



The Rockwell Museum

Third Grade Tour: Cultures

Pre and Post Visit Materials

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A special thanks to the teachers from Corning-Painted Post and Horseheads School Districts who helped create the pre and post visit materials.

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 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

THIRD GRADE THEME

Third grade theme: Cultures

Food for Thought:

Culture is expressed and portrayed through Art. Art is one of the most important ways we learn about cultures past and present. Paintings and statues can record people's daily lives, history, ideas and stories. An artist can show us what they think and feel about the culture they live in or comment on someone else's culture.

THIRD GRADE CURRICULUM CONNECTIONS

English Language Arts

Writing (sequencing & autobiography)
Listening
Reading (bio)
Speaking

Social Studies

Symbols
Relationships between people & environment
Culture
Ceremonies
History of Native Americans
Past/Present

Math

Symbols
Sequencing (i.e. first, second, third)

Technology

Internet

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

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 (ex: rocks, coins, artwork).
2. **Art Museum** - a place that takes care of and shows artwork that is special.
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 things) 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** - Pictures or shapes that make a design (ex: on clothing, on pottery, and on beadwork).
9. **Beadwork** - An object, sometimes clothing, that is sewn with beads, often in patterns.
10. **Pottery** - An object made out of clay (ex: bowls, cups, dishes).
11. **Culture** - The ideas, customs, skills, and arts that are passed on from one generation to another within a group of people.
12. **History** – A written or spoken account of what has happened in the past.
13. **Document** – Written or printed information, often relied on to prove something.
14. **Historian** - A writer of history or authority of history.
15. **Ceremony** – A customary formal act used to acknowledge a special occasion.

VOCABULARY (Continued)

16. Symbol – Something that stands for or represents something else.
17. Tradition – A 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

APACHE GANS DANCER TRANSPARENCY

Apache Gans Dancer by Allan Houser



Allan Houser, *Apache Gans Dancer*, 1980

Cast bronze 28 ¼ x 12 ¾ x 14 inches

Collection of The Rockwell Museum, Corning, New York

QUESTIONING ACTIVITY

Apache Gans Dancer by Allan Houser

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

Project the transparency of *Apache Gans Dancer* and use the pre-visit questions to engage your students in a dialogue that will help them analyze the sculpture. Please let your students know that they will be seeing this sculpture 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 notice about this statue?" (Give students time to observe and find things.)

Encourage observation with:
"What more can you find?" (Details, movement, clothing, etc.)

PRE-VISIT GROUP ACTIVITIES

Writing with symbols

Materials needed: 3rd grade vocabulary list; chart paper; markers; blank cards

After the question exercise using Apache Gans Dancer by Allan Houser, lead students into a conversation about ceremonies. Discuss what events we celebrate in our culture and how we document those events. List the events on chart paper; some examples may be birthdays, holidays, or sporting events using photographs, videotapes, writing, etc.

Ask: Why do we celebrate these events?

Activity:

Refer back to the brainstorm list of events and ceremonies listed earlier. Students may pair up or do this activity as a group. Think of four or five things that are unique to the celebration. (For instance: who attends, activities, special clothing, when does it happen and where, what is its purpose or why is it a special time?)

Conclusion:

Native Americans have many important celebrations in their culture. We can understand important traditions about their culture by looking at art .

We will be visiting The Rockwell Museum to view and appreciate other works of art from various tribes, and to gain a better understanding of the Native American culture.

NOTE: Please bring one or two examples of students' writing to be shared aloud at the museum.

ALLAN HOUSER (1914-1994)

Allan Houser, a Chiricahua (pronounced chi-ri-ca-wa) Apache, was born near Fort Sill, Oklahoma. As a child he loved to draw the stories told to him by his father and the songs sung by his mother about how things used to be for the Native Americans. He began his art studies in

1934 at the Santa Fe Indian School in Santa Fe, New Mexico, and in a few years won a prize as the best student for his paintings. As he learned about Euro-American art, he started to experiment with his own style of art and to “look deep inside, to look for Allan Houser to speak up.” In the 1940s he moved to Los Angeles and worked as a pipe fitter’s helper by day and an artist by night. In 1947 he made his first major sculpture . It was in memory of the Indian soldiers who fought and died in World War II. Through the fifties and sixties he earned his living by teaching young Native Americans art, and encouraging them to “be proud of what you are and what you can make of yourself...If you see ugliness around you, try to find the beauty, too.” He is considered by some to be the father of contemporary American Indian sculpture.

POST-VISIT ACTIVITIES

Journaling

Students can visit the website www.rockwellmuseum.org to choose their favorite painting/sculpture from our collection. They can write about it, giving examples of why they liked it. Ask them to find clues about culture in the art.

Reading

Read a biography about Jim Thorpe

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”.

Art

Write a letter and illustrate it.

(See the following pages for an example letter and transparency you can use.)

Students can start their letter with a self-portrait as a letterhead; or they can draw a picture of their house or family; or perhaps they'd prefer to draw something that is important to them. Keep it simple, though. It should be something that represents who they are—a symbol that's easily recognized.

Using pictures in place of words is one way to illustrate a letter. Here "chickens" are drawn instead of written as words; and we know what happened to them by the picture.

When Charlie Russell wrote this letter, people used a string through a hole in the door as a lock. You pulled the string to the inside when you were home to keep people out. If the string was out, it meant that visitors were welcome.

Notice how this whole thank you letter illustrates the chickens from start to finish.

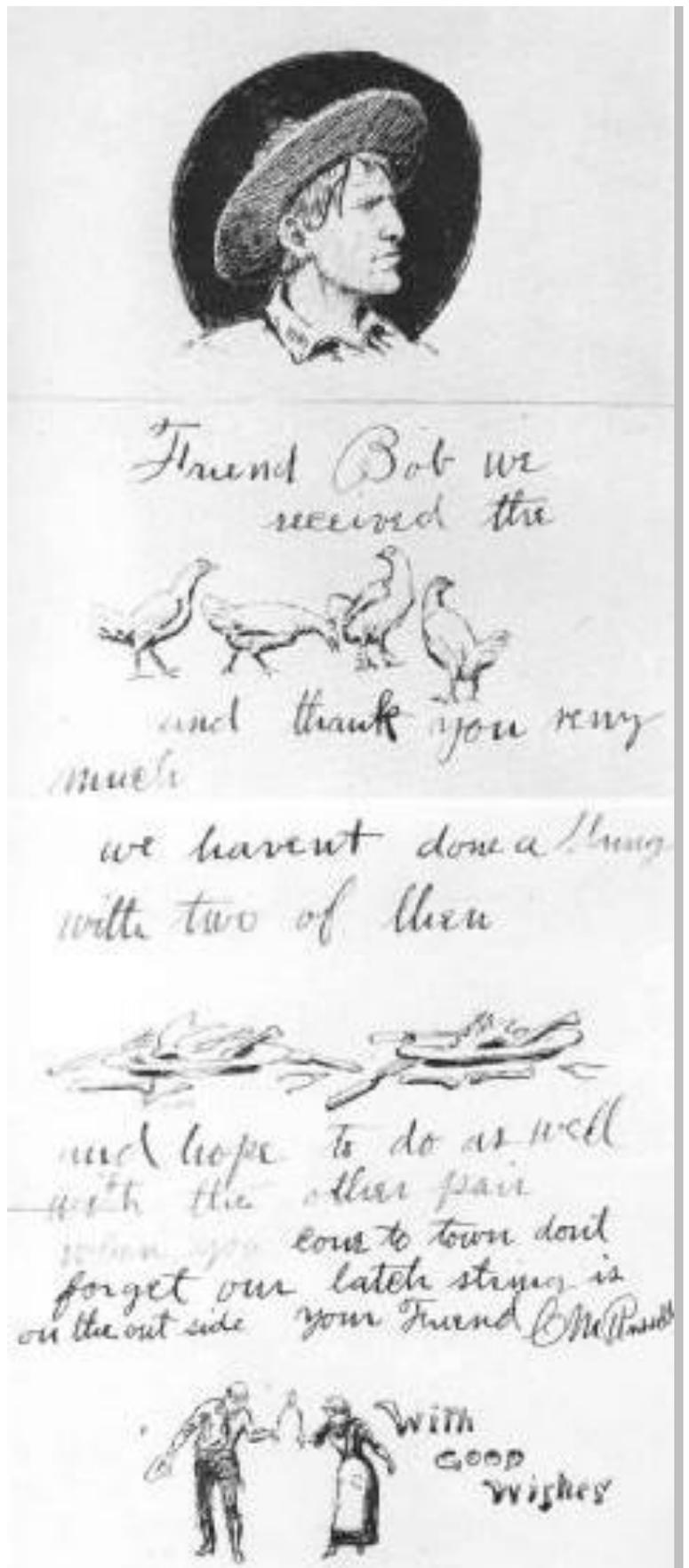
Letter:

Friend Bob we received the (chickens) and thank you very much

We haven't done a (thing?) with two of them and hope to do as well with the other pair

When you come to town don't forget our latch string is on the outside

**Your Friend CM Russell
With Good Wishes**



C.M. Russell Letter to Friend Bob Transparency

Charles M. Russell, *Letter to Friend Bob Thoroughman*,
1899

From Paper Talk, Illustrated Letters of Charles M. Russell
Courtesy of Amon Carter Museum of Western Art

