

## THC Seminar Resource List: Bayou Bend Collection and Gardens

For questions or details about programs or activities discussed in the webinar, please contact Joey Milillo at [jmilillo@mfah.org](mailto:jmilillo@mfah.org)

### Programming/Activity Ideas Discussed

#### 1. Multi-Tool Activities

- a. Choosing and Evaluating
  - i. Make a Collection (see attachment)
  - ii. Kid Curators Mobile Tour: <http://bycell.co/wacq>
  - iii. Photo Safari (see attachment)
- b. Telling Stories with Objects
  - i. Pop-Up Exhibit (see attachment)
  - ii. Object Biographies Lesson Plan (see attachment)
- c. Learning by Making
  - i. Making syllabus <https://www.youtube.com/watch?v=y6NIMNkaGI4>
- d. Weighing Evidence
  - i. Probate inventory analysis (see attachment)
- e. Collectively American
  - i. Tour Card Examples: [www.mfah.org/bbschooltours](http://www.mfah.org/bbschooltours)

#### 2. Other Program and Activity Ideas

- a. Programs for Children and Families
  - Suffragettes: Adapted from Emmeline Pankurst Peg Doll  
<https://theachopsbooks.com/product/emmeline-pankhurst-peg-doll/>
  - Suffragette bios (See attachment)
  - Button Making:  
[American Button Machines](#)
- b. Programs for Adults
  - i. Video Recording of Dramatic Interpretation with Rembrandt Peale:  
<https://vimeo.com/364830118>
    1. Note: The password for the video is “BBDO”
- c. Training Docents
  - i. Object Relationships Chart (see attachment)
  - ii. Room Strategy Worksheet (see attachment)
  - iii. Close Looking at Portraiture – Example Worksheet (see attachment)
- d. Virtual Programming
  - [Locked in Bayou Bend](#)
  - [Escape the Gardens](#)
  - [Harry Potter Escape Room Video Tutorial](#) by Sydney Krawiec

## COLLECT ART

### *August Art Afternoons at Bayou Bend*

Today, as you visit the historic house, you'll meet docents (trained tour guides) in certain rooms. They'll show you small cutouts of objects that you can find in the rooms, and they can tell you more about those objects. Before you go to the next room, you will "choose" one of those objects by selecting one of the cards and attaching it to this piece of paper with a paper clip. Next to the card, write down one or more of the interesting things the docent told you about the object.

#### MURPHY ROOM:

CLIP OBJECT HERE!

What the docent told me: \_\_\_\_\_

\_\_\_\_\_

#### DRAWING ROOM:

CLIP OBJECT HERE!

What the docent told me: \_\_\_\_\_

\_\_\_\_\_

PHILADELPHIA HALL and DINING ROOM:

CLIP OBJECT HERE!

What the docent told me: \_\_\_\_\_

\_\_\_\_\_

*On to the 2<sup>nd</sup> Floor!*

QUEEN ANNE SUITE:

CLIP OBJECT HERE!

What the docent told me: \_\_\_\_\_

\_\_\_\_\_

CERAMIC STUDY ROOM and TEXAS ALCOVE:

CLIP OBJECT HERE!

What the docent told me: \_\_\_\_\_

\_\_\_\_\_

TEXAS ROOM and GLAZED PORCH:

CLIP OBJECT HERE!

What the docent told me: \_\_\_\_\_

\_\_\_\_\_

*Congratulations! You've collected all of your objects. Turn this page over for final instructions.*

## CONCLUSION:

Now that you've collected all of your objects, go back and review your choices. Use your observation skills to look closely at the pictures again, and read the information you learned from the docents. What do your object choices have in common?

*Examples: "they are all made of wood," or "they are all for eating and drinking."*

What my objects have in common:

---

---

---

Guess what? You have done part of the job of a museum *curator*. It is the job of a curator to select art for a museum or an exhibit and arrange the artworks together under a common theme.

Was this the first collection you have curated?

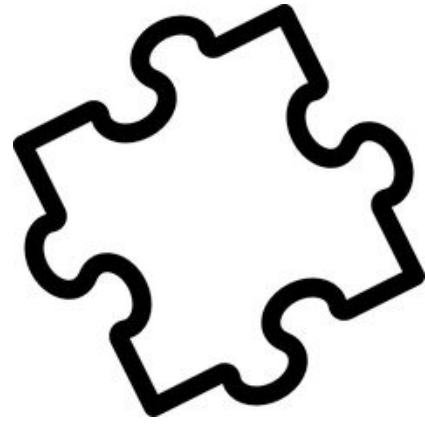
YES

NO

What did you learn today? \_\_\_\_\_



NAME \_\_\_\_\_



NAME \_\_\_\_\_



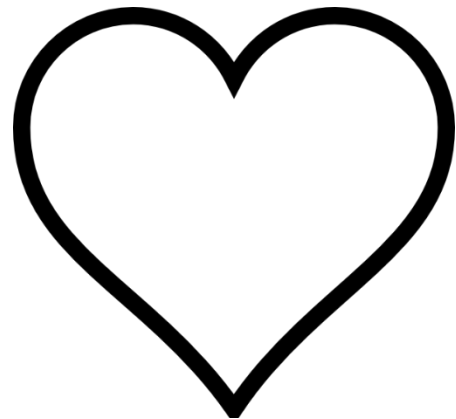
NAME \_\_\_\_\_



NAME \_\_\_\_\_



NAME \_\_\_\_\_



NAME \_\_\_\_\_

SHOW US A PUZZLE.

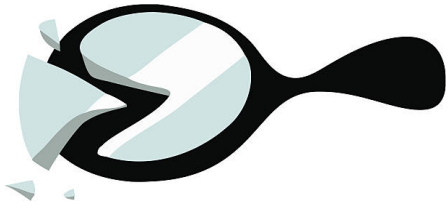
SHOW US SOMEONE  
YOU WOULD LIKE TO  
HAVE A  
CONVERSATION  
WITH.

SHOW US AN ANIMAL  
(WHOLE OR PART).

SHOW US YOUR  
FAVORITE COLOR.

SHOW US  
FRIENDSHIP.

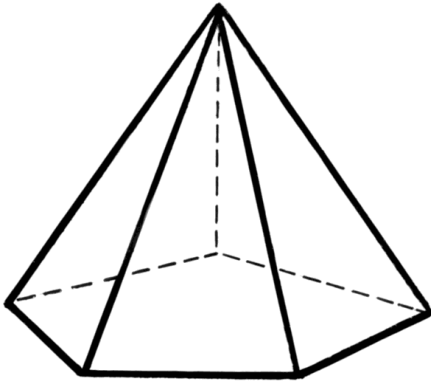
SHOW US  
SOMETHING YOU  
WOULD LIKE TO  
HAVE IN YOUR OWN  
HOME.



NAME \_\_\_\_\_



NAME \_\_\_\_\_



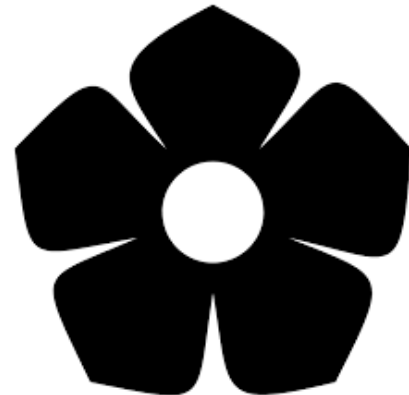
NAME \_\_\_\_\_



NAME \_\_\_\_\_



NAME \_\_\_\_\_



NAME \_\_\_\_\_



SHOW US  
SOMETHING WHOSE  
STORY YOU WOULD  
LIKE TO HEAR.

SHOW US UGLY.

SHOW US A HAND.

SHOW US  
GEOMETRY.

SHOW US A FLOWER.

SHOW US A TINY BUT  
INTERESTING  
DETAIL.

TAKE A PRACTICE  
PHOTOGRAPH OF A  
CLASSMATE.

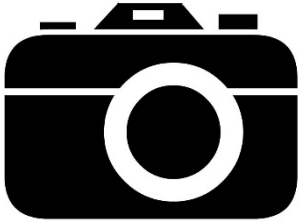
TAKE A PRACTICE  
PHOTOGRAPH OF A  
CLASSMATE.

TAKE A PRACTICE  
PHOTOGRAPH OF A  
CLASSMATE.

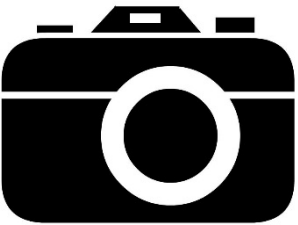
TAKE A PRACTICE  
PHOTOGRAPH OF A  
CLASSMATE.

TAKE A PRACTICE  
PHOTOGRAPH OF A  
CLASSMATE.

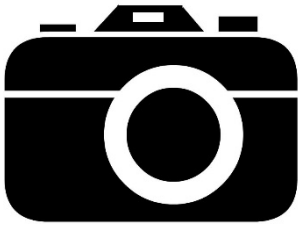
TAKE A PRACTICE  
PHOTOGRAPH OF A  
CLASSMATE.



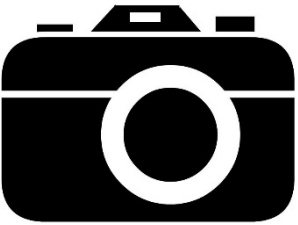
NAME \_\_\_\_\_



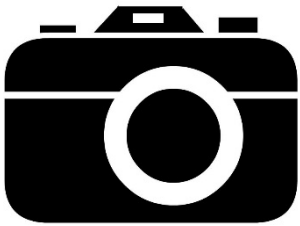
NAME \_\_\_\_\_



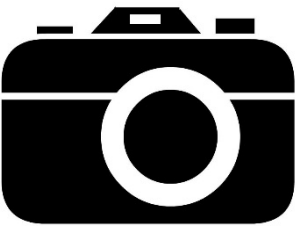
NAME \_\_\_\_\_



NAME \_\_\_\_\_



NAME \_\_\_\_\_



NAME \_\_\_\_\_

## Behind the Ropes

### Pop-up Exhibition Script Prompt

*Your audio tour script should be about 250 words, or 1 minute long. Use the following prompts to help create your script.*

1. My Audio Stop Number is: \_\_\_\_\_

2. My name is: \_\_\_\_\_

3. My object is: \_\_\_\_\_

4. I have placed this object next to / alongside / underneath / on top of: \_\_\_\_\_

---

---

5. I chose this object because: \_\_\_\_\_

---

---

---

---

6. I placed this object here because: \_\_\_\_\_

---

---

---

---

---

[illegible]

**Behind the Ropes**  
**Week 4**

**Pop-up Exhibit Information and Instructions**

For the 4<sup>th</sup> week of *Behind the Ropes*, class members will participate in a “pop-up” exhibition in the Bayou Bend house. To participate, please bring an object from home that you believe pairs well with one or more objects on view in one of the first-floor rooms of Bayou Bend. The way in which the object pairs with the collection is a matter of your own interpretation. You will be asked to record an audio tour segment explaining your interpretation. This audio segment should run no more than 1 minute (approximately 150 words).

Before the class session on October 23, please do the following:

1. Choose your object. Factors to consider:
  - a. Size (Will it fit comfortably in the period rooms?)
  - b. Materials (Does it include anything that is off-limits, such as plant material?)
  - c. Content / depictions (Is it appropriate for a general audience?)
  - d. Value (Are you OK leaving it in our custody for a week?)
2. Think about where your object is going to go. Need a reminder of the choices available? Check out Bayou Bend on the Google Art Project: <https://artsandculture.google.com/streetview/the-museum-of-fine-arts-houston-bayou-bend-first-floor/>
3. Put some thought into your audio segment. Some of you may wish to write it down to the exact word. Others may wish to simply prepare notes or talking points, and then speak off the cuff when we record your stop. Audio segments should be no longer than 1 minute, or about 150-200 words.

On the night of the 23<sup>rd</sup>, all class members will:

1. Fill out a loan form. Since you are placing the object in the care of the museum for the week, we will co-sign a form with you that makes note of the object and its condition at the time of the loan. A copy of the form will be given to you, and one copy will be kept by the museum.
2. Place your object in the house in the area you designate, with staff assistance and guidance.
3. Make an audio recording of your interpretation with staff assistance.

Additional Information:

1. Come see the exhibit and bring a friend! *Behind the Ropes* class members are welcome to visit any time during self-guided tour hours between Wednesday, October 24 –Tuesday, October 30 to view the exhibit. You and a guest will be admitted free of charge for your first visit during this period. The normal self-guided tour rate applies for additional guests and additional visits. Bayou Bend's self-guided tour hours for the house are 3 – 5 p.m. Tuesday – Thursdays, and 1 – 5 p.m. Friday – Sunday. Last entry time to the house is at 4 p.m. on all days. Bayou Bend is closed to the public on Mondays.
2. Objects will be returned to their owners on the night of the 5<sup>th</sup> week of class, October 30. If you are unable to attend the class on October 30 for any reason, please make arrangements with Joey Milillo, Bayou Bend's Programs Manager, to pick up your object no later than Monday, November 5, 2018. EMAIL: [jmilillo@mfah.org](mailto:jmilillo@mfah.org) / PHONE: 713.639.7759.
3. Sample audio segments have been attached to this email for reference.

## Bayou Bend History Camp

### LESSON PLAN: Object Biography

#### Lesson Objective

Students will learn and practice telling a historical story using an object.

#### Key Points

- Objects can be used to help tell an individual's story.
- Using an object to tell a history story is called *interpretation* (the action of explaining the meaning of something).
- Seeing an object while hearing the story adds an element of interest for the listener.

#### Assessment

1. Students bring in an object from home that fits in a 12x7x7" acrylic display cube.
2. Students interview each other about their objects and write a short historical interpretation of the object's history as it relates to the life of the owner.
3. Students process feedback and successfully implement revisions.
4. Students share their interpretations with the class.

#### PART 1 (Approximately 30 minutes) (Tuesdays)

1. Instructors show examples of objects and provide interpretation for them, as a docent might give a tour. (Instructors bring their own objects from home?)
2. Instructor models a quality interpretation:
  - a. 1 minute long
  - b. Identify the object
  - c. What do we know about where it comes from?
  - d. What is the story that connects the object with its possessor?
  - e. How does this help us understand the life of the possessor?
3. Students are given examples of objects in the collection along with copy of curator written (educator edited) interpretation. They are asked to highlight points b – e in the written interpretation.
4. Instructors give each student an acrylic cube and assigns them the work of taking it home and choosing an object from their home to bring in for interpretation. Selection guidelines:
  - a. Object should belong to the student (not their parents, pets, or siblings, etc.)
  - b. Object must fit inside the acrylic cube.



- c. No organic or hazardous materials.
- d. Object must remain at camp until Friday.
- e. Discourage photographs
- f. Think of an object about which you can tell a story in your life.

#### PART 2 (Approximately 15 minutes) - WEDNESDAYS

1. Instructors evaluate what each student has brought in for suitability, giving them a chance to bring in a different, more suitable object on Thursday if needed.

#### PART 3 (Approximately 60 minutes) – THURSDAYS

1. Instructors divide students into pairs.
2. Each pair of students will interview the other (using a prompt sheet) about their object.
3. Students will use the prompt to write interpretations for their partner's objects.

#### PART 4 (Approximately 45 minutes) – THURSDAYS

1. Students read their interpretations of the objects to the object's possessor and an instructor.
2. The instructor and the possessor provide feedback.
3. Students process that feedback and make edits as needed.
4. Instructor explains how each student will interpret their object for the class on Friday.

#### PART 5 (Approximately 90 minutes) – FRIDAYS

1. All students will gather in the large Bailey Room classroom, with no tables, socially distanced.
2. A table will be set up at the front of the room, with a camera wired to the projector screen pointed at the table to show the objects in large scale.
3. Students will show the object and deliver their interpretation to the other members of the camp.

#### SUPPLY LIST:

Clipboards, pencils (sharpeners), acrylic cubes, collection examples with interpretation on paper, highlighters, interpretation prompt worksheets (multiple copies for revisions).

Instructors – objects from home, camera & projector

### Inventory Analysis Worksheet

	<b>Notes from Inventory of:</b> Will Wright 1633 Plymouth, Massachusetts	<b>Updates after reading excerpt from <i>The Times of their Lives</i></b>
What rooms are listed in the house? What activities take place in each room?		
What work did Will Wright do? How do we know?		
Name some furniture found in the house.		
Name some items that make the house comfortable or attractive to live in.		
Name some items used for leisure.		
What type of items are most valuable?		
What do we see in the house that surprises us?		
What do we notice is missing that we would expect to see?		

### Inventory Analysis Worksheet

	<b>Notes from Inventory of:</b> George Wells 1754 Yorktown, Virginia
What rooms are listed in the house? What activities take place in each room?	
What work did George Wells do? How do we know?	
Name some furniture found in the house.	
Name some items that make the house comfortable or attractive to live in.	
Name some items used for leisure.	
What type of items are most valuable?	
What do we see in the house that surprises us?	
What do we notice is missing that we would expect to see?	

# Inventory: George Wells

## May 20, 1754

### INVENTORY OF ESTATE OF GEORGE WELLS 1754 MAY 20

AN INVENTORY of the Estate of George Wells decd.

#### Above Stairs.

1 Feather Bed & Bolster 1 Rug 1 Blanket Bedstead Cord & Hide	£ 3.. ..
1 Feather Bed Bolster & Pillow 1 Rug 1 Blanket Bedstead & Cord	3.. ..
1 Pair of end irons 5/. 1 Round basket 1 7½ d	0.. 6..7½
2 Rugs 1 old Blanket Oznabs. Bed & Bolster & Bedstead	2.. ..
1 Bed with red Rug old Blanket & Bedstead	2.. ..
1 large red Painted Chest	0..10..

#### Below Stairs in the left hand Room.

1 Eight day Clock	7.. ..
1 Feather Bed 1 Bolster 2 Pillows 1 Quilt 2 Blankets, Yellow Curtains & Rods Bedstead Cord & Hide	6.. ..
6 Leather Chairs 24/. 1 Arm'd Leather Chair 6/	1..10..
6 high back Wooden bottom Chairs 3/9. 2 Rush bottom Do. 1/10½	0.. 5..7½
1 Couch 5/. 1 Desk 50/. 1 Cake Bees Wax 1/.	2..16..
1 Gauging Rod 4/. 5 Razors 2 Straps, & 1 Hone 3/	0.. 7..
4 Cribage Boards 2/6. Some Powder & horn & Shot 5/	0.. 7..6
1 Silver Watch	8..12..0
6 Silver Table Spoons 1 Milk Pot 1 Punch Landle 9 Tea Spoons	8..11..9
2 Strainers & 2 Tongs at 6/. per oz. a Parcel of old Buckles & Buttons at 5/. per oz	
1 old Silver Watch (belonging to Dickinson)	
A Parcel of Pictures & Prints 20/. 1 large Looking Glass £3	4.. ..
2 small Looking Glasses 1/3 1 small round Table 2/6	0.. 3..9
1 Large Oval Cedar Table 15/. 1 Oak Oval Do. 15/	1..10..
1 Chest of Drawers 30/. 1 small Table & Toilet 10/	2.. ..
12 China Plates 1 China Dish & Earthen Dish	1..10..
1 Tea Chest and 2 old Backgammon Tables	0..10..
1 Pair Dogs with brass Heads 15/. 1 Cotton Counterpane 26/	2.. 1..
1 Striped & Chex'd Counterpane 5/. 1 White holland Sheet 5/	0..10..
3 Diaper Napkins & 2 Pillow Cases 6/. 2 pr. Coarse Sheets 32/	1..18..

1 Butchers Steel 5/. 1 Gun 5/. 2 pr. old Sheets 7/6	0..17..6
---	----------

**The second Left hand Room.**

1 Rushia Drab Bed Bedstead Bolster Rug & Blanket	3.. ..
1 Chest 10/ 1 pair Saddle Bags Boots & Spurrs 10/	1.. ..
1 Mans Saddle 15/. 2 Horse Collars & 1 Cart Saddle 10/	1.. 5..
1 old Safe 3/. 1 New Safe 15/	0..18..

**In the Right hand Room.**

A Parcel of Pictures 10/. A Corner Cupboard 10/	1.. ..
2 China Bowls 6 China Cups and Saucers and a Parcel of Glass Ware	1..10..
A Table with old Knives and forks 2 pr. Scales 1 pair Wool Cards	0..15..
3 half Pint Mugs 1 Lamp 1 Tea Pot, Pepper Box Mustard Pot—and a Clothiers Brush	
2 Pair Stilyards 1 Candle Box & a pr. Sad: Irons	0..15..
1 Bell Metal Pot 1 Iron Pot 1 pair Tongs 2 pr. Pothooks	0.. 8..
1 Grid Iron 2 old Iron Candlesticks and a Hominy Pestly	
1 pr. Iron Dogs 8/. 2 Shoemakers Benches & Toole 20/.	1.. 8..
A Parcel of Trumpery in a Closet 12/6. 3 Wiggs 10/.	1.. 2..6
1 Cutlass & 1 Dagger 7/6 1 pr. Pistols 12/. 1 Mans Hatt 12/6	1..12..
1 Cloth Coat Lined with Blue 30/. 3 pair Breeches 20/	2..10..
1 white Duffell Coat 15/. 1 blue Coat & Silk Waistcoat & Breeches 40/	2..15..
1 Grey Coat & Scarlet Waistcoat & fustain Breeches	1..10..
1 Black Waistcoat Strip'd Banyan & flanel Waistcoat	1.. ..
A Chest 6/. a Case with 3 Bottle 2/6, 1 Table 3/.	0..11..6

**In the Shop.**

6 Sides Soal Leather 35/. 9 Calf Skins 45/. 6 pr. Negro Shoes 15/	4..15..
2 pair Pumps 1 pr. Shoes 1 pair Slippers 2 pr. Childrens Shoes	0..18..
110 Lasts 15/. 3 Cheeses 18/. 9 lb Soap 4/6	1..17..6
2 pair Shoe & 1 pr. Boots Stretchers 3/. 2 Casks 2/6. 1 Stew pan 4/	0.. 9..6
1 Saw 1 Adz 1 Hammer 3 files & Sundrys	0.. 2..6
1 Shoe makers Window 1/3 d 1 Table 2/6	0.. 3..9

### In the Cellar

1 Groce Bottles 26/. 1 Cask Cyder 10/. A Parcel of Empty Casks 8/.	2.. 4..
1 Jarr of Soap 1 Cask of Do.	1.. 6..

### In the Meal House

1 Cask Flour No. 23 qty 214 lb Nett at 14/	1..10..
1 Table 5/. 1 Tray & Tin Sheets with Ginger Bread Prints 7/	0..12..
A Naple Biscuit Pan &c	0.. 7..0
40 Bushels of Wheat at 4/	8.. ..
8 Barrells & 1 Bushell of Corn @ 8/	3.. 5..7
1 Searce & I Tray 4/. 1 Quilting frame 3/.	0.. 7..0
1 Spinning Wheel & Riddle 6/. 1 Steel Coffee Mill 2/6	0.. 8..6
1 old Saddle &c	0.. 4..0

### In the Garden and Yard

1 Horse called Sorrel 1 Do. called Prince	6.. ..
4 Benches & 1 Wheel Barrow	0..15..

### In the Smoke House

2 Hoes 2 Spades & 1 Pewter Bason 7/6. 1 Cow 30/	1..17..6
---	----------

### In the Kitchen.

8 Pails 8/. 1 Calendar Tin Coffee pot Tin Kettle	0..16..
1 Iron Ladle 1 Frying Pan 1 Tea Kettle 8/	
1 warming Pan 5/. 18 Pewter Plates & 10 Dishes 40/	2.. 5..
1 Pewter Soap Kettle 5/. 1 Pewter Tankard 1 Butter dish 1 Porringer 2/6	0.. 7..6
Pewter Measures 6/. 1 brass Morter & Pestle 5 Candlesticks 1 Stand 8/6	0..14..6
2 Copper Chocolate Pots 1 Coffee pot 10/. 1 Dripping Pan 5 Spoons 1/	0..11..
3 Iron Pots 1 Iron Skillet 32/. 1 Brass Kettle 1 Skillet 15/	2.. 7..
1 Iron Toaster 1 Flesh fork 1 Chafing Dish 2 pr. Pot hooks & Grid Iron	0.. 6..
1 Box Iron & Heaters 1 Spit 1 Salt Box Pot Racks	0.. 6..3
4 Calf Skins and two Baggs	0.. 6..3

8 Gold Rings	3..10..11
Benjamin Grant a Servant Man	10.. ..
Betty Willey a Servant Woman	2..10..
1 Cart and Wheels	1..0..0

£144..18..

Peter Scott  
John Greenhow  
John Page

Returned into York County Court the 20th day of May 1754 and Ordered to be recorded.  
Examd.  
Teste Thos. Everard Cl: Cur:

*This document was transcribed and then edited from the original. Electronic transcripts are not legal records of the clerk of the circuit court of the county of York, Virginia.*

# Inventory: Will Wright

## January 2, 1633

New Plymouth 1633 WYNSLOW GOVR

An Inventory of the goods & Chattels of Will Wright late of Plym., deceased, ...presented in Court the 2d of January 1633.

In the first Room

one chest with one sad colored suit & cloak, one other suit the breeches being without lining, one red bay waistcoat & one white cotton waistcoat one old black stuff doublet, 2 hats, a black one & a white one, 1 piece of loom-work. 4 knots of white tape. 2 pre of boot hose & 2 papers of hooks & eyes 2 lb of colored thread, 2 doz. of laces, & 2 pr of old knit stockings with some other small things at 6 L.	06	00	00
one small Table with a carpet, one Cupboard & a chair with a sifting trough	01	10	00
six kettles 3 iron pots & a dripping pan	02	03	00
7 pewter platters, 3 great ones & 4 little ones. 1 small brass mortar & pestle 2 pint pots & one pewter candlestick. 1 pewter flagon 2 pewter cups, 1 wine & one other beer bowl. 1 beaker & 1 Caudle cup. 1 dram cup & a little bottle 2 salt sellers 3 porringers. 1/2 doz. old spoons, 3 pr of pot hooks. 1 old pr of tongs & an old fire shovel. 1 pr of pot hangers. 2 small old iron hooks. 1 pr of andirons. 2 old iron Candlesticks, & a pressing iron. 2 basins 1 small one & another great one all at 2 L.	02	00	00
one fowling piece	02	10	00



2 pr of boot breeches an old pr of Cotton drawers an old blew coat. 2 pr of old Irish stockings. 2 pr of cloth stockings 1 pr of wadmore stockings. 1 old red waistcoat and old black Coat.	01	10	00
One little old flock bed & an old feather bolster, with a pair of worn sheets, an old green Rug.	00	15	00

#### In the Buttery

Two old barrels one full of salt, the other half full, 1 bucking tub, 1 washing tub & 2 empty runlets with small trifling things.	01	00	00
--	----	----	----

#### In the loft over the first room

One old half headed bedstead. 1 old bag of feathers. 1 old white Rug 2 hogsheads & a barrel.	00	16	00
---	----	----	----

#### In the bedchamber

One bedstead one warming pan. 1 feather bed & bolster. 2 pillows, with 2 Rugs, 1 green one & one white one. 1 trunk & a little chair table, with a small carpet & a curtain & valence for the bed. 1 small cushion, five pr of sheets, 4 pr of pillowbeers [pillowcases], 2 table cloths & 15 napkins. 4 towels & 7 shirts. 3 pr of linen drawers & 2 wrought silk caps & one white Holland cap & one dimity waistcoat 3 bands & 4 pr of linen stockings.	13	08	00
It one great Bible & a little bible. 1 Greenhams works. 1 psalm book with 17 other small books	01	03	00

#### In the loft over the bedchamber

One broad axe & 2 felling axes & 2 hand saws. 1 thwart saw with a wrest to it. 3 augurs 2 chisels 1 gouge. 1 drawing knife.	02	07	00
--	----	----	----

1 prser 1 gimlet. 2 hammers. 1 pr of old hinges. 2 chest locks. 1 pad-lock. 1 splitting knife 1 old spade. 2 old hoes. 2 fishing lines 1 old hogshead. 1 small runlet half full of powder. 1 garden rake. 1 pitch fork. 1 tiller of a whipsaw. 3 iron wedges with some small implements & other lumber of small value			
--	--	--	--

Other inventoried items

the house & garden	10	00	00
the Cattle being one Cow & a steer calf	20	00	00
2 Ewe goats & 1 ewe lamb	07	10	00
It one old Sow. 1 hog. 1 young sow of 1 year old. 1 shoat. 1 boar 1 Canoe & a churn.	07	00	00
Debts due unto him as appears pr book	20	00	00
	99	12	00

# Instructions to Print

- These info/bio cards MUST be printed 4 to a page and the way to do it to maximize the paper space is to click:
- “File” tab (top left)
- “Print”
- “printer properties” (under your selected printer)
- “detailed settings” (top middle tab)
- “edit” (in the “menu” bar)
- “layout”
- Select “4 pages per sheet”
- Make sure to only print pages 2-5 since the first page is this page of instructions

# Susan B. Anthony



- **Susan B. Anthony** was born in 1820 in Adams, Massachusetts.
- As a religious **Quaker**, she believed **everyone was equal** under God.
- She worked as a teacher for many years and then became a powerful **abolition activist** (a person who was against slavery).
- Later on in her life she began to speak out on **women's right to vote**, and she helped to establish the **National American Women's Suffrage Association** in 1888, a group that helped to pass the **19<sup>th</sup> amendment** (the law that allowed women the vote).

# Ida B. Wells



- *Ida B. Wells* was born in 1862 in Holly Springs, Mississippi.
- She was **born into slavery** during the American Civil War.
- As an activist and journalist she focused on **arguing against racism, sexism, and violence**.
- Another large part of her life was taking part in the Women's Suffrage Movement which argued for **women's right to vote**.
- In fact, she was a founder of the **National Association of Colored Women's Club**, which supported civil rights and women's suffrage.

# María Ruiz de Burton

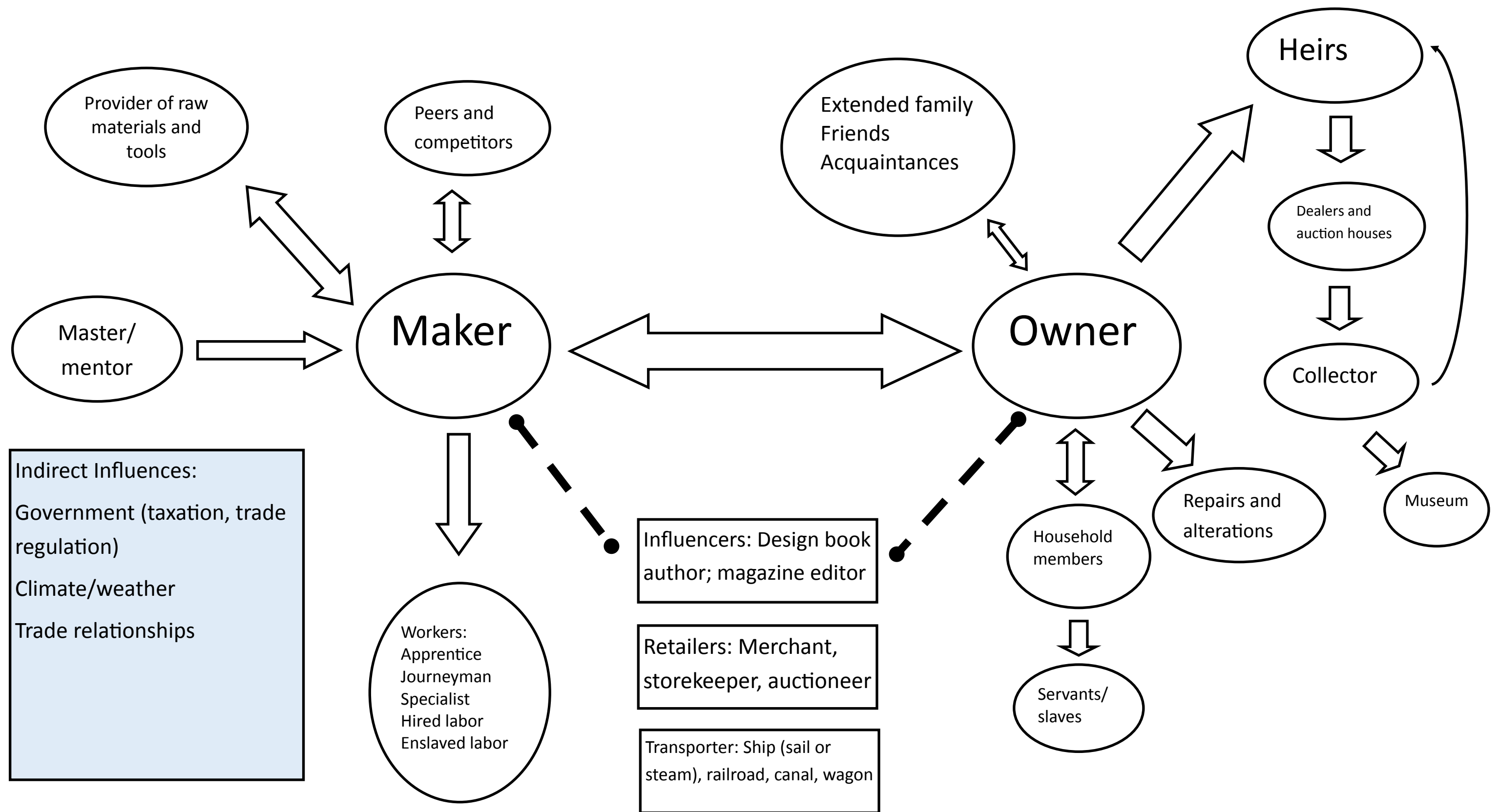


- *María de Burton* was born in 1833 in Loreto, Mexico to a wealthy Latino family.
- After the end of the *Mexican-American War* (1845-48) María and her mother moved to Alta California where they became American citizens.
- She was the first Mexican-American woman to publish her writings in English and in the 1870s, produced two novels: *Who Would Have Thought It?* and *The Squatter and the Don*. Both books examined the racism of 19<sup>th</sup> century America, but *Who Would Have Thought It?* emphasized her support for women's rights: "I think the sooner we give over to women the management of public business, the better it will be. . . !" (María Ruiz de Burton).

# Dr. Mabel Ping-Hua Lee



- *Mabel Lee* was born in 1896 in Canton, China, and in 1905, Mabel and her family moved to *New York City*.
- By 16, Mabel was a member of the Women's Rights Movement and helped lead the *New York City suffragist parade* in 1912.
- She wrote many *feminist essays* that promoted *women's rights, girl's education, and female roles in the government*.
- Unfortunately, as a Chinese-American, she wasn't granted the right to vote until **1943**, 23 years after the rest of American women were allowed.





## Bayou Bend Room Strategy: Study Tour

Room Name:

Your Name:

What big ideas does the collection in this room support?

Idea:	Objects that support idea:	Stories about objects or idea:
1.		
2.		
3.		
4.		

What historical context will you keep in mind when discussing this room?

1. Events or political history:

2. Social or cultural changes:

## **Bayou Bend Room Strategy: Highlights Tour**

**Room Name:**

**Your Name:**

**Is this room on the Highlights Tour?**

**Yes**

**No**

**What could you share about Miss Hogg and this room? (2-3 points)**

**1.**

**2.**

**3.**

**Which three treasures could you discuss? Choose objects which are different types of treasures (historical, rare, craftsmanship, important to Miss Hogg's collecting, etc.) Explain: why is this object a treasure for our collection? What context will help people understand it?**

**1. Treasure:**

**Explanation:**

**2. Treasure:**

**Explanation:**

**3. Treasure:**

**Explanation:**



**Location:**  
**Pine Room**

1. Look closely at this portrait for one minute. Discuss your initial observations with your partner. Focus on a small part of the portrait, rolling up your paper to use as a telescope. What new things did you notice? Share with your partner.
2. Write down one question you have about this portrait.
3. On a blank sheet of paper, draw this portrait. You only have one minute. Use the whole page!
4. Finish your drawing, using WORDS instead of lines. Wherever you would draw a line, write descriptive words, questions, or whatever comes to mind.
5. Once you are finished, share with your partner exactly what you wrote.
6. What new questions do you have?
7. Complete the Elements of Portrayal chart and answer the questions on the back of this page.
8. Be prepared to answer these questions for the class: "What did you learn about the sitter by looking closely at this portrait? What more would you like to learn?"

## Elements of Portrayal

Use the blanks below to describe each element.

Facial Expression	
Pose	
Clothing	
Hairstyle	
Setting	
Objects	
Color	
Medium	
Scale	
Artistic style	

Why do you think the portrait was created?

What purpose do you think it served?

What do you think the portrait says about American life at the time it was created?