

Teacher Resource Guide For Self-Guided School Visits

Welcome to the ROM!

This guide will help you provide a stimulating and inspiring way for students to explore the museum while supporting learning relevant to the Ontario Curriculum.

Please Be Aware:

Self-Guided classes are asked to restrict visiting the following high demand areas during ROM Teaching periods from 10:00–11:30 and 1:00–2:30 Tuesday to Friday: Dinosaurs, Egypt, Greece, and Medieval Europe. During these restricted hours ROM-Conducted lessons are in session throughout various galleries and priority is given to classes led by museum teachers. This resource guide will direct you to exciting alternative areas during the restricted visiting hours for Self-Guided visits.

Rules of Conduct:

For the safety and enjoyment of all visitors, each supervisor is responsible for the appropriate behaviour of his/her group. Supervisors must remain with students of all ages at all times and the student/supervisor ratio must meet your school or Board's guidelines for out-of-classroom visits. Before your visit, familiarize your students and supervisors with the content of the Rules of Conduct. Groups who fail to respect the Royal Ontario Museum's rules of conduct will be asked to leave.



Running, shouting and other forms of discourteous behaviour are not allowed.



Food, gum and drinks are not permitted in the galleries.



Excessive light can damage fragile museum objects. Photography may be prohibited in selected areas.



Turn off cell phones.



Backpacks / large bags are not allowed in the galleries for security reasons. Leave valuables at home. Coat racks are provided for bags, coats & lunches.



Eat lunch at your scheduled time. Leave space clean.



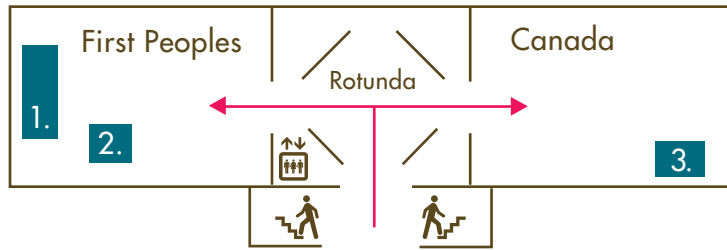
Do not touch objects in the galleries.



Please note departure time stated on your reservation. You will not be permitted in the galleries after this time.

We look forward to your visit!

First Peoples & Canada Level 1



Sit your students in front of the bear post and ask the following Q questions:

Stand your students around the case which holds the warrior robe:

2. War Record Robe

☛ Look at the robe. It belonged to an aboriginal warrior from the Great Plains; he is depicted on this robe in many ways. He is shown wearing a straight-up feather bonnet or holding a painted shield. He is also shown as an abstract hand shooting a gun or capturing objects like a lance. 😊

★ This robe depicts 80 distinct war deeds performed by this single Black-foot warrior in the 1800s.

Q Where do you see the warrior represented as a hand on this robe? Find at least five scenes and what he captured. Arrows, knife, spear-blade, bow, quiver for holding arrows.

☛ Look for the horse hoof prints in the corners of the robe. They represent horses the warrior has captured from the enemy.

★ The warrior is shown with his whip in front of the horses; this represents him giving the horses away to his people.



1. Family and Home

☛ Look at the carving of the bear. It is a post that held up the centre beam of a house on the West Coast. West Coast Aboriginal Peoples lived in large extended family groups.

Q How many people live in your house? Many answers.

★ The Aboriginal Peoples thought of a home as the body of their ancestors.

Q What qualities of the bear would be important to the family that lived in this house? Large, strong, powerful and human-like, the bear is also seen to be wise! 😊

★ The wolf is another animal with important qualities; it is revered for its skill as a hunter.

Q What animal would you use to represent your family or personality and why? Many answers.

- ☛ Look in the gallery
- Q Ask Students Questions
- ★ Facts of Great Magnitude
- 😊 Student Activity Guide Connection



Sit students in front of the painting:

3. The War at Home

☛ Look at the top painting titled "Glorious Britannia", designed by Rex Woods for the cover of the Canadian Home Journal, May 1935.

Q What is the woman wearing and holding and what does this tell us about her? She is wearing classical Greek-inspired clothing, helmet and breast plate, and she carries a cup, trident and shield. She is a warrior, like the Greek goddess Athena, victorious.

Q What symbol is represented on her shield and why? The Union Jack, which emphasizes Canada's close ties to Britain and the Commonwealth.

Q What does the lion represent in the painting? Power, strength, royalty, many answers.

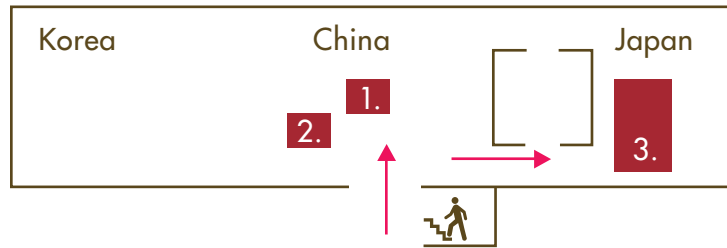
★ The painting titled "Buy War Bonds" reminds us that the women of Canada went to work in factories to make weapons for the soldiers. Some soldiers had been workers in those same factories before going to war.

☛ Look at the third painting and notice the colour scheme, facial expressions and symbols. This painting has a very different feel from the others. Discuss their differences. The colours are dull greys and browns, the expressions are sombre, and the symbols of crosses and poppies remind us of the devastating effects of war.

Q How do you feel when you see the dead soldiers? Is this image pro-war or anti-war? The image is anti-war, it creates feelings of sadness, fear... many answers.

★ The poppies in the painting derive their symbolism from the famous Canadian poem "In Flanders' Fields" written by John McCrae in 1918.

China & Japan Level 1



Sit your students in front of the statue and ask the following Q questions:



1. Buddhist Traditions

👉 This statue is over 900 years old; he is a “Luohan” which means “Role model”. He wears a patch-work robe; has taken off his heavy gold earrings and given away his wealth to help him find enlightenment, that which is most important in life. Money and power are not the most important things.

Q What are the most important things in life? Family, friends, love, peace, forgiveness, kindness, etc.

👉 Look closely at his clothing, the expression on his face and the way he is sitting.

Q Why does he appear both peaceful and strong while he is meditating? His clothes look comfortable, simple and loose fitting, his eyes are almost closed and he has a confident smile, he is sitting with his back straight and strong but his arms look relaxed and one leg is resting on the ground. 😊

Q How do you sit so that you are comfortable when you are thinking? Would the position show you are strong? Many answers.

★ To attain enlightenment in Buddhism, one must put an end to desire and suffering. To end desire you might give up things you want like your beautiful hair and your nice clothes as this monk did.

Sit students in front of the bell:

2. Buddhist Traditions

👉 Look at the large bronze bell. It comes from a Buddhist temple built almost 500 years ago. Originally it would have been shiny, almost like gold, but the copper in bronze gets dark and turns green over time like a penny.

Q How is the bell decorated? What patterns, shapes and symbols do you see? Patterns of rectangles, Chinese writing (from Buddhist religious texts) and a double-headed dragon on top (a symbol of good fortune).

★ The patterns of rectangles are “trigrams” and represent a method of fortune-telling. Learning your fortune depends on the patterns of full and broken length lines. If all lengths are unbroken it is likened to a sign of creativity.

👉 Look at the cracks on the sides of the bell, this bell does not have a “clapper” that hangs inside; the cracks are a clue for how to make it ring.

Q How is the bell rung and for what purpose? It is struck from the outside with a mallet or a suspended beam. It wakes up the gods and calls the Buddhist people to worship.



Sit your students in front of the armour:

3. Way of the Warrior

👉 Look at the armour worn by the Samurai (Japanese soldiers). The strips of iron are painted with lacquer to prevent rust; this turns the metal a dark brown colour.

Q Why is the protective iron cut into strips and how is it held together? Small pieces of iron allow for easy and complete movement in battle; the colourful silk, embroidery and leather hold it together.

👉 Look closely at the helmet and face mask. Both provide protection but also hide the samurai’s identity.

Q What part of the armour provides a symbol of the samurai’s identity? The crest of their clan is shown on their helmet.

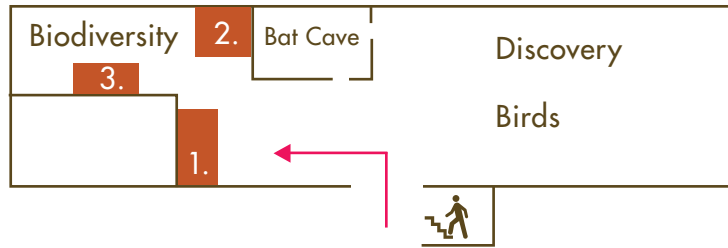
★ Samurai follow the code of “Bushido” which stresses loyalty, mastery of martial arts, and honour unto death. They must represent the honour of their clan and ancestors, not just their own. The face mask, however, shows their individual self-expression, they can be scary, stunning, humorous, intimidating and powerful. 😊

Q What type of facial expression would you have on your mask, and why? Many answers.

★ A samurai usually carried two swords. The shorter “Wakizashi” was for cutting off enemy’s head or ritual suicide. The longer “Katana” was for battle. 😊

- 👉 Look in the gallery
- Q Ask Students Questions
- ★ Facts of Great Magnitude
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Hands-on Biodiversity Level 2



Together look at the Mixed Forest, sit to ask the following Q questions:

Sit students on the patio in front of the bird feeder:

2. Backyard Biodiversity

☛ Look at this backyard scene; it shows many vertebrates and invertebrates. Find four of each.

Q What animals have you seen in your own neighbourhood or schoolyard?
Many answers.

★ Your neighborhood may not seem like a habitat but it is because it provides food, water, shelter and a space to live and air to breathe.

Q Where in your neighbourhood can animals find food, water and shelter?
Many answers.

☛ Look at the winter bird feeder. Many birds rely on feeders for food. Find the blue jay, the cardinal and the chickadee. ☺

Q Which birds shown at this feeder have you seen before? Many answers.



1. Ontario Wildlife

☛ Look in the forest. It is filled with a mixture of plants, animals and fungi. Look closely to find animals that are vertebrates and invertebrates.

Q What is the difference between a vertebrate and an invertebrate? Vertebrates have backbones and invertebrates do not. ☺

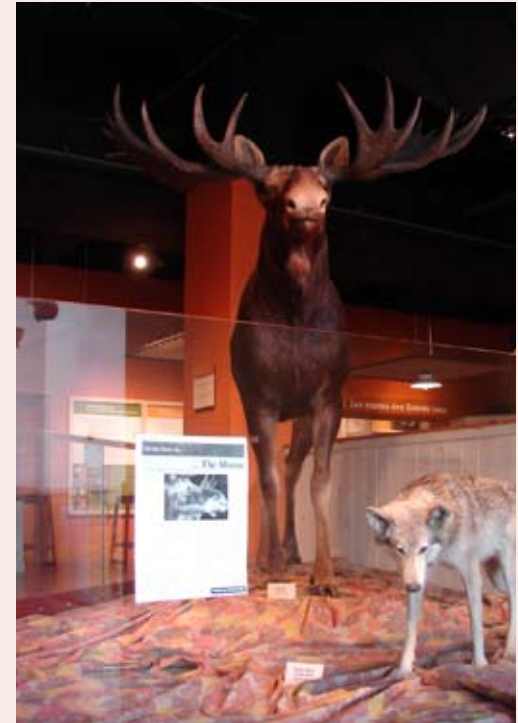
Q What season is this forest depicting and how do you know? Fall, because the leaves have changed from green to orange, red and yellow and some have fallen to the ground.

★ Winter in Ontario is a difficult time for animals to survive. They face cold temperatures, lack of food and available drinking water; many no longer camouflage against the snow.

Q How might Ontario's animals deal with these winter challenges? Animals can migrate south, cache food, hibernate or become dormant, or grow a thicker or whiter winter coat.

★ This forest environment can be negatively altered by human activities leading to loss of habitat.

Q What human activities lead to habitat destruction? Logging, building subdivisions and creating farm land, pollution from factories and individuals, introduction of foreign plant or animal species that have no natural predators.



Sit students in front of the moose:

3. Ontario Mammals

☛ Look at the moose and grey wolf. They are mammals that live in Ontario but are not seen around cities like Toronto.

Q What is a mammal? An animal that has fur or hair, is warm-blooded, gives birth to live young (only the platypus and echidna lay eggs) and feeds its young milk.

Q Why do we not see animals like the moose or grey wolf in cities like Toronto? They don't live in urban environments; they are big mammals and there is not enough space, and cities lack the right kind of food or shelter.

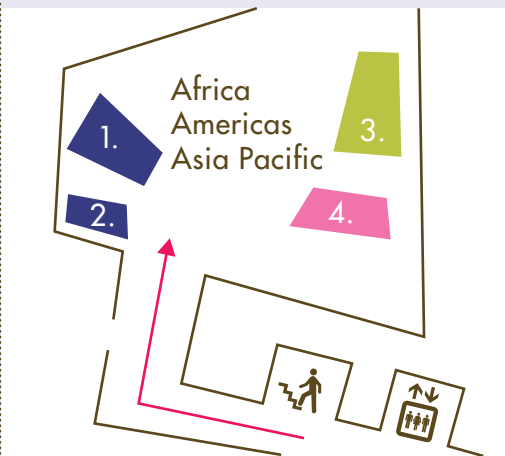
☛ Look in the tunnel and crawl through to find a mammal that does live around Toronto. Come back to sit in front of the moose to discuss your findings.

Q What animal did you see in the tunnel and why don't we see this animal every day in the city? The red fox; they are shy, secretive and hunt during dawn, dusk and night. ☺

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Africa, Americas, Asia-Pacific Level 3

SEE OVER 1,400 ARTIFACTS FROM DIVERSE CULTURES AROUND THE WORLD
LOOK FOR THE WORLD MAPS



Sit your students between the knives and wall-hanging and ask the following Q questions:

1. Weapons and Wealth

👉 Look at the weapons from different countries in Africa: Sudan, Uganda, Republic of Congo, Ethiopia, Ghana and South Africa.

Q What are they made of? Spears (wood, copper, brass, fur, cowhide); shields (wicker, fiber, wood, rhinoceros hide); clubs or knobkerries (wood, stone, hide, metal); knives (metal, wood, ivory, fiber, leather).

Q Why do these knives have many edges? Multiple edges would insure no matter what the angle of impact you would injure your opponent, including loss of limb. They were used against people and horses.

Q Why were these knives valuable and used as currency? Metal is difficult to find and smelting takes time and uses valuable resources like wood for fire. 😊

★ Many people would use dung as a cheaper alternative to wood.

Q These cases contain many examples of wealth. How many different types can you see? Weapons, symbolic miniatures, jewelry, a throne, colourful robes.

2. People and Democracy

👉 Look at the colourful Nelson Mandela Wall Hanging. The three people shown worked to end Apartheid in South Africa. Name them.

Q Why did the artist choose many different, bright colours? To show happiness, diversity, etc.

★ Apartheid allowed the ruling white minority to segregate, exploit and terrorize the majority: Africans, Asians and people of mixed race.

👉 Look at the photos from the first democratic elections held on April 27, 1994.

Q How do you think these people feel? Proud, happy, respected, maybe nervous, excited, etc.

Q How do you feel when you get to do something important for the first time? Many answers.

Sit your students in front of headdresses:

3. Environmental Solutions

👉 Look at the different materials used by 100s of cultures who live in the ecosystem of the Amazon Rain Forest.

Q What are the headdresses made from? Parrot and macaw feathers, leopard skin and palm leaf strips. 😊

Q Why did they choose these materials? They are available in the rainforest, and the colours are bright and exiting.

Q Who wore the headdresses and when? Men and boys wore them as regalia during special occasions like initiation ceremonies.



Sit your students in front of the boots:

4. The Right Tool for the Job

👉 Look for the salmon boots. They were used by the Ainu people who lived on the Island of Huokkaido, Northern Tohoku, the Kurile Islands and Sakhalin.

Q Why are the boots made out of salmon skin? Salmon lived in their waters where the Ainu people fished. Salmon skin was waterproof and pointing the fish scales backward with the back fin on the centre of the boot's sole made the boot slip-resistant when walking on ice. 😊

★ The Ainu people added pounded rice and straw to the inside of the boot for added warmth.

Q In what season would the Ainu people wear salmon boots? Winter or spring if it was still cold and icy.



👉 Look around the entire gallery and identify different tools used to complete different tasks. Notice that each culture in this gallery makes tools out of the materials available in their geographical area.

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