Resources for Teachers:
Tours and Programs

1201 N. Pershing Ave
Stockton, CA 95203
www.hagginmuseum.org

Education Department
(209) 940-6315
education@hagginmuseum.org

THE HAGGIN MUSEUM
THE HAGGIN MUSEUM
The Haggin is a unique resource for teachers at all levels. A tour of our fine art and history galleries provides students first hand exposure to authentic artifacts. You may also request a classroom visit by our trained docents with a Museum2Schools program or slideshow.

The museum is home to an outstanding collection of art created by 19th c. European and American masters. It also houses significant artifacts that tell the story of human life in the area from the First People to pioneer Charles Weber and the innovators in agriculture and industry who shaped Stockton and the Delta.

Temporary exhibitions from our own collections and borrowed from other institutions change throughout the year. Docents will include them in your tour at your request. Be sure to book a tour during the annual McKee Student Art Exhibition to your art in the Museum!

HOW TO BOOK A TOUR or PROGRAM
Contact the Education Department at least three weeks in advance of your desired date. During certain times of the year tours are in high demand and availability may be limited. (209) 940-6332 or lmunzel@hagginmuseum.org.

We can accommodate up to 60 children per one hour tour at the museum. If your group is larger than that, we will make arrangements for additional tours. Plan to bring at least one adult per 10 children for your tour. The tour group may only be in the building during the hour booked for the tour. We can’t accommodate waiting groups inside the museum.

TOURS
All pre-arranged docent-led tours are FREE and are available from Tuesday through Friday, between 9:00 am and 3:30 pm. Tours last for one hour.

Tours are theme based and adapted in consultation with the teacher for the grade level, curriculum standards, and special areas of interest for the class.

Tours with other themes may be requested when booking your tour. Just ask the Curator of Education when you call to book your tour. Popular themes include:

- Immigrants from Around the World Built Our Community
- Let's Play
- People Make the Difference in Our Community
- Our Valley - A Land of Plenty
Special Tour

**Little Ones Art Tour**
This one hour tour for Kindergarten and 1st graders includes an introduction the museum, a conversation about art elements, guided looking at paintings in the Haggin Collection, storytelling, and a hands-on art project. It is suitable for one class of 20—30 children at a time.

**PROGRAMS – DOCENTS COME TO YOUR SCHOOL**

**Slide Shows**
Museum Docents come to your classroom. Choose between three digital slide shows: *California Indians*, a *General Introduction to the Museum*, or *All Star Artists at the Haggin Museum*. Suitable for any age, these presentations are made to any size group.

**Museum2Schools: Acorn Making – 3rd Grade**
Connected directly to state curriculum standards, students learn the acorn making process complete with pictures, acorn pounding, a sequencing activity and a game of chance played by Indian children. Designed for one class at a time.

**Museum2Schools: Looking at Horses in Art – 3rd/4th Grade**
Small groups enjoy hands-on interaction with Docents while looking at horses in art from the Museum’s collection and other times and places. Critical thinking, art history, and a drawing lesson round out the one hour class visit. Designed for one class at a time.

**Museum2Schools: Looking at Young People in Art—5/6/7th Grade**
Docents come to your classroom to present a digital slide show and conduct an interactive discussion about the depiction of young people and their families, friends, and feelings in art. Students practice skills of artistic perception and aesthetic valuing by looking at images from a variety of cultures and times. They also create an expressive self portrait. Designed for one class at a time.

**Museum2AfterSchools: History’s Mysteries—3-5th Grade**
History’s Mysteries is presented by trained museum Docents who come to your after school program to present the lesson. Students learn about California history by seeing objects circa 1900 and relating them to items used today. The program was developed with grade appropriate content standards and uses hands-on materials, games and activities to make this aspect of life come alive.
The Haggin Museum
Museum2Schools:
Acorn Making

Who: Grade 3
What: One hour workshop
Where: Your classroom

Trained museum Docents come to your classroom to present the lesson. Students will learn about the California Indians from our area and their primary food source, the acorn. The program was developed with grade appropriate content standards and uses hands-on materials, games, and activities to make this aspect of life come alive.

Education Goals:

To gain exposure to the Museum and its exhibits relating to the Indians of the local region
To learn and describe the process of preparing acorns for food
To become familiar with other resources used by the Indians in the area
To learn a form of recreation enjoyed by Indian children of the local region

Learning Activities:

As whole group students will listen to a brief docent presentation about the Haggin Museum
As whole group students will listen to the process of acorn collection and preparation as food
In small groups students will write one sentence and share orally the sequential process of acorn preparation
In small groups students will play the Stave Game using the concept of fractions as a means of participation in the game
In small groups students will have a hands-on experience with actual tools used by local Indians to prepare acorns
In small groups students will be able to handle resources and materials used by Indians of the local region

The Haggin Museum created Acorn Making using the following Grade 3 California State Content Standards:

Social Studies
3.2.1 Learn ways in which people used the resources of the local region long ago, and in the recent past.
3.2.2 Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g. how they obtained food, clothing, tools).

English-Language Arts
Written and Oral English Language Conventions
Sentence Structure
1.1 Understand and be able to use complete and correct declarative sentences in writing and speaking
Listening and Speaking
Comprehension
1.1 Retell, paraphrase, and explain what has been said by a speaker
1.5 Organize ideas chronologically or around major points of information

Math
Number and Operations—Fractions
3.0 Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
(Grade 3 expectations in this domain are limited to fractions with denominations, 2, 3, 4, 6 and 8.
The stave game has 6 staves.)
3.1.9 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by parts of size 1/b.

To arrange for a Museum2Schools Art Acorn Making program at your school, call (209) 940-6332 at least three weeks in advance of your desired program date. Teachers are to remain present in the classroom during the presentation and are encouraged to participate.
The Haggin Museum
Museum2Schools:

Looking at Horses in Art

Who: Grades 3—4 What: One hour workshop Where: Your classroom

Trained museum Docents will come to your classroom to present the lesson. Students practice skills of artistic perception, historical and cultural context, and aesthetic valuing, use critical thinking, and have a short drawing lesson. Working in small groups:

Docents introduce the theme of horses in art using images of selected paintings from the Haggin Collection and other museums. Docents lead students in an interactive discussion looking at thematic connections between various time periods and cultures and their own experiences.

Students sort hands-on art cards depicting horses created by artists of many historical periods and cultures using self determined categories and discuss their choices. This activity provides the opportunity to practice art-specific vocabulary and provide evidence for their assessments.

Docents lead students in a drawing lesson. Each student will create a drawing of a horse using a step-by-step method that incorporates practice with shape, line, and proportion.

Looking at Horses in Art was developed by the Haggin Museum Curator of Education and Museum Docents using the following California State Content Standards for the Visual Arts for Grade 3:

1.0 Artistic Perception
Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

- Develop Perceptual Skills and Visual Arts Vocabulary
  - 1.4 Compare and contrast two works of art made by the use of different art tools and media.

- Analyze Art Elements and Principles of Design
  - 1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.

3.0 Historical and Cultural Context
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

- Role and Development of the Visual Arts
  - 3.1 Compare and describe various works of art that have a similar theme and were created at different time periods.

- Diversity of the Visual Arts
  - 3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery.

4.0 Aesthetic Valuing
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

- Derive meaning
  - 4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.

- Make Informed Judgments
  - 4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

To arrange for a Museum2Schools Art Looking at Horses in Art program at your school, call (209) 940-6332 at least three weeks in advance of your desired program date. Teachers are to remain present in the classroom during the presentation and are encouraged to participate.
Docents come to your classroom to present a digital slide show and interactive discussion about the depiction of young people and their families, friends, and feelings in art. Students practice skills of artistic perception and aesthetic valuing by looking at images from a variety of cultures and times, and creating an expressive self portrait.

Docents will:
- Introduce the theme of Young People: Family, Friends and Feelings using images of paintings from the Haggin Collection and other museums.
- Lead an interactive discussion looking at art elements and principles of design as the building blocks of meaning
- Provide the opportunity to practice art-specific vocabulary and develop critical thinking to support their interpretations
- Lead students in an expressive self-portrait project using simple materials

*Looking at Young People in Art* was developed by the Haggin Museum Curator of Education and Museum Docents using the following California State Content Standards for the Visual Arts for Grade 6:

**1.0 Artistic Perception**
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

*Develop Perceptual Skills and Visual Arts Vocabulary*

1.1 Identify and describe all the elements of art found in selected works of art (e.g. color, shape/form, line, texture, space, value).
1.3 Describe how artists can show the same theme by using different media and styles

*Analyze Art Elements and Principles of Design*

1.4 Describe how design principles are effectively used in a work of art

**2.0 Creative Expression**
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art

*Communication and Expression Through Original Works of Art*

2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.

**3.0 Historical and Cultural Context**
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

*Role and Development of the Visual Arts*

3.2 View selected works from a culture and describe how they have changed or not changed in theme and content over a period of time

**4.0 Aesthetic Valuing**
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

*Derive meaning*

4.1 Construct and describe plausible interpretations of what they perceive in works of art

Classroom requirement: white board or screen, darkened room, 8.5 x 11” white paper, colored pencils, markers. To arrange for a Museum2Schools Art *Looking at Young People in Art* program at your school, call 209) 940-6332 at least three weeks in advance of your desired program date. Teachers are to remain present in the classroom during the presentation and are encouraged to participate.
The Haggin Museum
Museum2AfterSchools:

History’s Mysteries

Who: 3 - 5th graders, max. 40 students        What: One-hour workshop at your after school session

History’s Mysteries is presented by trained museum Docents who come to your after school program to present the lesson. Students learn about California history by seeing objects circa 1900 and relating them to items used today. The program was developed with grade appropriate content standards and uses hands-on materials, games and activities to make this aspect of life come alive.

Education Goals:
• To gain exposure to the Museum and its exhibits relating to local history
• To become familiar with objects used by settlers in the area
• To compare and contrast historical items found in the Museum with items used today
• To create a simple art project

Learning Activities, in small groups:
• As a whole group, students will listen to a brief docent presentation about the Haggin Museum
• In small groups, students will be shown actual old objects, will discuss how they were used, and will compare them to items used today.
• In small groups, students will look at photos of items in the Museum and will discuss their uses. Students play a “Concentration” game with the photos, matching them with photos of items used today.
• In small groups, students will complete a simple weaving project after viewing woven cloth.

History’s Mysteries was developed by the Haggin Museum Curator of Education and Museum Docents using the following California State Content Standards for Grades 3, 4 and 5.

Grade 3
Social Studies:
3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark.

English-Language Arts:
1.2 Connect and relate prior experiences, insights and ideas to those of a speaker.

Grade 4
Social Studies:
4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came.

English-Language Arts:
1.2 Summarize major ideas and supporting evidence presented in messages and formal presentations.

Visual Arts:
1.5 Describe and analyze the elements of art (e.g. line, texture, space), emphasizing form, as they are used in works of art and found in the environment.
2.4 Use fibers or other materials to create a simple weaving.
3.1 Describe how art plays a role in reflecting life (e.g. photography, quilts)

Grade 5
English-Language Arts:
1.1 Ask questions that seek information not already discussed.
1.3 Make inferences or draw conclusions based on oral reporting.

Visual Arts:
1.3 Use their knowledge of all elements of art to describe similarities and differences in works of art and in the environment.
3.1 Describe how local and national art galleries and museums contribute to the conservation of art.

This and all Haggin Museum docent-led programs, including museum tours are offered free of charge. To arrange for a program at your school or a tour at the museum, call (209)940-6332 at least three weeks in advance of your desired program date. Docents provide all materials.