

Peabody Activities Sheet

In conjunction with the Peabody Virtual Exhibit, we would like to offer some activities you can do at home! Be sure to have adult supervision when doing these activities.

Make a sculpture!

Ages: all

Buy Playdo or

Make your own clay with flour, salt, oil, and water with this home recipe:

<https://www.thesprucecrafts.com/oven-flour-clay-recipe-1250343>

Become a sculpture!

Ages: 5 and up

Step 1: Dress yourself up

Step 2: Pose - be sure to stand still!

Step 3: Take a picture

Step 4a: Edit yourself digitally

Step 4b: Print your picture and cut out the silhouette of yourself and paste it onto another piece of paper, draw on extra props using colored markers or paste props from magazines or other images you find on the internet

Museum Reflection

Ages: 6 and up

Following the Baltimore City Educational Guide of 1915, do the following activity: Visit a picture gallery, such as one in the Peabody Institute or the Walters or the Maryland Institute, to see “some phase of art, and of the Greek, Roman, Medieval, English and Colonial periods.¹” Viewing Greek, Roman, Medieval, English, and Colonial period art illustrates the compounding influence of classical art throughout time. When looking at Baltimore, there is so much Greek and Roman influence in Baltimorean art and architecture, such as St. Peter the Apostle Church, the Washington Monument, and the Peabody Institute building. Additionally, many people’s

¹ Baltimore Department of Education, Course of study, public schools, Baltimore County Maryland. Grades I-VIII (Baltimore, MD.: Baltimore Department of Education, 1915): 588.

houses used classical architecture. For example, Lemmon Street has row houses in the Greek revival style².

Museum Reflection

Ages: 8 and up

What is a museum?

Think about museums that you have visited in the past.

1. What was the museum called?
2. What was the museum about?
3. How did you get to the museum?
4. Who did you go with?
5. Did you go on a tour or not? If you went on a tour, what did your tour guide say that was interesting to you?
6. What was the most interesting thing in the museum?
7. How were objects presented? Were objects in a glass case with information next to them or were they in the open air?
8. How was the museum space set up? Were there any parts of the museum that immersed you - such as you felt you traveled back in time?
9. Now consider this virtual exhibit - how does it compare to your past museum experiences?
10. What are the pros and cons of a virtual exhibit versus a “real-life” exhibit?

Baltimore Reflection

Ages: all

Consider the sculptures of people you see in your everyday life.

Vocab: pedestal, platform, sculpture, fictional, historical

1. Who is the subject of the sculpture? Is it a historical or fictional person?
2. What material is the sculpture made of?
3. Are you able to touch the sculpture? If so, how does it feel? If not, how do you think it feels?
4. Is the sculpture on a pedestal or raised platform?
5. Does the person(s) hold something? What are they wearing?

² Cassie, “How Baltimore Became the New York of the South,” 18.

6. Where is the sculpture? Why is it there? Is there an information box next to the sculpture?
7. What do you like about the sculpture? What do you not like about the sculpture?