

Connecting Students to Your Stories



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Today's workshop



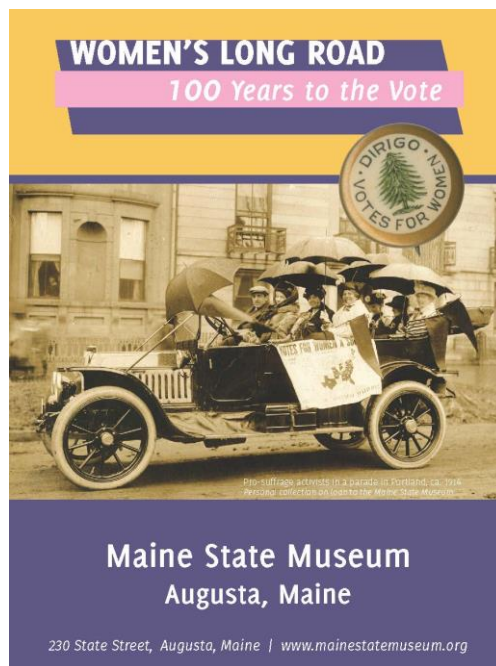
- **INTRODUCTION TO THE PROJECT**
- **WHY IT MATTERS**
- **TRY IT OUT!**
- **OUR PROCESS**
- **HOW TO APPLY IT TO YOUR SITE**
- **WORKSHOP IT!**
- **RECOMMENDED RESOURCES/NEXT STEPS**



Introduction to the project



100 YEARS TO THE VOTE TEACHING MATERIALS



100 Years to the Vote Teaching Materials



Lesson 1- State by State

How suffragists used maps to work for equal voting rights
(Recommended Grades 4-6)

Lesson 2 – Cartooning for a Cause

How Maine artist Lou Rogers' comics influenced the nation
(Recommended Grades 6-8)

Lesson 3 – Mainers Speak Up

Recreating a historic women's suffrage debate
(Recommended Grades 8 and Up)

Learn**Field Trips- K-12 Schools and Home Schools**

Full List- Museum Tours and Gallery Programs

How to Schedule a Visit

Reservation Form

Reservation Form for Use by Legislators and Legislative Staff

Group Visits- Adult and Youth**Groups**

Full List – Museum Tours and Gallery Programs

How to Schedule a Visit

Reservation Form

Reservation Form for Use by Legislators and Legislative Staff

Bug Maine-ia

Bug Maine-ia Reservation Form

Maine Earth Science Day

Earth Science Day Reservation Form

Blaine House and State House Tours

Blaine House

Maine State House

Scavenger Hunts and Activity Guides**Lessons & Resources**

100 Years to the Vote Teaching Materials



This series of three lesson plans uses primary sources to introduce students to the women's suffrage movement in Maine. The lessons are recommended for Grades 4-12. All lessons and materials are digital and available for free download.

We encourage teachers to pair these lessons with a visit to the exhibit *Women's Long Road – 100 Years to the Vote*, though they are designed stand alone. The exhibit will be on view at the museum through January 25, 2020. There is no admission fee for Maine school and home schools.

[Introduction to Maine Women's Suffrage](#)

- A guide for teachers and students (6-8th Grade reading level)

Lesson Plans

[Lesson 1- State by State](#)

- *How suffragists used maps to work for equal voting rights (Recommended Grades 4-6)*

[Lesson 2 – Cartooning for a Cause](#)

- *How Maine artist Lou Rogers' comics influenced the nation (Recommended Grades 6-8)*

[Lesson 3 – Mainers Speak Up](#)

- *Recreating a historic women's suffrage debate (Recommended Grades 8 and Up)*

Resources

- [Maine Suffrage Who's Who](#)
- [What else was going on?](#)
- [100 Years to the Vote Infographics](#)
- [Pro-suffrage Primary Source Packet](#)
- [Anti-suffrage Primary Source Packet](#)

Why it Matters



**IS THIS A GOOD IDEA FOR YOUR
ORGANIZATION?**

Visiting the museum



Is it worth it?



If students already visit your space

- Pre and post-visit activities in the classroom greatly reinforce the experience you share during student visits.
- Creating teacher materials ensures that you can add the depth that is often lacking in short, hectic field trips.
- Online content increases your organization's visibility and reach.

If you can't accommodate visits or are just starting

- This is a way to extend your reach! If you don't have the space or staff time, you can still create digital content for teachers across the state.
- Reaching out to students benefits your organization in the long term.
- Creating content for kids makes your adult content stronger!

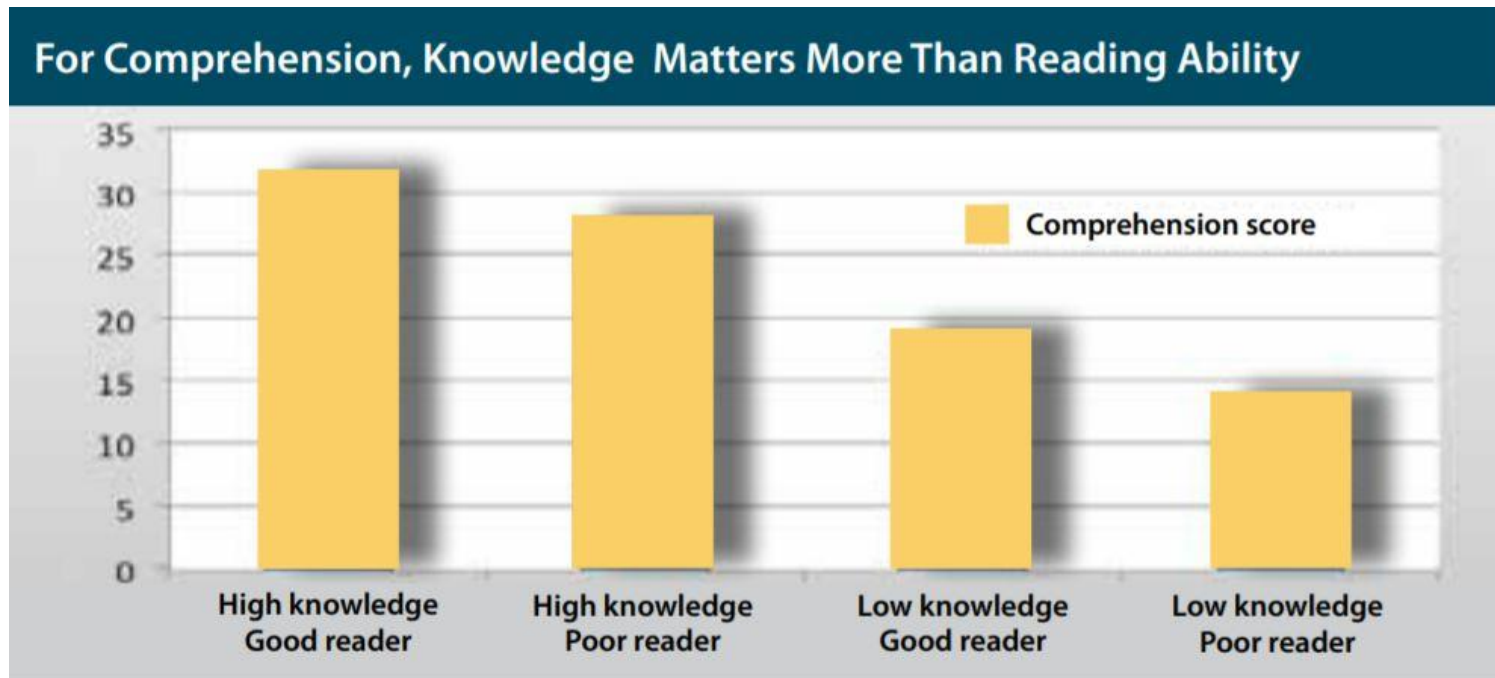
Builds relationships, helps teachers, contributes to community and state

Think Outside Social Studies!



Research shows that social studies is critical to success in literacy—background knowledge helps with new vocabulary.

Teaching students not *what* to think, but *how* to think.



Study from Lecht and Leslie (1988)

Think Outside Social Studies!



- Classroom textbooks often tell stories with the basic, summarized content. They often do not reveal controversies or disagreements, or show different perspectives.
- Students can't see or critically analyze the evidence that historians used to write the textbooks.
- It's hard for students to see themselves in the history they read in a textbook. Not relevant to their daily lives.

The power of primary sources



“Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period.”

-Library of Congress

Examples of primary sources:

- photographs, audio recordings, video recordings, films
- journals, letters and diaries
- speeches
- books, newspapers and magazine clippings published at the time
- oral histories
- artifacts, e.g. clothing, costumes, furniture

The power of primary sources



From the Library of Congress.

Library of Congress—Using Primary Sources

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

Primary sources:

1. Engage students

- First-person accounts of events help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events.

The power of primary sources



From the Library of Congress. Primary sources:

2. Develop critical thinking skills

- Primary sources are often incomplete and have little context. Students must use prior knowledge and work with multiple primary sources to find patterns.
- In analyzing primary sources, students move from concrete observations and facts to questioning and making inferences about the materials.
- Questions of creator bias, purpose, and point of view may challenge students' assumptions.

The power of primary sources



From the Library of Congress. Primary sources:

3. Construct knowledge

- Inquiry into primary sources encourages students to wrestle with contradictions and compare multiple sources that represent differing points of view, confronting the complexity of the past.
- Students construct knowledge as they form reasoned conclusions, base their conclusions on evidence, and connect primary sources to the context in which they were created, synthesizing information from multiple sources.

Think Outside Social Studies!



Jeffery Nokes (2011)

8 teachers taught a 4-week unit on the same topic.

- 2 – Students reread the textbook, answered the questions
- 2 – Students reread the book using historians' strategies
- 2 – Students used primary sources to answer content questions *
- 2 – Students learned about primary sources with focus on historians' strategies and not the content * #

* Scored higher on content exams

Scored higher on reading/writing about history

Try it out!



LESSON 2: CARTOONING FOR A CAUSE

- Image analysis introduction
- Warmup image
- Analyzing a cartoon



PART 4: IMAGE ANALYSIS

LEARNING TO USE OBSERVATION AND
INTERPRETATION

Warmup Activity: *What do you see?*



OBSERVATION VS. INTERPRETATION

An **observation** is a basic description of what you see, like a list of the objects and factual details in the image.

An **interpretation** is a reflection on what the image means and the relationships between the things in the image. It includes what you think is happening and why. Use evidence from the image to back up your interpretation.



1. Observation

- *Fact*
- Describe what you see

2. Interpretation

- *Opinion*
- Reflect on what you see (remember to explain your evidence!)



1. Observations

- There is a gray cat
- There is a faucet
- There is a towel on the cat
- Its fur looks matted and wet

**LET'S GO OVER
IT TOGETHER!**



2. Interpretation

- The cat looks like it has just had a bath because it is in a tub and has wet fur.
- Someone is probably in the process of drying the cat because we see a towel.
- The cat looks unhappy because of its facial expression (angry eyes) and the fact that cats usually don't like water.
- This cat is probably someone's pet because it is inside a home and must be pretty tame or no one would dare try to give it a bath.

ANALYZING LOU ROGERS'
CARTOONS

Let's Try One Together!

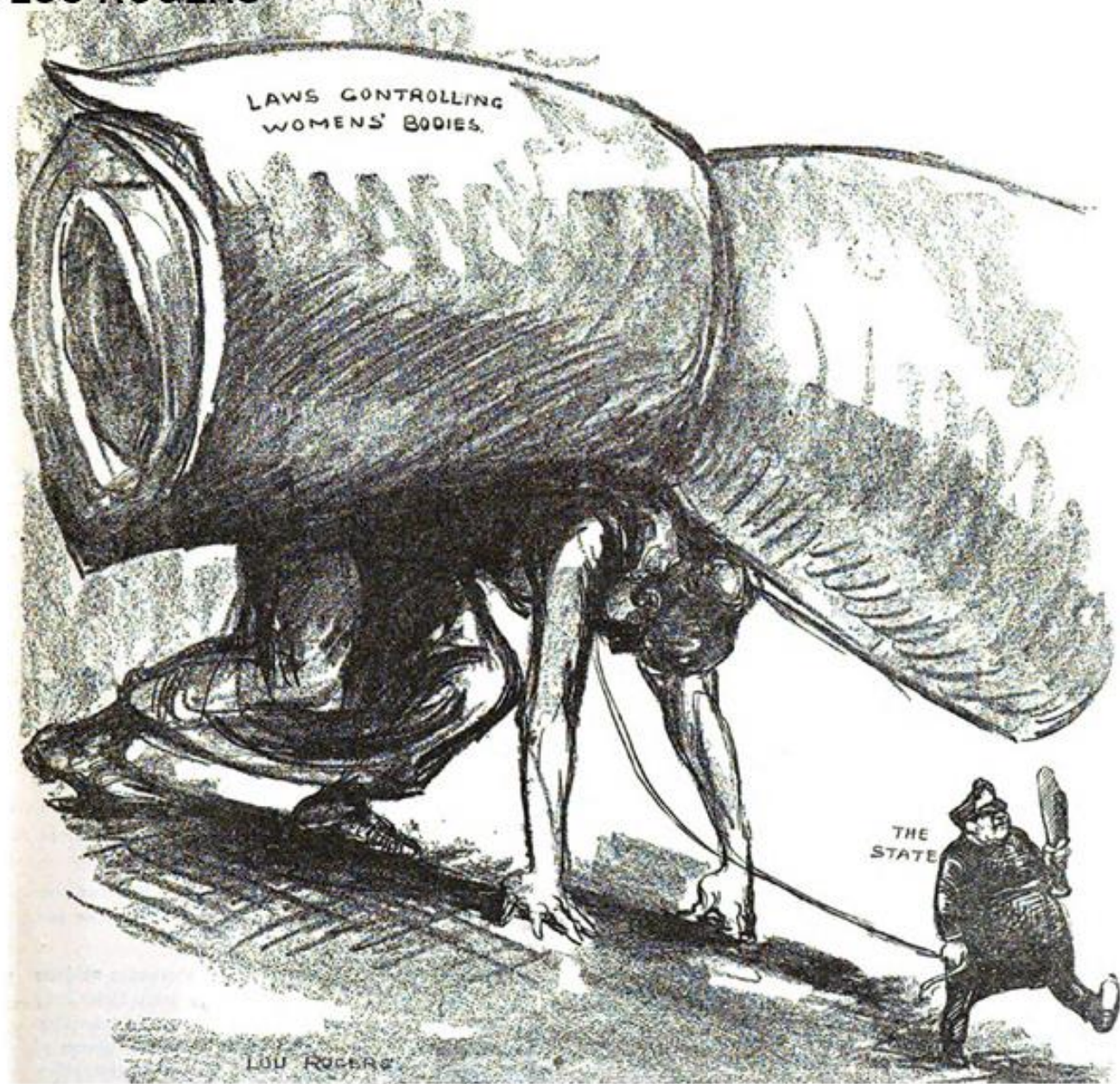


LOU ROGERS

SHE'S GETTING SO BIG!

Suffrage movement—"What is it you are
saying, little sister?"

ANALYZING LOU ROGERS' CARTOONS



HER LEGAL STATUS

CARTOON ANALYSIS WORKSHEET

Maine State Museum 2019

Political cartoons use the following main methods to persuade readers. Write down which elements you see in the cartoon (not all cartoons will have them all).

Caption	<i>A kind of label, usually at the top or bottom of a cartoon. Uses words to reinforce the images.</i>
Labeling	<i>Do you see words in certain parts of the drawing? How do the words chosen impact the cartoon's meaning and tone?</i>
Exaggeration or Distortion	<i>Are there unrealistic artistic changes in the size or shape of the images in the cartoon?</i>
Symbolism	<i>Are there any objects or designs that stand for some other thing, person, or idea?</i>
Stereotypes or caricatures	<i>These are simplistic views of a person or group, often portraying them in an exaggerated and often insulting way.</i>
Humor and Irony	<i>Does the cartoonist try to make people laugh, and how? An ironic cartoon often uses words and images to express the opposite of the literal meaning, or the opposite of how things should be.</i>
Artistic Style or Design	<i>Is the drawing detailed and formal or more of a sketch? Does the style of drawing affect the feel and meaning of the cartoon? How is color used?</i>

OVERALL QUESTIONS:

1. What issue is this political cartoon about?

2. What is the cartoonist's opinion on this issue?

3. Is this cartoon persuasive? Why or why not?

Transferrable skills



- What are students gaining from this?
 - Knowledge about the women's suffrage movement
 - Historical perspective
 - Experience thinking “like a historian”
 - Practice with primary source documents
 - Visual literacy
 - Critical thinking specifically in regard to images (especially relevant in age of social media)

Our process



- Co-curators Sheila McDonald and Candace Kane worked on the exhibit
- Educators provided feedback on exhibit content and were included in planning meetings
- Educators developed draft lesson plans
- Pilot lessons in the classroom and the museum gave opportunities for feedback and editing
- Materials were posted online
- Reached out to teachers and homeschool parents

All shapes and sizes



- Student programming can include:
 - Lesson plans/activities to use in the museum
 - Lesson plans/activities to use in the classroom
 - Resource packets with model questions
 - Service-Learning projects

Inquiry is a good place to start!



- Compile a group of resources on a topic
(For example)
 - ✦ Painting
 - ✦ Newspaper clipping
 - ✦ Letter
 - ✦ Photograph
- Pose questions and have students use the sources to find possible answers.
(For example)
 - ✦ Did the Civil War hurt the city of Lewiston?
 - ✦ Did Hallowell residents think Maine should separate from Massachusetts?
- It's not about students getting it right, it's about their ability to point to evidence to support their answer.

Workshop it!



GENERATE IDEAS ON YOUR OWN

Workshop it!



**SHARE YOUR IDEAS WITH A SMALLER
GROUP.**

Come back together



**WHAT DO CHALLENGES DO YOU
THINK YOU'LL HAVE?**

**WHAT OPPORTUNITIES ARE YOU
EXCITED ABOUT?**

Recommended Resources



Maine State Museum

<https://mainestatemuseum.org/>

Maine Department of Education, Social Studies

<https://www.maine.gov/doe/learning/content/social>

Revised Maine Learning Results for Social Studies, resources for teaching about Maine Native Americans, workshops and connections to teachers

National Archives

Document Analysis Worksheets

<https://www.archives.gov/education/lessons/worksheets>

Questions?



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