



# The Rockwell Museum

First Grade Tour:  
Families

Pre and Post Visit Materials

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A special thanks to the fifth grade teachers from Corning-Painted Post and Horseheads School Districts who created the pre and post visit writing assignments during a seminar at The Rockwell Museum.

## PLEASE NOTE

Please have your students wear nametags large enough to be read by our docents.

## OBJECTIVES

Students will utilize language art skills of writing, speaking, and listening and visual art skills of observation to explore cultural and aesthetic traditions of the American West through the museum's collection of paintings, sculptures, and Native American art.

## NEW YORK STATE LEARNING STANDARDS ADDRESSED

### Art

Standard 2. Knowing and Using Arts Materials and Resources

Standard 3. Responding to and Analyzing Works of Art

Standard 4. Understanding the Cultural Dimensions and Contributions of the Arts

### English Language Arts

Standard 1. Language for Information and Understanding

Standard 2. Language for Literary Response and Expression

Standard 3. Language for Critical Analysis and Evaluation

Standard 4. Language for Social Interaction

### Social Studies

Standard 1. History of the United States

Standard 2. World History

Standard 3. Geography

## FIRST GRADE THEME

First grade theme: Families

Food for Thought: An artist's memories, ideas, feelings, or observations about family can be expressed in a work of art.

# FIRST GRADE CURRICULUM CONNECTIONS

## Art

Principles of design: color, shapes, patterns  
Using personal experiences  
Defining the artist  
Cultural awareness  
Analysis

## English Language Arts

Writing  
Listening  
Speaking

## Math

Use comparative terms  
Geometry

## Science

Animal families  
Sound / vibration

## Social Studies

My family and other families  
History of my family  
My community and local region

## MUSEUM MANNERS

Please go over these basic rules with your students before their visit.

Look and listen but do not touch the artwork. We have to protect the artwork in the museum so that it does not get hurt by touching it. We want the artwork to last a long time.

Do not lean on walls or cases. Cases are boxes that contain artwork and must not be jiggled. We do not want to get fingerprints on walls or cases.

Raise hands to speak.

Listen carefully when others are speaking.

Use "indoor" voices.

Walk, do not run.

Stay together with your class.

## PLEASE NOTE

Teachers are responsible for maintaining the same discipline as you would in the classroom.

## K W L EXERCISE

What do you know, what do you want to know,  
and what did you learn?

This exercise is an assessment tool that you can use to evaluate basic information that was learned on the tour.

Before your visit ask students to tell you:

What do you know?  
about art museums?  
about the Western United States?

Then ask students:

What do you want to know?  
About art museums?  
About the Western United States?

Record answers and save for post visit.

After the visit ask students to tell you:

What did you learn?  
About art museums?  
About the Western United States?

## VOCABULARY

1. Collection - A group of objects gathered together (i.e.: rocks, coins, artwork).
2. Art Museum - a place that protects and displays artwork that is of special interest or value.
3. Artist - A person who makes art (drawings, paintings, sculpture, collage, pottery).
4. Painting - A picture made by using paint on paper, wood, canvas, or other surfaces.
5. Sculpture - An object made out of wood, metal, or clay (or other materials) that you can see from two or three sides.
6. Native American - The first people to live in the Americas (North, Central, and South). Native Americans are also called Indians.
7. Cowboy - A person who takes care of cattle or horses.
8. Pattern - In artwork: repeated pictures or shapes that make a design (i.e.: on clothing, pottery, beadwork and weaving).
9. Beadwork - An object, sometimes clothing, that is sewn with beads, often in patterns.
10. Pottery - An object made out of clay (i.e., bowls, cups, dishes).
11. Tanner - A person that tans hides of animals.
12. Apprentice - A person learning a craft (ex: making and painting pottery) from a skilled worker.
13. Island - A body of land surrounded by water.
14. Tradition - The handing down of beliefs and customs by word of mouth or by example.

## GEOGRAPHY REVIEW

In order for students to comprehend the term "West" on their visit, please use a map of the United States to point out the basic regional division of East and West.

THE ROCKWELL MUSEUM TRANSPARENCY

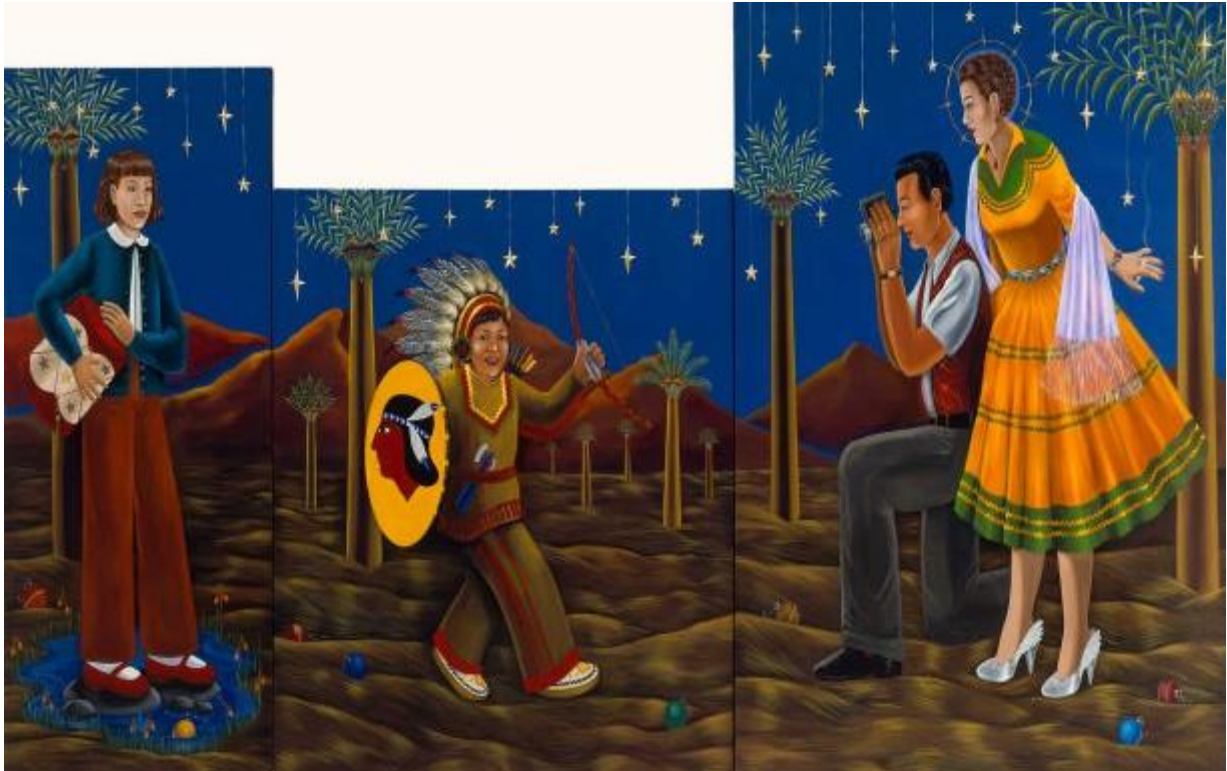


The Rockwell Museum, Corning, New York  
Exterior Photo 2001  
Photo Credit: Frank J. Borkowski



*FAMILY: LOVE'S UNBREAKABLE HEAVEN TRANSPARENCY*

*Family: Love's Unbreakable Heaven* by Judith Lowry



Judith Lowry, *Family: Love's Unbreakable Heaven*, 1995

Acrylic on canvas 67 7/8 x 85 inches overall

Collection of the The Rockwell Museum, Corning, New York

Clara S. Peck Fund purchase 2000.40.1-3

Photo Credit: Frank J. Borkowski

*Family: Love's Unbreakable Heaven*  
QUESTIONING ACTIVITY

Project the transparency of The Rockwell Museum to show students where their visit will take place.

Project the transparency of *Family: Love's Unbreakable Heaven* by Judith Lowry and use the pre visit questions to engage your students in a dialogue that will help them analyze the painting. Please let your students know that they will be seeing this painting when they come to The Rockwell Museum. This should be an enjoyable activity like reading a story aloud. If you think of other questions to ask, please do so. This pre visit exercise will encourage students to feel free to answer questions and share their ideas when they come to the museum.

\* \* \* \* \*

Ask: "What do you see in this picture?"  
(This asks students to open the conversation about their observation.)

Expand questioning with:  
"What more can you find?"

Seek clarification with:  
"What do you see that makes you say that?"  
(This causes students to ground interpretations in their observations.)

Ask: "Who do you see here?"  
(This asks students to delve more deeply into what they can and cannot surmise about the characters represented in the work and to extract information from the painting itself.)

Ask: "What are they doing?"  
(This requires students to pinpoint activities, events, body language, and gestures.)

## PRE VISIT GROUP STORYTELLING / WRITING ACTIVITY

You will need a piece of chart paper and a marker.

After the questioning exercise with *Family: Love's Unbreakable Heaven* by Judith Lowry, lead students in a group story activity. Tell your class that you want them to write a story about the picture. Have the students think about what is happening in the picture. What could the people in the picture be seeing, hearing, and feeling?

**NOTE:** Please bring the story to the museum to read during the tour.

### JUDITH LOWRY BIOGRAPHY

Please verbally paraphrase and share the following biographical information on the artist with your class after the pre visit activities are completed.

Judith Lowry was born in 1948. She is Native American on her father's side: Mountain Maidu, Hamowi Pit River, (California), and Euro-Australian on her mother's side. She was born in Washington, D.C. As a member of an army family, she traveled widely in the United States and abroad as a child. Her large-scale paintings reflect the influence of Italian Renaissance and narrative Native American traditions. She explores the themes of cultural stereotypes, contemporary Indian life, mixed - blood heritage, and family stories. She lives with her family in Nevada City, California.

## POST VISIT ACTIVITIES

Here are some suggestions for activities following your visit to The Rockwell Museum.

### ART ACTIVITY

Materials: White paper (3 pieces per child), markers, paint, or pencil.

Using Judith Lowry's painting, *Family: Love's Unbreakable Heaven*, have students draw or paint a three-panel picture of their own family participating in a family tradition (i.e., birthday, Christmas, Hanukkah, family night). Have students title their picture.

### WRITING ACTIVITY

After completing the art activity above have students write a memoir (personal narrative) about their picture. Display stories next to their art.

### JOURNALING IDEAS

Have students write about their favorite picture from their visit to The Rockwell Museum. Have students describe the picture and tell why they liked it.

Ask students: "If there was a fourth picture as part of the painting, *Family: Love's Unbreakable Heaven*, what would it look like?" Draw a picture of this panel and write a description.

## POST VISIT ACTIVITIES (Continued)

### MUSEUM CORNER

Start a “museum corner” in your classroom. It can be a place to display a collection of objects or artwork.

Discuss the idea of a collection.

Decide what the class will collect.

Discuss how the class will take care of the objects.

Ask the class how they would explain the collection to a visitor. (What do we want them to know about our collection?)

Write a descriptive label for the collection.

Design an invitation for another class to visit your “museum corner”.

### BIBLIOGRAPHY

Here are some titles related to the theme of families:

dePaolo, Tomie Legend of the Poinsettia  
dePaolo, Tomie Nana Upstairs, Nana Downstairs  
Leedy, Loreen Who's Who in My Family  
Falwell, Cathryn Feast for 10  
Torres, Leyla Saturday Sancocho  
Joose, Barbara M. The Morning Chair