



State Library
of New South Wales

HERITAGE COLLECTION

NELSON MEERS FOUNDATION

Teaching Strategies

Education Kit — 2009

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For further information on the Heritage Collection, please see
http://www.sl.nsw.gov.au/events/exhibitions/2009/heritage/students_teachers.html

FOREWORD

The Nelson Meers Foundation Heritage Collection is an exhibition of some of the rare, famous and historically significant items from the State Library of New South Wales's world-renowned collection. In this remarkable exhibition, some of the State Library's most treasured items are on public display, often for the first time. With regular page turnings and item changes, visitors will experience first hand the diversity and richness of the works of Charles Darwin, Jessie Traill and Nero da Rimini, among others, in the Library's collection.

I would like to acknowledge with gratitude the Nelson Meers Foundation for supporting this ambitious and inspiring project, which I am sure will bring delight and interest to a great many people.

This education kit offers teachers an insight into the Heritage Collection itself, and suggests learning activities to assist primary and secondary students in connecting with these items. The kit identifies a number of links to New South Wales syllabuses and offers ideas for activities before, during and after a visit to the Collection. Digital images of all the items in the Heritage Collection, often with further details and transcripts, can be found at the State Library's website. With each item change, new items are displayed, and images and descriptions of items withdrawn from display are added to the Nelson Meers Foundation Heritage Collection online archives. These digital images bring the Collection into the classroom. I encourage you to explore the website at <http://www.sl.nsw.gov.au/events/exhibitions/2009/heritage/index>

The learning outcomes that can result from interacting with the materials in the Heritage Collection are as varied as the items on display. Regardless of the focus of their visit to the exhibition, I am confident that students will develop a richer understanding of our cultural heritage. I hope, too, that through visiting the Heritage Collection they will create new and lasting meanings for themselves.

This kit is a tangible expression of the State Library's commitment to learning. I hope it will stimulate and enhance visits by both primary and secondary students to the Nelson Meers Foundation Heritage Collection.

Regina Sutton
NSW State Librarian & Chief Executive

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INTRODUCTION

The Nelson Meers Foundation Heritage Collection

The Nelson Meers Foundation Heritage Collection showcases some of the greatest treasures of the State Library of New South Wales. This generous sponsorship extends over ten years, enabling a rolling program of changeovers of exhibits over the decade. All items on display will be digitised, and can be viewed at <http://www.sl.nsw.gov.au/events/exhibitions/2009/heritage/index>

In 2009, the Collection will feature an array of previously 'hidden' treasures, including:

- Wonderful and rare artists books
- Map curiosities which document the mapping of Antarctica
- Diaries and drawings from our early surveyors
- Guns from our collection
- A contemporary copy of Schinder's List
- Eyewitness accounts of James Cook's final voyage.

A 'virtual' excursion

During the ten-year lifetime of the Heritage Collection, the Library is assembling an extensive archive of all the treasures displayed. This archive offers not only digital images of the items themselves, but also transcripts, guides to the Heritage Collection and other useful materials, and is a rich resource for students.

Teachers are urged to explore the archive and include its use in both pre- and post-excursion activities. Indeed, it may be possible for the entire excursion to take place via the Internet.

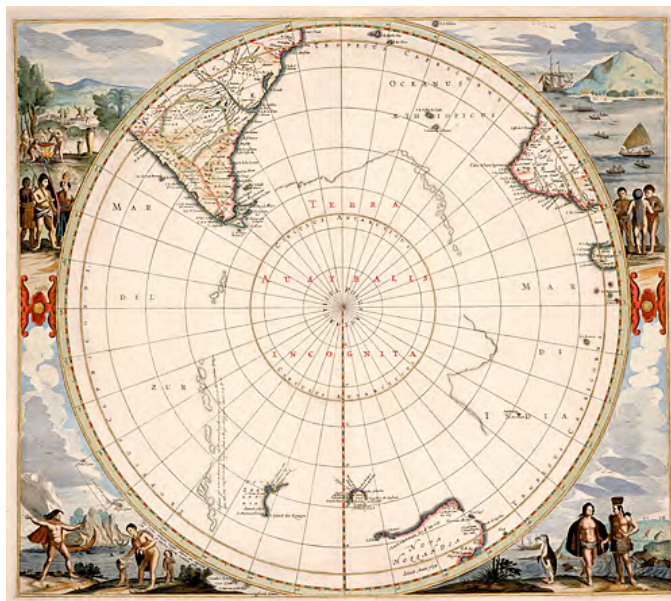
Why a heritage collection?

The Nelson Meers Foundation Heritage Collection allows the Library to display together for the first time many of the rarest and most historically significant items from its collection. These items represent some of the greatest individual endeavours and the highest intellectual achievements in history, or they may be of a more particular, even local, interest. In linking us to the past, each item also informs our future.

Items in the Heritage Collection are changed over regularly throughout the ten years of the exhibition, showing visitors the depth, range and richness of the Library's collections of manuscripts, maps, rare books, paintings, photographs and realia.

Nelson Meers

Nelson Meers is a former Lord Mayor of Sydney who, together with his daughter Samantha Meers, established the Nelson Meers Foundation in July 2001. It is the first 'prescribed private fund' to commence operation in Australia under a Federal Government initiative to encourage private philanthropy. Nelson Meers is now among the State Library's greatest benefactors, and the Library is extremely grateful for the generous support of the Nelson Meers Foundation in the establishment of the Heritage Collection.



Terra Australis Incognita, Henrik Hondius, 1657, handcoloured printed map

Philosophy of the Nelson Meers Foundation

The Nelson Meers Foundation's key objective is to provide new opportunities for Australia's cultural organisations. Nelson Meers believes in the vital importance of private philanthropy to the community, and supports the notion of sharing responsibility between the individual and the state in shaping and maintaining a cohesive and just society. The Nelson Meers Foundation is committed to the principle that artistic and cultural endeavours are essential to an open, enlightened democracy.

AN IMPORTANT NOTE TO TEACHERS

The Nelson Meers Foundation Heritage Collection features a changing program of exhibits over a decade, beginning in January 2003.

This 2009 edition of the education kit provides information and teaching ideas linked directly to the current range of items on display. Where appropriate, a link to the Collection archive or other online resource is also given.

Items featured in the Heritage Collection are often very small and have detailed histories or stories associated with them. As such, we strongly recommend that teachers visit the Collection before bringing their students, in order to develop a clear understanding of the educational benefits of the Collection.

We suggest that teachers plan their visit to the Heritage Collection well in advance to ensure that students are prepared for the nature of the items on display and the diversity of content.

PLANNING YOUR EXCURSION

How to use this education kit

This education kit is designed to provide teachers with background information and teaching ideas to support class visits to the Nelson Meers Foundation Heritage Collection. As your visit to the Heritage Collection will be **self-guided**, we encourage you to plan a visit to best meet the learning needs of your students. Inside this part of the kit, you'll find:

- details about the exhibition, information covered and a suggested visit approach
- a listing of curriculum outcomes relevant to this exhibition
- ideas for what to do before, during and after your visit to the exhibition
- student activity sheets for use during your visit.

More detailed information about the items to be displayed in 2007 can also be found in the *Nelson Meers Foundation Heritage Collection Guide*.

Class bookings for the Heritage Collection

Class groups are welcome to visit the Heritage Collection. The exhibition is open Monday to Friday from 9 am to 5 pm, and on weekends and selected public holidays from 11 am to 5 pm. It is **essential to book in advance** for your class visit to the Heritage Collection:

Telephone (02) 9273 1662
Facsimile (02) 9273 1248
Email heritagebookings@sl.nsw.gov.au

There is no charge to visit the Nelson Meers Foundation Heritage Collection. However, no more than 35 students (plus accompanying adults) will be admitted to the exhibition at a time, ensuring that students are able to adequately view the treasures on display.

Please allow 45 – 60 minutes for your visit.

Entry to the exhibition is through the State Library's Macquarie Street entrance. The Heritage Collection is located one level up, and through the glass bridge.

Storage for students' bags is available and will be reserved for you when you book your visit. Please ask at the Information Desk on the ground floor for access to this storage, which is located near the entry to the Heritage Collection.

Where to find us

The State Library of New South Wales is located in Macquarie Street, Sydney. The entrance to the Macquarie Street wing is up the ramp at the traffic lights at Hunter Street.

- The nearest railway station is Martin Place. St James and Wynyard stations are also within walking distance.
- Bus parking is not readily available. Please arrange drop-off and pick-up in Hospital Road, and use the stairs in Domain Terrace to reach the Macquarie Street wing.
- Car parking is available at Sydney Hospital, entrance in Hospital Road.



Macquarie Street entrance of the State Library of NSW

CURRICULUM LINKS

How do the exhibition and activities support school programs?

The information in the following tables has been extracted from Board of Studies NSW syllabus documents.

PRIMARY K–6		
KLA	Outcomes	Content & Units of Work
ENGLISH	<p>Values and Attitudes: - V2 Enjoys experiencing and responding to a range of spoken and written texts.</p> <p>Content: Learning About: - Talking and listening TS3.3 - Reading (Context and Text) R2.7; R3.7 - Writing (Context and Text) WS2.13; WS3.13 - Writing (Language features & structures) WS2.14; WS3.14</p> <p>Text Types: Factual and Literary Texts</p>	
HSIE	<p>Change and Continuity: CCS1.1; CCS2.1; CCS3.1</p> <p>Cultures: CUS2.3; CUS3.3</p>	<p>Content Stage 2: - The contribution of people and groups from other countries to Australia’s heritage - The voyage of James Cook in relation to colonisation and world exploration at the time - The establishment of a British colony – significant people, events, places, achievements.</p> <p>Stage 3: - Significant events that have shaped Australia’s identity.</p> <p>Units of Work Stage 2: - Australia: You’re Standing In It - British Colonisation of Australia - Places Then, Now and Tomorrow.</p> <p>Stage 3: - Identity and Values.</p>

VISUAL ARTS	<p>Appreciating: VAS2.3; VAS 2.4; VAS 3.3; VAS 3.4</p>	<p>Content Stage 2: - How artists interpret the world when they make their art - Different forms of art such as painting; sculpture, photography, etc. - How artists can interpret the world in their art-making. Stage 3: - Different interpretation of same subject matter by artists and audiences.</p> <p>Teachers typically provide students with opportunities to investigate various media, technologies, tools and subject matter e.g. photography, painting, digital media, sculpture etc.</p> <p>Scope of the Artforms - Objects: from the physical, made and virtual worlds e.g. mementos, photographs, personal treasures – as inspiration for artworks, or as artworks themselves.</p>
SCIENCE and TECHNOLOGY	<p>Outcomes: Information and Communication Students will know and understand that: - people use different technologies to organise and communicate information in different ways (Stage 2) - information can be represented in a number of different forms, including graphics, sound and text (Stage 3) - technologies continually offer new ways of creating and sending messages (Stage 3).</p> <p>Content: Information and Communication Nature and methods of communications - Systems of information storage e.g. libraries and databases - Changes to communications over time.</p> <p>Units: Keep In Touch (Stage 2) Way Out Communication (Stage 3)</p>	

SECONDARY 7–12		
KLA	Outcomes	
English	<p>Stage 4 <i>Outcome 9:</i> A student demonstrates understanding that texts express views of their broadening world and their relationships within it.</p> <p>Stage 5 <i>Outcome 9:</i> A student demonstrates understanding of the ways texts reflect personal and public worlds.</p> <p>The English syllabus requires students to experience</p> <ul style="list-style-type: none"> • ‘widely defined Australian literature, and other Australian texts including those that give insights into Aboriginal experiences and multicultural experiences in Australia • literature from other countries and times • cultural heritages, popular cultures and youth cultures • picture books • everyday and workplace texts • a range of social, gender and cultural perspectives’ (p. 19) <p>many of which are represented in the Nelson Meers Foundation Heritage Collection.</p>	
History	<p>Stage 5 M5.5: 5.7; 5.8</p>	<p>Content Stage 5 <i>Mandatory:</i> Contemporary Australia: Heritage and Environmental Issues — How and why Australians have sought to preserve their natural and built heritage. <i>Elective:</i> Constructing History.</p> <p>Stage 4–5 Literacy in History The History syllabus suggests that literacy skills in history can be developed through the study of a variety of texts and forms of texts. Forms of texts represented in the Heritage Collection include: first-hand accounts, newspapers, photographs, diaries, maps, books, illustrations and objects.</p> <p>Values and Attitudes History as the study of human experience.</p>

CITIZENSHIP Education Framework K–12

Civics and citizenship education is integrated throughout all subject areas. The following terms and concepts are relevant to the Nelson Meers Foundation Heritage Collection:

Australian Identity

Significant Australians, national symbols, celebrations and popular images
National heritage

TEACHING STRATEGIES

Integrating the Nelson Meers Foundation Heritage Collection within a teaching unit

To assist with integrating a visit to the Nelson Meers Foundation Heritage Collection into a unit of work, this kit provides a series of tips that help set the context, introduce the topic, prepare for the excursion and review the experience once it is complete.

Pre-visit: Classroom activities to prepare students for the excursion.

During excursion: Activities to complete during an excursion to the Heritage Collection.

Post-visit: Classroom activities after the excursion.

Setting the context for the excursion

In the week leading up to the excursion, it is recommended that students be involved in some introductory activities to prepare them for the visit.

1. Organise students into small groups

Before arriving at the venue, we suggest you organise students into small groups (e.g. no more than five students). One group should be allocated to each display at a time, rotating through the exhibition in an ordered way. This will ensure that students are spread evenly throughout the exhibition and have an equal chance of viewing some of the smaller objects on display. Teachers should assist by directing students to move on to new displays at the appropriate time (5–10 mins per display).

2. Copy activity sheet masters

A selection of student activity sheet masters is included at the end of these notes. Their purpose is to focus student attention on the topic of the exhibition using a 'case study' approach. Each 'case study' will concentrate on a separate display within the exhibition. We suggest no more than three sheets per student. If using activity sheets, please photocopy and distribute these to students beforehand. Talk through the questions on the activity sheets to ensure that students are familiar with the task and understand the aim of the activity.

3. Plan supervision of students

Since the exhibition is a self-guided experience, it is important to provide at least one adult per 20 students (preferably more adults). We encourage you to invite parents on the excursion to provide additional supervision during the visit.

4. Set objectives for the excursion

What do you hope to achieve by visiting the Heritage Collection? Setting some objectives will make the purpose of the excursion clear to the students, and help them to focus on the experience and put the visit into context with their school studies.

5. Engage students in some pre-visit activities

Engage students in some scene-setting activities that will help prepare them for their visit to the exhibition — a selection of ideas follows.

PRE-VISIT ACTIVITIES

What to do before your visit

The following activities will assist in preparing students for a visit to the Nelson Meers Foundation Heritage Collection:

1. Timetable

Give students an overview of the plans for the excursion. Information to discuss could include the following:

- who the other teachers/accompanying adults will be
- how the students will get to the exhibition
- what time they will arrive
- what time recess and/or lunch will be
- how much time they will spend in the exhibition (*we suggest 60 minutes*)
- what activities they will be expected to complete
- what time they will leave to go home
- what activities you will be doing in lessons following the excursion.

2. Visit the Nelson Meers Foundation Heritage Collection

website at <http://www.sl.nsw.gov.au/events/exhibitions/2009/heritage/index>

By visiting this website, students will:

- learn about some of the key items on display in the Heritage Collection, or about those that can now be viewed in the online Collection archive
- link the Heritage items with the students' existing knowledge of key events in history (i.e. what do students already know about the items in the exhibition?)
- Alternatively, use the details provided in this kit to give students an understanding of the content of the Heritage Collection.

3. What is heritage?

Conduct a brainstorming discussion on what 'heritage' means to students. Write ideas on the board or butcher's paper and create a class definition of 'heritage'.

Extension discussion:

What makes some heritage items of greater 'significance' than others? (Refer to *Significance* by the Heritage Collections Council for a list of criteria for determining 'significance'.)

Download the publication *Significance* from

http://sector.amol.org.au/__data/page/61/significance_complete.pdf

Other useful information about 'heritage' can be found at:

Teaching Heritage www.teachingheritage.nsw.edu.au

Australian Heritage Directory www.heritage.gov.au

4. Set objectives for the excursion

Discuss with students the objectives for the excursion:

- Why are we visiting the Nelson Meers Foundation Heritage Collection?
- What will we see and learn? How will we benefit from visiting the exhibition?
- How does our visit link with activities we are doing at school?

5. Word list

Familiarise students with some of the key names and terminology that will be encountered in the exhibition:

Book of Hours	A personal prayer book for lay people, popular during the thirteenth and fifteenth centuries
Bequest	A gift of money, property or objects left in a person's will
Binding	The means by which the pages of a book are fastened together
Bookplate	An printed label (often decorative) placed inside a book stating the owner's name
Cartographer	Mapmaker
Coinage	The coins used by a nation as part of its currency (the collective of 'coins')
Collection	A group of objects in a museum, library or gallery, or held by a collector
Collector	A person who gathers together items or objects that have significance or meaning for them
Conservation	The process of looking after objects or collections to prevent damage or deterioration, ensuring they are available for us to study and enjoy in the future
Conservator	A person who is trained to look after heritage collections
Cultural significance	The historic, aesthetic, scientific and social values that an object or collection has for past, present and future generations (from <i>Significance</i> , p. 11)
Curator	A person who researches, selects and interprets the objects included in collections and exhibitions
Engraving	Letters or images printed onto paper or other material from a design cut into a metal plate or wooden block
Folio	A sheet of paper folded to make four pages; or a book made of paper folded in this way
Heritage	Something handed down from one's ancestors or from the past; belongs to an individual, group, community or nation as a result of birth, inheritance or membership
Illuminations	Vivid and richly decorated illustrations featured in handmade books during the thirteenth and fifteenth centuries
Incunabula	Books printed from 1456–1500, when printing was in its infancy; 'incunabula' means 'from the cradle'.

Interpretation	The way an object is displayed and described to give meaning and enhance our understanding of it
Journal	A diary; a record of an event or events
Logbook	An official record of events, for example the details of the observations and events of a journey entered into a book
Manuscript	A handwritten or typed piece of writing, article or story, often prior to publication
Memento	An object that brings back memories of a person or event
Miniature	A very small object e.g. small watercolour portraits are often called miniatures
Parchment	The skin of a sheep or goat prepared as a material on which to write or paint; a written text or drawing on a sheet of this material; paper made in imitation of this material
Provenance	The history of the ownership of an item
Realia	Objects, artefacts, memorabilia or personal effects such as jewellery, furniture, household items, clothing etc., valued usually for their association with a previous owner such as writers, historical figures
Transcript	A copy of the text from an original document e.g. a typed version of a handwritten document
Vellum	Material made from untanned animal skins and used for writing or making books; also called parchment
Volume	A single book that is part of a series of books
Woodcut	A print made from a carved block of wood; often used to illustrate early books

POST-VISIT ACTIVITIES

What to do after your visit

The following activities provide ideas for extending the excursion into a range of activities that can be carried out afterwards at school. We suggest that teachers adapt these ideas to suit the individual needs and levels of your students.

ACTIVITY 1: Make your own exhibition

An exhibition is a collection of objects or items in a display. The exhibition usually has a central theme that links together the individual items and tells a story about each of the objects on show.

Before any item is placed on display in an exhibition, it is assessed for its 'significance'. An object's significance isn't only determined by its physical characteristics and visual appearance; it also includes how and why the object was used, its place in history and context in society.

According to the Heritage Collections Council, in deciding on the significance of an object, we should also consider these questions:

- What is its origin? Where did it come from? Where was it found?
- Is it representative of an era or particular time in history?
- Is it rare?
- Is it in good condition? Is it complete and intact? Is it part of a set?
- What can we say about the object? Does it have a story to tell?

When making your assessment of an object or collection, it is not necessary that it meet all the criteria listed by the Heritage Collections Council. Some objects may still be considered 'significant' if only one or two criteria apply. For example, as suggested in *Significance*, an object might not be in very good condition, but it may be considered significant because it is very rare; or an object might be commonly found, but is significant because it is representative of a particular time in history.

What to do:

Create a mini-exhibition called 'School Days ... the best years of our lives!'

1. Discuss the process involved in making an exhibition and selecting appropriate items for inclusion in the exhibition. Focus on the theme for an exhibition titled 'School Days'. Visit the Australian Museums Online website (<http://amol.org.au/discovernet>) for tips on how to create an exhibition. Students can also produce their own exhibition online.

2. Ask each student to identify an item from the school that they feel would be suitable for display in an exhibition.

Items may include:

- school honour board
- school bell
- trophies and photographs
- letters
- student work samples

- sporting equipment
- reports
- staff and student lists, etc.

3. Divide the class into small groups to discuss the items and assess them for 'significance', using these questions as a guide:

- Where did it come from?
- Is it rare?
- Is it special in any way?
- What is it made from?
- How does it work?
- Is it representative of a particular time in history, a craze or fad?
- What story does it tell us about your school?
- What place in your school's history does it take?

Each student makes notes about their item, based on the questions above.

4. Bring together a collection of these items in the classroom and display them as an 'exhibition' with a story to tell e.g. display the items in thematic groups or in chronological order.

Create information labels, including details such as:

- name of item
- origin
- date
- description (what it looks like, how it works, what it does)
- its significance.

5. Invite other classes to view the exhibition and enjoy 'School Days ... the best years of our lives!'

Extension: Create an exhibition 'catalogue' by taking photographs of the items and collating information from labels.

Curriculum Links: English, Visual Arts, Computing Studies, HSIE

ACTIVITY 2: Colour your world

Writing, illustrating and creating your own books has been a tradition for millennia. Creators with strong ideas about their works and an eye for illustration have made many memorable works. Look at the two displays on show in 2009.

Sydney Ure Smith created his humorous work - *That awkward question of price and some random recollections connected with the Charm of Sydney* - to remind his publisher that he had produced artwork for a book and would like some money to be paid. It's a humorous and skilful response to a tense situation.

The many artists and writers who have created artists books worked carefully and thoughtfully about their designs and the construction of their works. Sometimes specialist publishers like Wayzgoose have assisted the production of their works.



Rare and beautiful bound books form the State Library's collections

What to do:

Make your own book based on the displays in the Heritage Collection. As a team, appoint one person to write, another to illustrate, another to choose the text font, do the design layout. You can publish your book by making it or by launching it on your websites. With the range of software programs available now the choice is limitless.

Curriculum Link : English, Visual Arts

ACTIVITY 3: Treasure Hunt – presenting information

The items in the Heritage Collection gallery show the many ways of presenting information as text or graphic. Three of the 2009 displays show these means of communication over the last 500 years.

Battle tactics is a display of the ways of communicating the equipment and strategies during the Renaissance period. The books, richly and clearly illustrated, also feature explanatory texts in common languages of the time such as English or Latin.

Mapping of Antarctica shows another more graphic way of presenting information about geography, territorial control or natural history. Sometimes meanings are revealed in titles of places. In other situations the shape of lands and relationship of continents tells us about contemporary knowledge of the world.

partyART is a display of twenty-first century advertising and the sharing of information. Using bright, attractive graphics and brief text messages on cards, promoters achieve a quick and easy way of spreading information about their events.

What to do:

Hunt out three different means of communication from different eras and, as a class or a group, discuss the subject matter, style and features of the language or graphics used in each of your examples. Note how the means of communication differ from today's approaches.

Curriculum Link : English, Geography, Visual Arts

STUDENT ACTIVITY SHEETS

The following student activity sheet masters have been designed for general use by primary and secondary school students.

They are intended to be copied and distributed to students to use when visiting the Nelson Meers Heritage Foundation Collection.

Teachers, please feel free to adapt the activity sheets to suit the individual needs of your students, using the following ideas as a guide.

Activity Sheet themes:

1. Case Study: Primary and secondary versions

The 'Case Study' sheets are designed to focus student attention on ONE display within the larger exhibition. There is a primary and secondary version of this activity sheet. Students may complete just one activity sheet, or multiples, depending on the amount of time spent in the gallery and the ability and interest levels of students.

2. Literacy of an exhibition

Designed for secondary students, this activity sheet focuses on how the design and layout of the exhibition enhances our understanding of the items on display.

PRIMARY CASE STUDY

Have a look, have a really good look . . . What do you see?
 Choose one display in the exhibition. Look closely at the item/s on display.
 Read the information about the items then complete the questions below:

Name of display:

<p>CASE STUDY Choose one item to study in detail. Make a drawing of this item in the space below.</p> <p>Label: </p>	<p>What is it made from? </p> <p>Who made it? </p> <p>When was it made? (date) </p>
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What do you think makes this item so special?

(Tick one or more boxes below)

- It is old or rare
- It is made from unusual materials
- It was made or written by someone famous
- It is from a well-known part of Australia's history

Other:.....

Why did you choose this item? What do you like about it?

.....

State Library of New South Wales
Nelson Meers Foundation Heritage Collection
SECONDARY CASE STUDY

Have a look, have a really good look . . . What do you see?

Choose **one** item in the exhibition to study in detail. Look carefully at the information in the display. What does this information tell us about the item?

What is the item?

What is it made from?.....

Who wrote or created it?.....

When was it created?.....

Make a sketch of the item. Label key parts.

Historical context: What was happening in Australian society (or the world) at the time?

.....
.....
.....
.....

What is special about this item? What is the cultural value of this item to us as Australians?

.....
.....
.....

State Library of New South Wales
 Nelson Meers Foundation Heritage Collection
SECONDARY CASE STUDY
LITERACY OF AN EXHIBITION

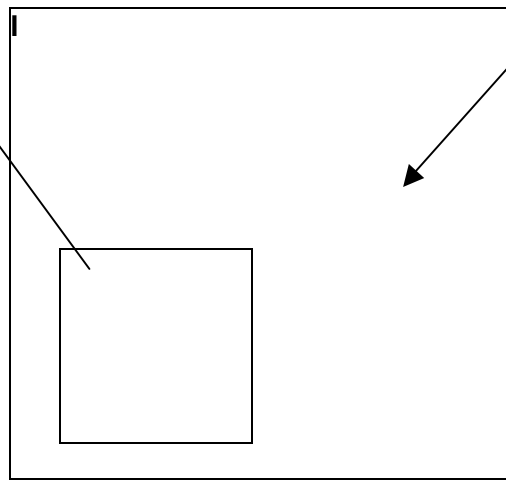
Have a look, have a really good look . . . What do you see?

Look at the design and layout of the exhibition as a whole and of the individual display units. You'll notice that there is a pattern in the way each display within the exhibition is arranged.

In the spaces below, explain the purpose of each element of the display:

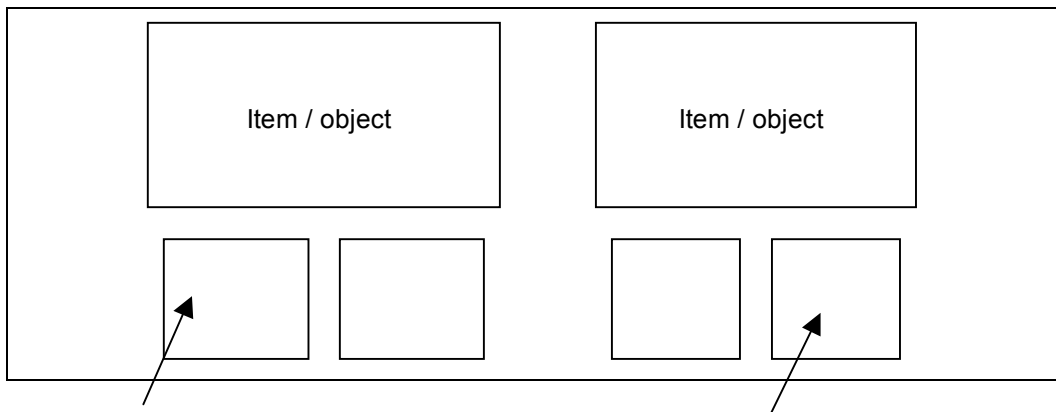
Panel Text:

.....



Background graphic:

.....



Caption #1 (item details)

.....

Caption #2 (description of context or quote/extract)

.....

How does the display enhance your understanding of the subject matter?

.....
