

Self-Guided Visit Instructions for Teachers and Chaperones

We recommend selecting 3 activities to complete with students in grades 6-8 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!

We recommend students in grades 6-8 complete three activities during a 1-hour visit.

#	Activity	Location	Description
	Compare and Contrast	Joss Gallery Entrance	Invite students to spend 2-3 minutes looking closely at each of the five artworks at the entrance of the exhibition. Ask students to find similarities and differences between these artworks. Ask, “Why do you think these artworks are displayed together?” Invite volunteers to see if they can find a theme that connects the artworks together. Inform students that these artworks are from all over the world, and represent the Fowler Museum’s geographical strengths: the Pacific, Asia, Native North America, Latin America, and Africa. All artworks in this exhibition are arranged by a “big idea” or theme, rather than their place of origin or date.
	Identifying Uses	Art and Action	Instruct students to work in pairs or small groups. With their partner(s), students should explore the artwork in this room. Without looking at the wall text or labels, challenge students to find at least two artworks they might have used before, such as a vase or nutcracker. Invite each group to share their findings.
	The Art of Communication	Art and Knowledge	Invite students to closely look at the artwork in this room for several minutes. Inform students that artworks communicate information, either through text written directly on the artwork or through images. Select an artwork for the students to look at as a group. Ask, “What message(s) is this artwork telling us today? If you needed to send a message using these same materials, how would you do so?”
	Finding Power	Art and Power	Encourage students to spend 2-3 minutes looking at the artwork in this room. While students are examining the artwork, instruct them to find one artwork that would make them feel the most powerful. Invite volunteers to share their selected artwork, and three reasons why it would make them feel powerful.
	First Reactions	Art and Transformation	Artists create art for many different reasons, including social commentary on current events. Instruct students to look at the <i>Cemetery of the Little Red Devil</i> for two minutes. Ask, “What is the first thing you noticed about piece?” Invite volunteers to share their responses. Develop the conversation by asking students to compare the sculpture with the comic by Jose Guadalupe Posada. Ask, “Why do you think an artist would recreate an artwork using different materials?”