

# Resources for Teachers

Tours, Slide Shows,  
Museum2Schools Programs  
2011—2012



THE HAGGIN MUSEUM

# THE HAGGIN MUSEUM

## TOUR INFORMATION FOR TEACHERS

Teachers may call to arrange a Docent-led tour that includes the Museum's art galleries, area history galleries, or a combination of both. Individual tours are adapted in consultation with the teacher for the grade level, curriculum standards, and special areas of interest for the class.

All tours are **FREE** and are available from Tuesday through Friday, between 9:00 am and 3:30 pm. Tours last for one hour.

## HOW TO BOOK A TOUR

Call the Curator of Education at (209) 940-6315 at least three weeks in advance of your desired tour date. Please be aware that during certain times of the year tours are in high demand and availability can be limited.

We are able to accommodate up to 60 children per one hour tour. If your group is larger than that, we will make arrangements for two tours back to back, or at another time convenient for you.

Plan to bring at least one adult per 10 children for your tour.

## ART TOURS

Art Tours introduce students to the Haggin Family Collection which features 19<sup>th</sup> century landscape, genre, and animal paintings by European and American artists. Tour content may be focused to accommodate appropriate grade level California State Standards for Visual Arts.

### Hull Gallery

The Hull Gallery is a grand open space filled with the Museum's famous collection of American Western landscape paintings by Albert Bierstadt, William Keith, and Julian Rix.

### Haggin and McKee Rooms

Take an imaginary trip with your class to Europe and the Near East by visiting the paintings on display in these galleries. Nineteenth century masters include Jean-Léon Gérôme, Rosa Bonheur, and William Adolphe Bouguereau.

### Arcade Gallery

The Arcade features maritime and landscape paintings by American artists including George Inness, William Bradford, Ralph Blakelock and John Frederick Kensett.

### *Little Ones Art Tours*

This one hour tour for Kindergarten and 1<sup>st</sup> graders includes an introduction to art elements and concepts, looking at paintings in the Haggin Collection, storytelling, and a hands-on art project. Limited to 20 students per one hour program.

## HISTORY TOURS

History Tours visit the permanent exhibits that tell the story of human settlement in the area and Stockton's development as a city created by trade. Tour content may be focused to accommodate appropriate grade level California State Standards for Social Studies.

### Pioneer Room

What makes a city tick? Tour this exhibit that focuses on the history of the city of Stockton, from the time of Captain Charles Weber to George Shima to Tillie Lewis and beyond to find out.

### California Room

California is rich in history. In this gallery visit displays about California's first people, the early explorers and settlers, the ranchos, the Gold Rush, flour milling and shipbuilding.

### **Victorian Hallway**

Life long ago was different in many ways. Pretend you are visiting the 1890s homestead of Miss Jennie Hunter and her family, prosperous wheat ranchers, in nearby Linden and see for yourself.

### **Holt Hall**

Farming in the Delta presented many challenges. Learn about Stockton's role as a major manufactory of farm equipment and the ingenuity of Benjamin Holt, who aided in the development of the Caterpillar tractor. View the Holt Caterpillar-pulled combine harvester.

### **Storefronts**

Travel back in time to view a Stockton street at the turn-of-the-century. Visit a one-room school house, Chinese Herb Shop, pharmacy, general store, and barbershop.

### **American Indian Gallery**

See firsthand how a Central Sierra Miwok family lived in the 1840s before the Gold Rush and view original artifacts from a variety of Native American cultures.

### **Vehicle Gallery**

The Vehicle Gallery features Stockton's early fire engines, including Old Betsy, the second oldest steam engine on display in the country, along with a World War II military jeep named Willy.

## **SPECIAL EXHIBITIONS**

The Haggin Museum regularly features special temporary exhibitions. Docents will include them in your tour at your request or if they are thematically appropriate. Be sure to book a tour during the annual McKee Student Art Exhibition and see your art on the walls of the Museum!

## **SPECIAL PROGRAMS – DOCENTS COME TO YOUR SCHOOL**

### **Slide Shows**

Museum Docents come to your classroom and present various digital slide shows. Choose between three programs: *California Indians*, a *General Introduction to the Museum*, or *All Star Artists at the Haggin Museum*. Suitable for any age group, these presentations can be made to any size group.

### **Museum2Schools: *Acorn Making* – 3rd Grade**

Connected directly to state curriculum standards, students learn the acorn making process complete with pictures, acorn pounding, visual sequencing and a game of chance played by Indian children. Ideal for 20 students; the program can be adapted for slightly larger class sizes.

### **Museum2Schools: *Looking at Horses in Art* – 3rd Grade**

Small groups enjoy hands-on interaction with Docents while looking at horses in art from the Museum's collection and other times and places. Critical thinking, art history, and a drawing lesson round out the one hour class visit. Ideal for 20 students; the program can be adapted for slightly larger class sizes.

### **Museum2Schools: *Looking at Young People in Art*—5/6/7th Grade**

Docents come to your classroom to present a digital slide show and conduct an interactive discussion about the depiction of young people and their families, friends, and feelings in art. Students practice skills of artistic perception and aesthetic valuing by looking at images from a variety of cultures and times. They also create an expressive self portrait.

# The Haggin Museum

## *Little Ones Art Tour*

**Who:** 3-7 year olds/20 students

**What:** One hour museum tour

**Where:** The Haggin Museum

### **Goals:**

1. Introduce children to the Haggin Museum and the general concept of a museum.
2. Use the vocabulary of art elements, principles, and techniques when looking at art.
3. Utilize hands-on activities to reinforce ideas and expression. Develop motor skills, relate art vocabulary/concepts,

### **Introduction**

#### **What is a museum/gallery? What is a docent?**

Special places where people can share the art they have made. A docent is a special teacher who guides people through the museum.

#### **Introduce the Haggin Museum**

This museum was not a house. It was always a museum. It holds the artwork that once belonged to the Haggin family and used to hang in their home.

#### **How to act in a museum**

We use inside voices, walk, look carefully and ask questions.

#### **What are things we want to do at the museum? They all start with the letter L.**

Look, Listen, and Learn

### **Art Elements**

#### **What is art?**

Art is a form of communication. Say "communication." It is made to show people what you are thinking or feeling. What would you draw if you were happy, sad, angry, etc?

#### **What are the art elements?**

Art elements are like ingredients in a cake. Artists put them together to make a work of art.

**COLOR, LINE, SHAPE, VALUE, TEXTURE, REPETITION/PATTERN, SPACE, DETAIL**

### **Look at Paintings in Art Galleries**

What is going on in this painting?, What makes you say that?, What more can you find?

What art elements do you see? Encourage use of vocabulary, What time of day/weather/place do you see?, Who or what else might come in to the picture?, What do you recognize? Is there something to eat?, What would you sit on? Are these people related to each other?

### **Read a Story or Sing a Song**

Quiet period with art themed books and stories

### **Hands-On Art Project**

Guided hands-on drawing activity: *Wild Potatoes*. Students put art elements into action in a guided, mixed media drawing experience to take home.

To arrange for a ***Little Ones Art Tour*** at the museum, call the Curator of Education at (209) 940-6315 at least three weeks in advance of your desired date. The tour is designed for 20 students, but may take more to accommodate your increased class size.

**The Haggin Museum**  
**Museum2Schools History:**  
***Acorn Making***

**Who: Grade 3**

**What: One hour workshop**

**Where: Your classroom**

Trained museum Docents come to your classroom to present the lesson. Students learn about the California Indians from our area and their primary food source, the acorn. The program was developed with grade appropriate content standards and uses hands-on materials, games, and activities to make this aspect of life come alive.

Education Goals:

- To gain exposure to the Museum and its exhibits relating to the Indians of the local region
- To learn and describe the process of preparing acorns for food
- To become familiar with other resources used by the Indians in the area
- To learn a form of recreation enjoyed by Indian children of the local region

Learning Activities:

- As whole group students will listen to a brief docent presentation about the Haggin Museum
- As whole group students will listen to the process of acorn collection and preparation as food
- In small groups students will write one sentence and share orally the sequential process of acorn preparation
- In small groups students will play the Stave Game using the concept of fractions and probability as a means of participation in the game
- In small groups students will have a hands-on experience with actual tools used by local Indians to prepare acorns
- In small groups students will be able to handle resources and materials used by Indians of the local region

The Haggin Museum created ***Acorn Making*** using the following Grade 3 California State Content Standards:

**Social Studies**

- 3.2.1 Learn ways in which people used the resources of the local region long ago, and in the recent past.
- 3.2.2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g. how they obtained food, clothing, tools).

**English-Language Arts**

Written and Oral English Language Conventions

*Sentence Structure*

- 1.1 Understand and be able to use complete and correct declarative sentences in writing and speaking

Listening and Speaking

*Comprehension*

- 1.1 Retell, paraphrase, and explain what has been said by a speaker
- 1.5 Organize ideas chronologically or around major points of information

**Math**

Number and Operations—Fractions

- 3.0 Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

(Grade 3 expectations in this domain are limited to fractions with denominations, 2, 3, 4, 6 and 8.

The stave game has 6 staves.)

- 3.1.9 Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by parts of size  $1/b$ .

**To arrange for a Museum2Schools History *Acorn Making* program at your school, call the Curator of Education at (209) 940-6315 at least three weeks in advance of your desired program date. Teachers must remain present in the classroom during the program.**

The Haggin Museum  
Museum2Schools Art:

## ***Looking at Horses in Art***

**Who: Grades 3/4**

**What: One hour workshop**

**Where: Your classroom**

Trained museum Docents will come to your classroom to present the lesson. Students practice skills of artistic perception and aesthetic valuing, use critical thinking, and have a short drawing lesson.

Working in small groups:

Docents introduce the theme of horses in art using images of selected paintings from the Haggin Collection and other museums. Docents lead students in an interactive discussion looking at thematic connections between various time periods and cultures and their own experiences.

Students sort hands-on art cards depicting horses created by artists of many historical periods and cultures using self determined categories and discuss their choices. This activity provides the opportunity to practice art-specific vocabulary and provide evidence for their assessments.

Docents lead students in a drawing lesson. Each student will create a drawing of a horse using a step-by-step method that incorporates practice with shape, line, and proportion.

***Looking at Horses in Art*** was developed by the Haggin Museum Curator of Education and Museum Docents using the following California State Content Standards for the Visual Arts for Grade 3:

### **1.0 Artistic Perception**

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

*Develop Perceptual Skills and Visual Arts Vocabulary*

1.4 Compare and contrast two works of art made by the use of different art tools and media.

*Analyze Art Elements and Principles of Design*

1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.

### **3.0 Historical and Cultural Context**

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

*Role and Development of the Visual Arts*

3.1 Compare and describe various works of art that have a similar theme and were created at different time periods.

*Diversity of the Visual Arts*

3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery.

### **4.0 Aesthetic Valuing**

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

*Derive meaning*

4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.

*Make Informed Judgments*

4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

To arrange for a Museum2Schools Art ***Looking at Horses in Art*** program at your school, call the Curator of Education at (209) 940-6315 at least three weeks in advance of your desired program date. Teachers are to

**The Haggin Museum  
Museum2Schools Art:**

## ***Looking at Young People in Art***

**Who: Grades 5/6/7, up to 32**

**What: One hour workshop**

**Where: Your classroom**

Docents come to your classroom to present a digital slide show and interactive discussion about the depiction of young people and their families, friends, and feelings in art. Students practice skills of artistic perception and aesthetic valuing by looking at images from a variety of cultures and times, and creating an expressive self portrait.

Docents will:

- Introduce the theme of Young People: Family, Friends and Feelings using images of paintings from the Haggin Collection and other museums. Docents lead an interactive discussion looking at art elements and principles of design as the building blocks of meaning
- Provide the opportunity to practice art-specific vocabulary and develop critical thinking to support their Interpretations
- Lead students in an expressive self-portrait project using simple materials

***Looking at Young People in Art*** was developed by the Haggin Museum Curator of Education and Museum Docents using the following California State Content Standards for the Visual Arts for Grade 6:

### **1.0 Artistic Perception**

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

*Develop Perceptual Skills and Visual Arts Vocabulary*

1.1 Identify and describe all the elements of art found in selected works of art (e.g. color, shape/form, line, texture, space, value).

1.3 Describe how artists can show the same theme by using different media and styles

*Analyze Art Elements and Principles of Design*

1.4 Describe how design principles are effectively used in a work of art

### **2.0 Creative Expression**

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art

*Communication and Expression Through Original Works of Art*

2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.

### **3.0 Historical and Cultural Context**

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

*Role and Development of the Visual Arts*

3.2 View selected works from a culture and describe how they have changed or not changed in theme and content over a period of time

### **4.0 Aesthetic Valuing**

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

*Derive meaning*

4.1 Construct and describe plausible interpretations of what they perceive in works of art

**Classroom requirement: white board or screen, darkened room, 8.5 x 11" white paper, colored pencils, markers.**

To arrange for a Museum2Schools Art ***Looking at Young People in Art*** program at your school, call the Curator of Education at (209) 940-6315 at least three weeks in advance of your desired program date. Teachers are to remain present in the classroom during the presentation and are encouraged to participate.



**THE HAGGIN MUSEUM**

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