

2018-2019 Every Student Initiative Field Trips

4th Grade

TIFFANY

THE COLLECTION OF DON SHAY

RODIN CAST IN BRONZE

THE WORK OF MANY HANDS

OCT 20, 2018 - JAN 13, 2019

Guest Curator Bill Heidrich



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Introduction

Please read through this document at least once before arriving at the museum for your field trip.

Every Student Initiative

The Every Student Initiative (ESI) is an ambitious new program to bring every student in Central Illinois to the Peoria Riverfront Museum every year. With hands-on learning through objects, a Giant Screen Theater, Dome Planetarium, and rotating exhibits, the Peoria Riverfront Museum is a great place for students to learn in a new environment. ESI supports the museum's mission to encourage life-long learning in students of all ages while connecting them to their community at large.

The Every Student Initiative is privately funded, allowing donors to help their communities by sponsoring field trips to the Peoria Riverfront Museum.

With the Peoria Public Schools, the Barton Family Foundation has sponsored curriculum-related field trips for every student in grades K-8. The field trips are scheduled throughout the year to coincide with the curriculum the Museum can match best. Each trip includes a visit to the Giant Screen Theater or Planetarium and a guided gallery tour. The specific show and gallery are picked based on the current curriculum during that quarter.

This is an excellent opportunity for students to explore what their community has to offer and experience their classroom curriculum in a unique way.



If you have any questions, comments, or concerns, please contact:

Holly Johnson

Every Student Initiative/Group Tours Coordinator

(309) 863-3013

hjohnson@peoriariverfrontmuseum.org

Museum Policies & Expectations

About this guide:

- This guide is intended to help give an overview of your grade level's specific field trip along with pre and post visit activities to help integrate the trip into the classroom.
- Please review this guide prior to your scheduled field trip to ensure a smooth experience.

Arrival/Check-In:

- Please **confirm your final numbers** (students & chaperones) with Holly Johnson **5 days prior** to your visit.
- Do your best to **ARRIVE ON TIME!** Tours are carefully scheduled, and arriving on time makes the day go easier for both you and your students.
 - “On Time” is defined as arriving **5-10 minutes before your first scheduled program** to allow for transition time (e.g.: check-in, bathroom breaks, etc.)
- Upon arrival, one leader should check in at the front desk to report the final tally of students and adults. It is important that you know your total numbers before coming to the front desk. This will ensure your group starts promptly at your designated time.
- Rolling bins will be provided to your group upon arrival to store items like sack lunches and/or coats. We cannot provide cooling or heating services for lunches.
- A museum host/educator will greet the group in the lobby and give a brief orientation.

Bus Loading/Unloading Zones:

- Buses can load and unload at the front entrance of the museum at 222 SW Washington Street. There is a drop-off lane directly in front of the museum.
- There is no on-site bus parking; buses can park under the Bob Michel Bridge.
 - A bus driver map is available [online](#), or at the front desk.





Group Orientation:

- Upon your arrival at the museum, a staff member will briefly explain the museum rules, review your group's specific schedule, and provide chaperones with maps, activity sheets, and gallery guides as needed.

Chaperone Policy:

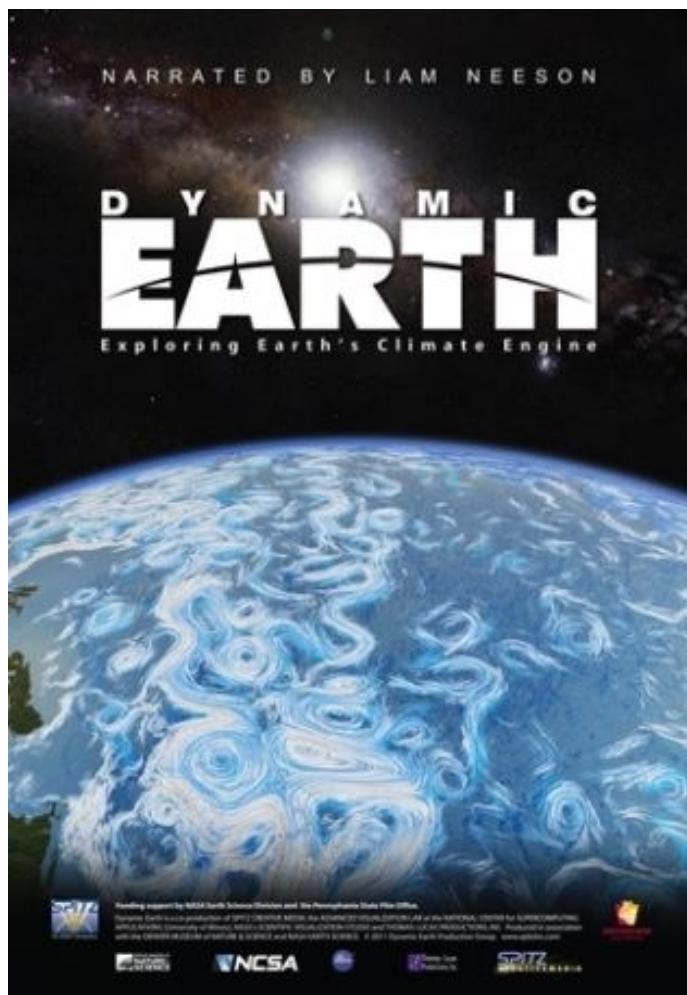
- Peoria Riverfront Museum recommends one chaperone for every five students; all attending adults are considered a chaperone.
- Chaperones arriving separately can park in the museum parking deck for free.
- All chaperones should be made aware of the tour's itinerary.
 - Chaperone guides are available on the museum's website; please make use of these.

Museum Rules:

Our goal is to provide a successful learning environment for all students. **You can help to create that environment by clarifying our behavioral expectations with your students both before you arrive AND by helping us enforce those expectations during your visit.** During your group orientation, a staff member will remind your students of the following rules:

- Walk in the museum. No running.
- Use indoor voices.
- Many of our exhibits are “hands-on,” but some are not. We’ll help your students to know the difference.
- No food, drink, candy or gum in the galleries.
- Respect others in your group as well as other museum visitors and staff.
- Teachers and chaperones must stay with their groups at all times.
- Photography is permitted in some galleries. Please ask your host for details.

Element 1: Planetarium: Dynamic Earth



This award-winning show explores the inner workings of Earth's great life support system: the global climate. Follow a trail of energy that flows from the Sun into the interlocking systems that shape our climate: the atmosphere, oceans, and biosphere. Audiences will ride along on swirling ocean and wind currents, dive into the heart of a monster hurricane, come face-to-face with sharks and gigantic whales, and fly into roiling volcanoes.

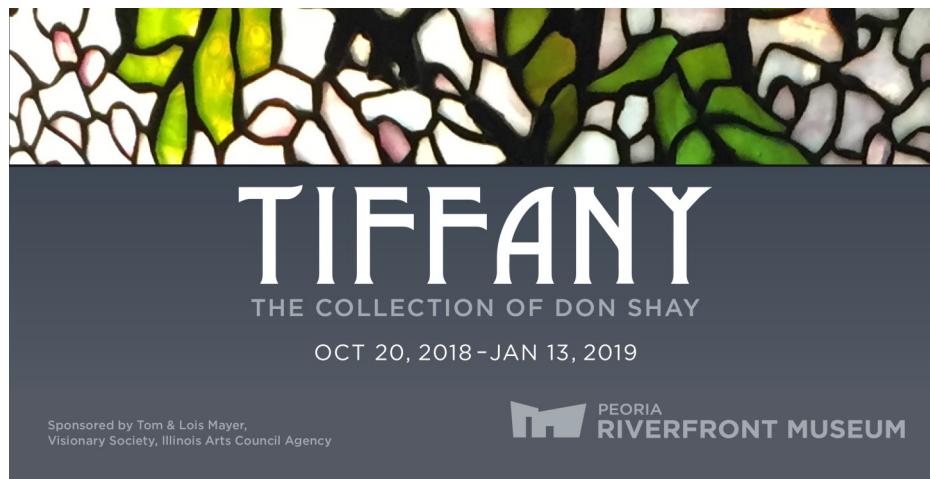
Element 2: Rodin: Cast in Bronze– The Work of Many Hands and Tiffany: The Collection of Don Shay



RODIN: CAST IN BRONZE - The Work of Many Hands

"Rodin: Cast in Bronze - The Work of Many Hands" exhibition will feature a fascinating display of sculpture ranging from the first century A.D. to the late 19th century. This exhibition examines the mastery of bronze casting through an unprecedented display of priceless works. It explores the nature of lifetime and posthumous casts, the rise of the Italian Renaissance workshops, and the meticulous nature of finishing and detailing.

To celebrate the 30th anniversary of the blockbuster exhibition "The Passion of Rodin," put on in 1988 by our predecessor Lakeview Museum of Arts & Sciences, our permanent collection work "Danaïde" will be featured.



TIFFANY: The Collection of Don Shay

From Mark Twain's home to the White House, Tiffany Studios has unforgettably impacted American arts and crafts. Louis Comfort Tiffany's world famous lamps which were first commercially manufactured around 1885, eventually becoming synonymous with the Art Nouveau movement. Celebrating Tiffany's pioneering achievements, Peoria Riverfront Museum will exhibit the most prized collections of Tiffany lamps in Central Illinois.



PEORIA
RIVERFRONT
MUSEUM

Educator Preview Pass

Preview the museum before planning your field trip! Educators are invited to come to Peoria Riverfront Museum and visit the galleries and see the Dome Planetarium shows* at no cost.

Print out this pass and bring it and your official school ID to the ticket desk in the main lobby. This pass is good for free admission for one educator.

**Applies to our regularly scheduled public shows only.*

INFO BELOW MUST BE FILLED OUT FOR FORM TO BE VALID

Name _____

School _____ Grade(s) Taught _____

City _____ Email _____

Peoria Riverfront Museum
222 SW Washington Street | Peoria, IL 61602
309.686.7000 | www.PeoriaRiverfrontMuseum.org

Pre Visit Activity: What is Art Inquiry Guide

Introduction

Through this inquiry guide, students will be encouraged to identify different types of art and express their thoughts about art through words. This activity will help prepare students for their gallery activity at the Peoria Riverfront Museum, where they will be writing an acrostic poem. Please adjust this activity to best suit your class needs and only pick one example of each type of broad art category. Because this inquiry guide includes visuals and sound, make sure you can project the images and videos to show the whole class.

Please don't be intimidated by the size of this guide. Most of the information is simply about each piece, feel free to use or discard whichever works best for your students. The point is to be able to write their feelings about art down.

Inquiry Guide: What is Art?

We see art all around us everyday, but art is difficult to define, since it is subjective (meaning changes from person to person). As each person defines art differently, **what do you think art is? Is there art around you right now?**

Art is the physical expression of creativity, which covers many different types of art! Art is categorized into three broad categories: Visual, Performance, and Literature. Some types of art can fit into multiple categories.

What are some types of visual art?

Painting, drawing, sculpture, architecture, film, etc.

What are some types of performance art?

Theater, ballet, dance, music, etc.

What are some types of literature?

Novels, short stories, poetry, prose, etc.

How do we interact with art?

Art is subjective, which means people can react differently to different works of art. Now we are going to practice expressing how art makes us feel. I am going to show different art pieces and we can discuss how these art pieces make us feel and why.

Visual Art Examples

As the teacher, you can choose which piece of art best fits your class. You can use one of the examples provided, or find your own examples. The Tiffany & Co. lamp and Rodin sculpture are both objects that students will be able to see examples of at the Peoria Riverfront Museum. As you ask these questions, remind your students that we are talking about a personal interpretation of art. Which means there are no wrong answers, as it deals with how you feel as an individual.

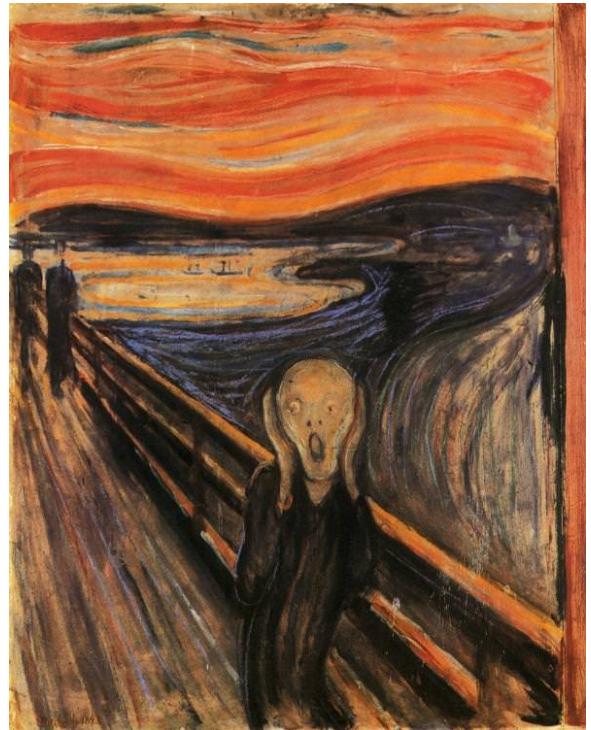
The Scream, Edvard Munch, 1893

High-Res photo link: [https://upload.wikimedia.org/wikipedia/commons/thumb/9/9d/The Scream by Edvard Munch%2C 1893 - Nasjonalgalleriet.png/800px-The Scream by Edvard Munch%2C 1893 - Nasjonalgalleriet.png](https://upload.wikimedia.org/wikipedia/commons/thumb/9/9d/The_Scream_by_Edvard_Munch%2C_1893_-_Nasjonalgalleriet.png/800px-The_Scream_by_Edvard_Munch%2C_1893_-_Nasjonalgalleriet.png)

Background Information: *The Scream* was painted in 1893 by Edvard Munch, who was an expressionist. Expressionism was an art movement that pushed more emotional expression within paintings at the expense of realism. More information can be found here: <https://www.edvardmunch.org/the-scream.jsp>

Questions to ask your students:

What parts of *The Scream* are realistic? What are less realistic? What colors can you see? Is there an emotion *The Scream* is trying to express? What do you feel when you look at *The Scream*? What kind of lines do you see? Do you see more straight lines or curvy ones? Does it remind you of any past experience or other works of art? Can you describe this painting in one word?



Starry Night, Vincent van Gogh, 1889

High-Res photo link: https://en.wikipedia.org/wiki/The_Starry_Night#/media/File:Van_Gogh_-_Starry_Night_-_Google_Art_Project.jpg

Background Information: *Starry Night* was painted in 1889 while van Gogh was at Saint-Paul Asylum in Saint-Remy. The inspiration for this piece was the view from his bedroom window. One night he was looking out before sunrise and was inspired by the morning star, which seemed very bright. The painting is thus both a realistic view as well as an artistic one. More information can be found here: https://www.moma.org/learn/moma_learning/vincent-van-gogh-the-starry-night-1889/

Questions to ask your students:

What colors can you see? What sort of shapes do you see? What does this painting make you feel? What emotion do you think Van Gogh was trying to express with this painting? What does this art piece remind you of? Can you describe this painting in one word?



Wisteria Lamp, Tiffany & Co., 1901

High-Res photo link: <http://www.sothebys.com/en/auctions/ecatalogue/2013/tiffany-n09061/lot.330.html>

Background Information: Tiffany was a part of the Art Nouveau movement, which celebrated the organic forms of nature. This lamp has over 2,000 pieces of stained glass and is one of the most famous designs created by the company. It's name and form represent the wisteria vine, which has large purple or blue flowers that hang down off of woody vines. More information can be found here: <http://www.macklowegallery.com/gallery-display-item.asp/antique/Tiffany+Lamps/Art+Nouveau/Tiffany+Lamps/antiques/Leaded+Lamps/item/L-18527/Leaded+Lamps/%22Wisteria%22+Tiffany+Lamp>

Questions to ask your students:



What colors can you see? What does the lamp look like? Does it have more curvy lines or straight lines? If the curvy lines were straight, how would that change the way you see the lamp? Does it remind you of anything? Would you want to have one of those lamps in your home? Can you describe this lamp in one word?

The Danaid, Auguste Rodin, 1889

High-Res photo: https://commons.wikimedia.org/wiki/File:Rodin_Museum-Danaid_03.JPG

Background Information: This sculpture was originally marble, but was cast in bronze and reproduced in many different sizes. The Danaid depicts the back of a female figure lying down. More information can be found here: <http://www.musee-rodin.fr/en/collections/sculptures/danaid>

Questions to ask your students:



What emotion does the figure express? Does the sculpture look soft? Does this sculpture remind you of anything? Can you describe this sculpture in one word? What color is the sculpture? Is it hard to see her face? Why? Does the sculpture look finished or unfinished? Why?

Literature

As the teacher, you can choose what literature best fits your class, by using these examples or finding your own. Focus on how the words of the work make the students feel. Ask them if it's easier to sense emotion with words or in a picture. Which one is harder? Why?

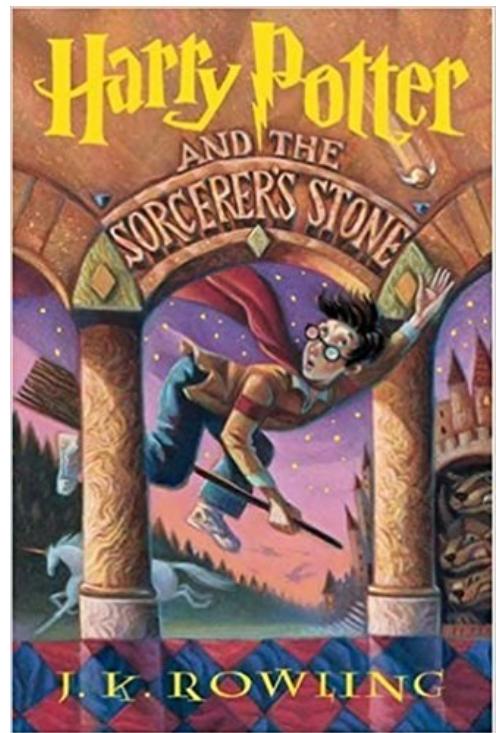
Harry Potter and the Sorcerer's Stone, J.K. Rowling, 1997

Link to excerpt: https://www.bookbrowse.com/excerpts/index.cfm/book_number/452/harry-potter-and-the-sorcerers-stone

Background Information: *Harry Potter and the Sorcerer's Stone* was first published in the United Kingdom in 1997. It is the first book in a series of seven. The story follows Harry Potter, a young orphan with a strange lightning shaped scar on his forehead, who lives with his mean Uncle Vernon, Aunt Petunia, and spoiled cousin Dudley. On his 11th birthday, Harry meets Hagrid, who tells him he's a wizard and going to Hogwarts School for Witchcraft and Wizardry. The books follow Harry's adventures in the wizarding world.

Questions to ask your students:

What happened in the excerpt? How did you know what happened? What was something you liked in the passage? How did it make you feel? Was it entertaining or boring? How is it different from a poem?



Jabberwocky, Lewis Carroll, 1871

Link to full poem: <https://www.poetryfoundation.org/poems/42916/jabberwocky>

Background Information: *Jabberwocky* is a nonsense poem written by Lewis Carroll. It was first published in *Through the Looking Glass, and what Alice Found There*, the sequel to *Alice in Wonderland*. *Jabberwocky* features made up words that sound similar to English ones and is about the killing of a being called the Jabberwock.

Questions to ask your students:

How do the words sound? Do they look similar to real words? What do you think this poem is about? What word in this poem is your favorite? Which word is your least favorite? Can you describe the poem in one word? How does this poem make you feel? What do you think the author was thinking when he wrote this poem? Is it easier to read or say this poem?



"Beware the Jabberwock, my Son."

Easter Wings, George Herbert, 1633

Link to full poem, modern version: https://upload.wikimedia.org/wikipedia/commons/thumb/4/4b/Easter_Wings_text.GIF/800px-Easter_Wings_text.GIF

Link to full poem, original version: https://upload.wikimedia.org/wikipedia/commons/6/69/Easter_Wings_1633.jpg

Background Information: *Easter Wings* was first published in *The Tempest*, an anthology of his works published after his death. The poem is religious in nature, dealing with the atonement of Christ. It is an example of concrete poem, where the poem takes the form of the subject. This poem has been published in multiple formats over the years.

Questions to ask your students:

Looking at the poem, what does it look like? Is there a difference in the theme between the top part of the poem and the bottom? Is this a happy poem or a sad poem? How does this poem make you feel? Can you describe this poem in one word? What do you think the author was feeling when he wrote the poem?

Performance Art

As the teacher, you can choose what performance art best fits your class, by using these examples or finding your own. Performance art usually combines visual art (costumes, set designs, etc.) and literature (plays, screenplays, sheet music, etc.) with a human element of performance, like acting, dancing, singing, or playing music. Ask your students if all of these different elements combined make it easier or harder to have a reaction. Remember, your students should be focusing on how they feel about the piece and not on knowing exactly what's going on in the scene or the piece. Do the visuals help the performance? When just listening to music, how is that experience different? Is it easier to have a reaction to a performance? Is it harder?

Dance of the Sugar Plum Fairy, The Royal Ballet, *The Nutcracker*, Tchaikovsky, 1892

Link to YouTube video: <https://www.youtube.com/watch?v=zV1qLYukTH8>

Background Information: The *Nutcracker* ballet was composed by Tchaikovsky in the late 1880s. It has subsequently been reproduced and is one of the most famous ballets around the world. The story follows Clara and her Nutcracker, who turns to life and battles the Rat-King. In the Dance of the Sugar Plum Fairy, Clara and the Nutcracker have met the Sugar Plum Fairy, the queen of the candy kingdom, and this is her introductory dance.

Questions to ask your students:

What colors can you see? What expression does the ballerina have? Does this performance remind you of anything? What kind of feeling does the performance give you? Is this a good character or a bad character? How can you tell?

Easter Wings

Lord, who createdst man in wealth and store,
Though foolishly he lost the same,
Decaying more and more
Till he became
Most poor:
With thee
O let me rise
As larks, harmoniously,
And sing this day thy victories:
Then shall the fall further the flight in me.

My tender age in sorrow did begin:
And still with sicknesses and shame
Thou didst so punish sin,
That I became
Most thin.
With thee
Let me combine,
And feel this day thy victory;
For, if I imp³ my wing on thine,
Affliction shall advance the flight in me.

"Locked Out" an excerpt from the *Comedy of Errors*, William Shakespeare, published 1623

Link to YouTube video: <https://www.youtube.com/watch?v=tE5sOaoXgB8>

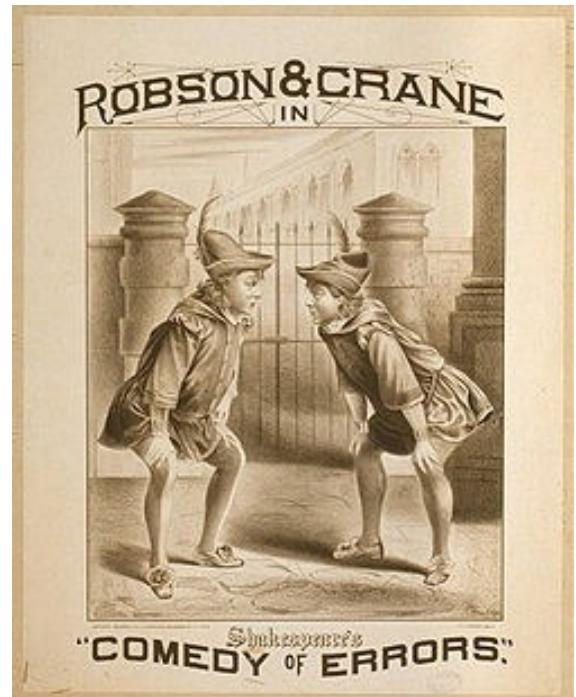
(The actual scene is only :58 seconds long, after that is an ad for The Globe Theatre.)

Background Information: *The Comedy of Errors* is Shakespeare's shortest and most farcical play. It follows two sets of identical twin brothers (Antipholus of Ephesus and Antipholus of Syracuse and Dromio of Ephesus and Dromio of Syracuse , who are servants to their respective Antipholus') who were separated at birth and who cross paths again in the town where Antipholus of Ephesus lives. Identities are mistaken, but in the end the situation is resolved and the family is reunited. The scene in the video is of Antipholus of Ephesus getting locked out of his own house by Dromio of Syracuse.

This excerpt is fairly easy to understand from context, but make sure to have closed captioning on, as it helps with some of the fast speech.

Questions to ask your students:

What colors can you see? Does this performance remind you of anything? What kind of feeling does the performance give you? How do the actors make you feel? What happened in the scene? Does the language make it hard to understand what is going on? What makes this scene funny?



Flight of the Bumblebee, Nikolai Rimsky-Korsakov, 1899-1900

Link to YouTube video: <https://www.youtube.com/watch?v=aYAJopwEYv8>

Background Information: This piece was written by Nikolai Rimsky-Korsakov to be included in the opera *The Tale of Tsar Saltan*. However, the piece has been frequently used in popular culture and is more recognized as a separate entity. *The Flight of the Bumblebee* was written to invoke the seemingly chaotic flying pattern of a bumblebee.

Questions to ask your students:

Is this piece fast or slow? Does the title give you an insight into why the piece sounds the way it does? Does it seem like it would be easy or hard to play? How does this piece make you feel? Scientists consider *The Flight of the Bumblebee* as one of the most dangerous pieces to play in the car. Why do you think that is? What do you think the composer was thinking when he wrote this piece? What instruments are being used? Close your eyes and imagine a scene to this piece. What did you imagine?

As a fun activity, have students do an activity while listening to this piece, then listen to a slower piece.

How does that effect the way they move? Do they feel like they need to move faster? Slower?

Für Elise, Ludwig von Beethoven, published 1867

Link to YouTube video: https://www.youtube.com/watch?v=mVW8tgGY_w

Background Information: This piece wasn't published until 1897, 40 years after Beethoven's death. But since then, it has become one of his most famous works. It was written for piano. It is written in rondo form, which is where the main theme alternates with contrasting themes. Just like with poetry and rhyme schemes, you can map out these themes and when they repeat. The pattern for *Für Elise* is ABACA.

Questions to ask your students:

Is this piece fast or slow? What emotion do you feel when you listen to it? What instruments are being used? Are some parts "repeated?" Close your eyes and imagine something happening during the song. What did you imagine?

Writing it Down

After examining these art pieces, students should feel more confident about expressing their feelings about art. Now, it's time to express those same thoughts via writing. Writing down thoughts can make them seem more real and provide an excellent way to remember exactly how you felt or what you thought about a work of art. It's also great practice for making your own works of art!

Go back through the works of art with your students. This time, have students write down their thoughts instead of sharing them with the class. They are taking notes about their thoughts with each piece, so full sentences are not required. Students should both describe the work and how they feel about it— You can use these questions to get them thinking: **Which elements do they like the most? Which do they like the least? What colors are used in the work? Do they remind you of other things? Which kind of art is it (visual, performance, literature)? What emotion does the piece make you feel?**

Make sure they have a couple of different descriptions per piece. After the students have written their notes on each piece, have them formalize their thought into a written work about one or all of the pieces that were included in this exercise. You can have students write a paragraph, a poem, or other form of writing that you are currently going over in class.

In Visit Activity: Poetry

Introduction

This is a worksheet activity in the International Feature and Permanent Collections Galleries at the Peoria Riverfront Museum. Each student will be provided with a clipboard, pencil, and worksheet. A museum guide will introduce the activity, lead students through the galleries, and provide additional supervision. After the gallery activity time is finished, students will keep their papers to be used as school credit at the teacher's discretion. **As the objects in these galleries are sensitive, students will need to be extra careful.**

The worksheet is provided on page 16 of this packet.

Instructions

The museum guide will meet your group in the lobby entrance to the International Feature Gallery. There, students will receive clipboards, papers, pencils, and instructions on how to do the activity. The guide will explain that art is simply a way we can express ourselves creatively. In the galleries, students will be able to see visual art. Their job is to find a word that relates to an art piece they enjoy, the type of art, the name of the piece, or the name of the artist, to turn into an acrostic poem. A poem is a form of literature, or art that uses words instead of pictures to share the artist's feelings. Sometimes the best way to share how you feel is by creating your own work of art!

Here are some examples:

Talented women picked through

Audiences love it

Iridescent pieces of glass

Characters come to life

Full of inspiration

Theater is art

From nature

I love to go to plays

A variety of colors and light created

Never miss a show

New appreciation for art

Great times at the theater!

Young eyes are inspired

Name: _____

Poetry: Word Art

The Peoria Riverfront Museum has many different kinds of art on display. Art can make us feel different emotions, which we can share by writing a poem. A poem is a form of art using words instead of drawing. An easy poem to write is an ACROSTIC POEM.

To write an acrostic poem, spell out a word VERTICALLY, then use each letter of that word to come up with a word or phrase that describes or reminds you of your vertical word.

Use the art you find to inspire your acrostic poem!

Here is an example: **Awe-inspiring**

Really Cool

Talented artists make masterpieces!

Poem Title: _____

Post Visit Activity: Ocean Currents

Introduction

At the Peoria Riverfront Museum, students watched the Planetarium show Dynamic Earth, which explained the various forces that shape the Earth. One of the most powerful forces that helps shape the Earth's climate are the Deep Ocean Currents or the Global Conveyor Belt, which is driven by temperature gradients and density differences in water. This is something that can be simulated in the classroom as a class or group demonstration. Just ensure you have more containers to fit how many groups you want.

Materials

Large clear plastic or glass container (1 per group)

Food coloring

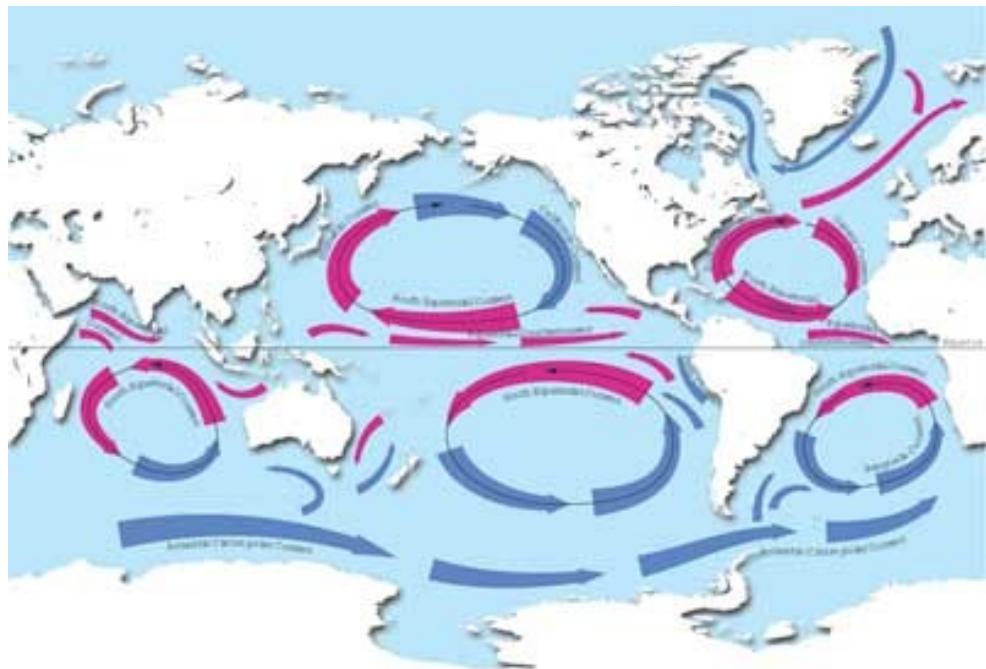
Ice cube tray

Cup/Jug (1 per group)

Warm water

Activity

1. Before the experiment, mix food coloring with water in an ice cube tray. Let it freeze to create colored ice.
2. On the day of your experiment, remind your students of what they learned at the Museum by watching this video: <https://www.youtube.com/watch?v=5xtgtJTC2go>. Your experiment will only demonstrate the thermo aspect of the thermohaline current.
3. Fill each dish about halfway with warm water. This is your ocean model. Have your students place a colored ice cube on opposite ends of the dish. These represent the North and South poles. Explain that the ice cubes are colored so that they can watch the movement of the cold water and how it mixes with the warm. Ask the students questions about where they think the cold water will go. What will happen to the warm water?
4. The cold water from the icy poles will sink to the bottom of the dish because it is heavier than the warm water. The warm water will remain on top as the cold water moves along the bottom towards the middle of the dish. Now what will happen to the cold water? The cold water will slowly warm up, dissolving the concentration of the food coloring. As the water's temperature equals out, the dish will slowly fill with the food coloring instead of it being contained to one area.



5. This is a simple demonstration of what happens in real life— the cold, heavy water from the poles goes along the ocean floor towards the warm equator. The warm water on the surface by the equator slowly gets pushed towards the poles before freezing. This is only part of what creates the Global Conveyor Belt, as wind and salt content also help move the ocean currents around.
6. After the experiment has been completed, students will have experienced a demonstration of one of the most powerful forces shaping the Earth. Here are some additional discussion questions to go over after the experiment:

- Why do you think water on the surface of the ocean is warmer than the water in the deeper parts of the ocean?
- How do you think currents affect species that live in the ocean? i.e. fish found in different temperatures and depths
- How do you think the currents affect our weather and climate on land?

This experiment was adapted from: <https://bit.ly/2CS7n8r> Lesson 5

Another version of this experiment can be found here: <https://www.youtube.com/watch?v=bN7E6FCuMbY>