Museum in a Box: “On the Road Again” with the Evansville Museum Docent Association

Evansville Museum of Arts, History & Science
Evansville, Indiana
Presented to
The National Docent Symposium
October 2019
Evansville Museum of Arts, History & Science
Museum in a Box: Our Perspective on a Widely Used Concept

• Self-contained programs
  • Smithsonian’s MiaB program
  • NASA’s boxes for Physical Sciences of Flight, K-1

• Outreach programs presented by docents or museum staff
The Purpose of the Evansville Museum-in-a-Box Program

• To support state educational goals/objectives
• To provide educational resources to underserved communities
• To increase awareness of the resources of the Evansville Museum
• To encourage future museum visits
An Exploration of Ancient Egyptian Culture
Secrets of Ancient Egypt Program

Objectives:

• Hear the Egyptian legend of Isis and Osiris.
• Learn about the ancient Egyptians’ beliefs in the afterlife.
• Explore the methods the Egyptians used to mummify their dead.
• Learn the terminology related to the mummification process and how each step coincided with the Egyptians’ beliefs.
• Participate in a hands-on preparation of a “mummy.”
An Exploration of Ancient Egyptian Culture
An Exploration of Ancient Egyptian Culture
An Exploration of Ancient Egyptian Culture

In the simulation with the canopic jars, volunteers place the liver into the human shape, the intestines into the falcon, the lungs into the baboon, and the stomach into the jackal.
Life on the Frontier with the Pioneer Program

An interactive history program for children, using pioneer artifacts from the Evansville Museum
Pioneer Outreach

History Program: Pioneer Outreach for 1st and 2nd Grade

Objectives:
• Learn about how people lived in the past.
• Compare and contrast pioneer life to their lives today.
• Experience pioneer life and skills in a hands-on, interactive manner.
• Learn about the life of one of Indiana's most famous pioneers, Abraham Lincoln.
• Compare their lives to Lincoln’s at around the same age.
Presenting the Pioneer Program

Did they bring it, or did they make it?
Presenting the Pioneer Program

Did they bring it, or did they make it?
Presenting the Pioneer Program

*Did they bring it, or did they make it?*
Presenting the Pioneer Program

*Did they bring it, or did they make it?*

**Sausage Stuffer or Gun:**

Rural settlers did their own sausage making, placing the sausage in the open end of the metal cylinder. Then the wooden plunger forced the sausage into a casing. Today it’s so easy to buy!
Presenting the Pioneer Program
Sculpture Outreach Program

Objectives:

• Examine various small sculpture pieces.
• Learn about methods and materials used in creation of sculptures.
• Discuss how sculpture relates to art and culture.
• Compare and contrast the styles, materials, methods, meanings of various pieces.
Sculpture Outreach Program
Sculpture Outreach Program
Two-Dimensional Outreach Program

Participants should be able to understand the following:

• Differentiate 2-dimensional art from 3-dimensional
• How artists create the illusion of 3-dimensions using perspective and value (shading)
Two-Dimensional Outreach Program
Mystery at the Museum Experience

• Purpose: To reinforce the application of the scientific method

• Each mystery requires identifying the problem, making a hypothesis, gathering data, and testing the original hypothesis.
Mystery at the Museum Experience

Two different mysteries designed for specific age groups through hands-on exploration:

• Mystery at the Museum for grades 2-4
• Shark Detective for grades 5-8 (comparison of DNA strands, shark bites, etc.)
Mystery at the Museum Experiments

Let’s Investigate!

Four pieces of evidence:
- Handwriting analysis
- Fingerprinting
- Chromatography
- Alibis and Motives
Mystery at the Museum Individual Worksheets

Name: ____________________________
Teacher: __________________________

Mystery at the Museum

What is our question? ____________________________

List one thing that you observed ____________________________

What’s your hypothesis? Make a guess as to who committed the crime:

My guess: ____________________________

Test your hypothesis out! What experiments could we do?

_____________________________ ____________________________

After experimenting, who do you now think did it? Why?

_____________________________ ____________________________

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Test Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fingerprints</td>
<td>Compare the size and patterns:</td>
</tr>
<tr>
<td>Chromatography</td>
<td>Compare the markers and ink:</td>
</tr>
<tr>
<td>Ink Analysis</td>
<td></td>
</tr>
<tr>
<td>Handwriting</td>
<td>Compare the words and letters:</td>
</tr>
</tbody>
</table>
Mystery at the Museum: Chromatography

Ink from five markers from five suspects

Different colors emerge with water drops applied.
Outreach Program: Science Experiments
Outreach: Sample Science Experiment

**Milk, Food Coloring, Detergent Science Demonstration**

- Milk fat bonds with dish soap; water (from milk) and food coloring are pushed out.
- This is one way to introduce children to making hypotheses about what will happen to milk with the addition of ingredients.
Outreach: Sample Science Experiment

Lava Lamp and Alka Seltzer Science Activity

• Add food coloring to a cup of water. Then add about 3 cups oil and let it set. Add one Alka Seltzer. It works because of physical principles of density and polarity.
• This is another way to introduce children to making hypotheses.
• [https://www.youtube.com/watch?v=nGA78ZT941o](https://www.youtube.com/watch?v=nGA78ZT941o)
Problems to Anticipate: Outreach Programs

• Verifying the location/time of outreach programs, tables/props available, space available, and supervision
• Parking and transporting items
• Protecting artifacts from weather
• Accommodating those with disabilities, allergies, and other special needs
• Arranging for payment/clerical details
Considerations for Presentation of Outreach Programs

- Sign in at destination.
- Set up presentation materials.
- Introduce docents to the audience.
- Explain briefly what they will experience during the program.
- Read a brief story related to topic, if appropriate.
- For a more personalized, hands-on experience, divide a larger audience into smaller groups if appropriate for your program.
- Answer any student questions and thank them for being a good audience.
- Complete any business with the teacher or school.
- Repack the artifacts and return to storage at the museum.
- Record docent time and other relevant data.
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