

Self-Guided Visit Instructions for Teachers and Chaperones

We recommend selecting 3 activities to complete with students in grades K-2 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!

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#	Activity	Location	Description
	Finding Intersections	Joss Gallery Entrance	<p>Instruct students to look closely at these five artworks in the entrance of the exhibition. Ask students if they have heard the term “intersections” before, and invite volunteers to share what they know about the word. Inform students that an intersection is a point at which two things meet, like when two roads meet.</p> <p>Ask students, “Why might this exhibition be titled <i>Intersections</i>?” Invite volunteers to share their hypotheses. Explain that the artwork in this exhibition are from all around the world, but they have come together because they share things in common. For example, some artworks were used to do the same things.</p>
	Connecting Uses	Art and Action	<p>Invite students to explore the artwork in the large glass case along the far left wall. Invite students to find something in this case they have used before, such as a vase or nutcracker. Ask students, “How is this artwork similar to or different from something you are familiar with?”</p>
	Looking at Shapes	Art and Action	<p>Ask students to name some shapes that they know. Then, select an artwork in the room and ask students, “Do you see any of those shapes in this artwork?” Ask students to describe the shapes they see.</p>
	Living Artworks	Art and Knowledge	<p>Invite students to look at the Indonesian puppets while sitting three feet from the glass case. Explain that children in Indonesia would watch these puppets perform for hours, and they would know all the characters just by looking at them. Ask a volunteer to stand in front of the students on the “stage” and pose like one of the puppets. Invite the remaining students to guess which puppet the student is portraying.</p>
	Game: “I Spy”	Art and Power	<p>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 give some description of anything in the room, such as “something tall,” “something soft,” or “something blue.” 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.</p>

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#	Activity	Location	Description
	Recycling Materials	Art and Transformation	Ask students to look closely at the artwork by El Anatsui resembling a large golden tapestry. Art can be made out of many different types of materials, such as paint, paper mâché, or wood. Ask students, “What do you think this artwork is made from?” Invite volunteers to share their responses. Inform students that this artwork is made from recycled bottles that have been carefully cut and assembled to look like fabric. Ask students, “If you were going to create an artwork using only recycled materials, what would you make?” Instruct students to share with a partner or in small groups.