



Frank Dudley's artwork - inspired by the beauty of the Indiana Dunes - helped to preserve the rare ecosystem where people come to explore, study, enjoy and create.

INSIDE THE EXHIBIT:

- Step into the canvas - Become "part of the artist's canvas" in a life-size photo op from one of Dudley's famous beach scenes.
- Explore North America's "Birthplace of Ecology" - Engage with fun interactive displays to learn more about the ecological features unique to the Indiana Dunes, and even discover how sand dunes are created.
- Dunes as far as the eyes can see - Get lost in 28 paintings capturing the Indiana Dunes in all their glory.
- Behold historical artifacts - See Dudley's personal painting palette, color wheel, 1921 Logan Medal, and studio guest book.
- Continue to be inspired - Learn how Dudley's work continues to influence authors, photographers, poets and artists - including contemporary artist Jason Wesaw, a member of the Potawatomi Nation - who find inspiration in the Indiana Dunes.

ACADEMIC STANDARDS:

This exhibit and related program experiences connect with the following Indiana Academic Standards and may connect with additional curriculum.

- Science: Environmental Science- HS-ENV1-7, HS-ENV4-2, HS-ENV5-1
- English/Language Arts- K.SL.2.1, K.SL.2.3, K.SL.2.4, K.SL.2.5, K.SL.3.1, K.SL.3.2, K.SL.4.3, 1.SL.2.1, 1.SL.2.3, 1.SL.2.4, 1.SL.2.5, 1.SL.3.1, 1.SL.3.2, 2.SL.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.SL.3.1, 2.SL.3.2, 2.SL.4.3, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 4.SL.1, 4.SL.2.1, 4.SL.2.2, 4.SL.2.4, 4.SL.2.5, 4.SL.3.2, 4.ML.1, 4.ML.2.1
- Art: Visual Art- Anchor Standard 7, Anchor Standard 11

PLAN YOUR FIELD TRIP

Before the field trip

- If possible, visit the exhibit before your field trip. Experiencing the exhibit first and knowing your students, you will be able to better prepare your students to get the most out of their visit.
- Prepare students for their field trip to the Indiana State Museum and share your expectation that they visit this exhibit.
 - o How will students know what is okay to touch? Typically, if an object is behind a barrier or glass, we can't touch it. Artwork is different. It may not have glass or a barrier but will have a sign stating, "Do Not Touch." The oils and dirt on our skin can ruin artwork. By looking with their eyes, instead of their hands, future students will be able to enjoy the artwork in the future.
 - o There are several hands-on activities in the exhibit where students can touch and interact with items.



- Either as a whole class, in small groups, or individually, have students discuss the piece of art at the end of this document. What do they see? What colors are used? How does the painting make them feel? If they were in the painting, what would they be doing?
- Frank Dudley's art inspired others to conserve the Indiana Dunes. Introduce conservation to your students. Ask students about what it means to conserve something. Why would we want to protect something from harm?
- Adding a school program to your field trip is a great option to extend the connection between the museum and classroom learning. Programs are available at Indiana State Museum, virtually, or at your school. Visit <https://www.indianamuseum.org/educators/> to explore program options.
- For additional pre-field trip planning tips and tricks, visit: www.indianamuseum.org/field-trips/

During the field trip

- While inside the exhibit, remind students where they should look with their eyes and where they can touch objects and interactives.
- Consider having students write down the questions they have as visit the exhibit. Questions could be, why did the artist paint this? Did it really look like this then? Use these questions to continue discussion or research answers when back at the museum.
- Consider giving students big questions to think about during their field trip. Share a printed list with chaperones to help spark discussion.
 - What do you see?
 - How do the paintings make you feel?
 - When you look at the paintings, write down the questions you have.
 - What colors were used the most? What colors were used the least? Why do you think the artist made that choice?
 - If you were in the painting, what would you feel? Would you feel the wind against your hair? The sun against your skin? A warm breeze? What did the artist show in the painting to make you think that?
 - Do you think the Dunes look like this today? Why or why not?
 - What does it mean to be a steward of the land?
 - Is it important to conserve nature's resources? Why or why now?

After the field trip

- Review with your students what they learned in the exhibit. What was their favorite piece of art? Have students reflect on the big questions. Responses could be in the form of class discussion, art project, essay, etc.
- Have students think about the art they see at school, home and in their community. What type of art do they see? Is it made with paint, crayons, paper or by a computer? When they see the art, how does it make them feel?
- Ask students about the nature around the school. What animals, plants, insects or other items do they see? Using words or art, have them describe or draw what they see so that someone in another city can imagine what their nature space looks like.



Tips for Chaperones

- One of the hardest parts of looking at art is remembering not to touch. Some students will need gentle reminders before entering the exhibit and while looking at the art. Offer suggestions of what they can do with their hands. The most common suggestions are to hold their hands in front or behind them or hands in their pockets.
- For non-artists, art can be intimidating. While an artist may have had a vision or idea for their art, we get to have our own thoughts and feelings about their art. When you ask students the below questions, it relates art to their everyday world.
- Are you not sure what to ask the students? Try these questions.
 - How do the paintings make you feel?
 - When you look at the paintings, write down the questions you have.
 - What colors were used the most? What colors were used the least? Why do you think the artist made that choice?
 - If you were in the painting, what would you feel? Would you feel the wind against your hair? The sun against your skin? A warm breeze? What did the artist show in the painting to make you think that?
 - Do you think the Dunes look like this today? Why or why not?
 - What does it mean to be a steward of the land?
 - Is it important to conserve nature's resources? Why or why now?
- If a student asks a question you don't know, it is okay to say that you don't know! You can always ask a museum staff person in a blue polo shirt for information or help.

EDUCATOR RESOURCES:

Resources and activities to assist in extending the learning in your classroom.

Frank Dudley

- Rare Paintings by Frank Dudley - <https://www.pbs.org/video/chicago-tonight-august-25-2015-look-rare-paintings-frank-dudley/>
 - <https://news.wttw.com/2015/08/25/look-rare-paintings-indiana-dunes-artist-frank-dudley>
- Illinois Historical Art Project - <https://www.illinoisart.org/no-58-frank-virgil-dudley>

Art

- Check out the Landscape Lesson and Looking at Art - <https://zam.umaine.edu/education/educator-resources/>
- Composing a Landscape from The Met - <https://www.metmuseum.org/learn/educators/lesson-plans/composing-a-landscape>
- Landscapes, Classical to Modern: Lessons and Ideas for Discussion from The J. Paul Getty Museum - https://www.getty.edu/education/teachers/classroom_resources/curricula/landscapes/
- Simple Landscapes from the Art of Education University- <https://theartofeducation.edu/flex/collections/simple-landscapes/>

Conservation

- National Wildlife Federation - <https://www.nwf.org/Educational-Resources/Educator-Tools>
- Conservation Education from USDA Forest Service - <https://www.fs.usda.gov/learn/conservation-education>
- Henry Chandler Cowles - <https://education.nationalgeographic.org/resource/henry-chandler-cowles>



Indiana Dunes

- Learn more about the Indiana Dunes National Park - <https://www.nps.gov/indu/index.htm>
 - Education - <https://www.nps.gov/indu/learn/education/index.htm>
- The Dunes Learning Center Distance Learning Collection - <https://duneslearningcenter.org/activities>
- Geology of Indiana Dunes National Park- <https://www.usgs.gov/geology-and-ecology-of-national-parks/geology-indiana-dunes-national-park>
- The Geologic Story of Indiana Dunes National Park - https://igws.indiana.edu/ReferenceDocs/StateParkGuide_Dunes.pdf
- Shifting Sands documentary educator guide - <https://www.shiftingsandsmovie.com/media/resources/>
- Sand Dune Erosion activity - <https://www.carolina.com/teacher-resources/Interactive/sand-dune-erosion-activity/tr10858.tr>

Native Americans

- Culture and History of the Pokagon Band of Potawatomi - <https://www.pokagonband-nsn.gov/our-culture> and <https://www.pokagonband-nsn.gov/our-culture/history>
- Indiana Dunes Indigenous Cultural Trail - <https://www.indianadunes.com/explore-the-dunes/experiences/indigenous-cultural-trail/>
- Indiana Dunes cultural Trail works to fill knowledge gap - video and article - https://www.nwitimes.com/news/local/porter/watch-now-indiana-dunes-cultural-trail-works-to-fill-knowledge-gap/article_7aa0b1a8-b708-5092-95e2-342d3b04a015.html
- Indigenous Peoples in Indiana - <https://www.in.gov/dnr/state-parks/cultural-resources-and-history/native-americans/>

Books in the exhibit's resource area:

- *Meeka Loves Nature: Plants* by Danny Christopher
- *We are Still Here! Native American Truths Everyone Should Know* by Traci Sorell
- *We are Water Protectors* by Carole Lindstrom
- *When We are Kind* by Monique Gray Smith
- *The Water Walker* by Joanne Robertson
- *Sweet Grass* by Theresa Meuse
- *Be a Good Ancestor* by Leona Prince and Gabrielle Prince
- *The Bear's Medicine* by Clayton Gauthier

Book recommendations from the Department of Education of the Pokagon Band of the Potawatomi Tribe.

Baby/Toddler

- *May We Have Enough Love to Share* by Richard VanCamp
- *Little You* by Richard VanCamp
- *Welcome Song for Baby* by Richard VanCamp
- *We Sang you Home* by Richard VanCamp
- *Sweetest Kulu* by Celina Kalluk
- *I Sang You Down from the Stars* by Tasha Spillett-Sumner
- *My Heart Fills with Happiness* by Monique Gray Smith



- *First Laugh: Welcome Baby* by Rose Ann Tahe
- *My Star Blanket* by Tanisha Chartrand
- *I Play Outside* by Tanisha Chartrand
- *I Walk Proud* by Tanisha Chartrand
- *My Friend* by Tanisha Chartrand
- *On Mom's Lap* by Ann Herbert Scott
- *Still this Love Goes On* by Ann Herbert Scott
- *Cradle Me* by Debby Slier
- *Meeka Loves Nature: Insects* by Danny Christopher
- *Meeka Loves Nature: Plants* by Danny Christopher
- *Mia and the Monsters Search for Shapes* by Neil Christopher

Elementary

- *Bear for Breakfast* by Robert Munsch with Jay Odjick
- *Blackflies* by Robert Munsch with Jay Odjick
- *I will Carry You* by Colleen Farwell
- *When We Were Alone* by David A Robertson
- *She Persisted: Maria Tallchief* by Christine Day
- *When I Was Eight* by Christy Jordan-Fenton
- *Not my Girl* by Christy Jordan-Fenton
- *At the Mountain's Base* by Traci Sorell
- *Classified: The Secret Career of Mary Golda* by Traci Sorell
- *Ross, Cherokee Aerospace Engineer* by Traci Sorell
- *Pow Wow Day* by Traci Sorell
- *We are Still Here! Native American Truths Everyone Should Know* by Traci Sorell
- *We are Water Protectors* by Carole Lindstrom
- *Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story* by Joseph Bruchac
- *Thirteen Moons on Turtle's Back: A Native American Year of Moons* by Joseph Bruchac
- *How Chipmunk Got His Stripes* by Joseph Bruchac
- *Jo Jo Makoons: The Used-to-Be Best Friend* by Dawn Quigley
- *Jo Jo Makoons: Fancy Pants* by Dawn Quigley
- *Today a Celebration is Happening* by Aaron Martin
- *Indian Shows* by Cynthia Leitich Smith
- *Jingle Dancer* by Cynthia Leitich Smith
- *When We are Kind* by Monique Gray Smith
- *You Hold me Up* by Monique Gray Smith
- *I Hope* by Monique Gray Smith
- *Stolen Words* by Melanie Florence
- *Fry Bread: A Native American Family Story* by Kevin Noble Maillard



- *Young Water Protectors: A Story about Standing Rock* by Aslan Tudor
- *Go Show the World: A Celebration of Indigenous Heroes* by Wab Kinew
- *Bowwow Powwow* by Brenda J. Child
- *A is for Aboriginal (First Nations Reader)* by Joseph MacLean
- *Wild Berries* by Julie Flett
- *We all Play* by Julie Flett
- *Bird Song* by Julie Flett
- *Bear's Braids* by Joelle Bearstail
- *The Water Walker* by Joanne Robertson
- *Thunder's Hair* by Jessie Taken Alive
- *This is What I've Been Told* by Julia Armstrong
- *Little Bear in Foster Care* by Joseph Lyons
- *I Like Who I Am* by Tara White
- *The Day the Earth Rose Up* by Alfreda Beartrack-Algeo
- *Sweet Grass* by Theresa Meuse
- *Native American Night Before Christmas* by Gary Robinson
- *Be a Good Ancestor* by Leona Prince and Gabrielle Prince
- *Berry Song* by Michaela Goade
- *Keepunumuk : Weeâchumun's Thanksgiving Story* by Danielle Greendeer, Anthony Perry, Alexis Bunten
- *Thanks to the Animals* by Allan Sockabasin
- *Sharice's Big Voice: A Native Kid Becomes a Congresswoman* by Sharice Davids
- *SkySisters* by Jan Bourdeau Waboose
- *The Apple Tree* by Sandy Tharp-Lee
- *The Bear's Medicine* by Clayton Gauthier
- *Together we Drum, Our Heart Beat as One* by Willie Poll
- *Drum from the Heart* by Ren Louie
- *We Dream Medicine Dreams* by Lisa Boivin
- *Forever Cousins* by Laurel Goodluck
- *Wilma's Way Home: The Life of Wilma Mankiller* by Doreen Rappaport
- *With Our Orange Hearts* by Phyllis Webstad
- *Look, Grandma! Ni, Elisi* by Art Coulson
- *Where Did You Get Your Moccasins* by Bernelda Wheeler
- *We Give Our Thanks* by Sara General
- *The Lost Teachings* by Michael James Isaac
- *The Three Hunters* by Raymond Gianfrancesco



Middle School

- *Healer of the Water Monster* by Brian Young
- *The Sea in Winter* by Christine Day
- *I Can Make this Promise* by Christine Day
- *She Persisted: Maria TallChief* by Christine Day
- *Fatty Legs* by Christy Jordan-Fenton
- *Stranger at Home* by Christy Jordan-Fenton
- *Indian No More* by Traci Sorell
- *Rez Dogs* by Joseph Bruchac
- *Two Roads* by Joseph Bruchac
- *Skeleton Man* by Joseph Bruchac
- *Return of Skeleton Man* by Joseph Bruchac
- *Peacemaker* by Joseph Bruchac
- *Sisters of the Neversea* by Cynthia Leitich Smith
- *Ancestor Approved: Intertribal Stories for Kids* by Cynthia Leitich Smith
- *Mary and the Trail of Tears: A Cherokee Removal Survival Story* by Andrea L. Rogers
- *I Am Not a Number* by Dr. Jenny Kay Dupuis
- *Coyote Tales* by Thomas King
- *Aggie & Mudgy* by Wendy Proverbs
- *The Journey of Two Kaska Dena Children* by Wendy Proverbs
- *For a Girl Becoming* by Joy Harjo
- *Remember* by Joy Harjo
- *The Legend of Lightning and Thunder* by Paula Rumbolt Ikuutaq
- *Indigenous Originated: Walking in Two Worlds* by All Nations Students
- *Braiding Sweetgrass for Young Adults: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* by Monique Gray Smith and Robin Wall Kimmerer
- *She Persisted: Wilma ManKiller* by Traci Sorell
- *Muskgege: Carol's Traditional Medicine* by Caroline Sanoffsky

High School

- *Sugar Falls: A Residential School Story* by David A. Robertson
- *Hearts Unbroken* by Cynthia Leitich Smith
- *Rain is not my Indian Name* by Cynthia Leitich Smith
- *Speaking our Truth: A Journey of Reconciliation* by Monique Gray Smith
- *Surviving the City, books 1 and 2* by Tasha Spillett
- *A Girl Called Echo, books 1-4* by Katherena Vermette
- *This Place: 150 Years Retold* by Kateri Akiwenzie-Damm
- *The Marrow Thieves* by Cherie Dimaline
- *Walking in Two Worlds* by Wab Kinew



- *Elatsoe* by Darcie Little Badger
- *Firekeepers Daughter* by Angeline Boulley
- *Braiding Sweetgrass* by Robin Wall Kimmerer
- *Tilly and the Crazy Eights* by Monique Gray Smith
- *Moccasin Thunder: American Indian Stories for Today* by Lori Marie Carlson
- *In the Footsteps of Crazy Horse* by Joseph Marshall III
- *Everything You Wanted to Know about Indians but Were Afraid to Ask: Young Readers Edition* by Anton Treuer
- *The Trail of Nenaboozho* by Bomgiiizhik Isaac Murdoch
- *Notable Native People: 50 Indigenous Leaders, Dreamers, and Changemakers from Past and Present* by Adrienne Keene
- *I Will See You Again* by Lisa Boivin
- *Living Ghosts and Mischievous Monsters: Chilling American Indian Stories* by Dan Sasuweh Jones
- *Man Made Monsters* by Andrea L. Rogers

Library book list recommendations: List provided by Indianapolis Public Library.

NON-FICTION BOOKS:

Indiana Dunes/Environmental Protection

- *What's Great About Indiana?* By Candice Ransom; Grades 3-5
- *Lucky to Live in Indiana* by Kate Boehm Jerome; Preschool-Grade 3
- *Sand on the Move: The Story of Dunes* by Roy Gallant; Grades 4-6
- *When the World Runs Dry: Earth's Water in Crisis* by Nancy F. Castaldo; Grades 4-6
- *The Tree Lady* by Joseph H. Hopkins; PreK-Grade 4
- *One Earth: People of Color Protecting our Planet* by Anuradha Rao; Grades 5-8
- *Earth Matters: An Encyclopedia of Ecology* by DK Publishing and edited by David Rothschild; Grades 5-12
- *How to Change Everything: The Young Human's Guide to Protecting the Planet and Each Other* by Naomi Klein; Grades 8-12
- *A Hot Mess: How the Climate Crisis is Changing our World* by Jeff Fleischer; Grades 7-12
- *Environmental Pioneers* by Patricia Byrnes; Grades 7-9
- *Diana of the Dunes: The True Story of Alice Gray* by Janet Zenke Edwards
- *Spearheading Environmental Change: The Legacy of Indiana Congressman Floyd J. Fithian* by Jill P. May
- *Environmental Pioneers* by Patricia Byrnes; Grades 7-9

Frank Virgil Dudley/Landscape Art/Art in General

- *Come Look with Me: Exploring Landscape Art with Children* by Gladys S. Blizzard; Grade: Kindergarten
- *Landscapes* by Valerie Bodden; Grades 4-6;
- *Bees to Trees: Reading, Writing, and Reciting Poems about Nature* Compiled and Edited by Susan M. Freese; Grades 1-2
- *Red Sings from Treetops: A Year in Colors* by Joyce Sidman; PreK-Grade 3
- *The Secret World of Walter Anderson* by Hester Bass; Grades 2-6
- *Whatcha Mean, What's a Zine? The Art of Making Zines and Mini-Comics* by Mark Todd; Grades 6-12



- *Almost American Girl: An Illustrated Memoir* by Robin Ha; Grades 7-12
- *Show and Tell: Exploring the fine art of children's book illustration* by Dilys Evans; Grades 7-12
- *Impressionism* by Jessica Gunderson; Grades 7-9
- *The Power of Style* by Christian Allaire; Grades 7-9
- *The Indiana Dunes Revealed* by Frank V. Dudley; Accompaniment to the 2006 Brauer Museum of Art exhibit at Valparaiso University
- *Painter of the Dunes: A Life of Frank Virgil Dudley* by Rachel Berenson Perry
- *Broad Strokes: 15 Women Who Made Art and Made History, in that order* by Bridget Quinn

FICTION BOOKS:

Sand Dunes/Beaches/Environmental Protection

- *The Summer Sands* by Sherry Garland; PreK-Grade 5
- *On the way to the Beach* by Henry Cole; PreK-Grade 3
- *Eco-Wolf and the Three Pigs* by Laurence Arnholt; Grade 3
- *Thank you, Earth: A Love Letter to our Planet* by April Pulley Sayre; Kindergarten-Grade 4
- *Lostman's River* by Cynthia DeFelice; Grades 5-8
- *The City of Sand, Book 1* by Tianxia Bachang; Grades 6-9
- *Drawing the Ocean* by Carolyn MacCullough; Grades 7-12
- *The Summer I Turned Pretty, Book 1* by Jenny Han; Grades 7-10
- *They Came from Below* by Blake Nelson; Grades 7-12
- *Skink - No Surrender* by Carl Hiaasen; Grades 6-12
- *The Weirdo* by Theodore Taylor; Grades 6-9

Landscape Art/Frank Virgil Dudley/General Art

- *Anna at the Art Museum* by H.J. Hutchins; Grades PreK-Kindergarten
- *Growing an Artist: The Story of a Landscaper and His Son* by John Parra; Grades PreK-2
- *My Forest is Green* by Darren Lebeuf; Grades PreK-1
- *Out of the Ocean* by Debra Frasier; Grades PreK-3
- *Auntie Luce's Talking Paintings* by Francie Latour; Grades 1-4
- *The Old Man Mad about Drawing: A Tale of Hokusai* by Francois Place; Grades 3-6
- *All the Greys on Greene Street* by Laura Tucker; Grades 4-7
- *The Frame-Up* by Wendy McLeod MacKnight; Grades 3-6
- *Tagged* by Diane C. Mullen; Grades 7-12
- *Same Difference* by Siobhan Vivian; Grades 6-9
- *Shark Girl* by Kelly L. Bingham; Grades 6-10
- *Slay* by Brittney Morris; Grades 7-12
- *Draw the Line* by Laurent Linn; Grades 9-10



Along the Beach, 1946