

THE SCIENCE OF ARTISANS

Educational program of the Musée des maîtres et artisans du Québec for 1st, 2nd and 3rd cycles of primary school

Educational guide for teachers

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Presentation of the educational program *The science of artisans*

Teaching Cycles

1st, 2nd, 3rd cycles of primary school

Languages

Visits are offered in French and English.

Educational Fields

French as a teaching language; French as a second language; science and technology; social universe; arts.

Calendar

From September to June

Capacity

2 classes (60 participants)

Time dedicated to the activities

Before the visit: one 45 minute period in class

During the visit: two 1 hour periods

After the visit: one 45 minute period in class

Grouping

Before the visit: class groups

During the visit: two groups per class (15 students for each group)

After the visit: class groups

The science of artisans

How did French Canadians produce the objects they used in daily life before industrialization? Where did the tools, the furniture, the clothes or the cooking wear come from? The program The science of artisans gives primary school children the opportunity to familiarize themselves with the traditional trades in Quebec. The program emphasizes the knowledge and skills of the artisans. This one of a kind contact with pieces from the 17th, 18th and 19th centuries is a unique and enriching experience for students, expanding their knowledge of French Canadian heritage. This historic immersion also allows students to make links (differences and similarities) between their way of life and the way of life of pre-industrial people.

The educational program The science of artisans is divided into 4 general themes. Depending on the chosen theme, children will learn about the trades of the blacksmith, tinsmith and goldsmith (Science of metals), the carpenter and sculptor (Science of wood), the weaver (Science of textiles) or the potter (Science of ceramics). To complete the experience, children will have the opportunity to participate in an artistic workshop where they will create a piece to help them better understand the techniques used by artisans.

The museum outing is preceded by an in-class exercise meant to prepare the children for the visit to come. Once the children are back in school, the group is invited to extend the learning experience with a final activity.

Objectives centered on the development of knowledge

1. Discovering the **skills of the artisans** and familiarize oneself with the context of **traditional trades**.
2. Discover the tools and objects of Quebec artisans who lived in the 17th, 18th and 19th centuries.
3. Imagine the **traditional way of life** in Quebec.

Three step learning program

Activities before visiting the museum, a 45 minute in-class time period

Subjects integrated; French, Mathematics, Science and Technology

1) My Introduction to the world of artisans

- A. **Identification exercise** ; the teacher organizes an activity introducing the museum collection. In teams of 3 or 4, the students must precisely describe an object they use in the classroom. This activity can enable them to understand the work of a museum curator and initiate them to the activity of analyzing an object.

Exemple: a stapler

Name/type of object: a stapler, Boston Stapler model

Date and place of fabrication: 20th century, Statesville, NC, United-States

Company/Maker: Hunt company

Materials: plastic, metal (stainless steal)

Color(s): black

Distinctive features: English lettering

Shape: rectangular

Dimensions: 14cm long, 3 cm large, 5.5cm in height

Utility: bind loose paper

Context/area of use: school, office

Reminder: The type of categories can be modified according to the age group of a class. The teacher can also decide to present objects that are related to the theme of the future visit.

- B. **The draw** : Always in teams of 3 or 4, students draw the name of an object of the museums collection in the following list. During the visit, students can give special attention to that particular object and comment on it when they are back in the classroom in the same way they did with the stapler example. If the object chosen wasn't shown during the visit, students can question the guide about that specific object.

Example of objects in the draw:

Science of Metal

- Forge: anvil, Kettle, Fire steel , horseshoe, ox shoe, Gaff point, Trammel
- Tin : milk container, beak-iron, candle holder, soldering iron, weathercock, candle lantern, candle mould, colander
- Goldsmith : monstrance, decorative knives, chalice, T-stake, ingot mould

Science of wood

- Furniture : settle bed, cradle, chest, corner cupboard, country two-door armoire, bourgeois two-door armoire, commode, plane, chisel, saw, rocking chair, chair
- Statuary : hachet, gouge, Immaculée Conception, Saint Louis
- Folk art : sculpture of the chasse-galerie, sculpture of pulling stumps, sugar mould, decoy

Science of textiles

- Sheep sheers, carders, spindle, braided rug, arrow sash, blanket, hooked rug with tongue edge, quilt

Science of ceramic

- Pitcher, jug, jar, bowl, bowl with pouring spout, tobacco jar

Reminder: It is preferable to associate an image with each object for the younger students.

Resources (In French) : http://www.mmaq.qc.ca/pdf/fiches_forge.pdf (documentary sheets on the objects of the forge). For the other sheets, replace the word « forge » in the link by: ferblanterie, orfevriere, mobilier, statuaire, artpop, textiles or ceramique.

- If the teacher wishes to do so, he/she can leave it up to the students to choose an artifact to study during the visit. The end-result of the exercise remains the same: putting an object back into its context of traditional French Canadian way of life, explaining its function and its method of production.

During the visit: 2 hours

Subjects integrated: French, Mathematics, Science and technology, Social universe, Arts

1) Discovering the work of artisans

The visit to the museum is divided in 2 periods of 1 hour each. Each group participates in both activities. One starts with the visit, while the other starts with the workshop. After the first hour, the groups switch places.

- **The visit** : After a short presentation and a film introducing an artisan based on the chosen theme, students visit the permanent exposition with the help of a guide. The different exhibition sections that are used for the visit are the following:
 - The Science of Metal: tinsmith, blacksmith and goldsmith;
 - The Science of wood: furniture, sculptures and folk art;
 - The Science of textiles: textiles and 2 sections chosen;
 - The Science of Ceramics: Ceramic and 2 sections chosen.

To help integrate the information presented, the guide will give students the chance to see, touch, smell and experiment with certain objects from the educational collection (actual artifacts or reproductions). These visual supports can help the students understand the techniques that artisans used. The guide also has images and pictures with scenes of artisans working, helping students build a mental image of the traditional way of life that existed in Québec.

Reminder: It is during this visit that students need to gather information relative to the artifact chosen previously.

- **Creative Workshop**: with the help and supervision of the animators, the students create a personal artistic piece that helps them explore tools and techniques used by Quebec artisans. During this activity they compare the object they are creating with the ones in the museum. The activities planned are the following:
 - The Science of Metal: a lantern (2nd and 3rd cycles) or a rooster (1st cycle);

- The Science of wood: a wooden mosaic (1st cycle) or a model of a wooden house (2nd and 3rd cycle);
 - The Science of textiles: a quilt (1st cycle) or a miniature hooked rug (2nd and 3rd cycle);
 - The Science of Ceramics: a clay bowl, either using pinching (1st cycle) or coiling (2nd and 3rd cycles).
- o Students leave the museum with their creations.

Recommendations

As not to waste time once at the museum, we recommend **separating the class into two groups before coming to the museum.**

For security reasons, we ask that **each group of 15 students be accompanied by one adult.** Admission to the museum is free for teachers and adults accompanying the group. Their role is to ensure that students listen to the instructions and follow the explanations. It is up to the museum personnel to make sure the activities take place as they were planned.

After visiting the Museum: one period of 45 minutes in class

Subjects integrated: French and Social universe

3. I'm inspired by the artisan's work!

We propose this in-class activity as a way to give more substance to the project. It also gives the students an opportunity to absorb the information they were introduced to during their visit to the museum.

- **Brief in class reminder** : the teacher can talk about the visit and the workshop and gather comments on the experience.
- **Presentation of the artifact** : one by one, each team can present their artifact by using the categories identified during the pre-visit exercise.
- o OPTIONAL : if time allows (another 45 minute period), the presentation of the artifact can be combined with a writing exercise. Always in teams, students write a short story (5 to 10 lines) that puts the artifact into its traditional French-Canadian context.

Objectives centered on the development of skills (MEQ 2001)

Language

- 1st skill: reading various texts
- 2nd skill: writing various texts
- 3rd skill: communication orally
- 4th skill: appreciating literature

Mathematics

Proficiency 3: communicating with the help of mathematics

Science and technology

1st cycle of primary

Proficiency 1: exploring the world of science and technology

2nd and 3rd cycles of Primary

Proficiency 2: using the tools, objects and processes of science and technology

Proficiency 3: communicating with the help of the languages used in science and in technology

Social Universe

1st cycle of Primary

Proficiency 1: Building a representation of space, time and society

2nd and 3rd cycles of primary

Proficiency 1: reading the organization of a society on familiar territory

Proficiency 2: Interpreting a changing society on familiar territory

Proficiency 3: Open up to diverse societies and their territory.

- Societies to be studied in the 2nd cycle: Iroquois around 1500 to app. 1745, French society in New-France around 1645 and Canadian society in New-France.
- Societies to be studied in the 3rd cycle: Canadian society from lower Canada around 1820 and Quebec society around 1905

Applied Arts

Proficiency 1: create personnel pieces

Proficiency 3: appreciate art, cultural objects from our artistic heritage, images by the media, his or hers own creations and ones by fellow students.

Development of transverse skills

Skills of the intellectual order

The educational program *Science of the artisans* calls on all skills of intellectual order: **appropriating information, resolving problems, exercising judgment and critic and using ones own creative thought**. Students are active during the entire learning experience. We invite them to make contact with the work and way of life of artisans from pre-industrial times. We also want them to interpret, understand the content and the concepts that are related to this type of work and life.

Methodological Skills

Students need to **prepare themselves with an efficient work methodology** for the realization of these activities. First of all, the student must understand the task in front of them and reflect on the best way of executing it. While the student is executing the steps needed, he can reflect on the process and listen to the instructions given by the museum personnel. In the end, the student can make his own conclusions on the method used.

Skills of personal and social order

Visiting the museum **builds student's identity with structure**. By having contact with heritage Quebec pieces, students can recognize their links to this culture or if the student's origins are from another cultural group, they can open up to another culture and diversity. In this way, students use their personal resources in their experiences with the educational program the museum offers.

Communication Skills

During the three parts of the educational program, the student is **in a situation of communication**. In class and in the museum, the student is experimenting with diverse languages: oral, written, plastic, gestural and symbolic. At every moment, the intentions of communication must be pertinent and precise. This way, the student plans his productions and structures his messages while keeping in mind the codes and conventions of the language being used.

Access to the museum

The museum is located in Ville Saint-Laurent on the campus of the Cégep Saint-Laurent, at the corner of du Collège avenue and Saint-Croix avenue, near the intersection of highway 40 and Décarie boulevard.

Itinerary

By car or by school bus, starting on highway 40 or the Décarie highway

Take the exit Marcel-Laurin; follow the Marcel-Laurin boulevard all the way to du Collège avenue, turn right on Du Collège; continue straight all the way to the Cégep Saint-Laurent. The museum is situated on the right hand side of the Cégep (door number 615).

By public transport

5 minutes from the metro station Du Collège

15 minutes from the Mont-Royal train station of Montréal/Deux-Montagnes line by taking bus 16 going ouest.

Services

The museum visitors are granted free parking in the 4 space lot in front of the building.

An elevator is available for people with reduced mobility.

To join us

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