

**Yield to On-coming Traffic:
No Stopping Strollers and Small Feet**

AASLH Annual Meeting
October 5, 2012

Yield to On-coming Traffic: No Stopping Strollers and Small Feet

Agenda

Background and Introductions

(Betsy Bowers, Smithsonian Early Enrichment Center, Washington, DC)

Here We Are

(Linnea Grim, Monticello, Thomas Jefferson Foundation, Charlottesville, VA)

The Time is Right

(Tara McCauley, Museum of History & Industry, Seattle, WA)

Shifting Mindsets, Embracing Young Audiences

(Ilene Dackman-Alon, Jewish Museum of Maryland, Baltimore, MD)

Making Things Happen

(Gainor Davis, Ph.D., The Western Reserve Historical Society, Cleveland, OH)

Roundtable Share Out and On Line Discussion

Closing Thoughts









Linnea Grim
Monticello, Thomas Jefferson Foundation



Ilene Dackman-Alon
Jewish Museum of Maryland



Tara McCauley
Museum of History and Industry



Gainor Davis
Western Reserve Historical Society

Welcoming our Youngest Visitors and their Families to Monticello





Mission

Preservation & Education

Vision

**To engage a global audience in a dialogue with
Jefferson's ideas**

Manager of Family Programs
Rachel Baum



Visitation in 2011

Over 440,000 visitors total

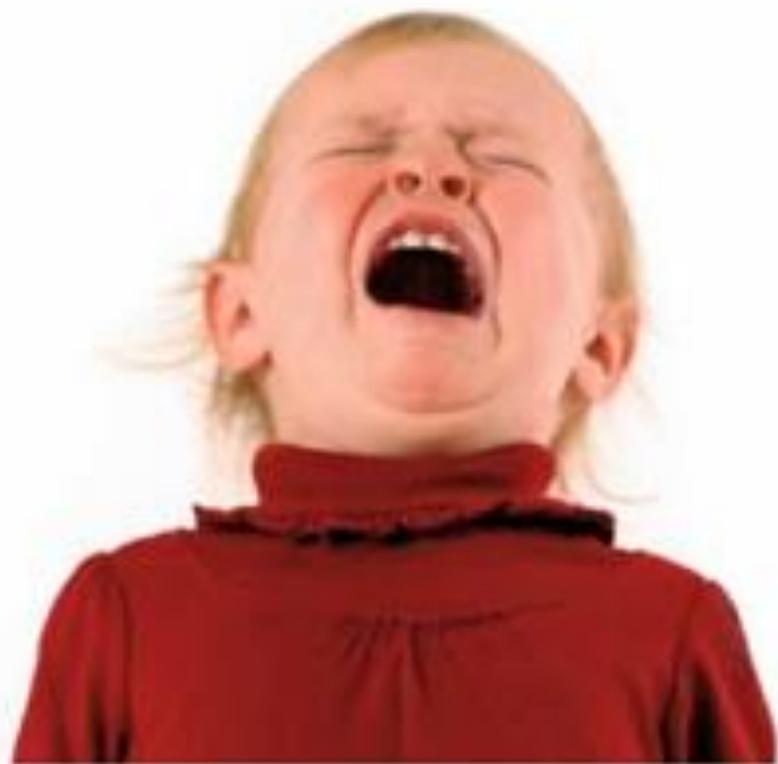
About 12,000 visitors under the age of 6



Our Challenge

Some visitors and staff members have said, “A historic site is not a place for small children. The house should have an age limit for entering.”

Why do you think they say this?





“Had a great tour guide, while the location is a family place it was a little disappointing to be in a tour with a family with a very young baby and toddler that cried a lot during the tour. There was a lot of commotion at the beginning of the tour trying to get the family a smaller stroller that fit through the door, the crying infant and toddler that kept trying to touch things so the guide would have to stop him or get his parents attention.”

From Monticello's Overall Visitor Satisfaction Index

Questions We Faced

Why should historic sites encourage families with babies and toddlers to visit?

How do we make the site welcoming for all visitors?

**Welcoming our youngest visitors through...
family-friendly tours.**



**Welcoming our youngest visitors through...
toddler props available for all house tours.**



**Welcoming our youngest visitors through...
age-appropriate activities in our family spaces.**



Changing staff attitudes...

- Hiring

- Goal - very friendly and very knowledgeable staff members
- Ability to adjust interpretation to different groups

Changing staff attitudes...

- Training
 - Local pre-K teachers led a staff development workshop for Monticello's interpreters.



Still a work in progress, but...

“Thank you for making the visit accessible for families with very small children (under 2). It was one of the few historic homes where we felt welcome.”

From Monticello's Overall Visitor Satisfaction Index

Museum of History & Industry in Seattle, WA

- Regional history museum dedicated to preserving the past to inform the present to make better choices about the future.
- Currently in process of a major institutional transformation

New Museum opening December 29, 2012



- Renovated historic building
- Brand new exhibits and teaching spaces
- Central, vibrant, up and coming neighborhood

Thinking Through our Early Learning Initiative

MOHAI identified visitors ages 3 – 6 as a target audience for program design.

- Demographic research showed families visit the Museum
- Preschools were continually requesting facilitated programs
- New Museum exhibits left a gap in engagement for young learners

Doing research and building partnerships

- MOHAI felt partnerships were imperative in creating inclusive, informed and insightful programs that are truly community based.

Designing the programs!

- Three programs MOHAI will launch with the opening of the new Museum!

Identifying stakeholders in early learning:

- Colleges and universities with early learning programs
- State-run organizations doing quality-control/setting standards in early learning: Thrive by 5, WSDEL
- Preschool teachers and administrators
- Cultural organizations who are leaders in early learning programming - PBS, The Children's Museum
- Parents



Reaching out:

- The Cold Call
- Luncheons
- Site Visits
- Meetings

After assessing interest, strengths and capability/bandwidth, strategize working relationships. Balance what you want with how they want to be involved.



Iterations and next steps:

- Project development
- Project beta-testing
- Project implementation
- Project evaluation

Partnerships have grown in many cases.

MiniMOHAI



Exploration Packs



MOHAI Goes Mobile





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October 5, 2012



**TO ONCOMING TRAFFIC:
NO STOPPING STROLLERS AND SMALL FEET**

Ilene Dackman-Alon, Director of Education
Jewish Museum of Maryland – Baltimore, MD

The Jewish Museum of Maryland and the Lloyd Street Synagogue (ca. 1845) are located in downtown Baltimore. This area was once a thriving Jewish neighborhood but today most Jewish families live in the suburbs.



The Golden Land (1998)

A discovery center about the immigration experience geared for elementary school students (K-3)



Countdown to Kindergarten Early Learning Initiative: Integrating Early Learning and Development into Cultural Institutions

In 2007, the Jewish Museum of Maryland participated in a grant opportunity for Baltimore's cultural institutions to enhance their capacity to work with families with children five and under.

Objective:

The JMM is committed to provide a space for families that will promote early learning. This space will offer materials that are developmentally appropriate for young children and promote parent-child interactions. The JMM hopes to further establish associations with child care givers in the community and offer a space for early learning.

Anticipated Results:

- Parents will be supported in their role as the child's first teachers during their visits.
- Adults have opportunities to interact with young children in developmentally appropriate ways during their visit.
- Parents and other adults have ideas for activities that they can do away from the site with their children.
- Staff has tools available to encourage interaction with children under five.



Many young Jewish families are moving back to Baltimore City. The JMM started taking baby steps in bringing Jewish life to young families living in the city.

Making Challah - 2007



Young mothers approached the JMM to use its space for mothers with young babies and toddlers to meet in Baltimore City.
Celebrating Hanukkah -Babies & Schmooze 2007



Partnering with the local Jewish preschools in the area allowed us to provide programming during the Early Childhood Conference for educators.
Preschool's Out - April, 2008



Collaboration with the Downtown Baltimore JCC
Mommy & Me Classes
Fall 2008



Once again we partnered with the local Jewish preschools to provide programming during the Early Childhood Conference for educators. - **Preschool's Out!**
Joanie Leeds Preschool Concert - March 2009



Child-friendly activities (for younger audiences)
are included in major exhibition
The Synagogue Speaks – Exhibition Opening
Spring 2010

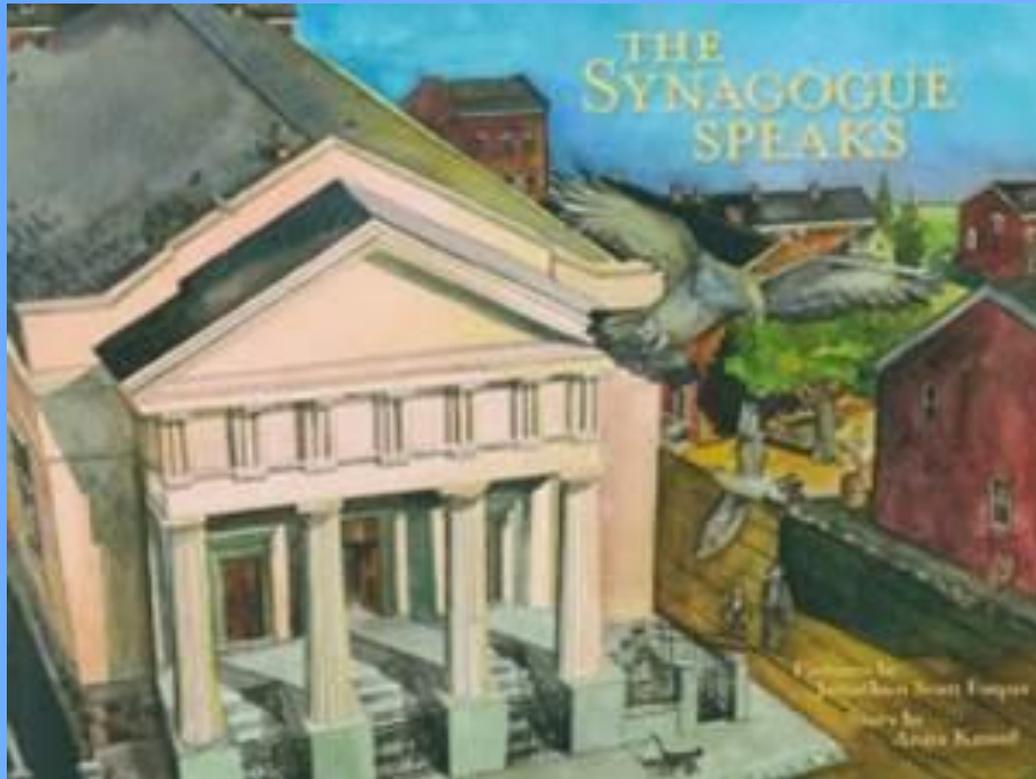


A child recreating the stained-glass representation of the Star of David
The Synagogue Speaks
Spring 2010



In 2011, the JMM published its first book for children.....

The Synagogue Speaks traces the history of the Lloyd Street Synagogue's remarkable transformation from synagogue to church and back to synagogue again.



Partnership with DBJCC
Tot Shabbat – “al fresca”
Summer 2010



Jewish Museum of Maryland
Fabulous @ Fifty Birthday Bash - October 2010
Making “Shrinky Dinks”



Jewish Museum of Maryland's
Fabulous @ Fifty Birthday Bash - October 2010
"The Color Wheel"



Programming for the entire family
Meet Rebecca Rubin - American Girl Doll
December 2010



Collaboration with DBJCC
Hands-On Holiday Program
Purim 2011



Continued partnership with local Jewish preschools
Preschool's Out
Music Monkey Jungle – March 2011



Collaboration with DBJCC
Tot Shabbat - Making Music
Fall- 2011



Creating appropriate education resources for younger audiences
Immigrant's Trunk for Preschool
Baltimore City Public Schools - Pre-K at Play Day
April, 2012



The Immigrant's Trunk- Preschool Program

"To the Golden Land"

Ida packed her trunk for a very long trip,
Very long trip,
Very long trip
Ida packed her trunk for a very long trip
TO THE GOLDEN LAND!

Ida waved goodbye to her family and friends,
Family and friends,
Family and friends
Ida waved goodbye to her family and friends
BEFORE HER TRIP TO THE GOLDEN LAND!

Ida climbed the plank and sailed on a ship,
Sailed on a ship
Sailed on a ship
Ida climbed the plank and sailed on the ship
TO THE GOLDEN LAND!

Ida slept in bunks and ate potatoes and soup,
Potatoes and soup,
Potatoes and soup
Ida slept in bunks and ate potatoes and soup
ON HER TRIP TO THE GOLDEN LAND!

The storm made the waves go up and down,
Up and down,
Up and down
The storm made the waves go up and down
TO THE GOLDEN LAND!

The doctors checked her ears and said open up wide,
Open up wide
Open up wide,
The doctors checked her ears and said open up wide
IN THE GOLDEN LAND!

Ida got off the ship and met her big sister Minnie
Big sister Minnie,
Big sister Minnie
Ida got off the ship and met her big sister Minnie
And gave her kisses and hugs
IN THE GOLDEN LAND!

Baltimore City Public Schools Pre-K at Play Day Chosen Food Exhibit 2012



Voices of Lombard Street
Baltimore City Public Schools
Pre-K at Play Day
April 2012



The education staff is very excited to be working with the JMM's curatorial staff on two upcoming exhibitions. –

Zap, Pow, Bam (a travelling exhibit from the Bremen Museum in Atlanta) and an original exhibition (no title yet) exploring the Jewish connection to medicine.



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Kidzibits: Making Things Happen

Gainor Davis, Ph.D.
Western Reserve Historical Society
Cleveland, Ohio

American Association for State and Local History
2012 Annual Meeting

Genesis of Kidzibits

- ❖ Institutional Assessment of Need
- ❖ Community Need
- ❖ Project Description
- ❖ Funding
- ❖ Partnerships

Western Reserve Historical Society

Institutional Assessment of Need

- ❖ 100,000 Visitors per year
- ❖ 50,000 School Children (2007) declining to 32,000 (2011)
- ❖ Grades Served: Primarily 4th, 5th, & 6th
- ❖ 2011 School Visitation: Hale Farm & Village (25,000) vs. History Center (7,000)
- ❖ Field Trip Funds Diminishing
- ❖ Competition in University Circle
- ❖ 25% of WRHS' 2,300 Memberships are "Families"
- ❖ More Interactive Spaces and Hands-on Activities for Intergenerational Families starting at the Pre-K level

COMMUNITY NEED FOR FAMILY EDUCATION CENTER

- ❖ Museums must provide high-quality family-based education centers with appropriate spaces, activities, and programming where intergenerational learning can take place in the context of a common heritage.
- ❖ Keeping the memory of a community alive and accessible to its residents is an important function of history museums.
- ❖ The most effective learning occurs when it is free-choice learning, creating the ability of a child to move from the concrete to more adult-like abstract reasoning.
- ❖ Interactive spaces:
 - Must provide an experience that is complex enough to stimulate discussion
 - Create activities that appeal to a range of learning styles and knowledge levels
 - Develop interactive environments that are relevant to visitors' lives and own experiences

Focusing on family interactions are especially relevant for a history museum, where the basics of human experience are at the core of the collections.



Strategic Planning Process

November 2010-September 2011



Identified Primary Audiences

- ❖ School Children: Pre K—5th Grade
- ❖ Intergenerational Families
- ❖ Baby Boomers
- ❖ Within 1 ½ hour driving distance of History Center and Hale Farm & Village
- ❖ Number of School Age Children in NEO



Idea of Kidzibits is Born

The logo for 'Kidzibits' is displayed in a white rectangular box. The word 'Kidzibits' is written in a bold, green, rounded, sans-serif font. The 'i' in 'Kidzibits' has a dot, and the 'z' is stylized with a sharp point.

PURPOSE OF KIDZIBITS—

To provide space where families with children can engage in intriguing and interactive activities that help them to understand Cleveland's past, the variety of its people, and how they lived over time.

- ❖ WRHS allocates 2,250 square feet of gallery space to project
- ❖ Develops Interconnected Phases:
 - ❖ Backyard of History
 - ❖ Time & Place Space
 - ❖ From There to Here

Kidzibits as History

Activities use primary documents, historical artifacts, photographs and maps as an inquiry basis for children to answer questions about life in the past and offers handling of objects that demonstrates changes in clothing, food, shelter, transportation, and technology over time.

KIDZIBITS PHASE I: *Backyard of History*

OVERVIEW

- For children, ages 2-5
- Funded by Hershey Foundation
- Developed in Collaboration with the Montessori High School in University Circle
- Six activities



CREATE A FAMILY TREE

Me and My Family



**READ CHILDREN'S BOOKS
FROM THE PAST**



BUILD CLEVELAND'S SKYLINE

WE LIKE TO DRESS UP



WE ALL SHOP FOR FOOD



WE PLAY WITH OLD-FASHIONED TOYS



Kidzibits Phase II:

Time & Place Space

OVERVIEW

- Grades 1-3
- Funded by Hershey, Jennings and Abington Foundations and Individual Donor
- Developed in collaboration with Montessori High School in University Circle
- Adheres to Ohio Social Studies Standards
- Six Content/Activity Stations



created through
the generous funding of

The Hershey Foundation
The Martha Holden
Jennings Foundation
The Abington Foundation
Henri Pell Junod, Jr.

Time & Space Activities

- HOW WE DRESS
- HOW WE BUILD
- HOW WE TRAVEL
- HOW WE EAT
- HOW WE SEE IN THE DARK
- WHAT OUR TOWN LOOKS LIKE



KIDZIBITS PHASE III:

From There to Here

OVERVIEW

- For Ages 10-12
- Funded in part by the Hershey Foundation and Individual Donor
- Focus – The Diversity of Our Community, allowing children to see Connections between themselves and others
- Stories of six immigrant or migrant families—Real people with real stories, based on materials from WRHS collections or gathered from the actual families
- Discovery of one's family through time

From There To Here

- ❖ From There to Here
- ❖ My Family Tree
- ❖ My House



FUNDING

Budget for Kidzibits

- ❖ Total Project: \$87,000
- ❖ Hard Costs: \$67,000 from Funding Sources
- ❖ Soft Costs: \$20,000 from WRHS for preparation of spaces, assistant in painting and installation
- ❖ In-kind Development of Concept (Internship)
- ❖ Plus WRHS Contribution of research time by staff
- ❖ Working with Firm new to Museum Fabrication
- ❖ Additional Funding to Expand “Kidzibits” Offerings

Partnerships



Partnerships

- ❖ Hanna Perkins Center for Child Development
- ❖ FAMICOS Foundation After School Program
- ❖ University Circle Inc. Early Learning Initiative
- ❖ Smithsonian Institution Online Early Education Program
- ❖ PNC Grow Up Great
- ❖ Euclid Beach Park Carousel Society
- ❖ Children's Museum of Cleveland

