

## TEACHER TOOLS



*"But it's not just learning things that's important. It's learning what to do with what you learn and learning why learn things at all that matters."*

*- Norton Justen, The Phantom Tollbooth*



Made possible with funding from





Dear Special Needs Teacher:

Welcome to some of our new exhibits: ***Neighborhood Nature***, ***World Brooklyn***, and ***Collections Central***. These exhibits are designed to facilitate cultural and scientific inquiry explorations while developing an awareness and appreciation of natural environments, diverse communities, and the world around us.

***Neighborhood Nature*** takes students on a trek through natural habitats, from woodland fields to ocean tide pools. Children get a bug's-eye view inside a giant log, harvest play vegetables in the community garden, and touch live horseshoe crabs as they explore ways to protect our natural resources. Cutting-edge technologies and displays link young environmentalists to "Citizen Scientists" around the world. In the adjacent ***Science Inquiry Center***, students can find field guides and other resources for eco-adventures in their own neighborhoods.

Just across the "avenue" is ***World Brooklyn***, where students can celebrate the diverse cultural communities that call Brooklyn home. The re-created city street includes a series of kid-sized stores—each based on a real Brooklyn business—where students are transported around the borough and the world. They make a lion costume leap and bow in a Chinese New Year parade, bake pretend bread for *Dia de Los Muertos* (Day of the Dead), or ring up groceries at the ***International Grocery***. In the ***Global Beats Theater***, children star in traditional dance routines led by life-size videos of local performance groups.

And, then in ***Collections Central*** students look, make, imagine, and know as they explore objects and the stories they tell. The exhibition showcases natural-science specimens and cultural artifacts, including the skeleton of an Asian elephant! Multi-sensory activities bring objects to life, as children pilot a boat, design their own exhibits, and use touch alone to identify mystery objects. Nearby is the ***Children's Library*** for a more reflective and quiet experience.

We hope you will enjoy this ***Special Needs in the Museum*** Teacher Tools Professional Development Resource Materials Packet. Our goal in this packet is to familiarize you with some of our new exhibits so you can effectively use and enjoy them while addressing your students' multiple learning styles. Inside you'll find an explanation of the Art, Social Studies, Science, and English Language Arts content included in our new exhibits as well as suggested activities for you to do with your students back in the classroom. It is our hope that you will use this materials packet as a resource to further assist you in conveying the various exhibits' educational concepts to your students and colleagues.





## ***Look What's inside Special Needs Teacher Tools—***

For:

*Neighborhood Nature*

*World Brooklyn*

*Collections Central*

- What the Exhibits Are About
- Exhibit Highlights
- Goals for Teachers and School Groups
- Suggested Classroom Activities
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- Listing of Museum Resources
  - \* Cultural School Adventures
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- Neighborhood Exploration Tips
- MORE Resources . . .
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## What Neighborhood Nature Is About

**Big Idea:** Nature is Our Neighbor!



**Main Message:** *Investigating nature—the plants, animals, insects, and more that share my neighborhood help me to understand nature everywhere.*

**The activities and exhibits invite visitors . . .**

- to see where plants and animals live
- to learn what plants and animals do
- to experience how people, plants, and animals share a city home

### Exhibit Highlights



#### Urban Woodlands Area

- Build a bug, find who lives under a log, study bird sounds, listen to urban birds, become a "Citizen Scientist," and put on a stump puppet show.

*Classroom Science Connections—*

*Insects • Metamorphosis • Decomposition • Trees • Urban Birds*



#### Freshwater Zone

- Get a fish-eye view in our **Pond** and study life in a drop of water.
- Create a footprint story and search for clues as nature detectives in our **Stream**; meet turtles and frogs.

*Classroom Science Connections—*

*Water Cycle • Erosion • Freshwater Ecology • Life Cycle of Reptiles and Amphibians*

#### Beach Intertidal

- Delve into a hands-on investigation of live horseshoe crabs, starfish, and/or mollusks up close.
- Design a seashell pattern, measure and weigh young "fish" at a fish research area, study water action in a wave tank.

*Classroom Science Connections—*

*Arthropods • Marine Invertebrates • Fish Life Cycle • Tidal Zones*





### Community Garden

- Share gardening stories and role-play planting, harvesting, and watering plants.

*Classroom Science Connections—  
Plant Life Cycle • Gardening • Farming • Soil*

### Science Inquiry Center

- Everyone's a scientist in our resource-rich activity room—explore live animals, tools, objects, and activities through inquiry.

*Classroom Science Connections—  
Animal Diversity • Anatomy • Cultural Representations of Animals • Poetry*

### Greenhouse

- Look, smell, touch, and use the tools of a botanist to discover the world of plants.

*Classroom Science Connections  
Plant Growth and Change • Plant Diversity • Plant Structures • Ethnobotany • Soil*

## Goals for Teachers and School Groups



### What we want students to learn—

- **The importance of a lifelong interest in and stewardship of our natural local and global environments;**
- A greater understanding and appreciation of the world of plants and animals, especially those that share our Brooklyn community;
- Skills of observation, description, looking things up, and using imagination that are the fundamental tools of scientific inquiry;
- Knowledge about how our local "neighborhood nature" extends to the entire "world of nature;" and
- Observing nature can be fun!

### How we want students to learn—

With questions! Students coming to *Neighborhood Nature* can use their innate curiosity to build scientific inquiry skills through exploration and investigation of their local habitats. **With these new skills in-hand, we want students to more knowledgeably explore, discover, and learn to respect the natural environment locally and in the world-at-large.** Our aim is that they become "fearless learners."



## What World Brooklyn Is About



**Big Idea:** The World Lives In Brooklyn!

**Main Message:** *I can discover new things about myself and others by exploring the many ways people and places in my neighborhood connect to and reflect the wider world.*

### The activities and exhibits invite visitors . . .

- to understand Brooklyn is home to people of many different cultures and countries
- to experience how businesses, shops, and restaurants are places of inquiry and cultural exchange
- to examine objects and hear stories drawn from real people and places in Brooklyn to share and investigate the ways people express their culture

## Exhibit Highlights

### World Journal Stationery Store



- Explore New Year traditions in Sunset Park's Chinese community:
  - \* Role-play buying and selling products for Chinese New Year;
  - \* Try on a lion dance costume;
  - \* Create a New Year's lantern; and
  - \* Learn how to write simple Chinese characters.

### Global Beats Music Store & Theater



- Get inspired by Brooklyn's vibrant dance and music scene and listen to music from around the world:
  - \* Dress-up in costume and dance along with traditional cultural performances with Brooklyn dance groups;
  - \* Learn about global music played in Brooklyn and about some local musicians; and
  - \* Explore instruments from the Museum's extensive collection from around the world.



### Don Paco Lopez Panaderia



- Learn about Sunset Park's Mexican community's preparations for Day of the Dead:
  - \* Role-play as customer, cashier, and baker while watching a video of real bakers at work in the days before the Day of the Dead holiday;
  - \* Add offerings to the Day of the Dead altar in the store's window; and
  - \* Read a satirical *calavera* poem.

### International Grocery



- Explore new foods and shop for imported specialties in a grocery based on ethnic markets in Brooklyn:
  - \* Meet four Brooklyn families who describe their favorite or special meals and shop for the ingredients in the store;
  - \* Post your own family's favorite meal on the store's recipe board; and
  - \* Sort and restock products while exploring examples of products and cookware from around the world.

### Owa Afrikan Market



- Discover an array of cultural objects from a West African import store while experiencing how they are made:
  - \* Try on clothing inspired by traditional African textiles;
  - \* Design your own *kente* and *adinkra* patterns while learning about their meanings; and
  - \* Head into the store's workshop to assemble your own West African chair.

### Caribbean Travel Agency & Mas Camp



- Discover Caribbean cultures through a virtual travel agency while preparing for the annual West Indian Labor Day Parade:
  - \* Try an interactive "fly-over" of the Caribbean and zoom in on 10 different countries to view images of people and geography;
  - \* Meet costume designers in the Mas Camp and make your own carnival costume; and
  - \* Play a steel pan and step-into a large parrot costume.

### L&B Spumoni Gardens



- Role-play in a pizza restaurant while learning about some traditions of Brooklyn's Italian community:
  - \* Become a cook, server, or customer at an Italian pizzeria;
  - \* Grab a seat at a café table and find out about Italian food, games, and festivals.

## Goals for Teachers and School Groups

### What we want students to learn—



- A lifelong interest in and appreciation of the things people do, make, and share as expressions of their cultural identity;
- Knowledge about how Brooklyn is made up of people from many different cultures and countries;
- An appreciation and understanding of the commonalities and differences among cultures;
- Knowledge about how students can apply their everyday experience to what they know of culture and history; and
- Discovering and understanding other cultures can be fun!

### How we want students to learn—

By role-playing and investigation! Students coming to *World Brooklyn* can use their innate curiosity to become skilled cultural detectives as they move through hands-on and fun investigations of the ways their neighbors live. **We want students to ask questions, seek answers, and gain insight into their own identity and place in the world.** Our aim is that they become "fearless learners."



## What Collections Central Is About



**Big Idea:** Objects tell stories!

**Main Message:** *Objects give me a wealth of information about the people, the resources, the technology, and the times that contributed to their creation.*

**The activities and exhibits invite visitors . . .**

- to look closely at objects in order to see and learn more
- to experience artistic choice and design in making things
- to exercise their imaginations inspired by the extraordinary variety of images and things people from different places and times have created
- to increase their knowledge of the world's natural and cultural richness

## Exhibit Highlights

### Activities

The gallery offers more than 20 different activities, each interpreting a set of objects. Some of the activities your students can do are:

- Hunt the gallery for objects based on their details
- Examine the details of things closely through magnifying devices
- Match a replica to one of three similar objects using just the sense of touch
- Select, arrange, and string beads inspired by beaded objects on display
- Make patterns from geometric shapes inspired by decorated objects on display
- Build a building inspired by models on display
- Complete a "junior collector" worksheet using exhibits
- With a partner, play a game of describing and matching minerals
- Solve puzzles based on objects on display
- Draw objects with paper and pencil or on the computer
- Experience a ride on a Brazilian boat with a *carranca* (monster) at the front



## Thematic Exhibits

During each academic year, five large display cases are changed to hold a new set of objects selected and arranged to highlight themes that complement programs and curriculum—or are showcased simply because they are interesting. In 2008-2009, the exhibit themes are:

- African Masks (a two-case display)
- Objects of Antiquities
- Belts and Bands
- Plants

Another large case is always a surprise because it changes intermittently throughout the year and the themes are sometimes whimsical or prompted by special events or occasions. In September 2008, *Collections Central* will open with *Green*, a visual essay on the color green in honor of the Museum's "green" building. Past exhibits in this series have been *Spiderman*, the Museum's metal lunch box collection, and *Kachinas*, displaying the museum's Hopi spirit figures.

## Cabinet of Wonders



Before there were public museums, in the 17th to 19th centuries, wealthy gentlemen assembled and kept eclectic collections of "wonders"—natural specimens such as skulls, eggs, skins, and pickled remains; and the artifacts of far-flung native cultures, such as spears, shields, baskets, sculptures, and masks. In *Collections Central*, the Museum's Asian elephant skeleton and other objects from its collection are arranged in the way that such a "cabinet of wonders" might look. (You can see such a cabinet in the popular children's film, *The Spiderwick Chronicles*, where it is covered in cobwebs and dust.) Visitors can add their own artifacts and contrast this older way of displaying and studying objects with modern methods.

## Collections Central Online ([www.brooklynkids.org/emuseum](http://www.brooklynkids.org/emuseum))

Our state-of-the-art digital companion to the exhibit is available on the Museum website and at computer terminals throughout the building. The digital collections allow children to zoom in on specimens for an up-close look and use web tools to draw pictures of their favorite pieces. This is the perfect tool for pre- and post-visit research and activities for both students and teachers.



## Goals for Teachers and School Groups

### What we want students to learn—



- **Skills of observation, description, looking things up, and using imagination are among the fundamental tools of learning from objects;**
- Knowledge of world cultures and history;
- An appreciation and understanding of the commonalities and differences among cultures;
- Knowledge about how objects are made in the context of the time in which they are made;
- Museums collect objects just like children and adults do, but on a different scale; and
- Learning from objects in museums can be fun!

### How we want students to learn—

With joy! Students coming to *Collections Central* can experience objects with their senses, their actions, their imaginations, and their curiosity. **We want them to ask questions, seek answers, and gain insight into the multitude of "stories" objects have to tell.** They can choose what they want to focus on and learn. They can go at their own pace. Our aim is that they become "fearless learners."



## Suggested Classroom Activities

**Take Neighborhood Nature back to your classroom!**



### 1. Budding Botanists/Grades 1-6

Use inquiry skills to explore the anatomy of plants we eat. Have each student bring in one fruit or vegetable from home. Guide them through an exploration by using their senses of sight, smell, touch, taste, and even sound. Have them draw what they see, looking at texture, patterns, shapes, and colors. Can they predict which are roots? Stems? Leaves? Fruits? Discuss "What I Wonder" questions about their plants. Cut their fruits or vegetables open. What is inside? Create a map of where the fruits and vegetables come from by looking at labels or by doing research. As an additional twist, start a small windowsill classroom garden by growing plants from kitchen scraps, such as "eyes" of potatoes, ginger buds, onions, and carrots. Record observations and changes over time.

**Standards:** Meets Science and Art Standards.

**Related NYCDOE Units of Study:** Plant Diversity (1st grade), Plants and Their Environment (2nd Grade), Plant Characteristics (3rd Grade), Analysis, Inquiry, and Design (5th Grade).

**Neighborhood Nature Connections:** Greenhouse, Community Garden.

### 2. Rocky Explorations/Grades 2-6

Have each student bring in a rock from home or the sidewalk. Have the class sort their rocks into categories based on color, texture, and/or weight. How many different ways can the rocks be sorted? Have the class line up their rocks based on size. Have students think of ways to predict and test for rock hardness and place the rocks in order from softest to hardest. Then perform a scratch test using Moh's Scale of Hardness (a universal scale to measure rock hardness) to determine the hardness of each rock (fingernail scratches surface: 2.5; penny: 3; paper clip or nail: 6.5).

For more info, see: [www.childrensmuseum.org/geomysteries/cube/b2.html](http://www.childrensmuseum.org/geomysteries/cube/b2.html).

Have students experiment with using rocks to make streaks on paper. What relationships can students find between rock hardness and paper streaks? Use the rock samples to start a class rock collection (old egg cartons work well!), have students draw with soft rocks (chalk), or create a small stone garden, similar to those popular in Japan and China. Rock gardens help people remember their connections to the natural world. Fill a shallow pan with sand, arrange rocks, and use a comb to make patterns around the rocks.

**Standards:** Meets Science Standards.

**Related NYCDOE Units of Study:** Matter and Its Properties (1st grade), Earth Materials (2nd Grade), Plant Characteristics (3rd Grade), Earth Science (5th Grade).

**Neighborhood Nature Connections:** Intertidal Beach, Stream.



*Suggested Classroom Activities continued—*

***Take World Brooklyn back to your classroom!***

**1. Introduction to Day of the Dead/All Grades**

Celebrate Day of the Dead through storytelling and use of the cultural inquiry skills. What does dead mean? Ask students if anyone has had a favorite pet that died. Then read *Pablo Remembers*, by George Ancona, to the class. Guide students into sharing what Pablo remembered. What did Pablo do to prepare for the celebration? Make a list on the board. Have students describe how they feel when they celebrate their birthday or their favorite holiday. Ask them to answer by making their face look happy, sad, or angry. Ask the students what colors they saw in the story and add the colors to the list above. Lead the students in role-playing activities that described Pablo's experiences. Then have the students draw a picture of their favorite part of the celebration. Encourage each student to talk about her/his drawing. Ask them to share or draw a picture of the happy times they had with a family member or friend that died. As a classroom celebration, have the students choose their favorite drawing. Then play festive Mexican music in the background. Have students hold their drawings in hand to march around the room in their own Day of the Dead parade.

**Standards:** Meets Social Studies, Language Arts, Art Standards.

**Related NYCDOE Units of Study:** Art/Alternate - Level Movement: Identifying and demonstrating movement elements and skills. Social Studies/Alternate - Level Standard 2.

**World Brooklyn Connections:** Don Paco Lopez Panaderia.

**2. Who Are the 12 Zodiac Animals?/All Grades**

The Chinese New Year is an important holiday in the Chinese culture. The Chinese calendar plays a major role, as each year is named for one of the 12 animals. The animals are: rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, and pig. Have students find what animal they are based on the year they were born. Show the students a standard calendar and a zodiac calendar with the different years on it. Have students do up-close, hands-on observation as they flip through the pages, count the months aloud on each calendar. What is the same and what is different? Then, read the story *Chinese Zodiac* by Monrea Chang. Have the students listen for the names of the zodiac animals. What kind of things are the animals doing in the story? Have students describe the pictures by speaking, writing, drawing, pointing, or gesturing. Make a list of their observations. Ask the students to predict which animal in the story wins the race and why. Take a vote by asking them to raise their hands. Give each student a picture of a zodiac animal. Help them say the name of their animal. Have students role-play how their animal moves: slow, fast, or wiggly. Have them gesture whether their animal is large, small, or strong (make a muscle). Ask students what kind of sound their animal might make—loud, soft, or a scary sound? Ask them to make their animal sound. Have students describe how their animal would survive or protect itself. Ask students to share their predictions about

their animal in a drawing on a construction paper tile. What would you associate your animal with, i.e., rat and cheese, tiger and stripes, dragon and fire. Have the students write their personal associations on their tiles. Hang the tiles in the classroom. Have students describe how their animal would survive or protect itself. Ask students to share their predictions about their animal in a drawing on a construction paper tile. What would you associate your animal with, i.e., rat and cheese, tiger and stripes, dragon and fire. Have the students write their personal associations on their tiles. Hang the tiles in the classroom.

**Standards:** Meets Social Studies, Language Arts, Art Standards.

**Related NYCDOE Units of Study:** Arts or Alternate level - Movement: Demonstrating the movement of various animals, Alternate Level-Social Studies - Using a calendar, study and communicate about different cultural traditions.

**World Brooklyn Connections:** World Journal Stationery Store.

## 2. Kwanzaa in the Classroom/All Grades

Write the word *Kwanzaa* on the board in large letters and enlarge a picture of the Symbols of Kwanzaa table setting for guided exploration. Ask students what Kwanzaa is and if anyone celebrates Kwanzaa? Write the students' responses on the board. Ask students to indicate what they see in the Kwanzaa picture (colors, fruits, candles, etc.). Discuss the idea that objects tell "stories." Ask them what the picture tells them about Kwanzaa. Do they know of other winter holidays where people use candles? How is Kwanzaa similar or different? Guide the students towards understanding Kwanzaa is based on seven Swahili principles that they are going to practice in the classroom. Display the seven principles and the meanings. Each day have the students recite, write, or draw a picture of how they have applied the words, i.e., *Umoja* (oo-moh-jah) or Unity. Have students discuss, model, write, or draw what unity means to them and how they can show unity within the classroom. Do the same for each word: *Kujichagulia* (koo-jee-chah-goo-lee-ah) or self determination, *Ujima* (oo-jee-mah) or collective work and responsibility, *Ujamaa* (oo-jah-mah) or collective economics, *Nia* (nee-ah) purpose and help each other be all they can be, *Kuumba* (koo-oom-bah) or creativity, *Imani* or faith, belief in yourself and others. Number six, *Kuumba*, is the most important day. Children usually make gifts to share. Have each student make a Kwanzaa card and place them near the Kwanzaa table picture with their name on it. At the beginning of each day review the previously learned word and introduce the new word of the day. Throughout the day, ask the students what day of Kwanzaa they are celebrating. After studying the picture and celebrating the seven principles ask: What do you now know about Kwanzaa that you didn't know before? What other questions do you have about Kwanzaa? Happy Kwanzaa!

**Standards:** Meets Social Studies, Language Arts, Art Standards.

**Related NYCDOE Units of Study:** Alternate Level - Visual Arts and Language Skills, Oral Communication/Listening and Speaking.

**World Brooklyn Connections:** Owa Afrikan Market and International Grocery.



***Suggested Classroom Activities continued—***

***Take Collections Central back to your classroom!***

**1. Mask Making/Grades 3-6**

Masks are worn to replace one face for another. The mask can represent many things such as persons, extraordinary beings, and abstract ideas. Discuss with your students the type of persons, beings, or ideas for which they could envision creating a mask. Have them make a list of color, shapes, designs, and other visual elements that would be related. Have them sketch how their mask might appear, as a plan for creating a three-dimensional mask of their own. After the masks are completed ask students to share how they decided what to make and how they accomplished it.

**Standards:** *Meets Art Standards.*

**Related NYCDOE Units of Study:** *Standards 1-Creating, Performing, and Participating in the Arts.*

**Collection Central Exhibit Connections:** *Increasing knowledge of World Culture, African Masks.*

**2. Make Your Own Exhibit/All Grades**

Create your own changing display of objects based on what is being studied at the time. Have students curate the exhibition and decide on what objects to display as the best example of what they are learning. Ask them to create and write labels for the objects. Invite parents or other classes in for the "opening."

***Museum Resources***

**Science School Adventures at the Museum**

*Bring your students to the Museum and let our educators lead the class on your chosen adventure.*

**For Grades 1-6—**

- **Pond Ecosystem.** Investigate pond ecology from the inside out and explore the different organisms that live within the pond community.
- **Fantastic Fiber.** Explore a variety of raw plant fibers, cultural papers, and collection objects, and design your own paper.
- **Green Roof.** Become botanical architects by discovering sustainable construction techniques and constructing and designing a "green" roof.



**For Grades 2-6—**

- **Amazing Arthropods.** Investigate the amazing body structure of live arthropods such as horseshoe crabs and hissing roaches.
- **Woodland Animal Mythology.** Explore the Narragansett tribe's creation myths based on animal legends and discover woodland animal species.

*Cost is \$65 per adventure for students with special needs*

*Contact our Scheduling Secretary at (718) 735-4400 x118 for more information.*

**Cultural School Adventures at the Museum**

*Bring your students to the Museum and let our educators lead the class on your chosen adventure.*

**For Grades 2-6—**

- **The World At Our Feet: Journey to New York City.** Discover the past and present of New York City's migrant and immigrant communities through storytelling, photographs, and artifacts from the Museum's collection.
- **New York City: Cultural Arts.** Learn about treasured artistic techniques and processes and how they have been preserved through generations. Explore an international array of folk arts and authentic cultural objects from the Museum's collection.
- **Untold Stories.** Become historians and uncover the hidden narratives of the African Diaspora. Investigate authentic African objects including gourd shakers and drums, listen to African American spirituals and drum beats, and examine artwork of the past and today.

**For Grades 3 and up—**

- **West African Masks.** Students examine the West African masks that were used to represent spirits, ancestors, and different forms of power. They listen to an African tale and discuss how African artists have given shape to the forces of nature and its varied materials. Students create their own masks.
- **Early America, Primary Sources.** Students investigate artifacts of early American daily life. Through primary sources such as plates, cups, lamps, and candle molds, as well as personal documents such as cards and letters, they experience American history first hand. A colonial hornbook, used to teach reading and writing to children too busy with farm work to attend school, is a featured object. Students construct and decorate a hornbook of their own.

*Cost is \$65 per adventure for students with special needs*

*Contact our Scheduling Secretary at (718) 735-4400 x118 for information.*



## Professional Development for Teachers

*Bring us to your school or arrange for a group of teachers to come to the museum to learn tips and techniques for how to bring Brooklyn Children's Museum magic into your classroom.*

- **Teach More With Less.** Explore eye-opening methods and strategies that will help provide quality science teaching without funding compromises. Get sparked with exercises to get into the creative zone, increase your resources, and create homemade tools.
- **Kitchen Cabinet Science**  
Infuse plant and chemistry explorations into your lessons in a fun and fascinating way. Learn the Museum's most successful hands-on, inquiry-based activities that incorporate biology and culture.
- **Animal Concepts from the Museum to the Classroom**  
Discover techniques of teaching with inquiry skills and collection objects inspired by our galleries to bring the excitement of a museum animal experience into the classroom.
- **Learning About Others.** Discover techniques and activities that encourage students to inspect the ways we gather and interpret information about other people and cultures. Use cultural inquiry skills to make the study of other cultures tangible and living. Integrate the use of authentic artifacts, oral and written history, geography, and the arts.
- **How Does This Relate to Me?** Bring your students' personal stories and experiences into the context of a larger cultural community. Learn about techniques and activities to relate the study of immigrant and migrant experiences to students' own growing knowledge of the world around them. Discover ways to use the Museum's resources and your own community to strengthen children's personal identities.
- **Part I: Turning Show and Tell Around.** Storytelling is one of the most effective strategies for teaching. This workshop gives teachers a blueprint for selecting useful stories, preparing to tell, and eventually telling stories as a way of teaching. You will have an opportunity to listen and envision while you are told several stories from cultures such as: African, Asian, Native American, Pacific Island, or Ancient Egyptian, Greek, or Roman. You will be invited to analyze the tales and discuss and explore techniques used in instructional storytelling.
- **Part II: Objects and Words: The Visual/Verbal Nexus.** This workshop is a second level of storytelling. In many cultures objects are decorated with signs and symbols that are related important cultural ideas. These ideas are also found in the spoken word, in sayings, songs, proverbs, and in stories. We will explore this link. An object, and an effective story related to that object can be the key to deeper exploration of important issues about their own culture as well as others.
- **Teaching Music to Early Learners.** Explore how children learn about the world through the music featured in the *World Brooklyn* exhibition. Discover how children use their five senses to play instruments and learn the science behind sound. Learn strategies to develop inquiry-based lesson plans for the classroom that include storytelling and object-based activities that enhance classroom practices.



- **Using Inquiry to Teach Science to Early Learners.** This workshop focuses on guiding teachers toward building their student's abilities to pose questions. Learn how to nurture students' inquisitive thinking about their world through open-ended questioning that stimulate and promote scientific inquiry skills. Discover inquiry-based learning techniques and how to implement these concepts in the classroom. Investigate how to provide an environment for students that promotes questioning.
- **Teaching Teachers to be Museum Educators.** Learn how to implement inquiry-based learning in the classroom by using everyday objects and Museum quality artifacts. Discover how to garner information by using objects from the Museum's **Portable Collection Cases**. Experience how to facilitate the Museum's gallery experiences to support your classroom themes.

*Cost is \$150 for 3 participants, \$25 for each additional participant.*

*Contact our Senior Manager for School Programs at (718) 735-4400 x123 for more information.*

### **The Museum's Portable Collection Cases—A Museum in Your Classroom**

*Bring the excitement of teaching with Museum objects to your classroom. Each case contains objects, media, books, and a teacher's guide with activities and other information.*

- **African Textiles.** Discover how *kente*, *adire*, and *adinkra* cloths are designed and made with collection objects and art making activities.



*The Museum's Portable Collection Cases continued—*

- **Chinese New Year.** Learn about the lion dance, Chinese zodiac, red envelopes, and other ways to welcome a prosperous new year.
- **Day of the Dead.** Discover the rich folk art traditions of one of Mexico's most beloved holidays.
- **Kwanzaa.** See collection objects and art activities to explore the customs and seven principles of the Kwanzaa holiday.



- **Other People's Money.** Discover national currencies from all over the world. Design your own currency, practice numismatic research, and make a bank.
- **New York 100 Years Ago.** Explore the idea of what life (school, work, and leisure pursuits) was like in New York circa 1900.
- **Northeast Woodlands Native Americans.** Compare wampum and projectile points to the materials from which they were made, and a stone pendant to its silver successor..
- **Masks.** Discover masks from Guatemala, Indonesia, Papua New Guinea, West Africa, and the Northwest Coast.



- **Mexican Folk Art.** Explore the vibrant culture and traditional crafts of Mexico.
- **Inside India.** Learn about a doll in a sari, a yo-yo, a toe ring, finger cymbals, and other authentic artifacts of India.
- **Adornment.** Discover what jewelry says about you by looking at 22 rings, necklaces, anklets, and amulets.
- **African Musical Instruments.** Explore the angle harp, kettledrum, rattles, bell, and thumb piano.
- **Bags, Boxes, Bowls, and Beyond: Containers from Around the World.** Investigate what containers reveal about people who make and use them.
- **Telling Stories Through Objects.** Pair a Hopi Kachina, an Indonesian shadow puppet, and other objects with tales related to specific cultures.
- **Dolls of World Cultures.** Explore the cultures of Mexico, Jamaica, Africa, and other regions through dolls.
- **Central Inuit.** Examine snow goggles, a bone knife, a costumed doll, and other artifacts to learn how the central Inuit people adapted to life in the arctic environment.
- **Butterflies.** Learn about 30 different specimens of butterflies and the process of metamorphosis.
- **Urban Naturalist Case.** Tools, collection objects, and more to explore New York wildlife and study nature in the city.
- **A Day at the Beach.** Study shore ecology from the inside out with plant and animal specimens, tools, collection objects.

*Rental is \$85 for two weeks (delivery and pickup in Brooklyn is included).*

*Contact our Scheduling Secretary at (718) 735-4400 x118 for more rental information.*



## Exploration Tips—Stepping Out of the Classroom

### Neighborhood Nature

- **Take a Nature Walk** around your school. Decide on what you want to look for. For example, find something an insect has nibbled on, a tree branch in the shape of a fork, or something with a smell.
- **Look, Listen, and Sniff.** Have students realize that they can use their senses to notice nature anywhere. Please observe, but don't disturb.
- **Watch and Wait.** Encourage students to be still. They'll see more animals! Tools like magnifiers or binoculars can be helpful too, and may help low-vision students.
- **Draw and Write.** Bring paper and drawing materials. Students should make notes or draw what they discover and observe or use a disposable camera (especially for students that can't draw or write) to catch the wonder of nature.
- **Visit** some green spaces (community gardens included).



### World Brooklyn—

- **Take a Walking Tour** around your neighborhood to see what the stores and decorations say about the people that live there.
- **Look, Listen, and Sniff.** Encourage students to use their senses to notice the ways people express and share their culture. Listen for other languages (there are 128 different languages spoken in Brooklyn) and look for signs in multiple languages.
- **Step On In.** Shops are clues to who lives in a neighborhood. At a restaurant, ask a waiter to recommend a dish for you to try. Look carefully at the types of foods at the grocery store. Examine labels and find something made in a different country. Look for a store that sells gifts or toys from another country. Ask the salesperson how it is used or how to play with it.
- **Share and Compare.** Have students talk about what they notice. Help them ask questions and look for answers together. Make a list of things they know and don't know: What do we notice? What does it mean? Where does it come from? How could we learn more? Does this experience meet your original expectations?

### ***Collections Central—***

- **Visit** other cultural institutions that have objects on display. Let your students practice the observation skills they have developed.

### ***MORE Resources . . .***

#### **Places To Go—**

##### ***Neighborhood Nature:***

- *Big Apple Safari for Families: The Urban Park Rangers' Guide to Nature in New York City.* Sharon Seitz. Countryman Press, 2005.
- *Wild New York: A Guide to the Wildlife, Wild Places, and Natural Phenomena of New York City.* Margaret Mittelbach. Three Rivers Press, 1998.
- *Go Wild in New York City.* Brat Matsen. National Geographic Children's Books, 2005.
- *Exploring the Nature of New York—CUNY:* <http://ive.cuny.edu/nynn/home.html>.

##### ***World Brooklyn:***

- *This is NYC.* <http://nycvisit.com/index.cfm>.
- *Walking Brooklyn: 30 Tours Exploring Historical Legacies, Neighborhood Culture, Side Streets and Waterways.* Adrienne Onofri. Wilderness Press, 2007.
- *The World in a City: Traveling the Globe Through the Neighborhoods of the New York.* Joseph Berger. Ballantine Books, 2007.

#### **Websites—**

##### ***Neighborhood Nature:***

- *Nature: The Wild Side of New York—PBS:* [www.pbs.org/wnet/nature/home.html](http://www.pbs.org/wnet/nature/home.html).
- New York City Department of Parks and Recreation: [www.nycgovparks.org/index.php](http://www.nycgovparks.org/index.php).

##### ***World Brooklyn:***

- *Human Migration: The Story of a Community's Culture.* <http://www.nationalgeographic.com/xpeditions/lessons/09/g35/>
- *American Memory Project—Library of Congress.* <http://memory.loc.gov/ammem/index.html>.
- *The New Americans—PBS.* [www.pbs.org/independentlens/newamericans](http://www.pbs.org/independentlens/newamericans).



**Websites continued—**

**Collections Central:**

- The Museum's *Collections Central Online*: [www.brooklynkids.org/emuseum](http://www.brooklynkids.org/emuseum).
- American Museum of Natural History Anthropology Collection:  
[http://anthro.amnh.org/anthropology/databases/north\\_public/north\\_public.htm](http://anthro.amnh.org/anthropology/databases/north_public/north_public.htm).
- Cabinet of Wonders Game:  
[http://www.framemuseums.org/sites/room\\_of\\_wonders/intro\\_en.html](http://www.framemuseums.org/sites/room_of_wonders/intro_en.html)

**Additional Curriculum Resources—**

- *Eco-Inquiry: A Guide to Ecological Learning Experiences for Upper Elementary/Middle Grades*. Kathleen Hogan. Institute of Ecosystem Studies, 1994.
- *Hands-On Nature: Information and Activities for Exploring the Environment with Children*. Edited by Jenepher Lingelbach. Vermont Institute of Natural Science, 1986.
- *America Begins in New York. The Peopling of New York: A Teacher's Resource Manual on Immigration*. New York City 100 Collaborative Project. The New-York Historical Society and the Board of Education of the City of New York, 2000.
- *Kwanzaa*. Judy Strain Trueit. Children's Press, :2006. For younger students.
- *Seven Spools of Thread: A Kwanzaa Story*. Angela Shelf Medaris. Albert Whitman & Company, 2004. A book about how the characters reflected on Kwanzaa's seven principles.
- *Hands-On Africa: Art Activities For All Ages*. Yvonne Y. Merrill. KITS Publishing, 2000.
- *The Art of African Masks: Exploring Cultural Traditions (Art Around the World)*. Carol Finley. Lerner Publishing Group, 1999. For grades 5 and up, but adaptable for younger audiences.





### **BROOKLYN CHILDREN'S MUSEUM'S MISSION**

The mission of Brooklyn Children's Museum is to actively engage children in educational and entertaining experiences through innovation and excellence in exhibitions, programs, and use of its collection. The Museum encourages children to develop an understanding of and respect for themselves, others, and the world around them by exploring cultures, the arts, science, and the environment. The Museum is recognized among cultural institutions for its leadership in addressing the educational, cultural, and social concerns of youth and families in our dynamic urban environment.

We are more committed than ever to our mission to create experiences and environment where children can be active, successful and confident learners by putting children at the center of the museum experience.

**Developed by the Brooklyn Children's Museum**

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