WISCONSIN HISTORY AND VISUAL ARTS TOUR

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Sponsored by

MOWA
MUSEUM OF WISCONSIN ART
Planning Your Visit

This packet provides details about how to prepare for the WHVA tour and what to expect when you arrive. We look forward to your visit to the Museum of Wisconsin Art (MOWA).

**MOWA Education Team Contact Information**
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**Wisconsin History and Visual Arts Tour**
The WHVA Tour is an activity-based school group program designed to enhance fourth-grade students’ education, creativity, and cultural literacy. This unique museum experience incorporates gallery tours, art making, a live performance, and multiple activities for creating, imagining, and connecting with art and Wisconsin history.

**Why We Incorporate Activities in our Tours**
On this tour, students do not move passively through the museum staring at works of art while someone talks at them. Research has established that people learn more, and enjoy learning, when the learning process is interactive. Hands-on activities of various types help all of us to engage with the artworks and they offer multiple entry points for students with different learning styles, students with English as a second language, and students with learning disabilities. The added activities give all students ways to investigate a work of art and are intended to spark creative responses.

**Your Visit Includes:**

- **Live Performance:** Students attend a dramatic performance about artist Mary Nohl, set against a backdrop of her Lake Michigan home. Actors portray Mary Nohl and her biographer, Barbara Manger. Students learn about Nohl’s life, why her home became known as the “witch house,” how she became an artist, and her legacy as a philanthropist.

- **Interactive Gallery Tour:** Each student receives an interactive guide and travels through the galleries with a teacher or chaperone. Students view the art and learn about Wisconsin history through observation and inquiry, writing and discussion, games and play-based activities, and group collaboration. For example, they use Froebel blocks positioned near Frank Lloyd Wright chairs to build a structure evocative of the Prairie School of architecture and design; they listen to a story about the enormous, drama-filled *Flagellants* painting; and they “meet” working Wisconsin artists through video interviews.

- **Art making:** Inspired by the artwork of Mary Nohl, students convene in the studios for a hands-on, art making session. Each student creates his/her own 3D Mary Nohl–inspired sculpture to take home.
Duration and Schedule
The entire program lasts 2 1/2 hours. The schedule for the day includes:

10:30–11:00 Arrival and Mary Nohl Live Performance
11:00–11:45 WHVA Interactive Gallery Tour
11:45–12:15 Lunch
12:15–1:00 Art making and Dismissal

Teacher and Chaperone Responsibilities
Teachers and chaperones are asked to act as tour guides. Each adult helper is assigned to follow one small group. The group will receive one backpack (containing artifacts, a set of pencils, and a map). Keep in mind that this is an activity-based tour, so it is different from most guided tours at MOWA or at other museums, which means your job as a teacher or chaperone is different too!

Here are some things that you can do to encourage your students:

- Remind them to look at their maps
- Select a student to read the directions
- Help them navigate the map
- Remind them to look at the art
- Encourage them to work as a team
- Let the children navigate the iPad activities
- Encourage creativity
- Answer questions
- When you hear the bell chime, lead students to the next station on the map

Before You Arrive
Please read our Museum Etiquette Guidelines (below) to students and chaperones before arriving to ensure a safe and rewarding experience for all. We ask that all chaperones have a copy of our Museum Etiquette Guidelines with them at all times.

Each student, teacher, and chaperone must wear a visible name tag that you supply. One adult chaperone is required per ten students.

Museum Etiquette Guidelines
1. Do not touch the artwork. Maintain at least an arm’s length distance from the artwork.
2. No food or drink is permitted in the galleries.
3. Do not engage in behavior that will distract others from enjoying the art.
4. Use only pencil on paper.
5. Silence your cell phone.
6. Cameras may be used with no flash.
7. If an emergency arises, please inform the MOWA staff immediately.
Getting to MOWA

When You Arrive
Buses may pull into the turnaround directly in front of the building entrance to drop off and pick up students. Buses may remain parked in this area for the duration of the tour, provided that they do not block the entrance area. Additional free parking is available adjacent to MOWA and on Veterans Avenue.

Where To Enter
Tour groups must enter MOWA through the Education Entrance on the east side of the museum. Please do not bring large groups in through the revolving doors.

Leave backpacks, food, gum, candy, and beverages on the bus.

Lunches may be brought into the studio and placed on the counters.

Directions
Museum of Wisconsin Art, 205 Veterans Avenue, West Bend, WI 53095

From the South
Take US-45 North
Follow signs for West Bend and US-45 N
Take exit 71 for Wisconsin 33 E/Wisconsin 144 N
Merge onto W. Washington St
Turn right onto Veterans Ave
Museum is on the left

From the North
Take US-45 South
Take exit 71 for Wisconsin 33 E/Wisconsin 144 N
Turn left onto W. Washington St (Hwy 33)
Turn right onto Veterans Ave
Museum is on the left

or
Take US-41 South
Take exit 72 for Wisconsin 33/County Road W toward Allenton/West Bend
Turn left onto W. Washington St (Hwy 33)
Turn right onto Veterans Ave
Museum is on the left
From East
Follow State Hwy 33 West into West Bend
Turn left onto Veterans Ave
Museum is on the left

From West
Follow US-151 Northeast
Take exit 132 (from Madison)
Continue on Wisconsin 33 East
Turn right onto Veterans Ave
Museum is on the left

Regular Museum Hours
Tuesday-Sunday, 10:00–5:00 and Thursday until 8:00
Closed Mondays and major holidays

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Wisconsin Art Adventure Learning Guide

This section of the WHVA packet provides a brief introduction to the artworks the students will learn about during their trip to the museum. Students will stop at six different stations for activity-based learning as they travel through the galleries.

Station 1: George Catlin

George Catlin, *Ee-tow-o-kaum*, Oil on canvas, 1836
George Catlin, *Waun-Naw-con*, Oil on canvas, 1836

The American artist George Catlin is renowned for his precise documentation of Native Americans. During his expeditions to the West, he created more than five hundred paintings and sketches. Catlin made several stops in Wisconsin in the 1830s, well before the Wisconsin territory was even a state. Although he worked quickly and often did not bother to finish his paintings, Catlin strived for authenticity and his works today have historical as well as aesthetic value.

Activity: Write about the Artwork

1. Write a fictional story about where you would like to explore.
   - What would you wear if you were to go on an exploration?
   - What supplies would you bring?
   - What would you see on your adventure?

2. Look for Native American artifacts in your backpack and write about what you found.
   (Animal hide and arrowhead included in backpack.)
The American architect Frank Lloyd Wright, born in Richland Center, Wisconsin, was the renowned exponent of the Prairie School architectural movement, a style that championed geometric forms, strong horizontal lines, and a vibrant interplay between indoor and outdoor spaces. Wright designed hundreds of buildings during his lifetime, including homes, offices, churches, skyscrapers, and even museums. He often designed interior elements for his buildings that included furniture, textiles, and stained glass. Wright has been described as the greatest American architect to date.

Several of Wright's most famous buildings are located in southeast Wisconsin. Among these are his personal home, Taliesin, in Spring Green; the S.C. Johnson Wax Headquarters, located in Racine; and Wingspread, originally a private residence, built in Wind Point for the first president of S.C. Johnson Wax. Wright designed the two chairs featured in this activity for his own home at Taliesin.

**Activity: Build a Prairie House**

Students view two Frank Lloyd Wright chairs and use Froebel blocks to build a Prairie Style house with the help of blueprints and photos from their backpacks.
During the nineteenth century, many people, including artists, immigrated to the United States from Germany. Artist Carl von Marr went in the other direction. Born in Wisconsin, he went to Germany and stayed there for most of his professional career. He demonstrated a talent for drawing at a young age and wanted to become a professional artist who specialized in grand historical subjects. He won many prizes for his history paintings and eventually became director of the Munich Art Academy, one of the top European schools for artists.

The *Flagellants* is a painting that envisions what happened during the bubonic plague (or “black death”) in fourteenth-century Europe.

**Activity: Act the Part**
Students learn about the bubonic plague which is depicted in the *Flagellants*. They then play *Ring around the Rosie* and discuss the origin of this common children’s song, written about the bubonic plague, in relation to what they just learned.

*Ring-a-round the rosie,*
*A pocket full of posies,*
*Ashes! Ashes!*
*We all fall down*
Station 4: Milwaukee Handicraft

During the Great Depression, the federal government created the WPA—Works Progress Administration—to help generate jobs. Many projects were large-scale and involved building schools and libraries, or infrastructure like paving roads and cross-country turnpikes. But some projects were small and much more intimate. The WPA program in Milwaukee was started by artist Elsa Ulbricht, a passionate educator and crafts person, who taught unemployed men and women useful skills like furniture-making and sewing. These WPA dolls were made for play and also to teach children how to dress, button, and tie.

Activity: Learn about Female Artists
Students watch a video about the history and making of the dolls. They then find the WPA replica doll pattern in the backpack and draw one of the WPA dolls in the gallery.
Station 5: Truman Lowe

Born in 1944 in Black River Falls, Wisconsin, a predominantly Ho Chunk community, Truman Lowe learned traditional crafts, such as split-plait basketry, from his parents. Lowe’s sculpture, and especially his choice of materials, reflects his childhood engagement with Native American culture and the natural world. While his sculpture draws heavily on his upbringing, it also reflects his formal education. Lowe earned a BS in Art Education from the University of Wisconsin—La Crosse in 1969, and went on to earn an MFA in Sculpture from the University of Wisconsin—Madison in 1973.

**Activity: Think about the Meaning**
Students locate their iPad and watch the Ho Chunk tribal rain dance. Then, they discuss:

- Why do you think this piece of artwork is titled *Thunder*?
- Why does Lowe use natural elements in his artwork?

**Activity: Draw**
Draw what thunder looks like to you.
Reginald Baylor started his professional career as an artist painting at night in his basement after driving trucks during the day to make a living. Baylor is one of the top artists working in Milwaukee today. His paintings are a tribute to pop culture with depictions of iconic brand images and cartoon characters like the Kool-Aid man, Harley-Davidson motorcycles, Snoopy, and Tweety Bird. Baylor asserts his connection to pop culture by depicting his own portrait in the center of the canvas. Flat areas of brilliant color echo the bold primary colors marketing companies often use to promote commercial products on billboard signs.

Activity: Listen to the Music

Using the iPad, students listen to different selections of music. They then discuss the music options and choose a song that they believe best fits the mood and subject of the painting.

Activity: Close Looking
Students play the “I-Spy” game on their map and circle each item found.