FIELD TRIP RESERVATION FORM

To schedule a field trip, complete this form and return it to the appropriate Education Department contact listed under #4. Please complete one form per site.

1. Contact Information

School Name

School Address

City/State/Zip

Phone

Fax

Your Name

Your Email (Required for Confirmation)

Your Phone

Number of Students

Number of Chaperones

Grade Level

2. Select Date and Time of Visit

We recommend scheduling your tour at least two weeks in advance. Please select your first, second and third choices. Confirmation and pre-visit materials will be emailed to you prior to your scheduled tour.

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3. Select a Site

☐ Cabildo
☐ Presbytère
☐ New Orleans Jazz Museum
☐ Madame John’s Legacy
☐ 1850 House
☐ Capitol Park, Baton Rouge
☐ Wedell-Williams, Patterson
☐ E.D. White Historic Site, Thibodaux
☐ LA Sports Hall of Fame & Northwest Louisiana History Museum, Natchitoches

☐ Email Your Field Trip Reservation Form
(or for questions/comments) For
New Orleans sites
lgueringer@crt.la.gov
For Baton Rouge site
sfinch@crt.la.gov
For Patterson and Thibodaux sites
glacoste@crt.la.gov
For Natchitoches site
jbiddiscombe@crt.la.gov
PERFORMANCE TASKS:

Pre-Visit – Students will review facts about Clementine Hunter. Students will assess the art of Clementine Hunter. Students will examine a plant and discover the parts of a plant and determine the factors involved in the growth cycle of a plant.

Museum visit – Students will tour the galleries to locate the art work of Clementine Hunter. A discussion of the artwork will lead into a song about colors. Students will decorate Styrofoam cups with their own art. Students will design their own unique artistic signature on their cup. The students will plant a Zinnia seed in the cup. The students will glue the parts of a plant onto paper beginning with the roots of the plant.

Post Visit – Students will observe and chart the growth of the zinnia seed determining what is needed for the growth of the seed. Students will play the Memory Game with Clementine Hunter art reproductions that students observed on the museum visit.

STUDENT LEARNING:
Reasoning and Problem Solving
Creative Thinking
Initiative
Engagement
Persistence
Curiosity
Eagerness to Learn
Work collaboratively
Work independently
Follow directions
Collect, interpret, communicate findings from observations
Exploration
Develop an appreciation of visual arts
Create visual art
Exhibit manual coordination

STANDARDS:
Science
PK-CS-I1, PK-CS-L1
SI-E-A1, SI-E-A3
SI-E-B4, SI-E-A6
LS-E-A1, LS-E-B1, LS-E-C2

Social Studies
PK-CSS-G2
PK-CSS-G3

English Language Arts
PK-LL-L1, PK-LL-L2
PK-LL-L3, PK-LL-L4
PK-LL-S1, PK-LL-S2
PK-LL-S3, PK-LL-R1

Math
PK-CM-D1
PK-CM-D2

FUNCTIONAL FOCUS:

Social Studies – Develop understanding that events happened in the past and how these events relate to one’s self, family, and community.

Science – Acquire scientific knowledge related to life science (properties of living things) and develop ability to carry out the inquiry process (ask questions, predict, make observations, and draw conclusions).

Listening – Develop and expand listening skills and follow directions that involve two or three-step sequence of actions.

Speaking – Communicate experiences, ideas, and feelings through speaking and engage in acuities that promote the acquisition of emergent reading skills.

Art – Observe and/or describe various forms of art and create individual and/or group art.

Math – Create simple graphs and sorting and classification.

GRADING
We suggest you grade on the ability to distinguish the parts of a plant, recognizing rhyming words, creativity, and completion.

Materials
Live plant with roots and dirt.
Celery stem, food coloring, clear drinking glass, water.
Sweet potato glass jar, water.
Turnip, carrot, potato, asparagus, sugar cane, spinach or lettuce head, artichoke.
LEARNING MODULE:

Pre-Visit Activities

We suggest that you use these pre-visit classroom activities to prepare your students for a rewarding Museum visit. Before your visit, introduce your students to the life cycle of a plant and the art of Clementine Hunter. During their visit to the Capitol Park Museum, they will learn more about the art of Clementine Hunter and her love for the Zinnia flower. The students will discover examples of Ms. Hunter’s art in our galleries. Students will create their own art on a cup and plant a Zinnia seed in the cup.

Teacher Notes

Resource sites:
www.sciencekids.co.nz/gamesactivities/lifecycles.html
www.123child.com/lessonplans/seasonal/spring/flowers.php
http://www.theteacherguide.com/plantsflowers.htm
beyondpenguins.ehe.osu.edu

Directions

Use the activities on the following pages to introduce the parts of a plant.

Activity 1: Roots

Materials: Several type of small flowering plant in a container with a root system, a stem, leaves, and flower attached. Examples are marigolds, daisies, impatiens, and sunflowers.

Activity Procedure:

Capitol Park Museum Education
www.crt.state.la.us/museum
Pre-Visit Activities

- Give each student or each group of students a paper plate and a small potted plant.
- Ask the students to carefully remove the plant from its container.
- Carefully shake the extra dirt from the plant. You may have to use your fingers to gently pull away some of the dirt.
- Use a hand lens to examine the different parts of the plant.
- Students will compare the similarities and differences between the plants such as large or small leaves, colors, and size of flowers.
- The teacher will facilitate a discussion about each part of the plant and its purpose: the function of the roots, why a plant needs leaves, why seeds are important, the function of the flowers and stem.
- Students will exchange ideas and make predictions and ask questions about the different purpose and function of the different parts of a plant.

Activity 2: Tubular roots

Materials: Any tubular root that is edible such as a potato or carrot.

Activity Procedure

- Teacher will explain that people eat many roots of plants.
- Teacher will demonstrate tubular roots by displaying the potato or carrot to the students.
- Teacher will display a picture of the potato or carrot growing underground displaying the potato as the root under the ground and the stem and leaves growing from the root above ground.
- The students will be encouraged to touch the tubular roots as young children learn by using their senses.

Definition: Tuberous roots are modified lateral roots, enlarged in function as a storage organ.

Context: Underground lateral roots that serve as storage organs.
Pre-Visit Activities

Activity 3: Stem

Materials: A stalk of celery, blue food coloring, clear glass container, and water. A carnation flower and stem can also be used for this experiment.

Activity Procedure

- Place the celery stalk into the glass of water explaining to the students that the celery stalk is the stem, and the purpose of the stem is to carry water to the leaves and flower.
- Place several drops of blue food coloring into the water turning the water blue.
- Place the glass in a place that is easily visible to the students. Explain to the students that they will see proof of the stem bringing water to the leaves and flower as the blue water travels up the stem into the leaves and flower petals turning them blue.

Activity 4: Leaf

Materials: A mason jar or drinking glass, water, sweet potato, and toothpicks.

Activity Procedure:

- Fill the jar with water almost to the top of the jar. Place toothpicks into the potato about one quarter down from the top of the potato and place potato into the jar. The top of the potato should be above the rim of the jar being held in place by the toothpicks.

Definition: A leaf is the main organ of photosynthesis and transpiration in a plant.

Context: When you look at a forest in summer, you can see the green leaves of trees.
Pre-Visit Activities

- Place the jar holding the sweet potato in a sunny spot such as the classroom window sill.
- Instruct students to check the potato every day and to add water to the jar if needed.
- The potato will first produce roots that will be visible in the water.
- The potato will begin to produce a stem and then leaves will appear.

Activity 5: Flower

Materials: Coffee filters, magic markers or water colors, green pipe cleaners and a vase.

Activity Procedures:
- Give each student three to five coffee filters.
- The students will color (decorate) the coffee filters with the magic markers.
- Lay the coffee filters on top of each other and gather them in the center. Twist a green pipe cleaner around the center for a stem.
- The teacher can display the flower bouquet in a vase.

Activity 6: Potato Man

Materials: Small potatoes, peat moss, rye grass seeds, toothpicks, buttons, straight pins or map pins, water, sunlight.

Activity Procedures:
- Teacher will scoop out enough of the potato pulp to make a nice size hole on the inside of the potato.
- Place toothpicks in the bottom of the potato as legs for the Potato Man to stand on.
- Fill the hole in the potato with peat moss or soil and sprinkle rye grass
Pre-Visit Activities

- seeds in the soil covering the seeds with a small amount of soil.
- Attach two buttons with pins to the front of the potato for the Potato Man’s eyes. Water the rye grass in the potato and place the potato man in sunlight.
- Water every day and Potato Man will grow rye grass hair.
- Explain to students the process of planting the seed in soil, adding water and sunlight.
Post Visit Activities

Activity 1: Clementine Hunter
Materials: Information on Ms. Clementine Hunter is included in the module package.

Activity 2: Parts of a Plant
Materials: Material is included.
Activity Procedure: Students will cut along the lines, arrange the plant parts in the correct order, and glue in place.

Activity 3: Zinnia Garden
Materials: Material will be supplied on the museum visit.
Activity Procedure: Instructions are included in the module.

Activity 4: The World of Clementine Hunter
Materials: Material is included.
Activity Procedure: The pictures included in the World of Clementine Hunter Booklet can be duplicated, cut out, and laminated to make a Memory Card Game for students.

Activity 5: Clementine Hunter Poem
Materials: Materials included.
Activity Procedure: Students will circle the rhyming words in the poem.

Activity 6: Connect the Dots
Materials: Materials included.
Activity Procedure: Students will connect the dots to determine the object in the picture.
Clementine Hunter, 1887-1988

Biography

Clementine Hunter was born sometime between December 1886 and January of 1887 on Hidden Hill Plantation (also known as Little Eva Plantation) near the north Louisiana town of Cloutierville. At the age of fifteen, Clementine (pronounced “Clementeen”) moved with her family to Melrose Plantation near Natchitoches. Clementine never learned to read or write. Still, without education or formal training, she became one of America’s most productive and most important folk artists. Today, her paintings can be seen in museums across the country, including the Smithsonian Institute, the New Orleans Museum of Art, and the museum of American Folk Art in New York.

The story of Clementine and Melrose are woven together. For nearly 80 years, Clementine lived and worked at Melrose. In her younger years, she worked in the plantation’s cotton fields and pecan groves. Later, she worked in the Main House for Melrose's owner, “Miss Cammie” Henry. Her duties included tending the vegetable garden and doing the cooking and laundry.

Clementine was artistic and creative in her everyday activities. She made dolls and clothing, wove baskets and made interesting and imaginative quilts. When she was about 50 years old, Clementine began painting. During the next four decades, she created thousands of paintings about the people, places, and things she knew and loved. Her works are simple and powerful stories about mid-twentieth century life along the Cane River.

Almost all of Clementine’s works were “memory paintings,” showing plantation life as she remembered it. Some of Clementine’s favorite subjects were cotton picking, wash day, pecan and fig gathering, Saturday nights, church scenes, and her favorite flowers, zinnias. Clementine painted on every surface she could use included found or discarded objects such as cardboard, paper bags, bottles, pieces of plywood, milk jugs, and when it was available, canvas.

Most of Clementine’s paintings did not have titles. When Clementine did name a painting, she used simple titles such as Trying to Keep the Baby Happy, She’s Not Pretty But She’s Strong, and Saturday Night at the Honky Tonk. Because Clementine could not write, she couldn’t sign her name to her paintings. At first, she copied Miss Cammie’s initials but to avoid confusion she gradually invented her own signature. She began by making a backwards C and an H. Over the years the backward C moved closer to the H until it rested across it. In this way, Clementine produced a mark that was uniquely her own.

In June 1953, a Look magazine article brought her to national attention. In 1957, some critics dubbed her “the Black Grandma Moses.” Many are critics compared her interpretive work to the paintings of Anna Mary
Robinson, better known as Grandma Moses. By the 1980s, several important traveling exhibitions featured her paintings, and the prices for her work rose from 25 cents to several thousand dollars.

In the last years of her life, Hunter used the money from the sale of her paintings to buy a trailer. She left the rented cabin on Melrose and moved a short distance from the plantation. She painted until the last few months of her life, dying at the age 100 on January 1, 1988.

Discover Clementine Activities

The following guided activities will help you discover more about Clementine Hunter, the painter.

**Directions:**

*Examine several Clementine Hunter paintings and complete the following activities.*

1. Describe the colors Mrs. Hunter used in her paintings.

2. Describe how Mrs. Hunter’s paintings make you feel.

3. Why do you think so many people like Mrs. Hunter’s paintings?

4. Think about what you learned about Mrs. Hunter from her paintings. Use this information to describe the type of person you think Clementine Hunter was.

5. Design your own unique artistic signature using initials from your name. You can use this signature on works of art you create.
Parts of a Plant

Directions: Cut along the dashed lines. Arrange the plant’s parts in the correct order. Glue in place.
Zinnia Garden Growth Chart

Plant your seeds according to package directions.

Prepare your growth chart by decorating the 3 planters at the bottom of this page.

After your seeds sprout, draw a picture to record the growth of your plant(s).

Week 1

Week 2

Week 3
Zinnias were Clementine Hunter’s favorite flower. She often painted pictures of zinnias. Use the contents of this packet to start your own mini zinnia garden!

Contents

1. Zinnia seeds in potting soil. Plants will grow to approximately 18” tall.
2. Plant Stake Ruler (assembly required)
3. Instruction sheet and growth chart

You will need

4. Styrofoam cup
5. Water
6. Sunlight
7. Colored markers

Instant Soil!
(Peat Pellets)

Place peat pellets in a Styrofoam cup. Fill cup to 1/2 full with warm water. Drain the excess water when the pellet expands to 1” or 1 1/2” tall.

Sprinkle 3-4 seeds in expanded peat pellet. Water when pellet turns light brown.

Instructions

8. Use the colored markers to decorate the outside of a Styrofoam cup following the artistic style of Clementine Hunter. Write your name (or your special Clementine-style signature) on the cup.
9. Punch 2 small holes on the side of the cup near the bottom to allow excess water to drain.
10. Assemble the plant Stake Ruler by gluing the ruler to the craft stick.
11. Place the soil and seed mixture in the Styrofoam cup
12. Water the soil mixture and allow the excess water drain out of the cup.
13. Insert the plant stake ruler into the soil. Make certain the paper ruler is near the top od the soil, but not touching it.
14. Place the planter near sunlight and in a warm location.
15. Water carefully when the soil is almost dry.
16. When the plants sprout, use the plant stake ruler to measure their growth. When the plants are 3”-4” inches tall, you may plant them outside.

Green Thumb Hint: Zinnias need plenty of sunshine to grow and bloom. Water before soil is completely dry but do not give plants too much water!
The World of Clementine Hunter
Memory Cards.

Capitol Park Museum
Baton Rouge, Louisiana
Duplicate and cut out the cards below and play the
Duplicate and cut out the cards below and play the

Yellow School House

Found Art

Leaving Church

The Annunciation
Duplicate and cut out the cards below and play the
CLEMENTINE HUNTER

She has picked her share of cotton
And has worked in the kitchen too,
Clementine “marks” the canvas
And her world is born anew.

She is blessed with divine endurance
And a gift of art so great,
She is filled with human brotherhood
And knows no grief or hate.

She has a childlike innocence
And I guess it’s best to say,
She’s lived her life close to the land
And she’s ninety-three today.

Does she realize that I love her
And set my pen to rhyme?
Does she realize that she has become
A legend in her time?

The hands that once picked cotton
Have picked up a brush to say,
“This is my life, my land, my kin,
And I don’t want it any other way.”

When her time is called up yonder
And there is no more to tell,
We will still have a vivid history
Of the life she knew so well.

—J. Lawrence Lembo
January, 1977
Louisiana Sports Hall of Fame & Northwest Louisiana History Museum

Can you find these items in the museum galleries?

2nd Floor
Louisiana Sports Hall of Fame & Northwest Louisiana History Museum

Can you find these items in the museum galleries?

2nd Floor
Find and place a check next to the following artifacts in the first floor gallery.

- Billy Cannon’s LSU football helmet
- Arnett William “Ace” Mumford’s cap
- New Orleans Saints game ticket
- Mel Parnell’s baseball uniform when he pitched for the Boston Red Sox
- Warm up suit worn by Kathy Johnson at the 1984 Olympic Games in Los Angeles, California
- Barbell weights
- Emmett Toppino’s relay baton
- Hel’s Angel racing car

What did you learn from the video?
Directions
The Louisiana Sports Hall of Fame & Northwest Louisiana History Museum in Natchitoches consists of two floors of exciting exhibitions. Explore the galleries in any order you wish and look for the answers to the following questions.

First Floor: Louisiana Sports Hall Of Fame
Hall of Fame Class Inductees & Louisiana Sports Hall Of Fame (Areas 1 and 2)

1. Use the boxes provided to list two Hall of Fame members and their sport. Be sure to include a new Inductee as well as an inductee from the Wall of Honor. Use one of the interactive touch screen monitors for additional information on your inductee of choice.

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Louisiana On The National Stage (Area 3)

2. What college football team did LSU defeat on Halloween night when Billy Cannon returned a punt 89 yards for the winning touchdown?

______________________________________________________________________________________

3. What university did Coach Arnett William “Ace” Mumford lead to win five black national championships?

______________________________________________________________________________________

4. Who from Northwestern State University wore the “34” jersey en route to becoming the first three-time All-American football player in NCAA Division 1-AA?

______________________________________________________________________________________

5. Which NFL team did the 1967 New Orleans Saints defeat in the franchises first pre season home victory?

______________________________________________________________________________________
Louisiana In The Olympics (Area 4)

6. In the 1948 Olympic Games, what New Orleans native became the first black female medalist from the U.S. when she won a bronze in the women’s 200 meter dash? ________________________________

7. In the 1932 Olympic Games, what native New Orleanian carried the relay baton as a member of the U.S. 400 meter relay team that won the gold medal that year? ________________________________

8. What is the name of the Centenary College gymnast who was captain of the silver medal winning 1984 U.S. Gymnastics team? ________________________________

Hel’s Angel (Area 5)

9. Who built and drove Hel’s Angel? ________________________________

10. Who is this record setting race car named after? ________________________________

Second Floor: Northwest Louisiana History Museum

Caddo Homelands (Area 1)

11. Name the four parishes shown on the “History begins here” map.
* __________________________
* __________________________
* __________________________
* __________________________

12. What is the oldest permanent settlement in Louisiana? ________________________________

13. Which Indian tribe resided in present day Northwest Louisiana 3,000 years before French settlers established Natchitoches? ________________________________

14. The word Texas was derived from the Caddo word “techas”. What is the meaning of “techas”? ________________________________

Crossroads Of Cultures & Cradle Of Creole Culture (Area 2)

15. Name the Indian tribes that were granted land during Louisiana’s Spanish period (1762-1803)? ________________________________
16. Whose initials are carved in the chair from the Oakland Plantation store?
_______________________________________________________________________

17. What is the meaning of the phrase “gems de couleur libres”? _____________
_______________________________________________________________________

**Living Traditions (Area 4)**

18. Pick an artifact from this exhibit that you have used or would like to use and write a paragraph explaining how and/or why. _____________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

19. What is the name of the official Louisiana State Doll made by Lair Lacour?
_______________________________________________________________________

**Where Past & Present Meet (Area 5)**

20. What did the blacksmith on Oakland Planation use to test his branding iron?
_______________________________________________________________________

21. What was used to collect pine rosin from trees in Central Louisiana? _____________
_______________________________________________________________________

**Great Women Of Northwest Louisiana (Area 6)**

22. Who are the four women who contributed to the culture of Northwest Louisiana?
• ______________________________________________________________________
• ______________________________________________________________________
• ______________________________________________________________________
• ______________________________________________________________________

23. Who is the folk artist considered to be the most famous person from the Cane River region? ______________________________________________________________________

24. Describe one of the paintings this artist is famous for.______________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

25. Which plantation did Cammie G. Henry advocate for historic preservation?
_______________________________________________________________________
Sportsman’s Paradise & Grits Gresham (Areas 7 and 8)

26. List the two natural resources that make Louisiana a top destination for sport fishers?
____________________________________and________________________________

27. What was Claude Hamilton “Grits” Gresham internationally known for? _____________
_____________________________________________________________________________

28. Prior to the 20th Century, how did many Louisiana residents provide food for their families?
_____________________________________________________________________________

29. What are the names of the father and son duo who manufactured and sold well known duck calls, some of which were featured in national magazines? __________________________
_____________________________________________________________________________

Individual Sports (Areas 9)

30. Who hand carved the first water skis purported to have been used on Cane River?
_____________________________________________________________________________

31. Who set an American record in the 1980’s for his 7 foot 10 inch high jump, and it still remains one of the best in the world? ________________________________

32. What is the name of the golfing trophy that has a replica of the Louisiana State Capitol as its dominant feature? __________________________________________

33. In which Louisiana venue did Muhammed Ali regain the heavyweight title? _____________
_____________________________________________________________________________

Team Sports (Area 10)

34. Who founded the Louisiana Tech woman’s basketball program in 1974? ________________
_____________________________________________________________________________

35. Name the high school girls basketball coach whose teams won 29 district championships and 6 state titles? __________________________________________

36. In 1959 which LSU football player won the Heisman Trophy? _________________________

37. Who is known as the winningest coach in college football history? ___________________

38. What year did the New Orleans Saints win their first Super Bowl Championship? _____
On the pages labeled with the primary and secondary colors, record the colors you see in the Louisiana Sports Hall of Fame and Northwest Louisiana History Museum and draw pictures of the item.

**Primary colors:** red, blue, yellow (they are named primary because they cannot be mixed from other colors)

**Secondary colors:** purple, orange, green (these colors are made by mixing two of the primary colors)

**Value/Saturation:** how bright or deep a color is
We are in the _______________exhibits in the museum.

I see a red ____________________.

I see the color red __________ times in this exhibit.

Color red on the color wheel.

We are in the _______________exhibits in the museum.

I see a blue ____________________.

I see the color blue __________ times in this exhibit.

Color blue on the color wheel.

We are in the _______________exhibits in the museum.

I see a yellow ____________________.

I see the color yellow __________ times in this exhibit.

Color yellow on the color wheel.
COLORS IN THE MUSEUM

orange
We are in the ___________________ exhibits in the museum.
   I see a orange ___________________.
   I see the color orange __________ times in this exhibit.
      Color orange on the color wheel.

green
We are in the ___________________ exhibits in the museum.
   I see a green ___________________.
   I see the color green __________ times in this exhibit.
      Color green on the color wheel.

purple
We are in the ___________________ exhibits in the museum.
   I see a purple ___________________.
   I see the color purple __________ times in this exhibit.
      Color purple on the color wheel.
COLORS IN THE MUSEUM

Secondary Colors

red + blue =

red + yellow =

blue + yellow =

Primary & Secondary Colors
Louisiana Sports Hall of Fame & Northwest Louisiana History Museum
Revised August 15, 2014
COLOR WHEEL
Post-Visit Activities: Use our post-visit activities to reinforce what your students learned during their visit to Louisiana Sports Hall of Fame & Northwest Louisiana History Museum.

Materials: Labeled color wheel printed on paper (provided by museum), watercolors or tempera paints in the primary colors, paint brushes.

Make a Color Wheel

- **Primary colors:** Give each student watercolors or tempera paint in the primary colors of red, blue, and yellow. Give each student a paint brush and a small cup of water to clean the brushes between painting the primary colors. Instruct the student to paint the primary colors in the wedges on the color wheel marked with the color names red, blue, and yellow.

- **Secondary colors:** Have students mix on a small paper plate the primary colors of red and blue which will make the secondary color, purple. The student will paint the purple color into the wedge on the color wheel labeled with the color name, purple. Next, mix in another paper plate the primary colors of red and yellow making orange. Orange will be painted in the wedge labeled orange on the color wheel. Last, mix the primary colors of blue and yellow to make green, and paint green into the green labeled wedge on the color wheel.

- **Have each student circle the answer on the chart below.**

<table>
<thead>
<tr>
<th>What is your favorite primary color?</th>
<th>red blue yellow</th>
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<tr>
<td>What is your favorite secondary color?</td>
<td>green orange purple</td>
</tr>
<tr>
<td>What is your favorite color?</td>
<td>red blue yellow green orange purple</td>
</tr>
</tbody>
</table>
COLOR WHEEL
Primary and Secondary Colors

Performance Tasks

Pre-Visit - Students will be introduced to primary and secondary colors with color games. Students will observe how mixing primary colors will create secondary colors.

Museum Visit - Following a demonstration of primary and secondary colors, the students will be taken on a treasure hunt for primary colors in the Sports Gallery in the museum. Each student will be given a color booklet by their teacher to record the primary colors they find in the museum galleries and how many times they find the colors. Students will be encouraged to draw the colored object in the booklet. Students will be broken into groups and experiment with a hands on activity that will create the secondary colors. Students will be taken on a treasure hunt to the Clementine Hunter Exhibit and repeat the same exercise as above OR look for primary and secondary colors.

Post-Visit - Students will be broken into groups and each group will be given a color wheel and primary and secondary color paints. Students will paint the primary colors into the color wheel. Students will mix the primary colors to make secondary colors and paint the secondary colors into the color wheel.

STUDENT LEARNING:
- work collaboratively
- work independently
- recognize primary and secondary colors
- experimenting with primary colors to produce secondary colors
- investigate & distinguish between primary and secondary colors
- compare numbers of objects
- locate, confirm and record colors
- follow directions
- count by rote
- a positive approach to learning

STANDARDS:
- SPEAKING & LISTENING SL.K1, SL.K.2, SL.K3, SL.K.5, SL.K.6, PK-LL-S1, PK-LL-S2, PK-LL-S3,PK-LL-L2

(standards continued on last page)

INSTRUCTIONAL FOCUS:
- Math is able to count by ones to ten and sort and classify objects by color.
- Writing is able to scribble write, make letter like forms or draw to represent a word concept.
- Reading is able to understand print concepts.
- Speaking develop and expand expressive language skills.
- Listening is able to listen to directions with understanding and follow one and two-step directions.
- Physical Development is able to strengthen fine motor skills.
- Creative Art is able to observe various forms of art and use paints and crayons.
- Science is able to collect, interpret, and communicate findings from observations and experiments.
- Approaches to Learning is able to focus, problem solve, engage and persist without frustration.
- Social and Emotional is able to follow simple rules and develop confidence.

GRADING
We suggest you grade on the ability to identify the primary and the secondary colors, and what two primary colors combine to make the secondary color; sorting objects by color; counting skills.

MATERIALS
Red, blue, yellow, green, orange, and purple Poster Board. Red, blue, yellow, green, orange and purple tempera paint, paint brushes, crawfish shapes(pattern supplied) cut out of tag board in all secondary and primary colors, dowel, string, and magnet for fishing pole, copies of color wheel picture (pattern supplied).
LEARNING MODULE:

Pre-Visit Activities prepare your students for a rewarding Museum visit. Before your visit, introduce your students to the primary and the secondary colors. During your visit to the Louisiana Sports Hall of Fame and Northwest Louisiana History Museum, they will learn more about primary and secondary colors and discover examples of primary and secondary colors in our galleries.

Teacher Notes:
We suggest that the teacher introduce the primary colors and the secondary colors individually over a period of weeks. Introduce one color a week (the color of the week) beginning with the primary colors followed by the secondary colors. Play color games to teach the colors and to determine the student’s comprehension. Suggested games are presented on the following pages. Point out to the students that color is all around us. Play games such as I spy in the classroom. Take the students for walks around the school and on the playground to find certain colors.

Every week let the students make a craft project in the color of the week. Paper colored cups and plates can be made into many creatures. For example: give each child a red paper cup and let them glue a red feather on the top for the head. Then add black circles for the eyes and a triangle for the beak. Place the color name, red, on the bottom of the cup. Every week make this same project until each student has a six piece set of birds to take home.

Encourage the student’s parents to have the child find an object in the home in the color of the week and bring it to school.
Primary and Secondary Color Pre-Visit Activities

Directions: Use the activities on the following pages to introduce the primary and the secondary colors to your students.

Activity 1: Primary Colors - Conduct this activity at the end of the third week after the students have been introduced to the three primary colors.

Materials: Large red, blue, and yellow poster board sheets, crawfish shapes (pattern included in the packet) cut from construction paper or tag stock in the primary colors with a paper clip on each shape, a fishing pole made from a dowel with a magnet on the end of the string that is attached to the pole. Three containers labeled red, blue, and yellow with red, blue, and yellow felt placed in the bottom of each of the containers.

Activity Procedure

- To introduce the class to the primary colors, place the sheets of red, blue, and yellow poster board in front of the class. Label each poster board with the appropriate color name as you present the colors to the class. Explain that the colors red, blue, and yellow are called primary colors.

- Tell the students that today they will play a game named Let’s Go Crawfishing. Explain that they will be fishing for red, blue, and yellow crawfish (crawfish pattern is supplied).

- Place all the red, blue, and yellow crawfish in a large container labeled Crawdad Hole.

- Place three small containers that are lined in the bottom, one with red felt, one with blue felt, and one with yellow felt.

- Place the three labeled baskets in front of each of the three corresponding pieces of labeled poster board.

- Each student will have a turn to go crawfishing at the Crawdad Hole. When a student catches a red crawfish, the student will take the crawfish off the pole and walk to the basket labeled red and place his red crawfish in the red basket. This same exercise will be used for colors, blue and yellow. Students will understand that these are primary colors.
Activity 2: Secondary Colors

Materials: Three small clear containers, food coloring in the primary colors of red, blue, and yellow.

Activity Procedure

- Demonstrate how the secondary colors are made by filling the containers with water and placing the three clear containers on a table in a place that all the students can view.

- Place in the first container of water three drops of red food color explaining that red is the primary color. This will, of course, turn the water in the container red. Next add three drops of blue food color to the red water explaining that blue is another primary color and by mixing the two primary colors of red and blue the water should change to purple. The students will see the water turn purple. The students will understand that when the primary colors of red and blue are blended that the color purple will be created.

- Place in the second container of water three drops of blue food color explaining that blue is the primary color. This will, of course, turn the water in the container blue. Next add three drops of yellow food color to the blue water explaining that yellow is another primary color and by mixing the two primary colors of blue and yellow the water should change to green. The students will see the water turn green. The students will understand that when the primary colors of blue and yellow are blended that the color green will be created.

- Place in the third container of water three drops of red food color explaining that red is the primary color. This will, of course, turn the water in the container red. Next add three drops of yellow food color to the red water explaining that yellow is another primary color and by mixing the two primary colors of red and yellow the water should change to orange. The students will see the water turn to orange. The students will understand that when the primary colors of red and yellow are blended that the color orange will be created.

- Color paddles may also be used if available.
Activity 3: Secondary Colors

Materials: Large green, orange, and purple poster board sheets, crawfish shapes (pattern included in the packet) cut from construction paper or tag stock in the primary colors with a paper clip on each shape, a fishing pole made from a dowel with a magnet on the end of the string that is attached to the pole. Three containers labeled green, orange, and purple with green, orange, and purple felt placed in the bottom of each of the containers.

Activity Procedure

- To introduce the class to the secondary colors, place the sheets of green, orange, and purple poster board in front of the class. Label each poster board with the appropriate color name as you present the colors to the class. Explain that the colors green, orange, and purple are called primary colors.

- Tell the students that today they will play a game named Let’s go Crawfishing. Explain that they will be fishing for green, orange, and purple crawfish (crawfish pattern is supplied).

- Place all the green, orange, and purple crawfish in a large container labeled Crawdad Hole.

- Place three small containers that are lined in the bottom, one with green felt, one with orange felt, and one with purple felt.

- Place the three labeled baskets in front of each of the three corresponding pieces of labeled poster board.

- Each student will have a turn to go crawfishing at the Crawdad Hole. When a student catches a green crawfish, the student will take the crawfish off the pole and walk to the basket labeled green and place his green crawfish in the green basket. This same exercise will be used for the colors, orange and purple. Students will understand that these are secondary colors.
Activity 4: Saturation of colors

Materials: Several squares of material in different shades of the primary colors of red, blue, and yellow ranging from very dark to very light, and several squares of material in different shades of the secondary colors of green, orange, and purple ranging from very dark to very light.

Activity Procedure

- To introduce saturation show the students a square of fabric in a medium blue color. Next show the students a square of fabric in a very dark blue demonstrating that the dark blue square is a much deeper color than the medium blue square, therefore it is saturated with the blue color. Continue by showing the lighter squares of blue fabric demonstrating that these light blue squares are not saturated with the color blue.

- Arrange the squares of blue material in a horizontal line ranging from dark blue to the lightest blue - demonstrating saturation.

- Demonstrate each primary color and each secondary color in the same manner.

- Place all the shades of each primary color in separate boxes labeled with the color names, red, blue, and yellow. Place all the shades of each secondary color in separate boxes labeled with the color names green, orange, and purple.

- Place the boxes on a shelf and encourage the students to arrange each box of the colored squares from dark to light as demonstrated above.
Activity 5: Color Names

Materials: Six large brown grocery bags each labeled with large sheets of construction paper in all the primary and secondary colors, an assortment of solid colored objects in the primary and secondary colors.

Activity Procedures

- Glue on each brown grocery bag a sheet of construction paper in each primary color and each secondary color.
- Write the color name on each bag.
- Place the six brown bags in a horizontal line on the floor.
- Place an assortment of solid color objects in both the primary and secondary colors on a table near the brown bags.
- Each student will take a turn as the teacher calls a student’s name to find a specific colored object among the assortment of objects on the table and to place it in the bag labeled with that color name. Example: Mary will find a red object and place it in the bag labeled red. This should be very easy since the bags have the color as well as the color name on each bag.
- For each student make a booklet of six pages with a crawfish shape placed on each page. The crawfish will be white. Write on the bottom of each page, under the crawfish, a color name until all six pages are labeled with a color name.
- Cut out of construction paper three large rectangles of each of the primary colors and threes large rectangles of each of the secondary colors.
- Label each of the three primary colored rectangles with the primary color names. Label each of the three secondary colored rectangles with the secondary color names. Laminate all six rectangles.
- Give the students crayons in the primary and secondary colors.
- The student will look at the color word on the first page of the booklet. If the student knows the color word the student will select that color crayon and color the crawfish on that page in that color.
- If the student does not recognize the color word on the page, the student will look through the laminated color rectangles until they find the color word that matches the color word in the booklet. They will recognize the color of the laminated rectangle that the word is written on and will select that color crayon to color the crawfish. If the student does this exercise repeatedly, they will soon be able to recognize the color names without actually seeing the color.

Definition: Color Names

Color Names - are the name of each primary color: red, blue, yellow and the name of each secondary color: green, orange, and purple.
Pre-Visit Activities

- Standards Continued

CREATIVE ARTS APPROACHES to LEARNING

- Social & Emotional Development
- Health & Physical Development

- GLE-1 Develop self-regulation by increasing one’s ability to control actions, thinking processes, and emotions

- Health & Physical Development

- GLE1-Develop fine motor skills

- Creative Arts

- GLE-1 Observe and/or describe various forms of art.

Approaches To Learning

- GLE-1, GLE-2,GLE-3,GLE-5,GLE-6-Reasoning and Problem Solving
- GLE-1,GLE-2,GLE-3-Initiative, Engagement, and Persistence
- GLE-4,GLE-5-Curiosity and Eagerness to Learn
Crawfish
What is a Museum?

This book will help you learn how museums and the people who work in museums are important to your community.

Louisiana Sports Hall of Fame and Northwest Louisiana History Museum

in Natchitoches, Louisiana

Pre-K-Third Grade

This Book Belongs

To: __________________________________________
What Is A Museum?

A museum is a special place in your community where you can learn about many things.

In Aviation Museums, you can learn about the history and different types of airplanes.

In music museums, you can learn about music, musicians, and musical instruments.

In car museums, you can find out about different types of cars throughout history and what makes them stand out to people.
In history museums, you can learn about how people lived, worked, and played long ago.

In sports museums, you can learn about different sports, athletes, and important figures in the sports community.
In hall of fame museums, you can learn about different people and what they did to be inducted into the museum.

You can learn about all of these things and more at the Louisiana Sports Hall of Fame and Northwest Louisiana History Museum!
Why are Museums Important?

Museums do four important things for the people who live in a community.

1. Museums collect objects that are important to the people of a community. These objects are called artifacts.

2. Museums fix, or conserve, the objects (artifacts) they collect.
3. Museums show, or exhibit, those artifacts in special areas that are called galleries.

4. Museums use the artifacts they collect to tell stories about the community.
How do Museums Tell Stories?

An artifact is anything that was used by or made by people who lived in the past. An artifact may be a tool,

or a doll,

or a helmet,

or a fishing rod,

or even a jersey.
A museum gallery may contain many different kinds of artifacts. When these artifacts are shown together, they tell a story.

For example, when you show this artifact

With these artifacts,

They tell a story about the history of football in Louisiana.
Who Works in a Museum?

Many special community helpers work in a museum.

Curators are people who collect, conserve (fix), and exhibit (show) artifacts in a museum. Some curators may work only with paintings while others may work with music, or tools, or clothes.

Historians are people in a museum who study the stories that are important to a community. Historians work with curators to choose objects to show and stories to tell in each gallery.

Educators show the galleries to museum visitors. They help visitors understand the objects that are exhibited and the stories that are told in each gallery.
Tourism Information Counselors (TIC) welcomes visitors to the museum and give out information about the museum galleries. They also help schools and visitors schedule visits to the museum.

Security Officers lock and unlock the museum doors and watch over the galleries. The security officers also ask visitors to walk, not run, in the Museum, and they remind visitors not to touch the artifacts. Museum galleries contain many interesting artifacts. However, touching the artifacts could break or harm them.

Maintenance turn the exhibits on in the morning and off in the evening. They replace lights in the exhibits, help prepare for museum programs, and make certain all museum and exhibits are well kept.
Do Museums have special rules?

Because so many people visit our museum, it is important that all visitors follow a few simple rules.

1. Walk; don’t run, in the museum.
2. Please look, but do not touch the artifacts.
3. Explore the galleries, but do not climb on the exhibits.
4. Use pencils only in the galleries.
5. No horse-playing throughout the museum.
7. Hold hand rails when you go up or down the stairs.
8. Do not eat or drink in the galleries. If you are thirsty, water fountains are located by the restrooms on the first floor.
9. Ask questions. Our museum staff will be glad to help you!
10. Have fun learning about Louisiana Sports and History!
Students Learning Together

Museums are fun places where students can learn together.

Teachers can help their student/students learn about the world around them by encouraging them to ask questions about objects they see.

Teachers can also build fun conversations by asking their student/students to complete statements such as:

- A good name for this object is ___________.
- What words would you use to describe this object?
- What does this remind you of?
- What do you think will happen if __________?
- How are these two objects the same? Different?
- How does this picture or story make you feel?
- Imagine that __________.

Talking with and listening to your students helps them gain confidence in their thinking and verbal skills and also helps you to know what your students understand.
Who works in a museum?

Place an X on the person who does not work in a museum.
What is in a museum?

Place on X on the object that would not be in a museum.
What do we hear in a museum?

Place an X on the sounds we hear in a museum.
Activity: You Be the Curator

Organize your own exhibit about Louisiana

Directions: As you visit our galleries, select the items you would like to borrow for your exhibit. Draw each item in one of the display areas of the exhibit case below.
Louisiana Sports Hall of Fame & Northwest Louisiana History Museum

Can you find these items in our galleries?

2nd Floor
Louisiana Sports Hall of Fame & Northwest Louisiana History Museum

Can you find these items in our galleries?

2nd Floor