

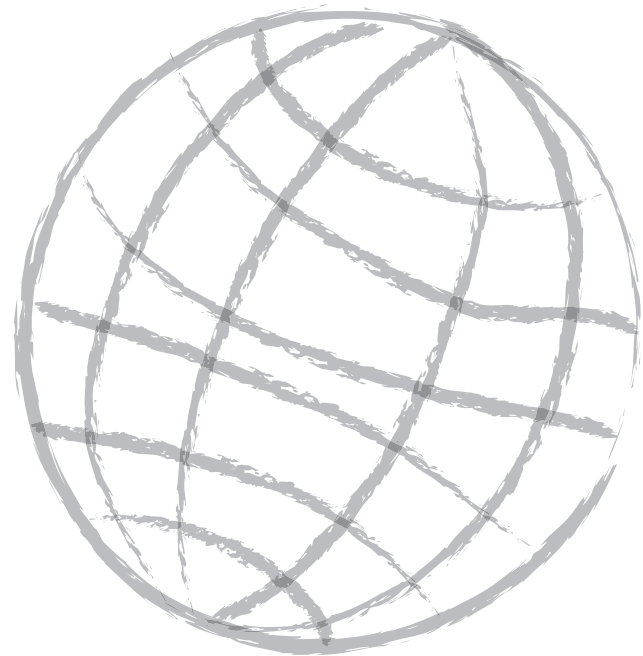
MATHERS MUSEUM of World Cultures

Educational Resources

416 North Indiana Avenue
Bloomington, Indiana
[812] 855-0197
www.indiana.edu/~mathers

HOURS

Tuesdays through Fridays: 9 a.m.-4:30 p.m.
Saturdays and Sundays: 1-4:30 p.m.



Welcome

The Mathers Museum of World Cultures provides educational resources free of charge to the entire community. Explore the world with us! Whether you are a classroom teacher, a home-schooling parent, a university professor or other class instructor, a librarian or school media specialist, a day care provider, a Scout leader, a youth group leader, a retirement center activities coordinator, or just have a club or group who would enjoy the Museum, the Mathers Museum is ready to work (and play!) with you to plan great experiences for your group.

Educational services (always free!) include:

- presentations and activities that staff can bring to you
- themed kits of artifacts, activities, and lessons that you can borrow
- an extensive Education Collection of artifacts and photographs for hands-on use
- Museum Education Representatives (MERs) volunteer program, expanding the reach of the Education Department and offering to opportunities to join in the work (and fun!)
- guest lectures in your college classroom or club on cross-cultural issues
- tours tailored to your interests and study areas
- educator workshops to enrich learning and support academic standards
- publications to enhance curriculum planning
- “Family Guides” and activity sheets designed to encourage exploration of the exhibits without a tour guide
- our cornerstone exhibit ***Thoughts, Things and Theories... What Is Culture?***, built around universal human needs and life stages, and designed for maximum interaction and exploration
- a full calendar of programs and special events for all ages throughout the year
- the Mathers Museum Education Web site, where you can download free publications, activity sheets, and exhibit guides, or schedule a tour
- our Educator’s Corner, where you can pick up lesson plans and activity ideas, keep current on free-choice learning

research, see a new highlighted resource each month, and study curriculum materials in a peaceful space just for you

- our Educator’s E-Letter, a monthly e-mail mini-package of tips, ideas, Museum events, and a Mathers resource of the month (e-mail museumed@indiana.edu to get on the list!)

We look forward to hearing from you, and to working with you. Please feel free to call me at [812] 855-0197, or e-mail museumed@indiana.edu.

Deeksha Nagar
Curator of Education

Table of Contents

1	About the Museum
2	Mathers Museum and Indiana Academic Standards
3	<i>Thoughts, Things, and Theories...What Is Culture?</i>
4	Guided Tours
5	Outreach Presentations
12	Photo Sets / Education Collection
13	Other Educational Resources
14	Kids' Gallery / Family Guides
15	Teaching with Objects and Photographs

About the Museum

The Mathers Museum of World Cultures is Indiana University's museum of anthropology, and the only specialized anthropology museum in Indiana. In all of its activities, the Museum strives to further its audiences' understanding of both the diversity of the world's specific cultures and the underlying unity of cultures as a human phenomenon—the things that all people have in common, but that get worked out in different ways. Admission to the Museum is always free, and education services are also always free of charge.

The Museum's collections consist of over 25,000 objects and 12,000 photographs representing cultures from each of the world's traditionally inhabited continents. Distinctive strengths of the Museum include African and Native American cultures, Indiana history, Latin American cultures contemporary and ancient, and musical instruments from around the world.

Admission: Free.

Location: 416 North Indiana Avenue (between Eighth and Ninth Streets on the western edge of Indiana University in Bloomington, Indiana).

Hours: The Museum is open Tuesdays through Fridays 9 a.m. to 4:30 p.m., and Saturdays and Sundays 1 to 4:30 p.m. We are closed to the public on Mondays, major holidays, and during Indiana University semester breaks. Tours and special events may be held after hours.

Parking: Metered visitor parking is available off the corner of Ninth Street and Indiana Avenue. The parking lot also includes spaces for Indiana University "C" and "E" permits. Free parking on surrounding city streets is allowed on weekends and after 5 p.m. during the week.

Pick-up/Drop-off: At the entrance to the Museum. Use the fire lane that arcs between Indiana Avenue and 9th Street.

Access: A ramp is located on the corner of Ninth Street and Fess Avenue, at the entrance to the Glenn Black Laboratory of Archaeology, adjoining the Museum. Reserved parking spaces are available off the corner of Ninth Street and Fess Avenue.

Contact: For general information, call the Museum at [812] 855-6873, e-mail us at mathers@indiana.edu, or visit our Web site at www.indiana.edu/~mathers/.

Mathers Museum and Indiana Academic Standards

General overview (see listings for specific identifiers):

The Museum provides a range of tools for educators across every grade and a broad range of subjects. Museum exhibits, programs, and outreach materials represent a significant resource for interdisciplinary education, enhancing teaching strategies for Science, Language Arts, and Mathematics, as well as Social Studies, Visual Arts, and Foreign Languages.

Social Studies:

K-8: All five Standards (1, History; 2, Civics and Government; 3, Geography; 4, Economics; 5, Individuals, Society, and Culture).

HS: Sociology 1.8, 2-8; Psychology 1, 5; Economics 1, 8. USH. 1-5, 9; WH. 1, 4, 7-10; WG. 2, 4-6. Strong support for the new Geography and History of the World course, including Outreach Presentations designed specifically to meet GHW standards (see page 8).

Particular content area support for Indiana history (grade 4); early U.S. history and 19th-century environment and technology (grades 5 and 8; USH); Native American cultures and history throughout North America (grades 5 and 8; USH); Central and South American cultures and history (grade 6; WG/WH); and African, Asian, and Pacific cultures and History (grade 7; WG/WH).

Visual Arts:

1, 2, 3, 5, 6; 12.2 (visit local museums); 13.1 (interdisciplinary connections)

Foreign Languages:

4, 5, 7, 9. Teachers of Spanish and French will find particular support in our collections from Latin America and from francophone Africa and southeast Asia. We also feature a range of artifacts from Italy, Germany, Central Europe, and the Balkans. Japanese and Chinese resources are also available.

Thoughts, Things, and Theories... What Is Culture?

3

Culture is a set of shared understandings about the world and how to get things done in it. Culture is both shaped by and shapes history and values, and is learned and shared within a social context.

In light of increasing cultural diversity and the potential for cultural misunderstandings, the need to clarify the meaning of culture seems imperative. The Mathers Museum has developed this exhibit in response to a clear need for accessible, meaningful learning tools for understanding the power of the culture concept as a way to illuminate all of human development. **Thoughts, Things, and Theories...What Is Culture?** promotes cross-cultural understanding by showing how differing cultural traditions spring from similar motivations, arising from the many needs, desires, and circumstances shared by all humans.

The exhibit uses objects from around the world to show the way culture permeates all human lives. It focuses on two main themes: universal needs and life stages. Universal needs (e.g., food, clothing, shelter, socializing, religion, expression) are demonstrated in replicas of two households—one a Bloomington ranch house from 1967, the other a multi-generational family compound from northern Nigeria in the same year. Visitors will be able to sit on the furniture, open baskets, etc., to explore the lifestyles and values of people in those households. Each household will also feature a video loop of family members briefly speaking one by one about their lives and concerns. Emerging from the houses, visitors will encounter display cases of artifacts illustrating the life stages (from birth and infancy to death and the afterlife), as well as a hands-on activity station, computer kiosks with interactive programs, a reading area, and a Topics display with variable subject matter.

This ongoing exhibit will serve as a valuable tool for K-12 and University educators, providing a constant for use in curriculum and syllabus planning. It will anchor field trips as well as in-class presentations and special events at the Museum and with off-site partners, reinforcing the complementary relationships the Museum already has with teachers, professors, and the community. Funded by the Institute of Museum and Library Services, **Thoughts, Things, and Theories...What Is Culture?** stands as a rich resource that will spark and sustain educational collaborations both to meet immediate instructional goals and to build skills for lifelong learning. Not to mention the fact that it will simply be a lot of fun to visit!

Guided Tours

4

Museum interpreters lead groups through current exhibits and our collections storage area for a “behind the scenes” look at museum work. Our tours are friendly and interactive, designed to encourage inquiry and to help visitors understand the complexity of cultures—their own as well as others’. Tours can include craft activities and/or games. We are happy to customize your tour to emphasize specific topics and issues according to your interests or areas of study.

Please allow a minimum of 45 minutes for a complete tour, or one hour for groups of more than 30 people. Groups larger than 30 will be divided during the tour to facilitate personalized learning. Call us at [812] 855-6873 to learn about current exhibits, or visit our Web site at www.indiana.edu/~mathers/exhibits/.

To schedule a tour:

[812] 855-0197 / museumed@indiana.edu
www.indiana.edu/~mathers/edu/ktour.html

Please schedule your tour at least two weeks in advance.

For **grade 6**, the Mathers Museum has partnered with the Indiana University Art Museum (IUAM) to develop a special joint field trip program. Students tour the Classical Antiquities, Medieval, and Renaissance art at the IUAM, and come to the Mathers to explore cultures of Central and South America and the principles of archaeology and anthropology. Contact either museum for more information.

Virtual Exhibit Tour: The Anthropology of the Body

Available for loan free of charge on DVD and VHS. Length: 40 minutes.

The Mathers Museum can also come to you in the form of this recorded tour of the exhibit **Anthropology of the Body** (closed Jan. 2005). Curator of Education Abbie Anderson leads you through the exhibit, which explores cultural ideas of beauty, gender, race, clothing, play, work, and death and the afterlife. Several points are available in the video to pause the recording and discuss ideas or perform classroom activities. Tour language is aimed at 3rd-4th graders, but is suitable for older and younger audiences.

Outreach Presentations

5

Museum interpreters can bring one of our prepared presentation kits to you free of charge, or create a customized visit to suit your curriculum. You can also borrow the kits to support your own lesson plans. If you develop a curriculum unit or lesson plan based on one of our kits, please enclose a properly credited copy in the box when you return the kit to the Museum, to share with other educators.

All presentation kits except **Everyday Artifacts** include slides (either film or MS PowerPoint on CD-ROM) and a binder that holds the presentation script as well as materials for further exploration and suggestions for related activities. Most kits also include artifacts for hands-on use.

Museum staff can bring all projection equipment needed for a presentation (equipment not available for loan). To schedule a presentation, or arrange a loan, e-mail museumed@indiana.edu or call 855-0197.

Kits that include artifacts:

Everyday Artifacts

Social Studies Standards: 1.4.1, 1.4.4, 1.4.5, 1.4.6, 1.5.2; 2.4.4, 2.5.2; 3.2.1, 3.4.4, 3.4.8, 3.5.1, 3.5.2; 4.5.1, 4.5.2; 6.4.10, 6.5.2, 6.5.9

Hands-on discovery of ordinary objects and a “What Is This Object?” worksheet encourage concept learning as well as heightened awareness of how material culture reflects and affects our lives. What is it made of? How was it made? What was it for? What does it tell me about the person who used it? Especially effective pre-field trip. No slides.

What Is Culture?

Social Studies Standards: K.1.1, K.3.4, K.4.1, K.4.2, K.4.3, K.4.4, K.5.1, K.5.3, K.5.4; 1.1.1, 1.1.2, 1.2.2, 1.2.3, 1.2.4, 1.2.6, 1.3.8, 1.4 (all), 1.5.2, 1.5.3, 1.5.5; 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.3.3, 2.3.7, 3.4.1, 2.4.2, 2.4.3, 2.4.5, 2.4.6, 2.4.7, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5; 3.1.7, 3.2.1, 3.2.3, 3.2.4, 3.2.5, 3.3.3, 3.3.5, 3.4.4, 3.4.7, 3.4.8, 3.5 (all); 4.1.11, 4.2.7, 4.4.3, 4.4.6, 4.4.8, 4.5.1, 4.5.2, 4.5.3, 4.5.6; 5.2.1, 5.2.9, 5.2.10, 5.4.5, 5.5.1; 6.3.13, 6.4.5, 6.5.1, 6.5.2, 6.5.6, 6.5.9; 7.1.6, 7.1.14, 7.1.17, 7.1.20, 7.2.7, 7.3.4, 7.4.4, 7.4.8, 7.5.1, 7.5.2, 7.5.4, 7.5.6, 7.5.9; 8.2.4, 8.4.11; USH.7, USH.9.2; WH.10.8, WH.10.10, WH.10.11, WH.11.2; WG.1.5, WG.2.2, WG.4.7, WG.4.9, WG.4.10, WG.4.11, WG.4.13, WG.4.14, WG.4.15, WG.5.3, WG.5.10, WG.6.8; S.1.8, S.2.1, S.2.2, S.2.4, S.2.5, S.2.7, S.2.8, S.2.11, S.3.1, S.3.2, S.4.1, S.4.3, S.4.5, S.4.6, S.4.7, S.4.9, S.4.11, S.4.13, S.5.1, S.5.2, S.5.3, S.5.4, S.5.7, S.5.8, S.5.11, S.5.13, S.6.1, S.6.4, S.6.4, S.6.7, S.6.8, S.8.1, S.8.2, S.8.8; P.2.2, P.2.3, P.4.1, P.4.8, P.4.15, P.5.1, P.5.2, P.5.4, P.5.9, P.5.10, P.5.15, P.5.16; E.1.1, E.1.2, E.1.3, E.1.6, E.1.7, E.8.1, E.8.10.

Lays the foundations of an anthropological definition of culture, based on the Mathers Museum exhibit **Thoughts, Things, and Theories...What Is Culture?** A PowerPoint presentation provides an orientation to the

exhibit’s organizing principles of universal human needs, and the life stages. Object interpretation exercises introduce students to the questions that organize the exhibit’s presentation of artifacts in human context. The kit also includes copies of the “magazines” used in the exhibit for extended interpretation of the exhibit’s illustrations of universal needs and life stages, and a video copy of the family monologues played in the exhibit houses. Intended as preparation for a Museum visit, this kit can function as a virtual tour when a field trip is not possible (particularly when borrowed for extended use). Presentation will be customized to the level of the audience and the time available. (PowerPoint)

Hausa Material Culture and Environment

Social Studies Standards: K.5.1; 1.5.2, 1.5.3, 1.5.5; 2.5.2, 2.5.3, 2.5.4; 6.5.9; 7.1.6, 7.1.14, 7.1.16, 7.2.1, 7.2.7, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.10, 7.3.12, 7.4.4, 7.5.1, 7.5.2, 7.5.3, 7.5.6; WH.9.3, WH.9.7

The Hausa are a Muslim people who live in northern Nigeria and southern Niger (West Africa). Objects from daily life in a Hausa community provide an encounter with other ways of living, encourage the exploration of what we have in common (and what is different), and illustrate continuity and change in tradition.

A PowerPoint presentation brings the artifacts to life with photographs of Hausa people and their land, homes, faith, work, and play. Especially effective as a follow-up to a Museum visit including the exhibit **Thoughts, Things, and Theories...What Is Culture?** featuring a replica of a Hausa household. Thanks to the Eliot Elisofon Photographic Archives and to Abbie Anderson for permission to use their images.

Recommended sequence of kit use: **Everyday Artifacts** → **What Is Culture?** → **field trip** → **Hausa Material Culture and Environment**.

For more information, please contact

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6

Outreach

Presentations (cont.)

7

8

Early Indiana Culture and Environment

Social Studies Standards: K.1.1, K.5.1; 2.1.1, 2.1.2, 2.3.5, 2.3.6, 2.4.1; 3.1.7, 3.2.3, 3.5.5; 4.1.13, 4.1.14, 4.2.8, 4.3.9, 4.3.10, 4.4.1, 4.4.2, 4.4.6, 4.5.5; 5.2.1, 5.3.9, 5.5.1, 5.5.6, 5.3.7; 6.5.9; 8.1.27, 8.1.28, 8.1.30, 8.1.31, 8.3.5, 8.3.6, 8.3.7, 8.3.8, 8.3.9, 8.4.10, 8.5.4; USH.1.2

A PowerPoint presentation, “How Would You Survive in Pioneer Indiana?” with a binder of supplementary information, enhances interaction with artifacts such as a quilt, a horse-shoe, an iron, a child’s school slate, etc. Also included: an 1818 Indiana law listing items that could not be taken from a debt-ridden family, with word searches (simple and advanced) and suggestions for additional activities about the changing standards for what we consider essential to our lives. (PowerPoint)

Musical Roots in America

Social Studies Standards: K.5.1, K.5.3; 1.5.5; 2.5.2; 3.4.1, 3.5.2, 3.5.3, 3.5.4; 5.5.5; 6.5.7, 6.5.8; USH.2.5, USH.2.12; WH.7.4 Music Standards: 6, 7, 8 (all grades)

Explores the cultural origins of Jazz, Irish music, and Latin music in America. Includes musical instruments for hands-on practice! Language aimed at lower grades, but content adaptable for older students. (PowerPoint)

Color and Culture

Social Studies Standards: K.5.1; 1.5.5; 2.5.3

Demonstrates the different (and sometimes surprising) associations different cultures have with colors, while exploring the physical and aesthetic principles of color. Examples used include Oaxacan ceramics (Mexico) and Zulu beadwork (southern Africa), among others. (film slides)

Kachinas

Social Studies Standards: K.5.1; 1.5.2, 1.5.3, 1.5.4; 2.5.1, 2.5.3; 3.5.1; 4.5.1, 4.5.2; 5.1.3, 5.3.7; 6.5.9

Teaches about culture and religion of the Hopi in the American Southwest, with an emphasis on the roles of children. (film slides)

The Importance of Animals in World Cultures

Social Studies Standards: K.5.1; 1.5.2, 1.5.5; 2.5.4; 4.5.1, 4.5.2; 5.1.3, 5.3.7; 6.1.13, 6.1.14, 6.1.19, 6.3.15, 6.5.7, 6.5.8, 6.5.9; USH.4.1; WH.4.16

Investigates the connections people feel with animals, using the llama in the Andes of South America and the sled-dog in Alaska as in-depth examples. Profiles the Inca, the Inuit/Inupiat (a.k.a. “Eskimos”), and the 1925 Serum Run that inspired the modern Iditarod sled race. (PowerPoint)

Mexican Masks

Social Studies Standards: K.5.1; 1.5.2, 1.5.5; 3.5.1, 3.5.3, 3.5.4; 4.5.1, 4.5.2; 6.5.1, 6.5.2, 6.5.4, 6.5.7, 6.5.8, 6.5.9

Explores a variety of European and indigenous cultural influences in Mexico through masking traditions. (PowerPoint)

Ancient Cities: Angel Mounds and Teotihuacan

Social Studies Standards: 4.1.1; 5.1.1, 5.5.1; 6.1.13, 6.1.19, 6.2.4, 6.3.13, 6.3.15, 6.4.1, 6.4.2, 6.4.5, 6.5.1, 6.5.4, 6.5.6, 6.5.7, 6.5.8, 6.5.9; WH.1.1, WH.1.2, WH.1.3, WH.1.4, WH.4.15

Presents archaeological evidence about the technologies and social structure of prehistoric cultures of the Angel Mounds in southern Indiana, and the pre-Mayan city of Teotihuacan in Mexico. Includes genuine artifacts to study in class. Funded by the Indiana Humanities Council. (film slides)

Maya Weaving as Tool, Art and Identity

Social Studies Standards: K.5.1; 1.5.2, 1.5.5; 2.5.2, 2.5.4; 3.5.1, 3.5.2, 3.5.3, 3.5.4; 4.5.1, 4.5.2; 6.1.13, 6.1.19, 6.3.15, 6.3.10, 6.5.1, 6.5.7, 6.5.8, 6.5.9; WH.4.16

Explores how people use and wear clothing, focusing on the Maya of Central America (historical and contemporary). Features several beautiful examples of the diversity of Mayan weaving styles. (film slides)

The History of Athletics

Social Studies Standards: K.5.1; 1.5.5; 6.1.1, 6.2.1, 6.5.1, 6.5.4, 6.5.9; WH.3.3

Traces the origins of today’s sports in the ancient Greek Olympics and the Scottish Highland Games, and discusses what sports mean to us. (film slides)

City Life: Pompeii and Tenochtitlan

Social Studies Standards: K.5.1; 1.5.5; 2.5.1, 2.5.3; 3.5.1; 6.1.2, 6.1.13, 6.1.14, 6.1.18, 6.1.19, 6.1.20, 6.1.21, 6.2.1, 6.2.4, 6.2.9, 6.3.10, 6.3.11, 6.3.13, 6.3.14, 6.3.15, 6.4.1, 6.4.1, 6.4.5, 6.5.1, 6.5.5, 6.5.6, 6.5.7, 6.5.8, 6.5.9; WH.1.2, WH.1.3, WH.1.4, WH.2.1, WH.2.3, WH.2.5, WH.3.9, WH.4.15, WH.4.16, WH.7.1, WH.7.7; WG.5.2, WG.5.3

Uncovers what we know about how people lived in the Roman city of Pompeii and the Aztec city of Tenochtitlan, and how we know it (i.e., the techniques of archaeology and historical scholarship). Designed with the 6th-grade curriculum in mind, but the material is sophisticated enough for older students and appealing to younger students as well. (PowerPoint)

Outreach

Presentations (cont.)

9

Turkish Shadow Theater: A Case Study in the Cultural History and Geography of the Ottoman Empire

GHW 2, 4, 5, 6, 10. Check downloadable version of the Educational Resources Guide (<http://www.indiana.edu/~mathers/edu/resources.pdf>) for more detailed standards.

Designed in support of High School course Geography and History of the World, but content will appeal to upper Elementary through middle grades as well. Illustrates the multicultural nature of the Muslim Ottoman Empire through the history of Turkish shadow theater. Traces the expansion of Islam and the consolidation of the Ottoman Empire, and clarifies the distinctions between Turkish and Arabic language, culture, and art.

Explores the techniques and characterizations of Turkish shadow puppet theater, and the ways in which the theater tradition reflected social change over time. Includes examples of the puppets, and extensive resources for further study.

Kits with slides only:

Ottoman Empire: Expansion through Dissolution, 1299-1924

GHW 2, 4, 10. Check downloadable version of the Educational Resources Guide (<http://www.indiana.edu/~mathers/edu/resources.pdf>) for more detailed standards.

A PowerPoint presentation details the rise, growth, stagnation and decline of the Ottoman Empire, including several maps illustrating territorial expansion and contraction. The kit also includes a quiz on the facts covered by the presentation, followed by a thought experiment: what if the Ottoman Empire hadn't dissolved after World War I? What would have had to change in order for the Empire to continue? How would the 20th Century have been different with a Muslim world power? Student are encouraged to write a paper pursuing either this idea, or an alternate history revolving around a situation or region of their choice (e.g., what if China had pursued war technologies that allowed them to resist European incursion? What if the German people had not found Hitler's nationalism so appealing? What if there was still a monarchy in France? What if Spain had won the Spanish-American war?).

Polish Nationalism, 1791-present

Designed in support of High School course Geography and History of the World, focusing on GHW.10. Check downloadable version of the Educational Resources Guide (<http://www.indiana.edu/~mathers/edu/resources.pdf>) for more detailed standards.

The modern history of Poland provides an outstanding laboratory for understanding European nationalism and the formation and preservation of national identity. This PowerPoint presentation delves into that history, and

10

and the factors that contributed to a strong sense of Poland despite centuries of territorial domination by other powers.

Dance Across Cultures

Social Studies Standards: K.5.1; 1.5.5; 3.5.4; 6.5.7, 6.5.8; 7.1.16, 7.3.4, 7.3.5, 7.5.1, 7.5.2, 7.5.3, 7.5.6, 7.5.9 Music Standards: 7, 8 (all grades)

Journeys through cultural ideals for expressive movement, focusing on dance in Mexico and Korea. (PowerPoint)

Comparative Subsistence Strategies and Technology

Social Studies Standards: K.4.1, K.4.2, K.4.3, K.5.1; 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6; 2.4.1, 2.4.2, 2.4.6, 2.5.1, 2.5.3, 2.5.4, 2.5.5; 3.4.4, 3.5.2; 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.10, 7.3.12, 7.3.15, 7.4.2, 7.4.4, 7.4.8, 7.5.1, 7.5.3, 7.5.6; WG.5.3, WG.5.4, WG.5.7, WG.5.8, WG.5.10

Studies how the !Kung pygmies of southern Africa survive in their challenging desert environment, and compares their strategies with those of modern agriculture. (PowerPoint)

Kwakiutl Masks

Social Studies Standards: K.5.1; 1.5.5; 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5; 5.1.3, 5.3.7

Investigates culture and history in the Canadian Pacific Northwest through the mask-making traditions of the Kwakiutl Indians. (film slides)

Discovery Kits:

Discovery Kits are less-structured sets of artifacts, usually including some tools for study. While they can be used as one-time presentations by Museum staff, they are designed for classroom use in support of your own curriculum units.

Archaeology Analysis

Social Studies Standards: 6.5.6, 6.5.9

This collection of genuine stone tools and pottery shards (primarily from the Americas) comes with tools for analyzing and classifying the artifacts.

Indiana Artifacts

Social Studies Standards: K.1.1; 4.1.9, 4.1.11, 4.2.7, 4.2.8, 4.4.1, 4.5.1, 4.5.2, 4.5.5; 6.5.9

Use this documented set of objects from Indiana history to practice artifact analysis and study life-ways in Indiana.

Outreach

Presentations (cont.)

11

Bloomington Bungalows

Social Studies Standards: 3.5.7; 4.1.11, 4.5.5; 7.5.4, 7.5.9

This display traces the history of the bungalow-style house, from its roots in India via Europe to Bloomington neighborhoods. Includes a folding-panel display, with Velcro-mounted images and text.

Judaism in Practice

This set of artifacts plus explanatory materials shows the everyday and special occasion implements of Jewish celebrations of the Sabbath, Passover, and Hanukkah.

The People of the Coffee Highlands of Nicaragua

Social Studies Standards: K.1.1, K.4.1, K.4.2, K.4.3, K.5.1; 1.5.5; 2.4.2, 2.4.5, 2.4.6, 2.4.7, 2.5.1, 2.5.2, 2.5.4; 3.4.7, 3.4.8, 3.5.1, 3.5.2; 6.1.16, 6.1.19, 6.1.20, 6.1.21, 6.3.3, 6.3.4, 6.3.5, 6.3.10, 6.3.11, 6.3.12, 6.3.13, 6.3.15, 6.4.1, 6.4.2, 6.4.5, 6.4.8, 6.4.9, 6.4.10, 6.5.5, 6.5.9; WH.8.7, WH.9.2, WH.10.11, WH.10.12, WH.11.1, WH.11.2; WG.4.7, WG.4.11, WG.4.16, WG.4.17, WG.5.9

This collection of photographs with explanatory text outlines the history of coffee production in Nicaragua, focusing both on the struggles of native workers and on the processes involved in growing coffee and making it ready for sale world-wide. Derived from an exhibit at the Mathers Museum (closed May 2005), these photographs and exhibit labels are available as a table-top display, or simply as a collection for study. Co-sponsored by the Office of Global Educational Programs, U.S. Department of State, and Indiana University's Center for Latin American and Caribbean Studies.

Memories

Social Studies Standards: K.1.1; 1.1.2; 3.5.5; 4.1.11; 6.5.9

This kit features objects and photographs, along with magazines, catalogs, and cassette tapes of old radio shows, illustrating American life in the 1930s and 1940s. Specific reminiscences of Bloomington seniors are also included. Produced as the result of a collaborative research project between the Mathers Museum and Elderhouse, made possible by a grant from the Institute of Museum and Library Services.

Photo Sets

Education Collection

12

Photo Sets:

These sets of photographs have been gathered from our collections to address specific teaching interests. Our School Loan Collection includes a large number of mounted photographs beyond the sets listed here, which can be borrowed individually or prepared in customized sets.

Native American Images

Social Studies Standards: K.1.1; 1.1.2; 5.1.6, 5.5.1

Developed to support a lesson plan in the Teaching with Objects and Photographs publication. Includes portraits of Native Americans as well as landscapes, houses, and pictures of photographer Joseph Dixon working with his photographic subjects.

Bloomington and Monroe County History

Social Studies Standards: K.1.1; 1.1.2; 3.5.5, 3.5.7; 4.1.11; USH.3, USH.4.5, USH.4.7, USH.5.5, USH.9.1, USH.9.2

More than 30 photos of buildings, people, and gatherings in Bloomington and Monroe County from the late 19th century into the 1940s. Use all the images, or select pictures to fit your classroom themes.

Education Collection

The Mathers Museum Education Department offers a diverse collection of objects and photographs that can be checked out free of charge for hands-on use. Many of these items are reproductions or tourist versions of traditional arts, crafts, clothing, or tools. Strengths of this collection include historical photographs from Native American cultures and Monroe County history; Indiana farm tools; items from Africa, Latin America, and Asia; and archaeological materials (primarily pottery shards and stone tools from the Americas).

Education Web site

At the Mathers Museum Education pages, you can:

- download curriculum guides
- download activity sheets (Lunar New Year dragons, anyone?)
- download Family Guides for exhibits
- request a tour

Visit us at www.indiana.edu/~mathers/edu/!

Educator's Corner

The Mathers Museum has set aside a special corner just for educators. Visit us in person to read up on research into how to keep learning fun and meaningful for both your students and yourself, or study curriculum materials from various sources (sorry, not a circulating library). Pick up free copies of activity sheets and lesson ideas. Take a peek at a featured Museum Resource of the Month. It's your space, your haven at the Mathers Museum!

Educator's E-Letter

Each month, e-mail subscribers will receive a brief but tasty selection of Museum ideas for culturally accurate activities and strategies aimed not only at meeting academic standards and syllabus requirements, but making the learning last—because it's fun! The E-Letter is meant not only for K-12 teachers and school media specialists but for home-schoolers, day care providers, librarians, youth center and youth group leaders, and parents. Sign up from the Web site; fill out a form at the Museum; or e-mail us at museumed@indiana.edu.

Museum Education Representatives

Museum Education Representatives (MERs) are trained in the techniques of "learning through conversation" to act as volunteer staff for the Mathers Museum Education Department. They lead tours, perform outreach presentations, and help plan and staff events at the museum and off-site. They also pursue special projects such as designing content for the Educators Corner, developing thematic tours, preparing activities for the Children's Gallery, and creating outreach kits. If you are interested in becoming an MER, or know someone who would be, please contact the Education Department at museumed@indiana.edu or [812] 855-0197.

Kids' Gallery

The Kids' Gallery is a space specifically set aside for children—the "play room" of the Museum. Features of this brightly-colored room include a child-height activities table and chairs, equipped with crayons and colored pencils; a rack of coloring sheets; an activities binder with more to do and learn, including puzzles and games; a collection of picture books to share in the Museum, presenting cultures and folktales from around the world; and a play-house with clothes for dress-up. The exhibit space in is occupied with child-centered material (visit the Museum Web site or call us for the current exhibit schedule). Different hands-on activities are featured in the room as exhibits change over time.

We encourage day care and preschool groups, as well as families, to enjoy this room any time the Museum is open. It is also a favorite tour destination. While the material in the room is aimed primarily at younger children, we find that "big kids" like it, too!

Family Guides: Self-Tour Tools

For some exhibits the Museum provides printed sheets called Family Guides, designed to enrich informal visits to the Museum. Family Guides provide extra information to interpret what you see on display, and ask questions and make suggestions for further exploration together.

Family Guides are kept at the Museum's reception desk, and can also be found in racks in the exhibits themselves. In addition to Family Guides, you will find at the reception desk a selection of tools such as a "Culture Detective" worksheet, which encourage more in-depth engagement with artifacts in the Museum.

Your family or your class might also enjoy using Family Guides before a visit to start thinking about what you are going to see together, or after you leave the exhibit to keep exploring its ideas. You can pick up a Family Guide at the Museum, or download it in PDF format from the Museum Web site at www.indiana.edu/~mathers/families/family_guides.html.

Teaching with Objects and Photographs: Supporting and Enhancing Your Curriculum

15

This free publication is a guide for hands-on teaching.

- Who?** The guide is for all teachers who wish to enhance their curriculum by incorporating objects and photographs into their lesson plans. Kindergarten, elementary, middle school, and high school classrooms can all benefit from expanded use of these rich materials. The range of subject areas for which these techniques can be used is also broad: studies in history, community, culture, art, language, math, and science can all include objects and photographs.
- What?** Objects: Everyday or exotic; from our culture and time period or others; large or small. Photographs: Formal or informal; historic or modern; commercial or personal.
- Why?** Teaching with objects and photographs enhances your curriculum in a variety of ways while integrating very well with Indiana's Academic Standards for Social Studies and the Visual Arts. These materials can **engage** students who don't always respond to written materials; they can be used to **reinforce** material covered in other media; they can **connect** students with their own environment and culture, as well as with other cultures. Teaching with objects and photographs creates a direct, sensory connection between learners and their subjects that results in new levels of interest and attention.
- How?** The guide provides instruction on how to incorporate objects and photographs into your teaching, including lesson plans, information on resources, and references for further study. Museum staff lead teacher workshops, demonstrating lesson plans and exploring the many ways in which to incorporate these materials into your curriculum.

Contact us about obtaining your copy of the guide, or if you'd like to arrange for a workshop in your school or district. A PDF version of the guide is available at: www.indiana.edu/~mathers/edu/



This project is made possible by a grant from the U.S. Institute of Museum and Library Services. The Institute of Museum and Library Services, an independent federal agency that grows and sustains a "Nation of Learners," because lifelong learning is critical to success.

Additional copies of this guide can be downloaded for free at www.indiana.edu/~mathers/edu/resources.pdf