SCOTTISH COUNCIL ON
ARCHIVES

Creating Resources:
A Silk Purse from a Sow's Ear

Notes from our one-day education workshop
presented on Thursday October 23rd 2014

Let’s face it: archives are boring

Pick and choose: find the right records

Aren’t they ?

OK, so what makes archives interesting for you ?

What do you think makes archives interesting for education ?

Pick and choose: find the right records

When we're choosing archive records for education resources it's useful to look for these qualities:

- Narrative
- Historical significance
- Relevant to the subject
- Good example of an archive
- Aesthetically pleasing
- Dramatic, surprising, disturbing, mildly revolting….

Pick and choose: find the right records

Pick and Choose

Good quality education resources need to achieve multiple aims:

- Connect with existing skills and knowledge
- Engage students in learning about something
- Address curricular outcomes
- Offer opportunities for reiteration, practice and development

Trimming the fat

Be selective.

Sometimes not a popular idea with archives staff but essential for making records accessible and interesting for students.

1. Select the right records

2. Select from within those records

Trimming the fat

Here's a sample record to consider:

Trimming the fat

Find the points of interest and engagement – the 'entry point' for students.

Take a look at the sample and notice where your initial interest lies. Whatever catches your attention first is likely also to interest students when they first encounter the record.

Even if it is an irrelevant detail, this can be an effective entry point to examining the document, enabling you to engage students' interest.

What kind of entry points can you think of for the Adams Ammonia advert ?

Trimming the fat

When we introduce students to archive records we should ensure they can make sense of what they are seeing.

Selecting a portion of a record to begin with, such as two or three lines from a census record or an extract from a letter, enables them to explore the layout and appearance of the material before viewing the whole thing.

Equally, select a part of a record that will engage students' interest….

Engaging students

How do we engage students ?

Engaging students

A basic principle in education and communication is to ***start with the known and move to the unknown***.

While the curriculum should give us info on what students know already it is only a general guide.

You can establish what prior knowledge students have through questioning at the start of a piece of work, and by checking with teachers beforehand. If in doubt, ask the students.

Engaging students

Engagement is a prerequisite for ongoing learning.

Once we are engaged with an idea, a story, a character, a place, building, machine, event, mystery or whatever else the archive records hold, we are able to explore more freely, become curious and begin to investigate.

Students who investigate are connecting new information to existing information, and using their creativity to find their own ways of learning.

What engages us ?

Engaging students

Here’s a few elements that tend to assist our engagement with material:

- Activity
- Mystery
- Story
- Q&A about their existing knowledge
- Competition
- Surprise
- Humour
- Horror

Examples of education resources

There are many examples of engaging and effective archives education resources around Scotland. Here's a few that you can take a look at:

The Jedburgh Anna – *Borders Heritage Hub*

Amelia Laws letters – *Aberdeen University Special Collections*

Hard Vrocht Grun – *Aberdeenshire Council*

The Invercreran Photo Album – *NRS Education Service*

Bringing It Home – *Borders Heritage Hub*

Object Lesson - *Lothian Health Service Archive*

Ticking curriculum boxes

What about 'delivering the curriculum' ?

Ticking curriculum boxes

The Scottish Curriculum – a quick guide:

- Scottish education is run at local authority level
- Education Scotland sets the curriculum for the Scottish government and inspects schools for quality and curriculum relevance
- In 2005 the Scottish Government introduced Curriculum for Excellence to replace the previous curriculum arrangement
- The Curriculum for Excellence (CfE) is a set of guidelines which local authorities use to create their own education programmes
- The CfE covers children's education from age 5 to age 18. At age 15 students enter a period of study for different national exams

Ticking curriculum boxes

- Between ages 4-15 children undertake **Broad General Education**.
- From ages 15-18 they undertake courses of study in subjects leading to exams such as **National 4/5** and **Higher**.
- Children are intended to move through the levels of the curriculum at their own pace.

Ticking curriculum boxes

Within **Broad General Education**, from ages 4-15, there are eight curriculum areas:

- **Expressive Arts**
- **Health and Wellbeing**
- **Languages**
- **Mathematics**
- **Religious and Moral Education**
- **Sciences**
- **Social Studies**
- **Technologies**

In addition **Literacy** and **Numeracy** are expected to be addressed within every curriculum area.

Ticking curriculum boxes

Each subject area of the Curriculum for Excellence has a set of **Experiences and Outcomes** which determine what students are expected to learn at each level.

People, past events and societies

Early	First	Second	Third	Fourth
I am aware that different types of evidence can help me to find out about the past. SOC 0-01a	I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. SOC 1-01a	I can use primary and secondary sources selectively to research events in the past. SOC 2-01a	I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a	I can evaluate conflicting sources of evidence to sustain a line of argument. SOC 4-01a
I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. SOC 0-02a	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. SOC 1-02a	I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a	I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of the Scottish nation. SOC 3-02a	I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others. SOC 4-02a
	I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a	I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a	I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland. SOC 3-03a	

Ticking curriculum boxes

The historical nature of archive records makes them a good match for many of the Social Studies Experiences and Outcomes

In addition the CfE emphasises the understanding and use of original sources in History, Modern Studies and other areas of Social Studies

Archive records also lend themselves easily to Religious and Moral Education and some aspects of English and Literacy.

The CfE documents are available on the Education Scotland website, and also on our Education pages at www.scottisharchives.org.uk

Ticking curriculum boxes

The Curriculum in England is quite different in methodology and structure, but the subject areas and stages of development overlap significantly.

In English schools there is baseline testing and ongoing formal national assessment of students from the age of 7. This tends to persuade teachers to narrow their classroom focus to the subject areas that will be tested.

Archives education has a valuable role in English classrooms in providing a breadth of content that teachers often overlook or do not have the time to undertake.

Creating an education activity

How to create education resources from archive records: a 7-step quick and dirty guide !

Creating an education activity

Creating interesting archives-based educational resources

Step 1: Choose the right records

Some archive records are fascinating to us and others are dull. However their educational potential may be distinct from these personal preferences.

Records with potential might have one or more of the following qualities:

- a mystery to be solved
- an intriguing person
- connection to a famous event
- the bizarre
- a narrative
- local interest (place, people, event, activity, industry)

What else could give records educational potential ?

Creating an education activity

Step 2: Identify what is interesting about your chosen record

- Examine the record you've chosen from different curricular perspectives.
- What questions naturally arise about it ?
- What does it look and feel like ?
- Why was it kept and where is it housed ?
- What people, places and stories arise from it ?

Be wide-ranging and 'soft-focussed' about this. Jot down everything that occurs to you about the record, however random it seems

Create a 'spider diagram' from the record, exploring the points of interest under different curricular areas. At this stage it's important to identify the history and literacy potential alongside other less obvious areas.

Creating an education activity

Street furs	$ 300.00
Ermine Collarette	75.00
Ermine Opera Cape	500.00
Brussels Lace Gown	375.00
Persian Over dress	175.00
6 Dinner Gowns ($75 each)	450.00
Green Lace Gown	175.00
1 Sealskin Jacket	700.00
4 Gowns ($200 each)	800.00
1 necklace	20000.00
Odd laces	200.00
1 Pearl Brooch	150.00
14 hats	225.00
6 lace shirtwaists,	175.00
6 Embroidered waists, lace	140.00
Silk hosiery	75.00
Lingerie	300.00
Souveniers (Egypt)	500.00
3 crates ancient models for Denver Museum	500.00
2 Japanese Kimonas	50.00
1 Black Satin Gown	150.00
1 blue and white serge gown	75.00
3 satin evening gowns	450.00
1 Irish lace gown	150.00
3 dozen gloves	50.00
1 hat	35.00
6 shoes (10 Each)	60.00
4 tailored gowns and 2 coats	500.00
3 shoes	36.00
1 evening wrap	150.00
4 Evening slippers	16.00
Brown velvet gown	200.00
Brown velvet coat	100.00
2 black gowns	150.00
	$27887.00

Yum Hee SCHEDULE "A"

	£	s
3 blankets	2	5
1 mattress		14
1 suit clothes	2	10
1 jacket	1	5
1 bracelet	2	
1 watch	1	4
underwear	1	10
working clothes		10
4 pair boots and shoes	1	5
4 shirts		5
1 trunk and canvas bag		18
8 pair stockings		6
cash	2	
1 overcoat	1	
2 woolen shirts		18
1 razor		4
	£18	14s

Equivalent in U.S.Currency $91.05.

Create a spider diagram showing different interesting aspects of these documents

Creating an education activity

Examine the documents and your spider diagram and identify some interesting curricular directions that you might take in using them for a resource in – say – early secondary level.

Creating an education activity

Step 3: Choose a curricular area to develop in more depth.

At this stage it's useful to look at the Experiences and Outcomes within appropriate curricular areas where potential for development lies.

This outcome from Health and Wellbeing may lend itself to an activity based on an c18th ketchup recipe, for instance.

Food and health (continued)

	Early	First	Second	
Food and the consumer			Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a	Having ex choice, I c individual's
	I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 0-35a	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1-35a / HWB 2-35a		
			By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a	Using my nutrition a eating adv the inform packaging make infor preparing healthy di

Creating an education activity

Identify one or two Experiences and Outcomes that can be addressed with approaches you've identified in your spider diagram.

Curricular outcomes are not the only determinant of educational purpose, but they provide us with a guide and help us stay relevant to good practice in schools.

It's important that archives-related education work keeps the business of archives as part of its focus. If a lesson achieves the outcome of raising students' awareness of archives and adding to their understanding of the purpose and processes of archiving then it has achieved an essential educational outcome.

Creating an education activity

Step 4: Create three simple activities that explore what's interesting about the records

A good lesson consists of a number of activities which are connected together with a narrative.

Educational activities should involve students in examining, questioning or speculating about information.

Each activity should be focussed on one aspect of learning. For example a close reading activity may contain questions which invite scanning the text for an answer, or discussing possible answers with others.

Three activities is sufficient, but you can go on to create as many as you like. More than six should be split into separate learning modules

Creating an education activity

Step 5: Create a narrative to link the activities together

A narrative might be a progression of acquired skills, a sequence of events, a revealing of information through investigation, the completion of a process.

Narrative is essential to students' engagement with learning experiences, and the retention of skills and knowledge acquired.

Creating an education activity

Step 6: Decide how to start

This is the point where you choose how to introduce students to your series of activities.

Just like a good book, your lesson needs to draw them in at the start.

Good beginnings can involve

- a mystery or a puzzle to solve
- shock or surprise
- inviting them to help or to go on a journey
- introducing an intriguing character

What else ?

Creating an education activity

Step 7: Decide how to end

To decide how your lesson ends you must first be clear about what you intend your students to learn

Revisit the Experiences and Outcomes, the records and the activities.

- Do they fit together ?
- Is there a narrative ?
- Is the narrative clear ?

The closing activity should incorporate

- revision of what has been learned
- creation of a record (this could be a remembered experience, an image, writing, speech, film, performance, web content, or anything else which expresses the students' learning)
- opportunities for further investigation

Creating an education activity

Summary

Step 1: Choose the right records

Step 2: Identify what is interesting about your chosen record

Step 3: Choose a curricular area to develop in more depth

Step 4: Create three simple activities that explore what's interesting about the records

Step 5: Create a narrative to link the activities together

Step 6: Devise an engaging starting point

Step 7: Create a finishing activity that allows for practice and points to further possibilities

Creating an education activity

Higher resolution versions of the documents in this course can be found on our website's education pages.

Further resources relating to archives education, the curriculum and the work of the Scottish Council on Archives' education officer can also be found there.

www.scottisharchives.org.uk/education