To perform sensorimotor actions effectively in different contexts

Competency 2 : To affirm his or her personality

Competency 3 : To interact harmoniously with others

Competency 4 : To communicate using the resources of language

Competency 5 : To construct his or her understanding of the world

Competency 6 : To complete an activity or project

Subject-specific competencies to be developed in Elementary Cycle One students

English Language Arts

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 point of view

To interact in collaborative group activities in a variety of roles

To apply her/his knowledge of linguistic structures and features



Mathematics

Competency 3 : To communicate by using mathematical language

To interpret or produce mathematical messages (oral)

- Elements of the mathematical language used : geometry (e.g. plane figures, frieze patterns and tessellations)

Science and Technology

Competency : To explore the world of science and technology

To become familiar with scientific and technological ways of reasoning and doing things

- The material world

To learn to use simple tools and procedures

To become familiar with certain aspects of the languages used in science and technology

- The material world



Social Sciences

Competency : To construct his or her representation of space, time and society

To compare social phenomena from the past and the present

- Similarities, differences, changes

To refer to aspects of everyday life from the past and the present

- Objects in regular use

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 or her production

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

To make a critical or aesthetic judgment

To share his or her experience of the appreciation

Music

Competency 3 : To appreciate musical works

To examine a musical work or excerpt for elements of content



Cross-curricular competencies to be developed in Elementary Cycle One students

Intellectual competencies

While participating in the activities of the educational program *Inquisitive Hands*, the student is required to process the information gleaned from the animation. By listening and observing, he or she assimilates the information that captivates his or her attention. Thus inspired, the child uses his or her creative thought processes by imagining scenarios, expressing ideas, and creating a personal work of art. Occasionally, the student is invited to share his or her discoveries with classmates.



Methodological competencies

In class and at the Museum, certain activities require a methodological approach in order to complete them. Above all, the student must fully understand the task at hand. With the help of the Museum guides or teaching staff, the child reflects on the best way to achieve the stated objectives. Finally, the student executes the task in a consistent manner by adhering to the sequence of activities and complying with instructions.

Personal and social competencies

A visit to the Museum helps the child expand his or 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. The students are called upon to make use of personal resources and to be receptive 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, visual, gestures, and symbols. At all times, efforts at communication must be pertinent and precise. The student plans his or her productions and structures his or her messages in ways that observe the appropriate codes and conventions for the mode of communication used.



Organizing the visit

Recommendations

To personalize the interaction between students and Museum guides, we would appreciate it if each child wear name tags or stickers.

We ask that you divide the class into two groups before arriving at the Museum and form teams of three within each group for the guided tour of the exhibition.

For security reasons, we recommend that one adult (admitted free of charge) accompany every ten students. His or her 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 to these children exclusively.

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.

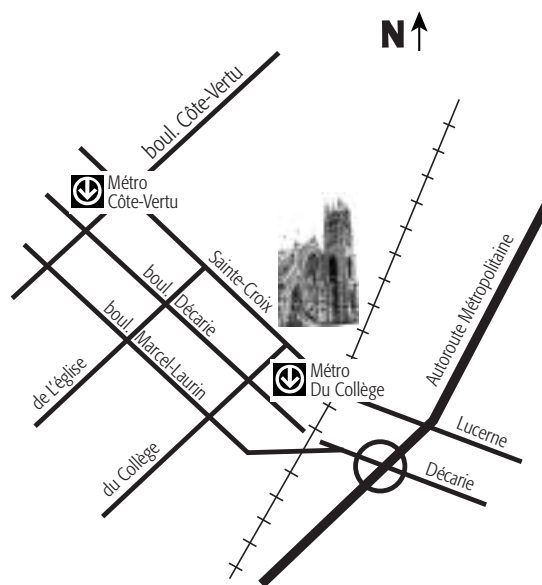
To reach us :

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615 Sainte-Croix Avenue
Saint-Laurent (Québec)
H4L 3X6

Telephone : (514) 747-7367

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E-mail : infos@mmaq.qc.ca





Actors





Architects





Athlete





Cook





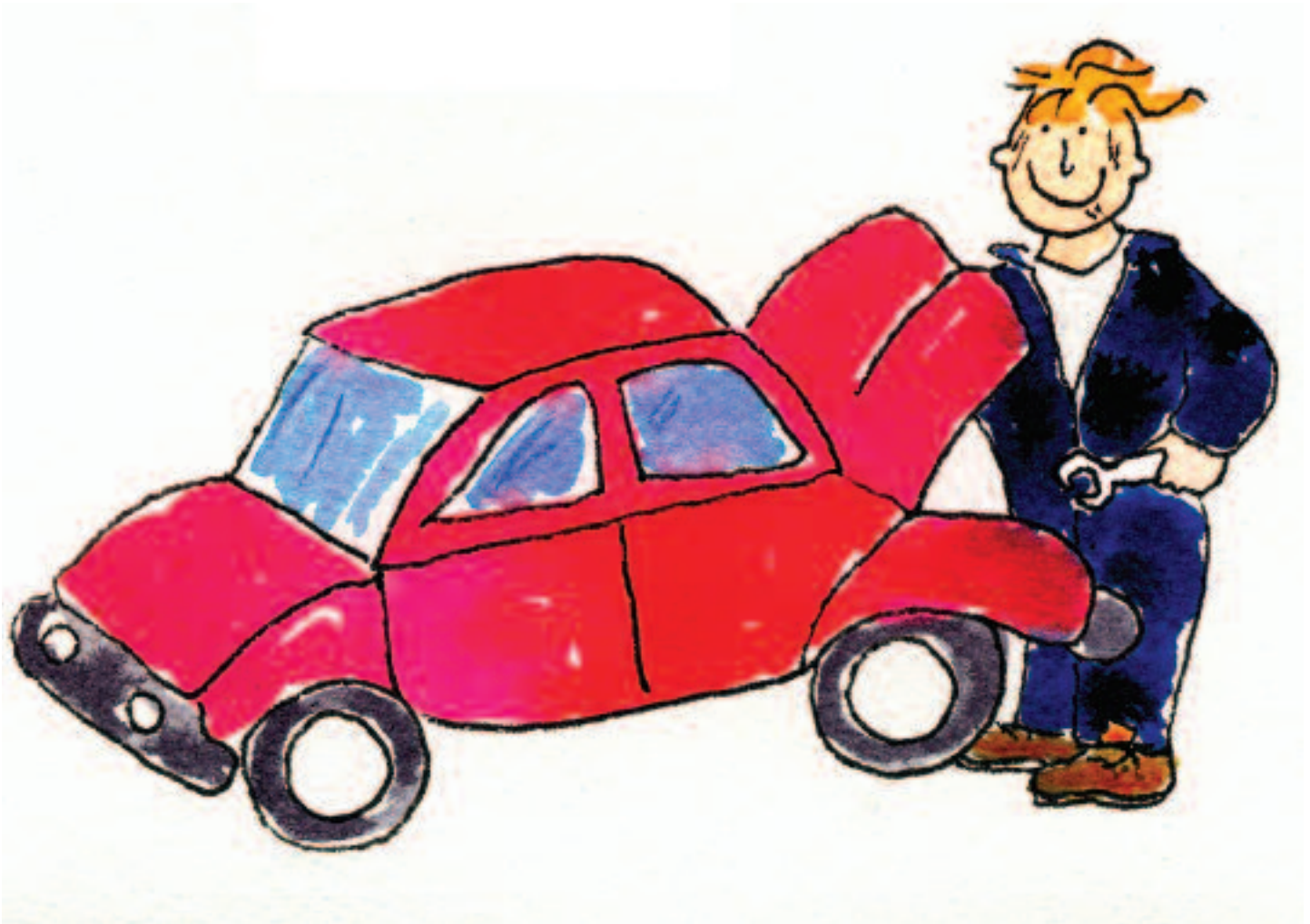
Dressmaker





Gardener





Mechanic





Nurse





Police officer





Teacher



Evaluation questionnaire on the educational program *Inquisitive Hands*

Please answer the following questions so that we may know the strengths and weaknesses of the educational program *Inquisitive Hands*. 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 : Preschool Cycle One

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 *Inquisitive Hands* consistent with the Quebec Education Program?

Yes

Somewhat

No

3. Do the objectives of the program *Inquisitive Hands* 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 : *Curious Hands*

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

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

7. Are the suggested lengths for the activities before the visit convenient ?

Yes Somewhat No

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

Yes Somewhat No

9. Did the activities before the visit enable the students to become more familiar with the Museum's theme ?

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 : *Hands at Work*

12. Was the Museum's reception of your group 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 master artisans from the past ?

Yes Somewhat No

14. Did the activities in the exhibition area help the students become better acquainted with the different stages in the life of an object : from its production to its placement in a museum?

Yes Somewhat No



15. Did the creative activity enable the students to experiment with the techniques of an ancient craft and to become acquainted with the context in which these crafts were carried out ?

Yes

Somewhat

No

16. Is the Museum's approach to animated visits satisfactory? (e.g. animated film, visual support, research, observation, mime, manipulation, collective story, creative workshop)

Yes

Somewhat

No

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

Yes

Somewhat

No

18. 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 : *Clever Hands*

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

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

21. Are the suggested lengths for the activities after the visit appropriate?

Yes

Somewhat

No

22. Did the activities after the visit enable the students to express what they retained of their visit ?

Yes

Somewhat

No

23. Did the activities after the visit allow a review of the visit to the Museum?

Yes

Somewhat

No

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

Yes

Somewhat

No



25. 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

26. What is your overall rating of the educational program *Inquisitive Hands* ?

Excellent

Very good

Good

Fair

Mediocre

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

Yes

Somewhat

No

28. Did you enjoy the different activities?

Yes

Somewhat

No

29. Were contacts with Museum staff satisfactory?

Yes

Somewhat

No

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

Yes

Somewhat

No

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

Yes

No

Don't know

Comments and suggestions :

Thank you for your cooperation.

