



SLATER MEMORIAL MUSEUM  
OF NORWICH FREE ACADEMY

# Education Programs







## MISSION STATEMENT

Located on the campus of Norwich Free Academy, Slater Museum awakens visitors to the richness and diversity of the human experience through art and history.

### Contact Us:

Slater Memorial Museum  
108 Crescent St  
Norwich, CT 06360  
860.425.5563  
[museum@nfaschool.org](mailto:museum@nfaschool.org)

### Director of Education:

Dayne Rugh  
860.425.5562  
[rughd@nfaschool.org](mailto:rughd@nfaschool.org)

Book your visit  
online at  
[slatermuseum.org](http://slatermuseum.org)

## Overview

---

Since 1888, the Slater Memorial Museum has welcomed visitors and students from all over the globe, providing one-of-a-kind educational experiences. Featuring our world-renowned Plaster Cast Collection, Slater Museum's collection of artwork spans thousands of years of human civilization across the world. This booklet outlines the museum's current educational programs which offer a focused and in-depth means of experiencing the museum's exhibitions first-hand. All programs include age-appropriate activities that can be customized to fit your needs and are designed to reflect the inquiry-based learning process while meeting state and national curriculum standards.

## What do we offer?

---

- School Programs
- Educational Activities
- Workshops

\*Norwich public schools are eligible for fee waivers on all programs. Please contact Dayne Rugh, Director of Education for more information on pricing and availability.

# School Program

## Objectives:

- Students will learn what a myth is and how the ancient Greeks understood the world through their myths
- Students will identify different types of symbols and their association to Greek Culture
- Students will identify Greek Gods, Goddesses, and mythological creatures
- Students will learn how the ancient Greeks expressed their culture through art and sculpture



## GREEK STORIES

For thousands of years, the myths of the ancient Greeks have fascinated people all over the world, leaving long lasting impressions on Western Civilization. Using our collection of plaster casts, this program introduces some of the best examples of Greek sculpture to students and examines how Greek art and mythology contributed to the growth of Classical and Hellenistic Greek Culture.

This program can be fully customized to meet the needs of many grade levels while focusing on a variety of topics and themes such as the history of Greek civilization, artistic expression, art history, and how Greek myths and sculpture influenced the development of Western Civilization. Our extensive collection of plaster casts allows students to connect deeply with the art and stories of our ancient past.

## Details:

**Grade Level: 2 – 12**

**Length: 60 – 90 Minutes**

**Cost: \$2.00 students, \$3.00 teachers & chaperones**

# Gallery Highlights



Left: Athena Giustiniani (Minerva) – Cast of the original in the Vatican Museum, Rome (c. 375-330 BCE)

Top Right: Orestes and Elektra – Cast of the original in the National Museum of the Terme, Rome (c.1-50 CE)

Bottom Right: The Diskobolos – Cast of the original in the Vatican Museum, Rome (c. 460-450 BCE)

**“Wisdom begins in wonder...” – Socrates**

# School Program

## Objectives:

- Students will learn about what a "Grand Tour" is, and why it was important in history
- Students will learn about how traveling has changed from over a century ago and why traveling is important
- Students will learn about the many cultures and societies the Slaters encountered
- Students will learn how travel, education, and collecting has contributed to the development of a "global" society



## SAILING AROUND THE WORLD

In 1894, William Slater and his family set sail for a year-long Grand Tour of some of the world's most iconic cultural sites. Throughout their voyage, they came into contact with dozens of different nations and cultures bringing back souvenirs and memories that are now showcased in our exhibition "Around the World on the Yacht Eleanor: The Slaters' Grand Tour."

From examining original photographs, to some of the Slaters' personal items, this program will have students thinking critically about the many themes that defined Victorian Era society in America and will allow students the opportunity to take their own virtual Grand Tour through our themed exhibition galleries.

## Details:

**Grade Level: 2 – 12**

**Length: 60 – 90 Minutes**

**Cost: \$2.00 students, \$3.00 teachers & chaperones**

# Gallery Highlights



Top Left: William and Ellen Slater aboard the *Eleanor* c. 1894 (Photograph)

Top Right: Grand Tour Gallery, South End

Bottom: Grand Tour Gallery, West End

**“One must travel, to learn.” – Mark Twain**



## STEP INTO FIVE CONTINENTS





# OF ART, HISTORY, & WONDER



# School Program

## Objectives:

- Students will learn what types of industries and services flourished in Norwich from the 18<sup>th</sup> to the 20<sup>th</sup> Century
- Students will learn how art and industry created new classes and workforces of educated people
- Students will understand how objects evolve over time and how technology has changed our lifestyles
- Students will understand how societies evolve to create better standards of living and social progress



## NORWICH ARTS & INDUSTRY

This program provides an in-depth look into one of the most transformative periods of time for Norwich and the Western world. Beginning just before the outbreak of the American Revolution and lasting through the beginning of the 20<sup>th</sup> century, factories, businesses, and artists dotted the Norwich landscape creating a diverse community identity.

A number of themes characterize this complex era known to historians as the "long nineteenth century." For Norwich, it was a period of rapid economic development, industrialization, and cultural growth. We see the rise of new immigrant workforces, localized schools of art, and learn about the legacies of families such as the Slaters, who envisioned the goal of creating a better Norwich, and a better world.

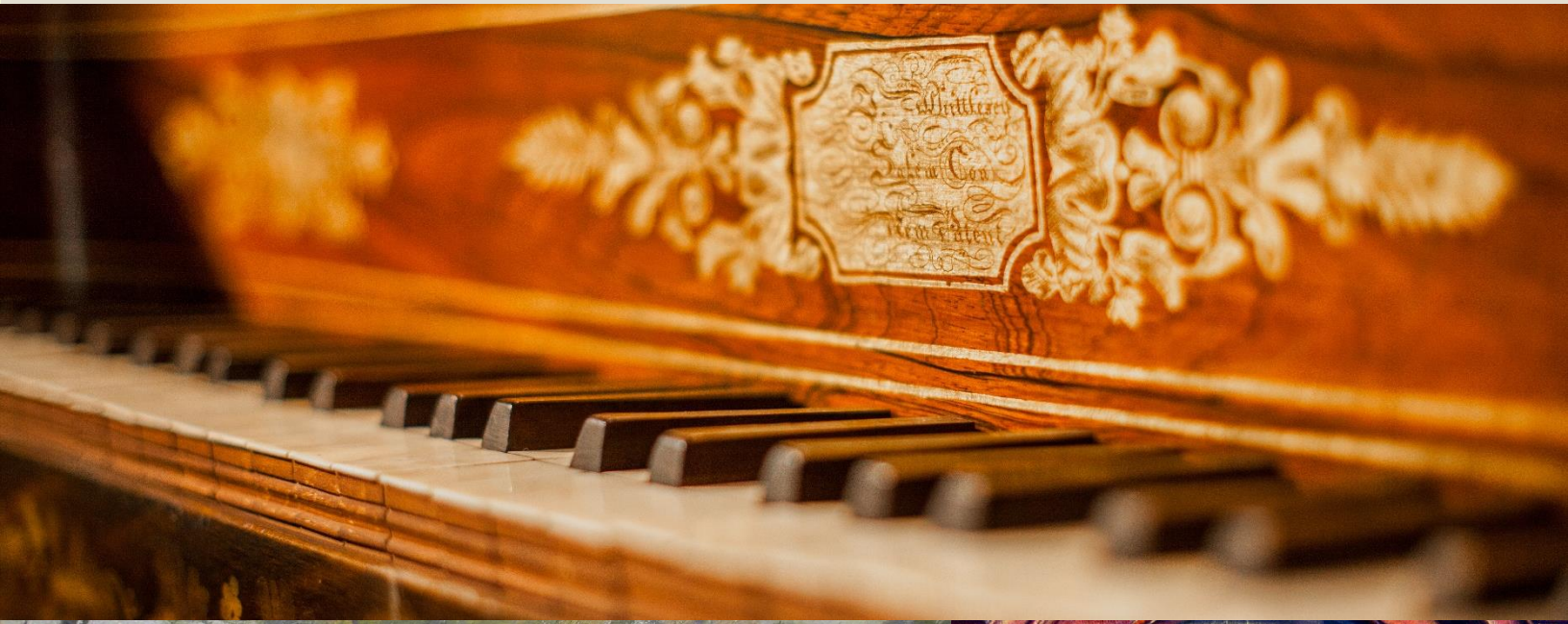
## Details:

**Grade Level: 4 – 12**

**Length: 60 – 90 Minutes**

**Cost: \$2.00 students, \$3.00 teachers & chaperones**

# Gallery Highlights



Top: Whittlesey Piano, c. 1830

Bottom Left: *Corn Husking, Laurel Hill* (Ozias Dodge, 1899)

Bottom Right: Harland Tall Case Clock, c. 1775

**“Education must not simply teach work  
– it must teach life.” – W.E.B. Dubois**

# School Program

## Objectives:

- Students will learn about figures in Norwich history who shaped local maritime culture
- Students will identify different types of ships and learn how sailors lived on ships while at sea
- Students will learn how waterways shaped the development of communities such as Norwich
- Students will explore how maritime culture has changed in the twenty-first century



## MARITIME NORWICH

Uniquely positioned at the confluence of the Yantic, Shetucket, and Thames Rivers, the city of Norwich has many deep connections to the sea and its resources. This program explores how Norwich developed as a maritime city with a focus on local seafaring figures and industries such as whaling, trading, shipbuilding, and manufacturing.

The history of our maritime heritage is still seen and felt to this day, opening up discussions about how we lived and worked on the sea, and how the sea still plays a vital role in our perspectives of the world. Stories of freedom, exploration, hardship, and triumph will show students how the sea still calls upon us to be a force for change in the world today.

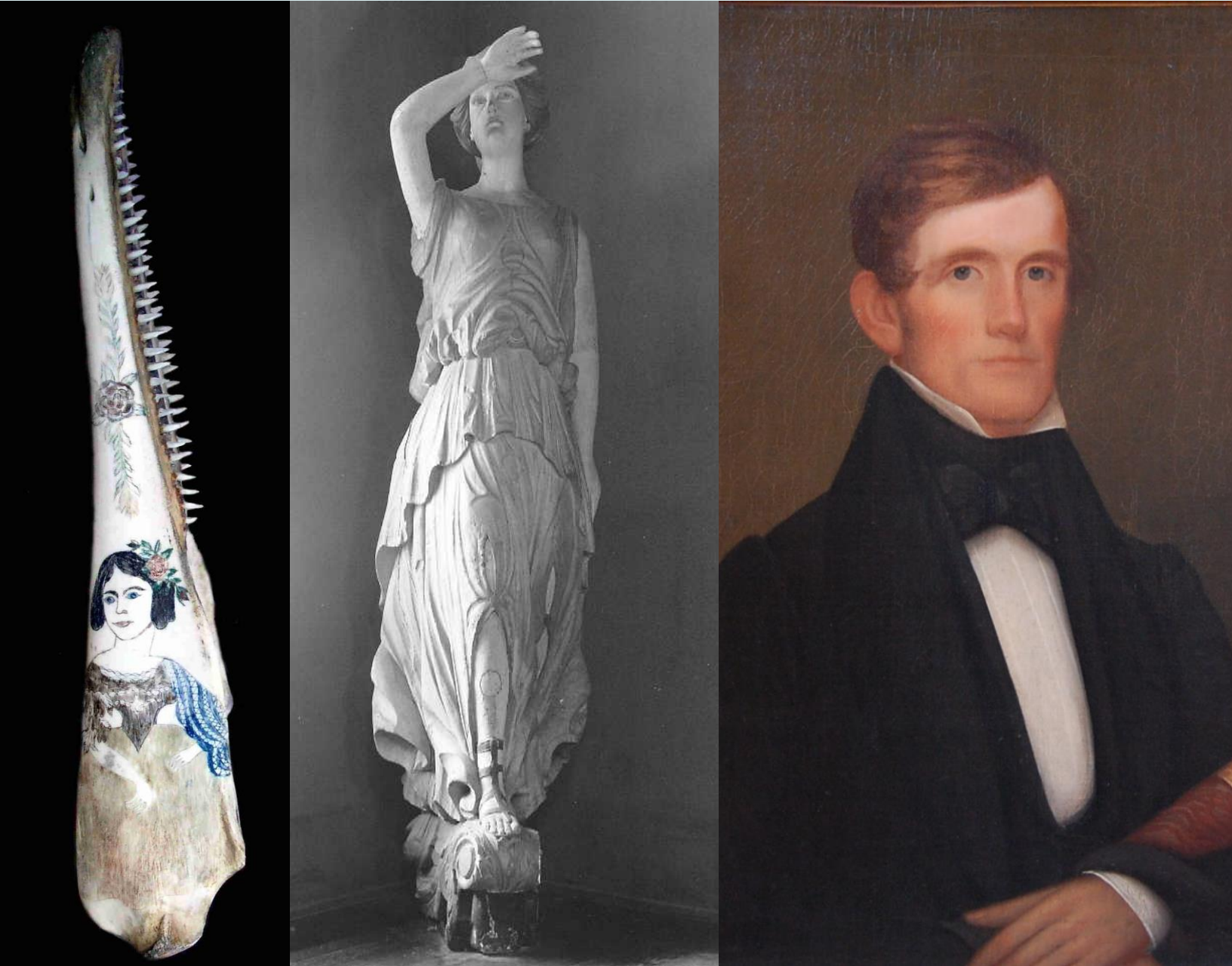
## Details:

**Grade Level: 4 – 12**

**Length: 60 – 90 Minutes**

**Cost: \$2.00 students, \$3.00 teachers & chaperones**

# Gallery Highlights



Left: Scrimshaw, 19<sup>th</sup> Century

Middle: Figurehead, 19<sup>th</sup> Century

Right: Portrait – Captain Thomas Davis Winship by Shepard Mount c. 1830

**“The sea is only the embodiment of a supernatural and wonderful existence.” – Jules Verne**

# EDUCATIONAL ACTIVITIES & MORE

- **Gallery Sketching** • Students can spend time practicing their drawing skills by sketching any of the dozens of Greek and Roman statues in our Plaster Cast Gallery, a museum tradition amongst students dating back when the museum first opened in 1888!
- **Creative Writing** • Using our plaster casts or any of our paintings or objects, students can engage in creative writing projects including designing their own myth or creating their own short stories using any of our exhibitions as inspiration.
- **Captain Winship's Sea Chest** • From being a lowly deckhand, to becoming master of his own ship, Thomas Davis Winship is a local maritime icon. This activity explores a re-creation of the Captain's sea chest and the many objects inside that tell the story of how sailors lived and worked on the seas.
- **Nautical Crafts** • The life of a sailor was tough work, but sailors had plenty of activities to keep them entertained during their share of downtime on a ship. These activities will have students practicing what sailors would do including knot tying, lanyard making, and more!
- **Passport Activity** • Students will receive their own Slater Museum Passport booklet to tour the galleries and record their favorite stops and objects just like the Slater family would have done on their own Grand Tour!

---

## Workshops

Interested in having Slater Museum visit your school for exclusive museum presentations or in-class workshops? Contact

Dayne Rugh, Director of Education for more information on these opportunities!

---

# CONNECTICUT SOCIAL STUDIES FRAMEWORKS

**How our programs connect with your curriculum needs:**

## GRADES 2 – 3

HIST 2.2 & 3.2 • Compare life in the past to life today  
HIST 2.4 & 3.4 • Explain perspectives of people in the past to those of people in the present  
HIST 3.5 • Describe how people's perspectives shaped the historical sources they created  
GEO 3.7 • Explain how cultural characteristics affect the distribution of people, goods, and ideas

## GRADES 4 – 5

HIST 4.1 & 5.5 • Explain connections among historical contexts and people's perspectives at the time  
GEO 4.3 & 5.2 • Explain how culture influences the way people adapt to their environments  
GEO 4.7 & 5.3 • Explain how human settlements and movements related to the locations and use of various natural resources  
ECO 5.2 • Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services  
ECO 5.3 • Explain why individuals and businesses specialize and trade

## GRADES 6 – 8

HIST 6-8.1 • Use questions about historically significant people to explain the impact on a region  
HIST 8.3 • Analyze multiple factors that influenced the perspectives of people during different historical eras  
HIST 8.4 • Explain how and why perspectives of people have changed over time  
HIST 8.5 • Analyze how people's perspectives influenced what information is available in the historical sources they created  
GEO 6-7.4 • Analyze the cultural characteristics that makes places both similar to and different from one another  
GEO 6-7.5 • Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there  
GEO 6-7.10 & 8.4 • Explain how the relationship between the environmental characteristics of places and the production of goods influences world trade  
ECO 6-7.4 & 8.3 • Analyze the role of innovation and entrepreneurship in a market economy  
CIV 8.4 • Compare historical and contemporary means of changing societies, and promoting the common good

## HIGH SCHOOL

HIST 9-12.2 • Analyze change and continuity in historical eras  
HIST 9-12.9 • Analyze the relationship between historical sources and the secondary interpretations made from them  
GEO 9-12.6 • Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.  
ECO 9-12.3 • Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living



NORWICH FREE  
**ACADEMY**



WWW.SLATERMUSEUM.ORG • 860.425.5563