



# TIP SHEET

## Saskatchewan Curriculum Link to Museums

Written by: Christie Schafer, Educator

### *Introduction*

As stewards of our collective history, museums serve a vital role in preserving the values and traditions of society. Museums possess critical resources in society and promote an understanding of our heritage<sup>1</sup>. They are critical for a society's development and can assist future generations to understand and appreciate history<sup>2</sup>. Museums should be fully integrated into the educational system because they possess resources that can and should be used to enrich the school curriculum. As a museum guide, you serve an essential role in bringing history alive for students.

### *Curriculum Connections*

Museums can be a link to meeting many curricular outcomes across a variety of subject areas such as math, language arts, arts education, and social studies. There are three Broad Areas of Learning that outline the goals of the K – 12 curriculum across all subject areas. Museums can complement the goals of many Saskatchewan curricula.

### *Lifelong Learners*

Children demonstrate a natural curiosity that through guided discussion and instruction can lead to a motivation for deeper learning and understanding<sup>3</sup>. Museums can stimulate a child's interest in society and community, prompting them to inquire deeper into history and the value of preserving artefacts from the past.

### *Sense of Self, Community, and Place*

This area of learning recognizes and appreciates diversity. Museums can present diverse points

of views and aid students in exploring different world views. For example, the values of the past may not be the same as the values of the present. Museums can act as a starting point for discussion and inquiry surrounding diversity in society. Understanding and appreciating diversity allows students to have a better understanding of themselves and their place in society.<sup>4</sup>

### *Engaged Citizens*

This area of learning encourages the development of values, knowledge, and skills for responsible citizenship. Learning about how citizens of the past worked in and created communities can help students understand their role as engaged citizens in the future. Through understanding how past citizens worked to make their societies successful (for example, early pioneers coming together to survive the harsh landscape and climate of Saskatchewan), students will gain an understanding of their role in maintaining and improving their own communities.

### *Aims and Goals of the Social Studies Curriculum*

The social studies curriculum has specific aims and goals that span all grade levels. These aims and goals can be realized through educators connecting with museums to maximize learning outcomes.

### *Interdependence*

Interdependence examines the local, Indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations<sup>5</sup>.

Museums present and preserve interactions beginning from a local perspective. Connections then can be made to society's place in the local and the global community.

### *Dynamic Relationships*

This area analyzes people's relationship with the land, the environment, events, and ideas as they have affected the past, shape the present, and influence the future<sup>6</sup>. A museum presents relationships of the past. For example, a museum dedicated to the pioneer experience presents family and community relationships as well as society's connection to the environment. By examining historical events and ideas, students gain an understanding of how their present reality is shaped by the past, encouraging them to think about possibilities for the future.

### *Power and Authority*

This area investigates the processes and structures of power and authority and the implications for individuals, communities, and nations<sup>7</sup>. It is vital that students have an understanding of power and authority. Through examining past events and people that have had power and authority, students can gain an understanding of mistakes that may have been made, helping to ensure that they are not repeated. For example, examining the federal government's past policies regarding Indigenous peoples will help students to understand present circumstances, encouraging empathy and a commitment to change in the future.

### *Resources and Wealth*

This area examines various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, contributing to sustainable development<sup>8</sup>. Museums present sustainable development in the past, highlighting the distribution of power and wealth in communities. By examining the artefacts that have been chosen to be preserved, students can learn what was valued as

wealth in the past, and make comparisons to what is valued today in their community and in other cultures from the past and present.

## Role of the Museum Guide

A museum guide has a valuable role in ensuring a successful museum visit that enhances curricular outcomes. When a class is planning a visit, keep the following points in mind:

- Ensure that you are familiar with the objects in the museum, how they were gathered, and some of the stories that they might tell.
- Before a visit, discuss with the teacher what they would like to specifically focus on during the museum visit.
- Request that the teacher do some pre-teaching with students so that they can start thinking about questions that they might have.

## Role of the Teacher

A teacher also has a valuable role in ensuring a successful museum visit that enhances curricular outcomes. When planning a visit for your class, please keep the following in mind:

- Familiarize yourself with the theme of the museum and the types of artefacts displayed.
- Be specific with the guide about the focus of the visit and how it can help meet curricular outcomes.
- Discuss the visit with students beforehand so that they can start formulating questions that they might have.
- Ensure that the students behave appropriately throughout the museum visit.

## Conclusion

Museums are made of relationships<sup>9</sup>. Through establishing relationships with our partners in education, museums can ensure the continued relevance of museums in society. By educating youth about the value of museums, we are ensuring that they will become engaged adults that continue the pattern of learning from the past to create a better future.

## References

Arinze, Emmanuel. *The Role of the Museum in Society*. Guyana: Public Lecture at the National Museum, 1999.

Holbrow, Dan. *Sustaining Communities: From objects to relationships. Museums and Sustainability*. Saskatchewan: Museums Association of Saskatchewan, 2017.

Saskatchewan Ministry of Education. Saskatchewan Curriculum Guide grades 1 – 9.

Saskatchewan: Saskatchewan Ministry of Education. Retrieved from: <https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/FullResourceList?id=198#>

---

<sup>1</sup> Emmanuel Arinze, (1999), p. 2.

<sup>2</sup> Emmanuel Arinze, (1999), p. 2.

<sup>3</sup> Saskatchewan Ministry of Education Social Studies Curriculum, (Saskatchewan: Saskatchewan Ministry of Education, 2010), p. 6.

<sup>4</sup> Saskatchewan Ministry of Education, (2010), p. 6.

<sup>5</sup> Saskatchewan Ministry of Education, (2010), p. 8.

<sup>6</sup> Saskatchewan Ministry of Education, (2010), p. 8.

<sup>7</sup> Saskatchewan Ministry of Education, (2010), p. 8.

<sup>8</sup> Saskatchewan Ministry of Education, (2010), p. 8.

<sup>9</sup> Dan Holbrow, (2017), p. 4

### CONTACT US!

Phone: (306) 780-9279 Toll-Free in SK 1- 866- 568-7386

Email: [mas@saskmuseums.org](mailto:mas@saskmuseums.org)

424 McDonald Street  
Regina, SK S4N 6E1

We gratefully acknowledge the support of...

