



**Teacher:**

**Class:** 1 Class Period

**Course Unit:**

**Lesson Title:** Before We Visit the Museum...

**LESSON OVERVIEW:** Summary of the task, challenge, investigation, career-related scenario, problem, or community link.

This lesson is meant to aid educators when preparing students for a visit to local museums, galleries, or community centers. This lesson is written as an anticipatory lesson but could easily be adapted to the actual visit as well. Students are often intimidated by these unfamiliar spaces and it is important that we help them learn to appreciate the rich cultural centers that are present within their community. This lesson will help teachers introduce the importance of appreciating various types of cultural centers while explaining what students should expect and how they should act when visiting those places.

**STANDARDS:** Identify what you want to teach. Reference State, Common Core, ACT Readiness Standards and/or State Competencies.

## Tennessee State Standards

- 2.5- Understand purpose in art.
- 2.7- Summarize the perceived meaning of artworks using teacher-given guidelines.
- 3.3- Explain subject matter, symbols, and ideas in art.
- 4.1- Explore the relationship of art from different cultures, times, and places.
- 5.3- Investigate viewers' responses to art.

### Common Core Connections for Integrated Subject-Speaking & Listening/Writing

CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented.

**OBJECTIVE:** Clear, Specific, and Measurable-NOT ACTIVITIES. Student-friendly.

1. Students will be able to discuss the various types of cultural centers that are present within their community such as museums, galleries, and community centers.
2. Students will be able to describe three things they can expect to find when visiting a local museum, gallery, or community center.
3. Students will be able to analyze why cultural centers have rules for viewing their collections.

**ASSESSMENT/EVALUATION:** Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective.

1. Students will participate in a class discussion about the importance of local cultural centers. They will be able to discuss why those places enforce rules when viewing their collections. They will also be able to discuss specific rules that those places have in place.
2. Students will write three things that they expect to find during their visit to a local museum, gallery, or community center.
3. In a written response, students will summarize why cultural centers enforce rules when viewing their collections.

**MATERIALS:** Aligned with the Lesson Objective. Rigorous and Relevant.

- (3-4) Posters of various artworks or museum collections. These should be displayed throughout the classroom during this lesson.
- Handouts/Flyers/Pamphlets from the place your class will be visiting
- (1) transparency sheet
- (1) Pencil per student
- (1) Piece of paper per student

**ACTIVATING STRATEGY:** Motivator/Hook. An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

1. Ask students if they have ever been to a museum. Explain that this could include a trip to an art, science, or history museum as well as a trip to different varieties of Hall of Fame museums such as the Country Music Hall of Fame.
2. As a class, discuss the various types and purposes of cultural centers within a community.
3. Show “Museum Rules” by PBS Learning Media or “Museum Manners” by the Milwaukee Art Museum.
4. What rules do museums have for how we behave when viewing exhibits? Why do museums have these rules in place?

**INSTRUCTION:** Step-By-Step Procedures-Sequence. Discover/Explain-Direct Instruction.

1. The teacher will introduce the lesson and state the objectives.
2. Begin by showing a picture of the place that students will be visiting. What do they notice about the building? What type of collections do they think this particular place displays?
3. Allow students to look at and pass around handouts, flyers, or pamphlets from the place they will be visiting.
4. Inform students about the importance of respectfully viewing a center’s collections and explain that they will practice proper etiquette during this activity.
5. Point out the posters around the room and explain that students will be going on an in-class field trip today!
6. Gather the students in the center of the room and discuss the “museum” you have set up, explaining the rules for viewing the works and interacting with one another during the trip.
7. Lead students to the first poster. Demonstrate the typical amount of viewing space between a person and a museum object.
8. Explain that there are often guards standing in a museum to ensure visitors maintain appropriate distance and respect the museum’s collection.
9. Lead students to the next poster.
10. Let students view the poster for thirty seconds and then ask them to turn around.
11. Ask students to list what they remember.
12. Have students turn back around to face the poster and point out any details they may have forgotten or left out.
13. Explain that viewers typically don’t spend more than thirty seconds looking at a museum object.
14. Discuss the fact that more time is needed if a viewer truly wants to appreciate and understand a museum’s collection.
15. Proceed to the next poster.
16. Ask students if they think it would be appropriate to take a picture next to the poster.
17. Discuss the flash of cameras and how that could affect an object. Remind students that one way of respecting an object within a cultural center is viewing rather than photographing the object.
18. Proceed to the next poster.
19. Ask students if it would be appropriate to touch the artwork.
20. Pass around a transparency sheet so that each student is able to hold it once. Fingerprints should be noticeable. Point out the fingerprints and explain that this is one of the reasons viewers are not allowed to touch objects in a museum or gallery.

21. End by reviewing the various ideas presented during the exercise and by reminding students of the wonderful opportunity they have to visit such a special place.

### **ALTERNATE/EXTRA ACTIVITIES:**

1. Instead of arranging posters for an in-class field trip you could show images on a projector and discuss the same main ideas about viewing and respecting a collection.
2. Explain that cultural centers often group objects that are similar. Split students into groups and allow them to group 3-4 similar objects they find from the classroom. Explain that this is similar to the process of grouping things within a gallery.

### **CLOSURE:** Reflection/Wrap-Up. Summarizing, Reminding, Reflecting, Restating, Connecting.

1. Remind students about the importance of respecting the collections displayed in a cultural center.
2. As a class discuss specific rules that museums enforce when viewing their exhibits.
3. In a written response, students will write two paragraphs summarizing why cultural centers enforce rules about viewing and respecting their collections.

### **CROSS-CURRICULAR CONNECTIONS**

1. Speaking and Listening
2. Writing

### **EXTENDED LEARNING**

#### Books:

1. *The Museum* by Susan Verde and Peter H. Reynolds
2. *Jack in Search of Art* by Arlene Boehm
3. *Ella's Trip to the Museum* by Elaine Clayton
4. *Matthew's Dream* by Leo Lionni
5. *Barbar's Museum of Art* by Laurent de Brunhoff
6. *Seen Art?* By Jon Scieszka
7. *You Can't Take a Balloon Into the Metropolitan Museum* by Jacqueline P. Weitzman
8. *Meet Me at the Art Museum: A Whimsical Look Behind the Scenes* by David Goldin
9. *Mrs. Brown on Exhibit and Other Museum Poems* by Susan Katz

#### Videos:

1. Museum Rules  
<http://tn.pbslearningmedia.org/resource/9b37e249-9385-4035-995e-928288c11192/museum-rules/>
2. Museum Manners  
<http://mam.org/learn/>

#### Online Enrichment:

1. The Museum Project  
<http://www.ascd.org/publications/books/105018/chapters/Introducing-the-Museum-Project.aspx>

2. Tales of the Museum

<http://www.louvre.fr/en/tales-of-the-museum>

Movie:

1. Night at the Museum (2006)

Cross-Curricular Lessons:

1. Write museum poetry inspired by *Mrs. Brown on Exhibit And Other Museum Poems* by Susan Katz

For additional lesson plans and activities, visit us online at [www.fristkids.org](http://www.fristkids.org).

This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at [www.fristcenter.org](http://www.fristcenter.org).

