

# DISCOVER THE DIVERSITY

## Teacher's Guide

### Table of Contents

Discover the Diversity .....	1
Table of Contents.....	1
The Galt's Mission.....	2
Program Overview.....	2
Program Length .....	2
Curriculum Connections .....	3
Confirmation, Cancellations, and Contact Information.....	3
Payment.....	4
Expectations for Visitors .....	4
The Role of Adult Supervisors .....	5
Your Arrival at the Galt .....	5
Pre- and Post- Activities .....	6
Your Galt Program.....	7

This teacher’s guide offers background information and ideas for classroom activities designed to complement a visit to the Galt. It contains information to assist you in planning your visit, information and activities for both before and after your visit, and outlines what you can expect from your education program.

## The Galt’s Mission

The Galt Museum & Archives engages and educates our communities in the human history of southwestern Alberta by preserving and sharing collections, stories and memories that define our identity and guide our future.

## Program Overview

Adventures in Archives introduces students to the role and purpose of Archives and to some of the sources available for researchers in the Archives. Archives contain the stories of southern Alberta through photographs, family records, diaries, letters, maps, and much more. Researchers use these primary documents to study and learn history. Students will also be introduced to some of the ways in which researchers use primary sources. The program also introduces students to the idea of “visual literacy” and how to find information in photographs and other visual sources.

## Program Length

Adventures in Archives runs throughout the school year and is designed to be 90 minutes in length. Groups wishing to remain for a longer time period should make arrangements with the Education Coordinator.



## Curriculum Connections

Written to complement the Grade 2 Social Studies curriculum. The program addresses the following curriculum objectives:

K.1.4 Explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:

- What are the origins of the people in our school, groups or communities?

1.2.2 Analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry

- In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time?

2.1.1 Appreciate the physical and human geography of the communities studied:

- What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities?

2.1.1 Appreciate the physical and human geography of the communities studied

- Appreciate the diversity and vastness of Canada's land and peoples.

## Confirmation, Cancellations, and Contact Information

Your program has been scheduled as per the information on your confirmation sheet. If you have any questions about your booking or the program, please contact the Museum Educator at [tours@galtmuseum.com](mailto:tours@galtmuseum.com) or 403.320-4248. If you must cancel or reschedule a program, please let us know as soon as possible. We will try to fit your class in at another time as time permits.



## Payment

Payments can be made in advance of the program or on the day of the program. The Galt accepts VISA, MasterCard, debit, cash, and cheques. Cheques should be made out to the Galt Museum & Archives or City of Lethbridge. If payment is made in advance, receipts will be available on the day of the program. Otherwise, receipts will be mailed out to the school. The payment amount is \$45 per class per program.

## Expectations for Visitors

- There should be one or two adult supervisors per class (this may include yourself). More adults are always welcome and there is no cost for adult supervisors. Younger siblings accompanying the class with their parents are also most welcome to attend the program.
- Running is not permitted in the Galt. There is green space to the south of the Galt if the class requires a space to stretch their legs.
- In order to protect and preserve the artifacts, drinks, food, and chewing gum are not permitted in the galleries or Archives. Drinking and eating are permitted in the Viewing Gallery.
- Because they are fragile and irreplaceable, artifacts on display should not be touched or handled.
- It is requested that there be no flash photograph in the galleries. Light can, over time, damage the artifacts. Flash photography can be taken in the viewing gallery and programming areas (i.e., classroom).
- Visitors are not required to whisper in The Galt. Indoor voices are preferred.
- Washrooms are located on the main floor in the old portion of the building.

## The Role of Adult Supervisors

Adult supervisors are an integral part of the Galt's programs. The following suggestions are provided to help make their role clearer and easier to manage. Some teachers find it useful to photocopy these suggestions for their adult supervisors.

- ✓ Float around and assist during the activities.
- ✓ Maintain the focus of the activities as you assist students through the activities. Remind students of what they are trying to discover and help them troubleshoot problems they may encounter.
- ✓ Depending on the activity, supply the students with answers to questions and additional information. Your Museum Education Volunteer (Docent) or Museum Educator will answer any questions you may have. If a question cannot be answered during the program, it will be recorded and more information will be forwarded to the school.
- ✓ Assist in keeping students together.
- ✓ Ensure that students do not: run in the galleries, touch the artifacts on display, or drink or chew gum in the exhibits.
- ✓ Ask any available staff for assistance if there is an emergency.
- ✓ Encourage the students to ask questions and get involved.
- ✓ Enjoy your visit.

## Your Arrival at the Galt

- The Galt has a parking lot north of the building with bus and vehicle parking.
- Buses and vehicles may drop off and pick up students at the northeast corner of the building (using the east entrance). This is a fire access road so please do not leave vehicles here once they are emptied.
- Please enter through the east entrance. There is a coat room down the hallway to your left as you enter. Please leave all coats and backpacks here. Students do not need to remove boots. This coat room is solely for the use of programs and is not for general visitors.
- Galt staff will meet you at the east entrance.

## Pre- and Post- Activities

These activities may be done prior to your visit to the Galt or after you have returned to your classroom.

### **Countries**

During your program we will explore suitcases created by families who immigrated from: Colombia, England, Japan, The Netherlands and India. Explore what life is like in these countries by reading a picture book or watching a video.

### **Make your own suitcase**

After exploring the suitcases created by recent immigrants at the Galt Museum students can tell their own families history by creating their own suitcases. Have your students choose 3 items that represent their family and draw them. Compare the similarities and differences among your class.

### **Lit Connection: Make your own suitcases**

If you have access to Jamie Lee Curtis's picture book *This Is Me: A Story of Who We Are and Where We Came From* this can be used as an introduction to the above project. The book asks students what they would put in their suitcase if they moved. The final page of the book is a pop-up suitcase which students can fill with picture they drew.

## Your Galt Program

### **Activity 1: Welcome and Introduction**

Students will be welcomed to the museum and will review what a museum is and the expectations of visitors to the museum.

### **Activity 2: Explore the Suitcases**

Students will open five suitcases in groups and explore the contents inside. Each suitcase was created by family who recently immigrated to Southern Alberta. After exploring the suitcase and hearing the families story the groups will play a game from that country.

### **Activity 3: Conclusion**

Students will reflect on the culture diversity of Southern Alberta. They will also consider what objects they would put in a suitcase if they wanted to represent their own family's history.