



BACK TO THE FUTURE: FUTURE-FORWARD INTERGENERATIONAL EXCHANGES IN MUSEUM SETTINGS

DENVER ART MUSEUM

WHY INTERGENERATIONAL?





Life
Colorado



IN THE EARLY CHILDHOOD FIELD
to create a strong system to meet the needs of the yo



OFFICE ON AGING
DENVER HUMAN RIGHTS
COMMUNITY PARTNERSHIP

DENVER IS AN AGE-FRIENDLY COMMUNITY

- Focused on supporting community members to age in place.

POTENTIAL IMPACT

OLDER ADULTS

- help bring about a sense of purpose amongst the elderly to help grow and develop the next generation
- older adults with dementia or cognitive impairments experience more positive affect during interactions with children than they did during non-intergenerational activities
- Documented that older participants also had more energy and ate better when they shared their meals with children

YOUNGER GENERATION

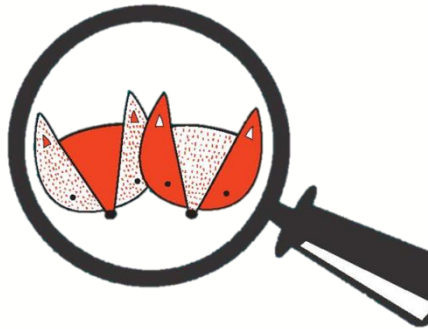
- Get to know older adults better, which helps to breakdown negative aging stereotypes and reduce ageism in the community
- had higher personal/social developmental scores (by 11 months) than children in non-intergenerational programs
- Youth involved in intergenerational mentoring relationships showed increases in school attendance, positive changes in knowledge, attitudes, and behaviors regarding substance use, as well as improvement in related life skills
- Over a single school year, students with older adult tutors made over 60 percent more progress in learning two critical reading skills – sounding out new words and reading comprehension – than similar students without the tutors





GETTING THERE





PROGRAM EXAMPLE – FOXY & SHMOXY: ART DETECTIVES

Program Example - Art at Hand boxes

- Storytelling
- Nature as Muse
- Pattern Play
- Walls Speak

Artworks from across collection areas



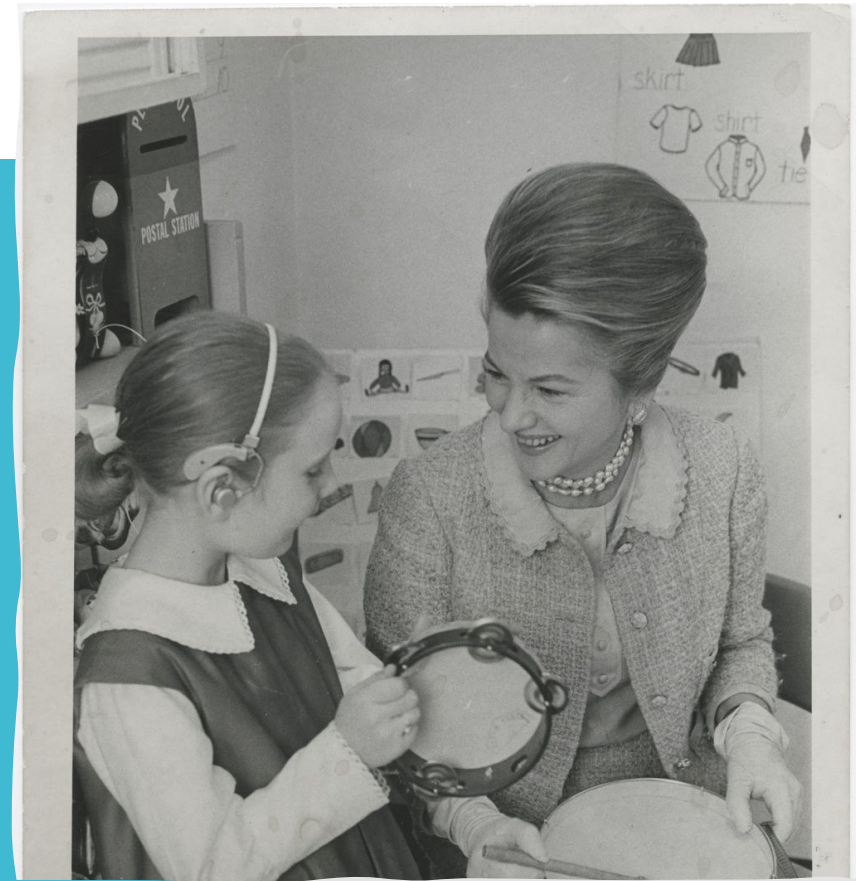
COMMUNITY IMPACT

- intergenerational practices strengthen interconnectedness within a community
- support everyone's ability to contribute to their neighborhoods and cities
- use resources judiciously and can encourage a thriving economy



Intergenerational Learning at Missouri History Museum

*Courtney M. Baxter-Annis,
Early Childhood and Family
Programs Manager*



MISSOURI HISTORY MUSEUM
MISSOURI HISTORICAL SOCIETY

Goals of the Parent & Me: Play Date

Engage

Connect adults with age-appropriate ways to engage with history and the museum with their child(ren) [2-6-year-olds]

Increase

Increase comfort in our museum environment

Relate

Adults will use stories to engage with their child(ren) [2-6-year-olds] and relate to historical narratives

How the Program Actually Went

Pilot program: April 18th and 25th, 4:30-6pm

Desire to create a program with more impact

Shorter than originally planned

Visual and object-based storytelling

Exhibit time

Provided a take-home reading guide along with book*



The Program, Continued

- Mid-program reflection and change
 - Maybe a little boring?
 - Less focus on the history blurbs and more on getting in the exhibit and talking about engagement
- Educator-to-Parent led techniques
- Emphasizing the families' part in history/ "Find Yourself Here"
- Impromptu conversations

Findings

Participants came from 7 different zip codes

Started with 15 adults and 19 children under 6 years old

Only 2 out of 7 adult respondents had been to the museum before

2 who had been here , citing 1-3x or 4-6x in the past year but 1 respondent hadn't come with their child

At the end all respondents, shared that they were "very likely" to return



Reflections for Next Time

Longer series option

Retain same group of parents for whole series

More focus on museum skills

- How to interact with exhibits

- Tour etiquette/expectations

Expansion to other organizations who serve underserved parents locally

Food!



Courtney Baxter-Annis
cbaxter@mohistory.org

Contact me!

Brooklyn Voices Exhibition





Presenters

Sophia Figuero (she/ her) is an Exhibit Developer who leads and supports the design and production of exhibit experiences at Brooklyn Children's Museum. She's contributed to and collaborated on the Freeman Foundation Asian Culture Exhibit Series.

Kate Mirand Calleri (she/ her) is the Curator and Manager of Collections Interpretation at BCM and oversees the hands-on activation of the Museum's collections in exhibits, school and public programs, museum-wide special projects and the Teen Curators Program.



Who we are

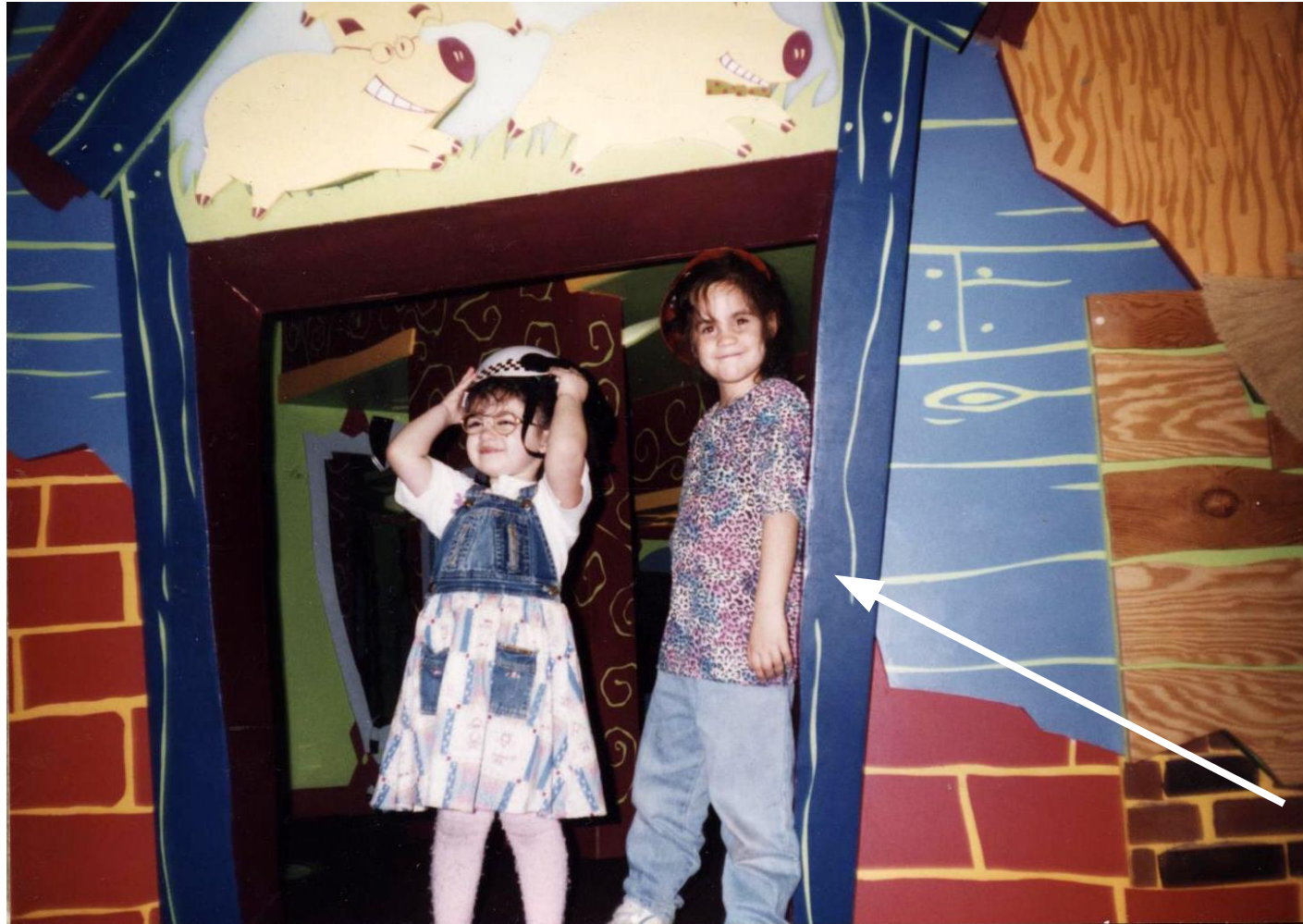




BCM and our Community



BCM and our Community



(Sophia and friend, Eleanor,
age 6 and 7)

What is Brooklyn Voices?



Why did we open this exhibition?



Different than what we have done before



How: Immersive Built Environments



Embedded Objects from the past



Foundational Intergenerational Development



Foundational Intergenerational Development

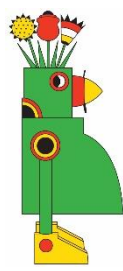


“ I think that things that you do can have historical significance. Any one person can do something that can have effects on the rest of the world or even just on a smaller scale. Once a person's actions can affect the lives of others.”

JESSE MCDONALD
Participant in BCM's teen program

“History is everything that happened ... History is what we choose to remember; it's what historians and curators choose to show.”

CADY MONTANEZ
Participant in BCM's teen program



**BROOKLYN
CHILDREN'S
MUSEUM**

Geographic Storytelling





Geographic Storytelling: Maps

How can a group be stronger than an individual?

The city you were born in, the block you live on, and the parks you play in are all part of your story. Not only do people make places but also places shape people. Meet two neighbors, Shirley Chisholm and Carlos Lezama, whose lives were affected by the Bedford-Stuyvesant and Crown Heights neighborhoods.

[1] If I were to write the previous paragraph to call out, read new info! The A and C trains were the only subway lines that were built in the 1930s and 1940s, increasing economic hardship and disenfranchisement in the British West Indies, combined with the United States' growing economy and employment opportunities, attracted individuals and families to start a new life in America. Many people immigrated from places like Jamaica, Barbados, Trinidad and Tobago to New York, Florida, and Massachusetts.

[2] Bedford-Stuyvesant and Crown Heights' rich cultural history is evident as you walk among historical buildings, a variety of independent businesses, and neighbors from all walks of life chatting on their stoops. On this map are the stories of Shirley Chisholm and Carlos Lezama. Let's explore their neighborhood, which shaped their lives and informed their activism.

ESTABLISHMENT OF THE A AND C FULTON STREET SUBWAY LINES

The establishment of the A and C Fulton Street subway lines in 1918 provided access to a 15-mile-long Bedford-Stuyvesant area. The lines, known as the "Atlantic Avenue" and "Crown Heights" lines, were built to connect the Bedford-Stuyvesant area to the rest of the city. The lines were built by the Independent Subway System (IND) and were the first subway lines to be built in the Bedford-Stuyvesant area.

SHIRLEY CHISHOLM

1. Childhood Beginnings
Shirley Chisholm was born in Bedford-Stuyvesant in 1927. She was the first Black woman to be elected to Congress. She was also the first Black woman to be elected to the United States House of Representatives. She was elected to the House in 1968 and served for four terms.

2. Childhood High School
Chisholm attended the Bedford-Stuyvesant High School. She was a member of the Student Union and the National Student Reliance Society. She was also a member of the Young Women's Christian Association (YWCA).

3. Childhood College
Chisholm attended the City College of New York. She was a member of the National Student Reliance Society. She was also a member of the Young Women's Christian Association (YWCA).

4. Childhood Own Home
Chisholm owned a home in Bedford-Stuyvesant. She was a member of the National Student Reliance Society. She was also a member of the Young Women's Christian Association (YWCA).

5. Childhood Childhood Home
Chisholm lived in a home in Bedford-Stuyvesant. She was a member of the National Student Reliance Society. She was also a member of the Young Women's Christian Association (YWCA).

CARLOS LEZAMA

1. Childhood Beginnings
Carlos Lezama immigrated to the United States from the Dominican Republic. He was a member of the National Student Reliance Society. He was also a member of the Young Women's Christian Association (YWCA).

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BED-STUY OR CROWN HEIGHTS? THE BORDER IS OFTEN DEBATED

Bed-Stuy and Crown Heights' rich cultural history is evident as you walk among historical buildings, a variety of independent businesses, and neighbors from all walks of life chatting on their stoops. On this map are the stories of Shirley Chisholm and Carlos Lezama. Let's explore their neighborhood, which shaped their lives and informed their activism.

WASHINGTON

1. Childhood Washington
Washington was the first Black woman to be elected to Congress. She was also the first Black woman to be elected to the United States House of Representatives. She was elected to the House in 1968 and served for four terms.

CENTRAL

1. Childhood Central
Central was the first Black woman to be elected to Congress. She was also the first Black woman to be elected to the United States House of Representatives. She was elected to the House in 1968 and served for four terms.

HOME

1. Childhood Home
Home was the first Black woman to be elected to Congress. She was also the first Black woman to be elected to the United States House of Representatives. She was elected to the House in 1968 and served for four terms.

TRAILBLAZER

1. Childhood Trailblazer
Trailblazer was the first Black woman to be elected to Congress. She was also the first Black woman to be elected to the United States House of Representatives. She was elected to the House in 1968 and served for four terms.

As you walk the streets of Brooklyn, what do you hear?

Car horns or trucks whooshing? Trains rumbling under your feet? Birds chirping? You probably hear people talking in different languages. Hundreds of languages are spoken in Brooklyn. Do you know what this borough's original language was? Lenape. The Lenape languages, specifically Munsee, were spoken in the area we now call Brooklyn.

The original peoples of this part of the country were the Lenape, who still reside here. Lenapehoking in the Lenape name for Lenape land, which spans the area of the Brooklyn Children's Museum to Western Connecticut to Eastern Pennsylvania, and the Hudson Valley to Delaware, with Manhattan at the center.

Lenape Removal

Indigenous people were removed from their ancestral lands in the 17th century. This was done by the Dutch and British colonial powers. The Lenape people were forced to move to reservations in the United States. This was a tragic event in the history of the Lenape people.

Learn Lenape

- Wampum belt: Kékwi kelamapisun
- Jacket: Chékét
- Car: Hátémopil
- Table: chéntalpiwik
- Refrigerator: kuni puhwéwak
- Corn: Xáshwin
- Squirrel: Xanihkw
- Dog: Mwekane
- Cat: Pushis

Learn Lenape

Why is it important to preserve a language if no one really speaks it anymore?

The great loss of the Lenape language and culture is one of many effects of colonization and genocide. The efforts of Nora Thompson Dean and others to protect and teach the Lenape language are an act of resistance against centuries of oppression and a celebration of cultural identity. Hearing the languages that colonizers tried to destroy is a reminder of the resilience of the Lenape community.

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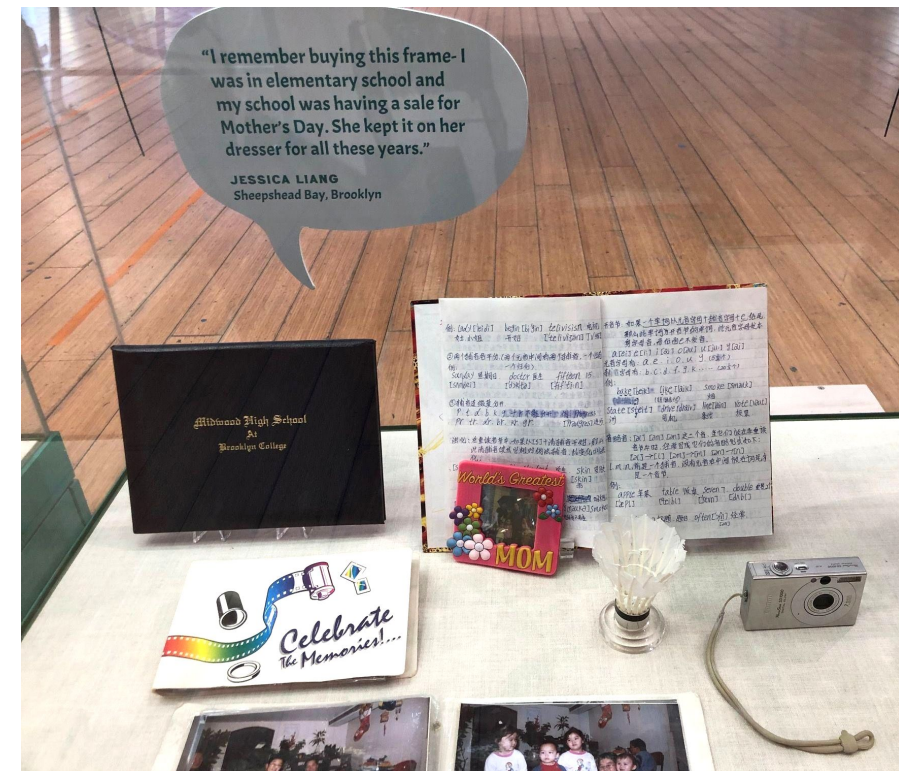
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Object-Based Storytelling



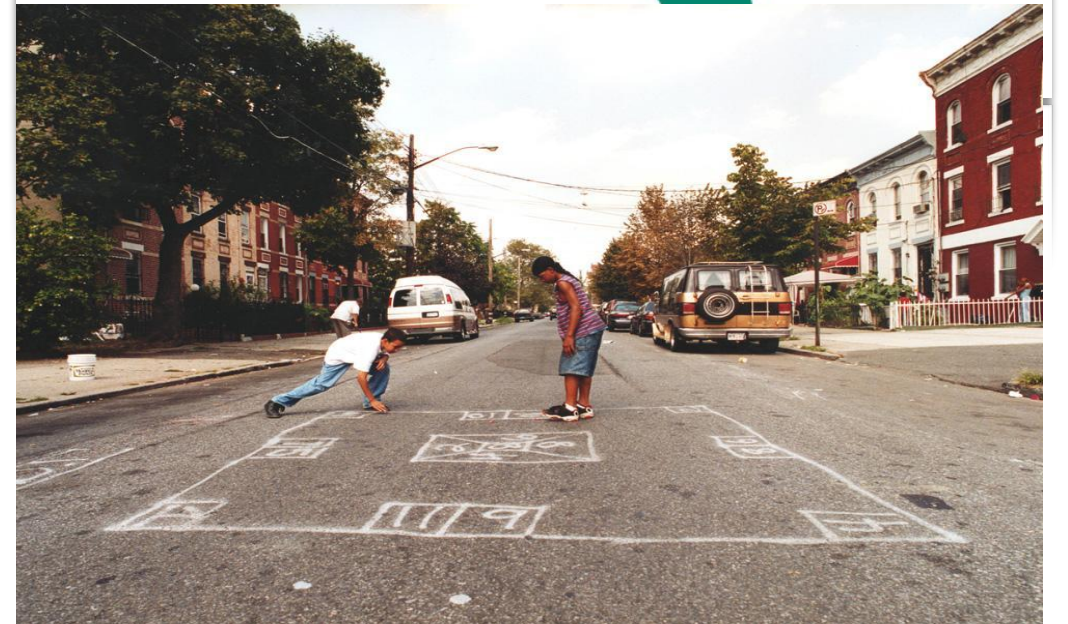
Object-Based Storytelling



Visual Storytelling: Streetscape



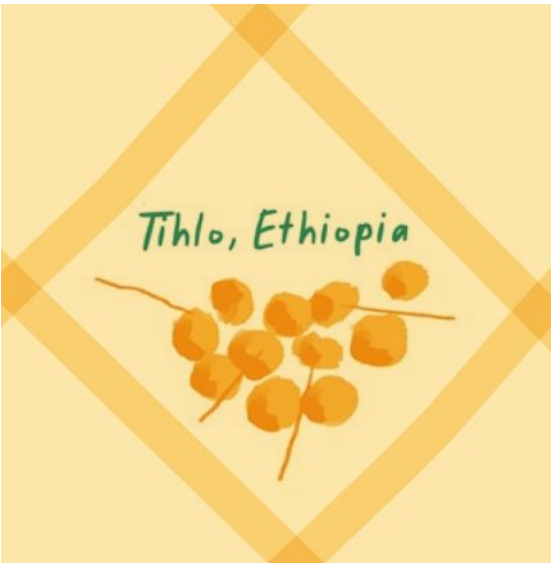
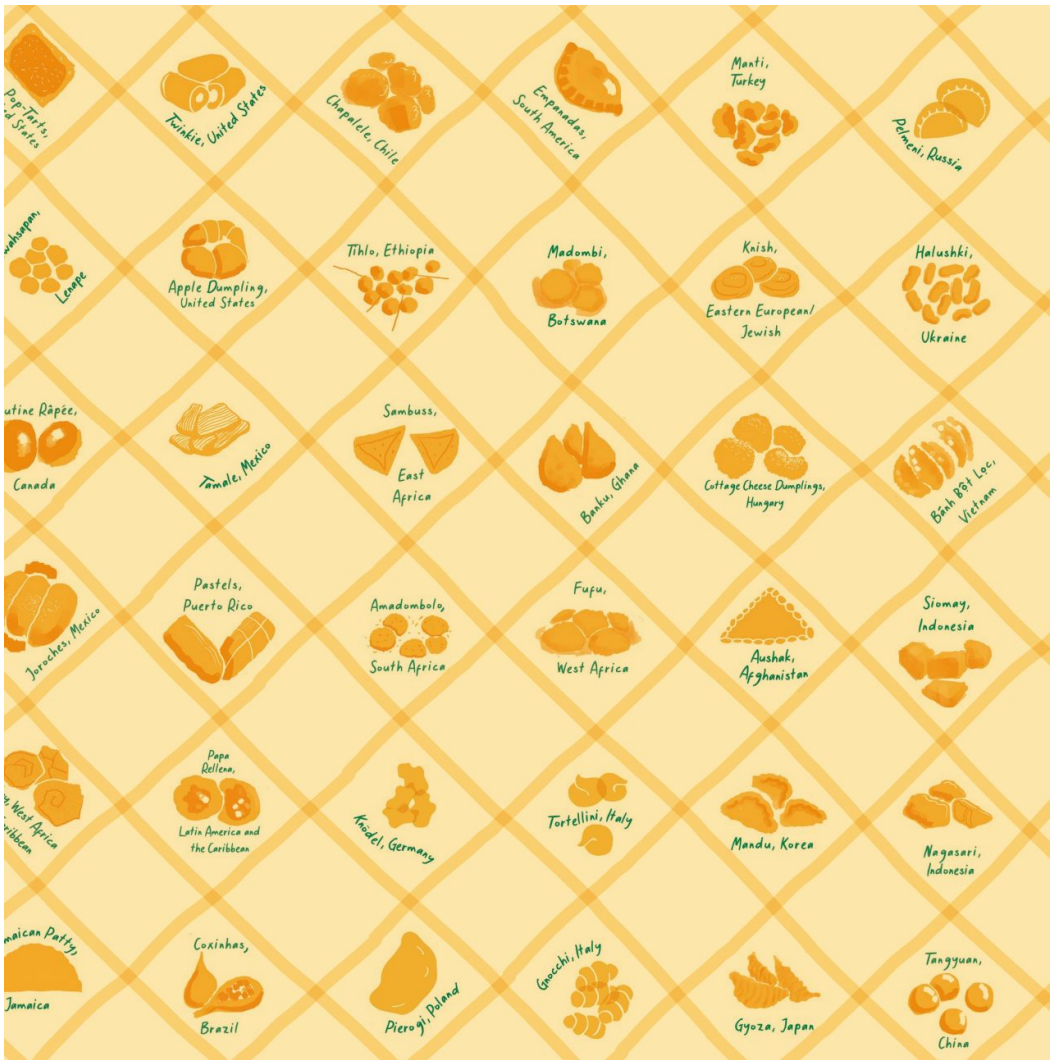
VIEWFINDERS
Look inside to see kids playing in Brooklyn throughout history!



Visual Storytelling: Larry Racioppo



Visual Storytelling

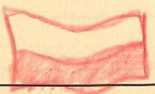


Educator Lead Art Making




Family Recipe Cards

FAMILY RECIPE

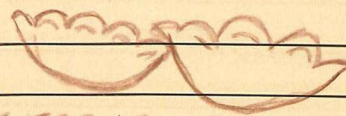
From the kitchen of: SOKOL FAMILY 

INGREDIENTS

POTATO
WATER
FLOUR
=

PIEROGI 

DIRECTIONS

Step 1: USE LEFTOVER
MASH POTATOS TO MAKE
 A DOUGH

STEP 2: FILL DOUGH WITH
FAV STUFFING

STEP 3: BOIL & TOP
WITH GRILLED ONION &
BACON



FAMILY RECIPE

From the kitchen of: Grandma Flanagan
Irish Whiskey Cake

INGREDIENTS

1 cup butter
2 cups sugar
3 cups flour
3 tSPS baking powder
1/2 tsp salt
3/4 cup Jameson
1/4 cup milk
4 eggs, 1 tsp vanilla

DIRECTIONS

cream butter and sugar.
Whisk eggs and milk
together. Add milk mixture
to butter/sugar alternating
with flour/mixed w/dry ingredts
and Jameson. Cook
at 325° F for 1 hour
in a greased bundt pan.

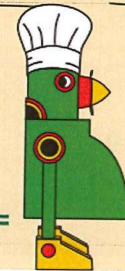


Exhibit Evaluation

Age 4-5
Brooklyn Voices Gallery Observation

Kitchen Enter 11:55 Exit 11:57 Returned Y/N

- Explored Collection objects:**
- only a few seconds
 - pointing to them with child
 - for a minute or more
 - more than once
 - not at all

Notes

- Audio at Kitchen table:**
- sat w/o child & listened
 - called to child to listen too
 - bypassed completely
 - sat, noticed speaker above
 - sat, didn't notice speaker above

Bedroom Enter 11:53 Exit 11:55 Returned Y/N

- Explored Collection objects:**
- only a few seconds
 - pointing to them with child
 - for a minute or more
 - more than once
 - not at all

Notes

- kid goes to bedroom drawer to dress themselves
- heads to kitchen for play

- Labels/text:**
- Adult reads
 - Adult reads aloud
 - Adult uses to start conversation w child
 - Adult bypasses completely

Age: 4-5
Brooklyn Voices Gallery Observation

Kitchen Enter 11:04 Exit 11:07 Returned Y/N

- Explored Collection objects:**
- only a few seconds
 - pointing to them with child
 - for a minute or more
 - more than once
 - not at all

Notes

250 mins
- Engaged with sink and objects on table (threw them around)

- Audio at Kitchen table:**
- sat w/o child & listened
 - called to child to listen too
 - bypassed completely
 - sat, noticed speaker above
 - sat, didn't notice speaker above

Bedroom Enter 10:56 Exit 11:04 Returned Y/N

- Explored Collection objects:**
- only a few seconds
 - pointing to them with child
 - for a minute or more
 - more than once
 - not at all

Notes

- interacts with the bed a lot
- hurt his ear when playing with the bed - cried
- goes back and forth the kitchen
- 8 min

- Labels/text:**
- Adult reads
 - Adult reads aloud
 - Adult uses to start conversation w child
 - Adult bypasses completely

Living Room Enter 11:51 Exit 11:53 Returned Y/N

- Explored Collection objects:**
- only a few seconds
 - pointing to them with child
 - for a minute or more
 - more than once
 - not at all

Notes

uses stool to from black top to engage with T.V.

- TV:** Enter 11:51 Exit 11:53
- adult takes photo
 - child play-acts
 - child doesn't play-act

- Oral Histories Phone**
- Child picks up/hangs up
 - Adult picks up/hangs up
 - Child listens > 1 min.
 - Adult listens > 1 min.

Comes back at 12:07 for 1:20mins

Blacktop did not sit **Community cases**

- Oral Histories Bench**
- sat/stood w/o child & listened
 - called to child to listen too
 - bypassed completely
 - sat/stood, noticed speaker above
 - sat/stood, didn't notice speaker above

- Explored community objects:**
- only a few seconds
 - pointing to them with child
 - for 1 min. or more
 - more than once
 - not at all

Notes

- Plays with fire hydrant - figures out how to use the fire hydrant

Living Room Enter 10:55 Exit 10:56 Returned Y/N

- Explored Collection objects:**
- only a few seconds
 - pointing to them with child
 - for a minute or more
 - more than once
 - not at all

Notes

1:30 min
- parent returned and looked at the photos

- TV:** Enter : Exit :
- adult takes photo
 - child play-acts
 - child doesn't play-act

- Oral Histories Phone**
- Child picks up/hangs up
 - Adult picks up/hangs up
 - Child listens > 1 min.
 - Adult listens > 1 min.

Blacktop **Community cases**

- Oral Histories Bench**
- sat/stood w/o child & listened
 - called to child to listen too
 - bypassed completely
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Notes

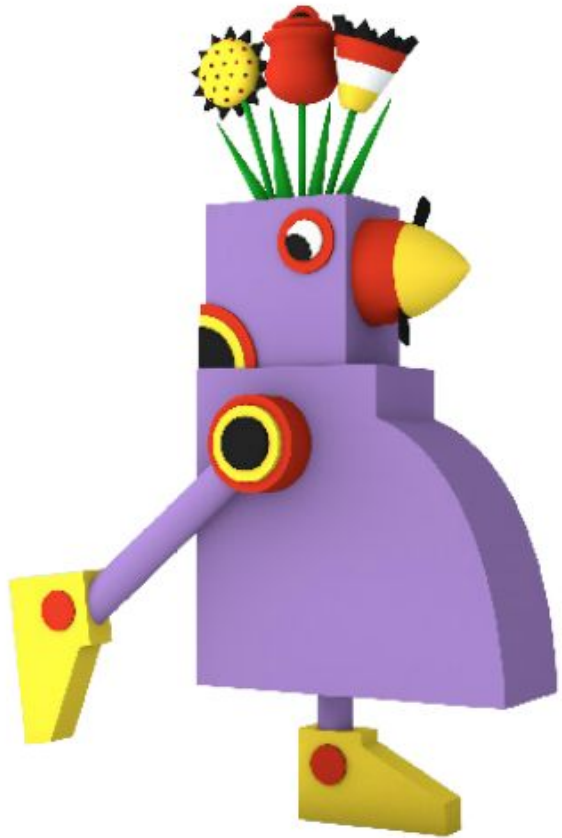
Child engaged with black top and fire hydrant
- No bench engagement

What is “Success”?



What is "Success"?





Thank You!