

MAGexplore

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

Preparing for the visit to the museum:

[MAGexplore](#) is accessible for use in the classroom. Students may use the site 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! Over 200 objects from MAG's collection are featured.

Go to [MAGexplore](#) on your smartphone or tablet.

Use the [Teaching Image Sets](#) to look closely at some of the 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.

Using the museum as a resource:

The visit to the museum allows students to interact with the [real works of art](#) and to see them on display within a cultural context.

Knowledgeable docents can lead discussion of the artworks 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:

Use [MAGexplore](#) to review images and supplementary information.

View the MAG [Teaching Image Sets](#) to review images or download them for student use.

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, or by theme.

Writing exercises:

- Project image and ask students to write [museum labels](#).
- 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 Sets](#) for ones students have not seen) and ask students
 - what questions they would ask in order to analyze the object
 - what information they would need in order to categorize the object
 - what objects would they use for comparison to make sense of the mystery object.

Guided Looking Worksheet

	Step 1 - in the classroom: Analyze the image 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.	Step 2- in the museum: Now observe the artwork as well as its label, the nearby artwork, and MAGart 2.0 to gather more information and compare it with your hypotheses.
Describe what you see. Include colors, lines, patterns, and shapes as well as any objects or figures.		
What details seem especially important?		
How has the artists made these details seem significant?		
When was this work of art created, and how can you tell?		
How does this work compare with others you have seen?		
What do you think the artist is telling us?		