



The Rockwell Museum

Second Grade Tour: Community

Pre and Post Visit Materials

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A special thanks to the second 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.

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 3. Language for Critical Analysis and Evaluation

Standard 4. Language for Social Interaction

Social Studies

Standard 1. History of the United States

Standard 3. Geography

Career Development and Occupational Studies

Standard 1: Career Development

SECOND GRADE THEME

Second grade theme: Communities

Food for Thought:

A Place of Learning

Buildings have a history and can serve different purposes at different times. **The Rockwell Museum** built in 1893 originally served as a City Hall housing a fire station, police station and mayors office. As a museum it continues to serve the public and functions as a gathering place for the community and visitors. Mr. William Crouse, a member of the Seneca Nation called it "A Place of Learning". In the museum you will see how an artists memories, ideas, feelings or observations about community can be expressed in a work of art.

SECOND GRADE CURRICULUM CONNECTIONS

Art

Principles of design: color, shapes, patterns
Using personal experiences
Defining the artist
Cultural awareness (appreciation for art of different cultures)
Responding to works of art
Analysis

English Language Arts

Writing
Listening
Speaking

Math

Use comparative terms
Geometry

Science

Light source
Light and shadow

Career Development

Explore career options

Social Studies

Communities differ
Events, people, traditions, practices and ideas make up my community.
Communities change over time
Roles and responsibilities of families in communities change over time
Communities are influenced by environmental and geographic factors
Scarcity of resources requires people to make choices in communities
People in communities are producers and consumers of goods and services

MUSEUM MANNERS

Please go over these basic rules with your students before their visit; and if possible, make copies for your chaperones.

Number One Rule – Do Not Touch.

Stay at least one foot away from the works of art and one foot away from cases containing art.

Please do not lean on walls.

Groups must stay together at all times.

Walk; don't run.

Talk; don't yell.

Raise hands to speak.

No eating, drinking, or chewing gum in the galleries.

Backpacks must not be carried through the museum but may be left in our coatroom.

Use pencils only for sketching or notes.

No flash photography.

PLEASE NOTE

Teachers and chaperones 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 Native American communities

About our community (museum being a part of community)

Then ask students:

What do you want to know?

About Native American communities

About our community

Record answers and save for post visit.

After the visit ask students to tell you:

What did you learn?

About Native American communities?

About our community?

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. Design – To make a pattern or sketch
12. Apprentice - A person learning a craft (ex: making and painting pottery) from a skilled worker.
13. Original – The first thing made from which copies, translations, or reproductions can be made
14. Tradition - The handing down of beliefs and customs by word of mouth or by example.
15. Community – A group of people living in the same place under the same laws.
16. Pueblo – Village. A Native American village in the Southwest.
17. Renovate – To make like new again: put in good condition.
18. Pulley – A wheel with a rope or belt that raises and lowers objects .

19. Trade - To engage in the exchange, purchase, or sale of goods.

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

The Apprentice TRANSPARENCY



Eanger Irving Couse, *The Apprentice*, 1910
Oil on canvas, 35 x 45 $\frac{3}{4}$ inches
Collection of The Rockwell Museum, Corning, New York
Gift of Robert Rockwell, Jr. 76.1 F
Photo Credit: Frank J. Borkowski

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The Apprentice
QUESTIONING ACTIVITY

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

Project the transparency of *The Apprentice* 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's going on 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.)

Ask: "What is pottery? What is it made from?"

Discuss the meaning of the word "apprentice". Why do you think the artist gave the painting this name?

PRE-VISIT GROUP WRITING / STORYTELLING ACTIVITY

1. "Round Robin" Story

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

After the questioning exercise with *The Apprentice* by Eager Irving Couse lead students in a group story activity. Tell your class that you want them to write a story about *The Apprentice*. Have the students think about what is happening

in the picture .You want them to think about what the boy sees and hears and feels as he is doing something for the first time.

If you like you could start the story with “It is time for (make up a name) to learn something new.” Or “ (make up a name) is excited. Today he begins his first lesson...”

Have students take turns adding lines to the story “round robin style”.

2. “How To “ Writing Exercise

Make a list of things that children do for the first time.

As a class, decide on one item. Model a “How to” Writing piece.

Each student then chooses a topic and writes a “ How To ” piece.

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

Eanger Irving Couse BIOGRAPHY

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

Eanger Irving Couse (1866-1936)

Eanger Irving Couse grew up in Saginaw, Michigan where he sketched the Chippewa Indians who lived around his hometown. His father was a hardware store merchant and the family was poor. Couse painted houses and barns to earn enough money to go to art school. At the age of eighteen he attended the Chicago Art Institute and later the National Academy of Design in New York where he won two major awards in two years. In 1887 he went to Paris to study at the Academy Julien where he met his wife, Virginia Walker, who was also an art student. Her family owned a ranch in Northeastern Oregon where Couse painted the Klikitat, Yakima, and Umatilla Indians. In 1902 Couse visited Taos, New Mexico and later moved there. A number of artists were beginning to live there because they were interested in painting the scenery and people of the area. They created a community of artists called the Taos Society of Artists. Couse also worked for the Santa Fe Railway and made paintings that were reproduced into calendars. The Railway used his paintings to advertise travel to the West.

POST-VISIT ACTIVITIES

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

Art activity

In art class have students create a pot with designs.

Have students write a description about how they made their pot, what it looks like and what they will do with it.

Writing Activities

Story

Write a story about what the boy did with his first pot.

Stress any of the following:

- 1.Beginning, middle, end.
- 2.Story elements : Character, setting etc.

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.

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”.