PASSPORT TO THE PAST

Student explorers observe, question, infer, investigate and confirm.

Preparing for the visit to the museum:

The MAGart app for iPhones and iPads is accessible for use in the classrooms. Students may use the app to do close-looking at the objects they will see on their visit to the museum or to read for context information. This is an opportunity to make inferences and to formulate questions to ask the docents!

Download the mobile app MAGart 2.0 for apple or android for your smartphone or tablet.

Use the Teaching Image Sets sized for use on Smartboards or in PowerPoints to look closely at artworks students will see at MAG.

Complete Step 1 of the attached guided looking worksheet before coming to MAG. After selecting an object from the Passport to the Past collection, students will observe and describe details, and then interpret and make inferences based on what they see and what they already know.

View the MAG Passport to the Past pre-visit Power Point of images and questions.

Using the museum as a resource:

The visit to the museum allows students to see the real historical object and to see it displayed within a culture context in the gallery.

Knowledgeable docents can lead discussion of the objects and the cultures – and answer questions students bring from their classroom viewing of the app.

Teachers and students can use their pre-tour viewing of the app to design their own self-guided (or docent-led) field visits.

Back in the classroom - sharing the research and drawing conclusions:

Access the MAGart app to review images and supplementary information.

Use the interactive Smartboard activities as post-visit lessons.

View the MAG Passport to the Past post-visit Power point with its images and questions.

Museum in the classroom:

- Project image of the object and ask student experts to lead the discussion.
- Print selected images, write labels and arrange a museum wall – by culture, by timeline, by theme.

Writing exercises:

- Project image and ask students to write museum labels. (Link to MAG label)
- Create illustrated pages or books (i.e. Our visit to the museum).

Assessment:

- Project image and ask students to identify the culture and explain their reasoning,
- Project a mystery object (check the image bank for ones students have not seen)) and ask students what questions they would ask in order to analyze the object, information they would need in order to categorize the object, or what objects would they use for comparison to make sense of the mystery object.
### Guided Looking worksheet

<table>
<thead>
<tr>
<th>Step 1 - in the classroom: Analyze the image of the object using information you see as well as your prior knowledge. If you are not certain, write down what you hypothesize or think might be useful information.</th>
<th>Step 2 - in the museum: Now observe the object in its museum setting. Use the label, the nearby objects, the actual object and the App to gather more information and compare it with your hypotheses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is this object?</td>
<td></td>
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<tr>
<td>Where is this object from?</td>
<td></td>
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<tr>
<td>How old is this object?</td>
<td></td>
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<tr>
<td>What materials were used to make this object? What tools?</td>
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<tr>
<td>How was this object used?</td>
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<tr>
<td>Why was this object important to the people who used it?</td>
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<tr>
<td>Identify an object that is similar in some way.</td>
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