

# ELLEN NOËL ART MUSEUM

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4909 E UNIVERSITY BLVD • ODESSA, TX • 79762

## ECISD FINE ARTS CONNECTION 2021

**FINDING ALICE: An Illustrated Look at Alice's Adventures in Wonderland**

**AUDUBON'S QUADRUPEDS: His Last Project**

**WORKS FROM THE MUSEUM'S PERMANENT COLLECTION**

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Smithsonian Institution  
Affiliations Program

# Fact Sheet for Educators

## Tours are different this year, please read below!

- When you arrive at the Ellen Noël Art Museum your class will be greeted by a Museum docent. The Museum docent will lead your class to three different galleries with an art talk and an activity in each space. **Please stay with your class for the duration of the tour.** Our docents are volunteers and may not be able to address students in case something happens.
- There is no teacher training this year.
- There are no stations in the gallery this year, instead there will be a class activity.
- There is no need this year to bring supplies for the classroom activity. The Museum will provide art supplies and other needed materials.
- Please leave backpacks, water bottles and other supplies on the bus or at school.
- Your tour will begin in one of the three galleries and rotate approximately every 25 minutes for a total of 90 minutes. (session one is 9 to 10:20 & session two is 10:30 to 11:50)
- To help prepare your class for their tour, a review of the Museum Manners section of this packet is essential. Museum etiquette is a part of this learning experience and important to the overall success and enjoyment of the museum tour. Please go over these rules before your tour.
- Each teacher will receive a tour evaluation on a clipboard. This is to be filled out near the end of your tour and returned to the front desk before you leave.
- If you have any questions please contact:

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# Museum Manners

Please help us take care of the artwork and help everyone have a good time at the Museum by following a few rules:

1. Stay together in your group.
2. Never touch the art, since the natural oils and salts on our hands can cause damage to the artwork.
3. Stand back at least two feet from the artwork and walls.
4. Never point a finger, hand, elbow or any other body part at a work of art.
5. Speak quietly and only one person at a time.
6. Always walk; never run.
7. Chewing gum is inappropriate in a museum.
8. Enjoy looking at the wonderful works of art. The Museum is always free!

# About the Exhibits

## FINDING ALICE: An Illustrated Look at Alice's Adventures in Wonderland Sep 16 – Jan 2

When *Alice's Adventures in Wonderland* came out in 1865, it was a blockbuster success. The book is widely credited with changing the landscape of children's literature, adding nonsensical fun to what had been a genre obsessed with moralizing. This year, the literary cornerstone turns 156 years old. This exhibition includes 35 different versions of this book including how different artists have illustrated this classic book. Since its first publication, it has been translated into 176 languages. At the time, the book was so popular that its sequel, *Through the Looking-Glass, and What Alice Found There*, sold out within seven weeks of its publication.

## AUDUBON'S QUADRUPEDS: His Last Project On loan from the Lee Silliman Engraving Collection Sep 9- Jan 16

The publication of "The Birds of America" earned John James Audubon (1785-1851) worldwide fame and he became interested in a new large-scale project. In the early 1840's he began working on "The Viviparous Quadrupeds of North America" with the help of his son John Woodhouse Audubon. Many of the animals portrayed had never before depicted or seen outside of their native habitat--in the breathtaking color and detail that was his trademark. First published in 1854, Audubon's portraits of the nation's native mammals are still considered by many to include the finest animal prints ever published. Audubon would produce 150 folio drawings, hand-printed and hand colored by J.T. Bowen of Philadelphia. This exhibition contains 107 original Audubon prints consisting of three imperial folio engravings, plus 104 octavo engravings.

## WORKS FROM THE MUSEUM'S PERMANENT COLLECTION

This year, students will be touring a gallery filled with artwork from the permanent collection. The Museum has over 1000 objects in our vault and this is an opportunity for us to showcase some of our favorite pieces.

## Finding Alice Gallery Guide

*Alice's Adventures in Wonderland* is considered the book in western culture that changed the landscape of children's literature from moralizing tales to imaginative and nonsensical fun. When it was published in 1865 it was an immediate success and has remained so for 156 years. *Alice* has been translated into 176 languages.

As you look at all the images in the gallery. See if you can find:

- A map of the world
- A Campbell's soup can
- A strawberry tart
- Polka dots



Find the illustration from *Alice in Wonderland* by Blanche McManus

- In this game of croquet what are the mallets?
- What are the wickets?
- What are they using for balls to hit through the wickets?
- Where is Alice?

Find the collage of *The Mad Tea Party* by Andrea D'Aquino

- What did D'Aquino do to make the tea party seem "mad"?
- D'Aquino did not look at other *Alice* books when she illustrated hers. How are her illustrations different from other artist's? How are they alike?



Find the illustrations from *Alice in Wonderland* by Emma Chichester Clark and Julia Sarda

- What did these artists do to change the proportion of Alice in their illustrations?
- What would you need to change to make everything in the right proportion to the surroundings?



## Finding Alice Vocabulary

**Anthropomorphic:** having human characteristics

**Boxing someone's ears:** a hard slap on both ears; a form of child punishment during the Victorian era in which Lewis Carroll was writing

**Croquet:** a sport played by hitting wooden balls through a hoop (wicket) with a mallet

**Dodo:** an extinct bird that could not fly, found on the island of Mauritius, east of Madagascar in the Indian Ocean.

**Dormouse:** a small rodent known for their long periods of hibernation, found in Africa, Asia and Europe.

**Dunce:** a mild insult in English, meaning a person who is slow at learning. Schoolchildren were sometimes required to wear a dunce cap and stand or sit on a stool in a corner as a form of punishment for misbehaving or failing to show they had studied their lessons in Lewis Carroll's time.

**Extinct:** no longer in existence

**Giddy:** feeling and showing great happiness or joy

**Griffin:** a legendary creature with the body, tail and back legs of a lion and the head and wings of an eagle; known for guarding treasures and priceless possessions.

**Hatter:** someone who makes or sells hats.

**Hedgehog:** a small spiny mammal found in Europe, Asia and Africa

**Hookah:** an oriental tobacco pipe with a long tube which draws the smoke through water contained in a bowl

**Knave:** a dishonest man, also another term for the jack of hearts

**Slate:** a flat piece of rock used for writing on, typically framed in wood, formerly used in schools

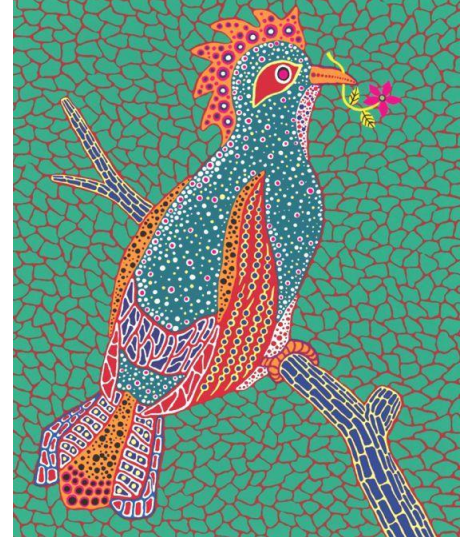
**Tart:** an open pastry containing a filling

**Treacle:** a thick, sticky dark syrup made from partly refined sugar; molasses

## Suggested Pre or Post Activity



**John James Audubon**  
***Virginian Opossum, 1849-1854***



**Yayoi Kusama**  
***Alice's Adventures in Wonderland, 2012***

Artists make art in many different ways. Audubon wanted to do drawings of animals that were as close to what the animal and their environment really looked like as he could make them. He observed the animals in real life to see how they moved and lived. We describe Audubon's art as realistic.

The artists who illustrated the story of Alice in Wonderland used their imagination to draw animals in ways that were creative. Some wear clothes or are unusual colors. Some go to tea parties! Have you ever seen a bird that looks like the one Kusama painted?

Think about an animal you know very well, maybe even your pet. Draw and color a picture of the animal as accurately and realistically as you can.

What do you think of your picture?

Do you think it would be easier to draw if the animal were right in front of you?

Now think about an animal using your imagination and draw it in a creative way. You might even want to create an animal that doesn't exist in the real world.

Which way of drawing do you like better? Or do you like both?

# Finding Alice Teacher Resources

## Websites

### Reading is Fundamental

<https://www.rif.org/literacy-central/book/alices-adventures-wonderland-0>

### Lewis Carroll Society of North America

<https://www.lewiscarroll.org/carroll/education/resources/>

### MacMillan Readers

<http://www.macmillanreaders.com/150-years-of-alice>

### An interactive adventure based on *Alice in Wonderland*

<http://www.ruthannzaroff.com/wonderland/>

## YouTube Links

<https://www.youtube.com/watch?v=Oc7WuYfGbrA>

A short animated condensed version of *Alice*

<https://www.youtube.com/watch?v=aBBL8axydx0>

The full Disney interpretation is available to buy or rent

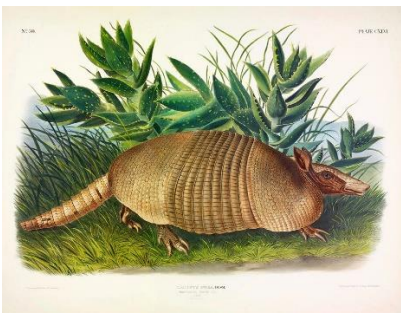
<https://www.youtube.com/watch?v=QLYehnHG9Lo>

An hour and a half movie version of *Alice* (1971)



## Audubon's Quadrupeds: His Last Project Gallery Guide

John James Audubon became famous when his “the Birds of America” was published between 1827 and 1838. His next and final ambitious project was to document the quadrupeds (four-footed animals) of North America. Since many of these animals had never been depicted or even seen outside of their native habitat by Europeans or even Americans there was great interest in their accurate portrayal. This is exactly what Audubon excelled at. As his health failed, Audubon’s sons completed the project and it was published in 1854 after Audubon’s death in 1851.



**Find the prints of the Collared Peccary and the Nine-banded Armadillo.**

- Are these animals found in Texas? In West Texas?
- As you look at the other prints think about which ones live in Texas.
- Which animals have you seen in the wild?



**Find the print of the Canada Otter (North American River Otter).**

- What’s going on in this picture?
- What makes you say that?
- What do you think happened right before this?



**Find the print of the Mink.**

- Audubon was known for depicting animals accurately in their natural habitat.
- What has he shown about the natural habitat of the mink?
- What else can you tell about mink and their habitat?

**Find the print of the Common American Wild-Cat (Bobcat).**

- Compare and contrast Audubon’s drawing of the bobcat to the taxidermied bobcat.
- Do you think Audubon did a good job and made an accurate portrayal of the bobcat?
- Where do you think he got it right and how do you think he could have improved his portrayal?



## *Audubon's Quadrupeds Vocabulary*

**Bassaris:** A Greek word for fox.

**Endangered:** A species that is at risk of extinction because of a rapid decrease in its population or a loss of habitat.

**Engraving:** The process of cutting or carving a design on a hard surface, especially to make a print.

**Extinct:** Animals or plants that have no living members, no longer in existence

**Hand-colored:** Any method of manually adding color to a print or photograph.

**Predator:** An animal that naturally preys on others.

**Quadruped:** An animal that has four feet.

**Realism:** Artworks painted or drawn in a realistic accurate way, almost like a photograph.

**Species:** A group of living things that can have offspring.

**Taxidermy:** The art of preparing, stuffing and mounting the skins of animals to make them look lifelike.

## *Audubon's Quadrupeds Post-visit Activities*

### **What did you see in the exhibition? What did it make you think about?**

- Which animals did you see in the exhibition that you know live in west Texas?
- Which ones live somewhere else in Texas?
- Which of the animals in the exhibition have you seen in real life?
- What is one animal you have never seen that you would really like to see in real life?
- Some of the animals in the exhibition are predators. Name three that are predators.
- Some of the animals are attacked by the predators, but they have ways to keep themselves safe. Name an animal that has a way to keep itself safe. What is it?

### **Taxidermy**

- What is taxidermy?
- Why did Audubon use taxidermy when he was making drawings of North American animals? Why didn't he take pictures of them?
- Look at the taxidermied animals and Audubon's pictures. Do you think he was good at drawing them accurately?

### **Drawing**

- Do you think you could draw an animal accurately? Would you need to look at it?
- Try drawing an animal from memory, then draw the animal looking at a model or drawing.

### **Just for Fun**

- Act out animal movements and sounds

# Audubon's Quadrupeds Pre-visit Activities

## Getting to Know North American Animals

- Chose a North American animal. Describe it. What is its size? What kind of environment does it live in? Find or draw a picture of the animal.
- Learn to identify animals by the tracks they leave. Research how to identify animals by their tracks and then test your skills.

## Endangered and Extinct Animals

- What does endangered mean? What does extinct mean?
- What are some North American animals that have become extinct?
- What are some North American animals that are considered endangered?
- Are there any endangered animals in Texas? What are they?
- What can we do to protect endangered animals and keep them from becoming extinct?

## Audubon Links and Resources

### YouTube Links

- **The Life of John James Audubon**  
<https://www.youtube.com/watch?v=7wTcpFARFSw>
- **How Audubon's Birds of America Changed Natural History**  
<https://www.youtube.com/watch?v=7qDRpNwshI>
- **Audubon Imperial Quadruped Reproductions**  
<https://www.youtube.com/watch?v=N8pdLWkbZSk>  
(This could be a post-video tour activity to see how many of the animals students could identify.)

### Webcams

- **Bearcam**  
[Brooks Falls Bearcam - Katmai National Park & Preserve \(U.S. National Park Service\) \(nps.gov\)](https://explore.org)  
<https://explore.org>  
(Watching the bears catch fish is fascinating, plus the sound of the falls is very calming.)
- **Animal Selfies**  
[https://www.fws.gov/refuges/features/Wildlife\\_Selfies.html](https://www.fws.gov/refuges/features/Wildlife_Selfies.html)  
(Great pictures of several animals plus trailcam footage of an ocelot and a lynx family.)

## Websites

- **National Park Service**  
<https://www.nps.gov>
- **U. S. Fish and Wildlife Service**  
<https://www.fws.gov>  
Endangered and threatened species, a “For Kids” section
- **Texas Parks and Wildlife**  
<https://tpwd.texas.gov>  
Wildlife tab gives a lot of information, especially the Trans Pecos in Wildlife Management Areas

## Other Helpful Resources

- **Study.com**  
John James Audubon Lesson for Kids: Biography
- **Coloring pages (Bison, Elk, Grizzly bear, Prairie dog, Pronghorn antelope, Wolverine)**  
[https://www.nps.gov/articles/color-the-trail-animals-of-lewis-and-clark.htm?utm\\_source=article&utm\\_medium=website&utm\\_campaign=experience\\_more&utm\\_content=small](https://www.nps.gov/articles/color-the-trail-animals-of-lewis-and-clark.htm?utm_source=article&utm_medium=website&utm_campaign=experience_more&utm_content=small)
- **Seven Ways to Safely Watch Wildlife**  
<https://www.nps.gov/subjects/watchingwildlife/7ways.htm>

## Works from the Museum's Permanent Collection Gallery Guide

Find the painting *Stampede* by Tom Lea in the gallery.

- What's happening in this painting?
- What do you see that makes you say that?
- How does this painting make you feel?



Find the glass sculpture by Chihuly in the gallery.

- Look at the inside of this sculpture. Did it surprise you?
- Glass is smooth. How did the artist give the glass a feeling of texture?
- The artist did not give this sculpture a title. What would you call it?

Find the artwork *The Skulls 6* by Kim in this gallery.

- When you first see this artwork what does it make you think of?
- What do you think the artist is saying with all the layers she uses in this artwork?



Find the painting *Frying Pan Fire* by Alice Leese in the Rodman Auditorium.

- What's going on in this painting?
- If you were standing in the middle of this painting what do you think it would feel like?
- What do you think it would smell like?

## Permanent Collection Vocabulary Words

**Medium/Media:** The materials and tools used by the artist to create a work of art.

**Abstract:** A term given to forms created by the artist but usually derived from objects actually observed or experienced. Usually forms are simplified or rearranged to suit the needs of artistic expression. Often there is little resemblance to the original object.

**Subject matter:** This term, in a descriptive style of art, refers to the persons or things represented in a work. In abstract and nonobjective forms of art, it refers to the basic character of all the visual signs employed by the artist. In this case, it has little to do with anything as experienced in the natural environment.

**Composition:** The arbitrary organization or inventive arrangement of all of the visual elements in an attempt to develop a unity in the total work of art.

**Form:** The totality of the work of art. Form is the organization (design) of all elements that make up the work of art. The elements of form are: lines, shapes, values (varied lights and darks), textures, and colors

**Realism:** A form of expression which retains the basic impression of visual reality but, in addition, attempts to relate and interpret the universal meanings which lie underneath the surface appearance of natural forms.

**Balance:** A feeling of equality in weight, attention, or attraction of the various visual elements within the pictorial field as a means of accomplishing organic unity.

**Pattern:** A repetitive configuration of elements that is distributed in a regular or irregular systematic organization.

**Line:** A line is the path of a moving point-that is, a mark made by a tool or instrument as it is drawn across a surface. Its length is distinctly greater than its width.

**Shape:** An area that stands out from the space next to or around it because of a defined boundary or because of a difference of value, color, or texture.

**Shadow, shade, shading:** The darker value on the portion of a form's surface that is turned away from the light source.

**Texture:** The actual or the illusion of tactile value on the surface of an area as created by nature or by an artist through a manipulation of the visual elements.

**Pigments:** Pigment is the substance or powder that makes up the color of a paint. Pigments are either organic (derived from plant or animal sources, e.g. ivory, black, indigo) or inorganic (derived from salts or metallic oxides e.g. ocher, cobalt blue). Pigments are used by the artist to create the effect of color on a surface.

**Value:** It refers to the lightness or darkness of a color. It indicates the quantity of light reflected. Darker values are produced by adding black (or "shades"), while lighter colors are produced by adding white (or "tints").

## TEKS and Fine Arts Connection

Fine Arts Connection emphasizes elements of art and principles of design, personal experiences relating to artworks, critical thinking skills of comparing and contrasting artworks, cultural significance, examining artists' processes and materials, artists' themes and ideas, hands-on studio art activity, new vocabulary and art as a method for understanding natural science and as a tool for expression and interpretation.

### **110.5. English Language Arts and Reading**

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to listen actively, ask relevant questions to clarify information, and make pertinent comments

### **112.14. Science**

Organisms and environments. The student knows and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem.

The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to explore how structures and functions of plants and animals allow them to survive in a particular environment.

### **117.11. Art**

The student can identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events and identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion and unity in artworks.

The student can produce artworks based on personal observations and experiences.

The student can make informed judgements about personal artworks and the artworks of others.