

(A)



The only problem... - hung on wall

perhaps the vitrine table + wall texts should be made by the M. Perhaps this will result in the opening the vitrines + touching the obj's. to be more apparent

(B)



Sshhh - one engraving hung on wall framed by Andrew

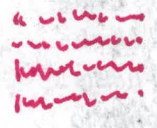
AND for the text, to take the visitor more directly to the sense of the words esp. as the form of the text will not be so out of place.

(C)



Sshhh - archive + table(s) perhaps several if built by museum.

(D)



Sshhh - invitation text screened onto wall

(E)

inventory list screened onto wall - in black ink prior to show open - in red ink added to wall.

(F)

Family name + date printed by Pat
Lead type into vitrine
Printed in 2x - one or more as needed
for participant(s) - one for archive
person in con. has a copy

(G)

Perhaps an image of the orig distrib. as wallpaper image on one wall?

(H)

"Our contract..." ?
- Project descrip. ?

How Knowledge About the Natural and Physical World Develops

The environmental features and events that capture a young child's attention and curiosity are virtually unlimited. Listen to the questions that children ask to find out what interests them. For example, here are some of the questions overheard in one preschool classroom over the course of a year:

- Why is the stick heavier than the feather even though they are the same size?
- How does the sun light up the sky?
- What makes a shadow?
- Why do ice cubes melt?
- Why can I slide on ice but not on wood chips?
- What do plants eat?
- Why did my dog die?
- How do scissors cut?
- What makes gears go around?
- Why did the bulb burn out?
- Why does a magnet attract some things and not others?
- Where does the food go after I swallow it?
- Why does medicine make us better?
- Why is your hair a different color than mine?
- Why does sand stick to my skin?
- Why do rocks come in so many different sizes?
- Why does it snow when it's cold outside?

Because so much of the world is new to them, young children are constantly collecting data about the natural and physical environment. They take in vast amounts of new information every day. Eventually, they need a way to store all this input. When preschoolers ask "why" and "how"

questions, they are demonstrating their interest in understanding and organizing this information.

Young children bring to science many ideas about how the natural and physical world works. Although their concepts seem "naive" to adults, they are often quite sophisticated when viewed from the perspective of the child's system of logic ("The sun makes things warm. If the sun's out, it must be warm, even in the winter"). Children hold on to their theories because they make sense to them and serve a useful organizing purpose. They may therefore not be receptive to alternative ideas offered by adults. According to Landry and Forman (1999), "The child who is told a new explanation will often concurrently hold the misconception because it is more integrated into many other assumptions he has developed through experience in the world" (pp. 138–139).

At outside time, Josh explains to Chandra how to make mud. "First it's sand. Then you add water and it's mud."



At work time in the block area, Trey shows Douglas what he is making. He rotates a small block on top and explains, "It's a machine that twists and gives you candy flavors." Douglas points to the twine he has wrapped around a large block and tells Trey, "I'm making an exercise machine that strong up your legs. You pull the string tight and it makes muscles."

At work time in the book area, while looking outside at the snow, Joey says, "Snow is water. Water is in the snow. When you put your hand out, the snow goes on it and then the water comes out."

Children do not merely observe the world and store the information as "raw data."