

### **Self-Guided Visit Instructions for Teachers and Chaperones**

We recommend selecting 3 activities to complete with students in grades 3-5 during a 1-hour visit. Each activity includes simple instructions for teachers and chaperones to encourage students to look closely at the artworks on view in the Fowler Museum’s exhibition *Intersections: World Arts, Local Lives*.

#### **For Teachers: Preparing for Your Visit**

Before you enter the gallery, review the activities and note which ones you would like your students to complete. Decide which activities each chaperone’s group will do, and indicate the order on the chaperone’s sheet. The “Location” listed next to the activity’s name indicates which section of the exhibition is recommended for this activity. Review the guidelines below with your chaperones and let them know about any other expectations you have for their visit.

#### **Visit Guidelines**

- These activities are intended to help you facilitate meaningful conversations and learning opportunities with students.
- Read the activities before beginning. Your teacher may have indicated preferred activities.
- Divide students into groups of 15 or fewer. Each group should *always* be accompanied by a non-student chaperone over the age of 18.
- To avoid crowding the galleries, only one group is permitted in each section of an exhibition at a time.
- Be flexible! If a section is occupied, move on to another area that is free.
- Do not point at artwork with fingers or pencils. Instead, encourage students to use descriptive language (such as, “I see a horizontal line in the middle of the artwork.”).
- Each group is required to provide their own paper and pencils.
- Unless otherwise noted, photography is permitted in the exhibitions. Flash photography is not permitted in any exhibition.

#### **Need Assistance?**

Ask any Fowler staff member for help—security guards and volunteers circulate in the Museum. You may also ask the front desk attendant in the Fowler Museum’s lobby for assistance. We are more than happy to assist you!

We recommend students in grades 3-5 complete three activities during a 1-hour visit.

#	Activity	Location	Description
	<b>Identifying Intersections</b>	Joss Gallery Entrance	Instruct students to look closely at these first five artworks. Ask, “How are these artworks similar to and different from one another?” Lead a group discussion with students’ responses. Invite students to work in small groups to brainstorm why this exhibition is titled <i>Intersections</i> . Invite one volunteer from each group to share their hypotheses before explaining that this gallery’s artworks are from all around the world, but that Fowler staff have placed them together based on similarities. For example, some artworks were used to do the same things.
	<b>Strike a Pose</b>	Art and Action	Instruct students to spend 2-3 minutes looking at the artwork in this room. Ask for a volunteer to strike a pose like one of the artworks they saw. Challenge the remaining students to correctly guess which artwork the student is portraying. The student who guesses correctly may go next, or students may present their poses in a set order.
	<b>“I Spy” Adjectives</b>	Art and Knowledge	Invite students to spend 2-3 minutes looking at the artwork in this room. Model this activity for students first. Select an artwork that all the students can see, but don’t reveal which artwork you picked! Say, “I spy with my little eye,” and then say an adjective that describes your artwork, such as “something tall,” “something red,” or “something round.” Students take turns guessing what the artwork is. Let the player who correctly identifies the artwork pick the next one, or have all players take turns in a set order.
	<b>Finding Power</b>	Art and Power	Encourage students to spend 2-3 minutes looking at the artwork in this room. While students are examining the artwork, instruct them to find one piece that would make them feel the most powerful. Invite volunteers to share their selected artwork, and three reasons why it would make them feel powerful.
	<b>Art Council Debate</b>	Art and Transformation	Divide the students into three equal groups, and instruct them to look closely at the same artwork. Instruct one group to argue <u>for</u> the purchase of the artwork for display in a new museum; one group can argue <u>against</u> purchasing the artwork; the third group can serve as the <u>jury</u> . All groups should support their arguments by naming three details from the artwork. Who will win? The jury decides!