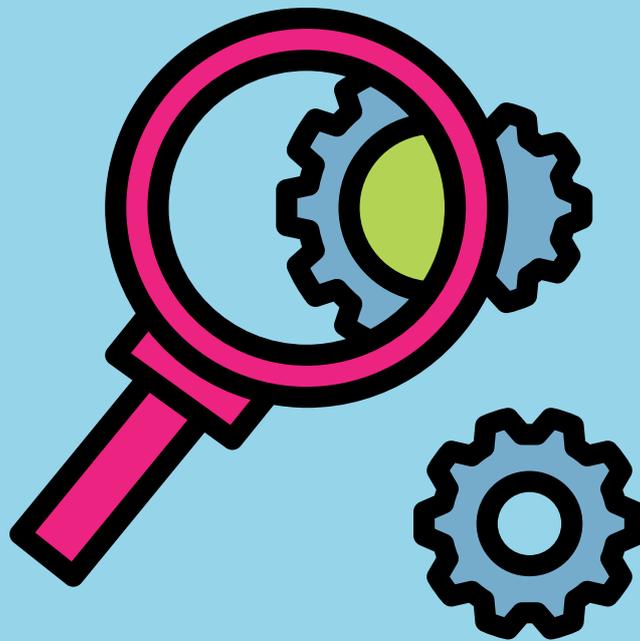


LET'S INVESTIGATE

Session 4



Supporting Scotland's Museums

**Museums
Galleries
Scotland**

DYW

DUNDEE & ANGUS

Developing the
Young Workforce

SUMMARY OF SESSION

LEARNING OUTCOMES

I have explored an aspect of local history.

I can find reliable and accurate information to research a theme.

I can link an object with its historical past and my life today.

CURRICULUM LINKS

SOC 3-01a | LIT 3-09a | LIT 3-14a | -LIT 3-15a

Specific subject areas in social studies, sciences, literacy, numeracy, health and well-being may be touched upon during this research depending on the objects and research theme chosen.

RESOURCES NEEDED

- **Introduction video for Session 3: Let's Investigate.**
- (Optional but preferred) Objects for handling sent by your local museum or photographs of objects from a local collection.
- Access to online resources such as [British Newspaper Archives](#). This can be accessed via local libraries and might be available in your school's library.
- Books from the library relating to the theme of objects or research topics.
- **Session 4: Storyboard worksheet.**

ACTIVITIES INCLUDED IN THIS SESSION:



RESEARCH & TEAMWORK

This session is the most adaptable depending on the abilities of your group. The class should be split into four teams, and each team tasked with researching an aspect of their local history using the objects and information available to them.

For example, objects relating to a town's history of whaling could look at:

- The ships that were built for the whaling industry
- The tools and equipment needed for whaling
- The impact of whaling on the environment
- What the whaling industry did and the uses of whaling products

Your local museum representative will be able to help identify possible themes.

SESSION BREAKDOWN

INTRODUCTION

Use the introduction video to summarise, and support the pupils' expectations of, this session. Ensure all the pupils have a copies of **Session 4: Storyboard Worksheet**



RESEARCH & TEAMWORK

Split the class into manageable groups and either provide them with a theme to research or give them a choice. It doesn't matter if two groups cover the same theme, their outputs will still be unique!

Make sure each group has access to an online resource such as Google or the British newspaper Archives, a book that covers the theme they are researching and information about the collections/objects from the local museum. These can be actual objects or, if not possible, images of objects. The museum will provide you with the information they have on these objects.

The aim of the activity is to fill in a storyboard based on the theme they are researching. This storyboard will then become the basis of their output, whether that's a mini exhibition, activity, curator's talk or otherwise.

Where all the research can't be done in class, the session can be extended into two, or homework can be planned to complete storyboards.

While researching, ask the pupils to think about the reliability of the resources they're using. What's the difference between using Google and a hand-written diary? How do the objects provide evidence and what other resources do we need to use to fill in the gaps?

CONCLUSION

What aspect of local history do I know about?

Ask the pupils to reflect on what they've discovered about their local area today.

What kind of resources are available for research?

Briefly discuss the advantages and disadvantages of the different kinds of evidence and sources of information available to us.

How does my theme link to the present?

Discuss how our local history has shaped our present.

NEXT TIME...

We've covered so much in the last few sessions. We know what a museum is, what it does, the types of roles available there and even had a go at identifying and researching objects. We know how to bring the information together to tell a story...but how are we going to share that story? In the next session, we're going to bring all of our knowledge and skills together to create a museum output of our choice!