Thank you for visiting the UW Art Museum! To see our other educational offerings coming up, please visit our Facebook, Instagram, or website. Or, contact Emily at UWArtEd@uwyo.edu to ask about our upcoming offerings.
GROWN UPS PLEASE READ HERE

Museum educators have written this guide to include tips to help you and your kid have better meaning-making discussions in the galleries. Differences from your child’s guide are in red text. We encourage YOU to complete the activities along side your kid, to help you understand your kid’s experience, but also because it’s FUN (if we do say so ourselves 😊)!

WHAT’S IN A NAME?

More information on Native Place Names, from page 5:

NPS’ Advisory Committee on Reconciliation in Place Names

everykidoutdoors.gov
Place Names activity packet

“Naming Matters” article 2019
NPCA.org

Numbered 'Stops' throughout the guide are shown here in pink bubbles to help you navigate
In the label, Beckham, says “I hope these image groupings reveal the relationship between places, no matter how large or small the distance.”

What do you think he means by that? Beckham may be referring to our roles as cosmic citizens of the universe, and how we are all connected by material make up, physical contact, geographic proximity, shared beliefs, rituals, etc.

Famous astronomer, astrophysicist, cosmologist, astrobiologist, and author, Carl Sagan, is quoted as saying: “The Cosmos is within us. We are made of star-stuff. We are a way of the universe to know itself.”

How does it make you feel to know you are made of the same stuff that stars are made of?

In the label, Beckham, says “I hope these image groupings reveal the relationship between places, no matter how large or small the distance.”

What do you think he means by that? Beckham may be referring to our roles as cosmic citizens of the universe, and how we are all connected by material make up, physical contact, geographic proximity, shared beliefs, rituals, etc.

Famous astronomer, astrophysicist, cosmologist, astrobiologist, and author, Carl Sagan, is quoted as saying: “The Cosmos is within us. We are made of star-stuff. We are a way of the universe to know itself.”

How does it make you feel to know you are made of the same stuff that stars are made of?
Stop 2: Enter the next gallery beyond the “wall” in our map (the majority of these paintings show human figures). This is Michiko Itatani’s show called High Point Contact.

High point contact is a term used by physicists when a very small part of one object is touching a very small part of the surface of another object.

If your kid needs an example, ask them to think about what they sit on (couch, desk/gaming chair, or a pet they might snuggle. These aren’t high point contacts, but they count as contact.)

Consider all the people, animals, and things your body comes into CONTACT with at home. Can you think of 5? Draw them below.

Stop 7: Enter the Cosmic exhibition and find the two artworks by Robert T. McCall.

One of UW’s Astronomy Professors, Dr. Jesse Feddersen, helped curators learn more about the artworks in this gallery:

This artwork is inspired by the Apollo II mission which brought the first humans to the surface of the Moon and back to Earth in 1961. Read the label for more information from Dr. Feddersen.

To hear more about the Apollo II moon landing mission, and to see pictures and video, scan this code for your kid - or save to watch at home.

Consider: Why would people want to leave their home, planet Earth? Would you? Talk about it with your kid.

EXTENSION: you and your kid can point out incidents of high point contact you can find in the paintings.
Stop 3: Find the BRIGHT neon sign in the Teaching Gallery.

Talk with your kid:
+ What LAND is this artwork, and the song, talking about?
+ Does land belong to anyone?
+ Can you think of any land that belongs to everyone? (Example, public parks - like Washington or LaBonte Park here in Laramie, are meant for everyone to enjoy)

Do these words remind you of anything? You may need to draw attention to the fact that this statement is a question, rather than the statement like the title of the song “This land is your land.”

This artwork is inspired by the song “This Land is Your Land” recorded by Woody Guthrie in 1944. Scan the code if you’d like to listen to the song.

Stop 6: Stay in the Student Exhibition. And search for Michelle Visser’s piece called Vacation Package. Would you like to vacation here?

YES or NO

Ask your kid why or why not.

Circle 3 adjectives below that would describe your PERFECT vacation spot. Can be real or imaginary!

- warm
- red
- sandy
- tall
- grey
- haunted
- flat
- natural
- deserted
- breezy
- fancy
- snowy
- dry
- cold
- exciting
- green
- tan

Now draw this imaginary or real vacation spot below!
Stop 4: Find this artwork in the Teaching Gallery by Glory Tacheeni-Campoy (on the wall on the right as you enter, near back corner). Read the label with your kid.

What sorts of things did the land give the artist’s family? What sorts of things do you and your family get from the land?

What do both groups get from the land?

Navajo/Diné people use the name Bidáá Ha azt’ i’ for the place called The Grand Canyon by the National Park Service and many others.

Consider: Why don’t more people know the canyon’s original name? Is it important to call parts of land by the original names Native Americans gave to them? Why or why not?

It’s important for kids to know that many indigenous peoples were forcibly removed from their native lands by the US Government. Many places were re-named by white settlers who never knew the lands’ original names. Remembering and returning to Native place names is a way to honor Native culture and show respect for the nation’s first peoples. Native Americans still live in the US today, and how we treat them matters.

EXTENSION: See the page 10 of kids’ guide for list for place names, and page 10 of grown ups’ guide for QR codes to scan for more information to read and discuss at home.

Stop 5: Move on to the UW Student Juried Exhibition (two galleries). Walk around and find a piece of artwork that reminds you of home (home could be a physical structure, a state, a country, a family, or even a feeling). Sketch it below.

Compare your choice with your kid’s. What did they choose? Share with your kid what your home was like when you were their age. What did it look, sound, smell, and feel like?