




PRESENTS

KIDSEUM AT HOME

*Creative fun and learning for the entire family,
all from the comfort of home!*



EXPLORING
HISTORY
THROUGH BOWERS
MARGARET AND
CLEO KEY
COURTYARD

1

THE SWORD IN THE STONE

AGES

9-11 years old

SKILL LEVEL

Intermediate

DESCRIPTION

Read through the story below and learn about the legend of the Sword in the Stone, located in the Bowers Museum's Margaret and Cleo Key Courtyard. Afterward, complete the crossword puzzle and word search below based on the legend.

Fun Facts According to Legend

- Excalibur is said to be magical.
- Merlin disguised himself and gave Sir Ector baby Arthur to care for because he knew Sir Ector had goodness in his heart.
- Merlin taught the boys about many subjects and about life.
- The stone is often referred to as an anvil, which is a large steel or iron block.



Story

The tale of the Sword in the Stone comes from T.H. White's 1958 book titled, *The Once and Future King*. This story focuses on the childhood adventures of King Arthur and the many people, animals, and wizards he encountered along the way. The Sword in the Stone is an especially telling tale because it teaches children not only to be strong and brave to be a leader, but also to hold a true and pure heart. Only then can a future king come to value all the people in the kingdom, poor and rich alike. Due to its popularity, this tale has been retold many times. The Walt Disney Company even made an animated adaptation of it. Here is one version of the tale:

Long ago, there lived a king and queen and their kingdom was peaceful and was prosperous. King Uther and Queen Guinevere were expecting a child, a baby boy. However, Merlin, a great magician whom the King trusted, had seen that a terrible darkness would befall the kingdom, so he warned the king. Merlin promised to take the boy and protect him, but the king refused. Shortly after giving birth, the queen died. Sometime later, the king also met his demise during battle. It was then that Merlin took the baby, leaving everyone in the kingdom terrified over the fate of the boy.

As Merlin had seen, darkness did fall on the kingdom as nobles and other aristocrats fought over the throne. The hearts of men became dark as well. Since there was no king, there were no laws. Many people became thieves, wild and greedy.

Away from the kingdom lived a knight named Sir Ector, who adopted Arthur as a baby and raised him as his own. He also had another son, Kay, who was the eldest of the two sons. The two boys were given lessons from Merlin. Kay did not care for these lessons, but Arthur absorbed them all. As time passed, Kay became a knight and Merlin realized that Arthur carried a big strong heart, seen from his affection towards animals. When Merlin knew that Arthur was ready, he left his students and to bring hope back to the kingdom.

Merlin went to the market square and waved his wand. People gathered as a large stone appeared in front of them. The stone held the blade of a golden sword, which read, **"Whoever pulls out this sword from this stone is the true king of England!"** Seeing this, countless men tried their best to remove the sword, but none succeeded. This only encouraged more to come, so the Duke of Cornwall decided to hold a tournament to invite all the strongest knights to test their strength. With this invitation Sir Ector, Sir Kay and Arthur headed to the plaza.

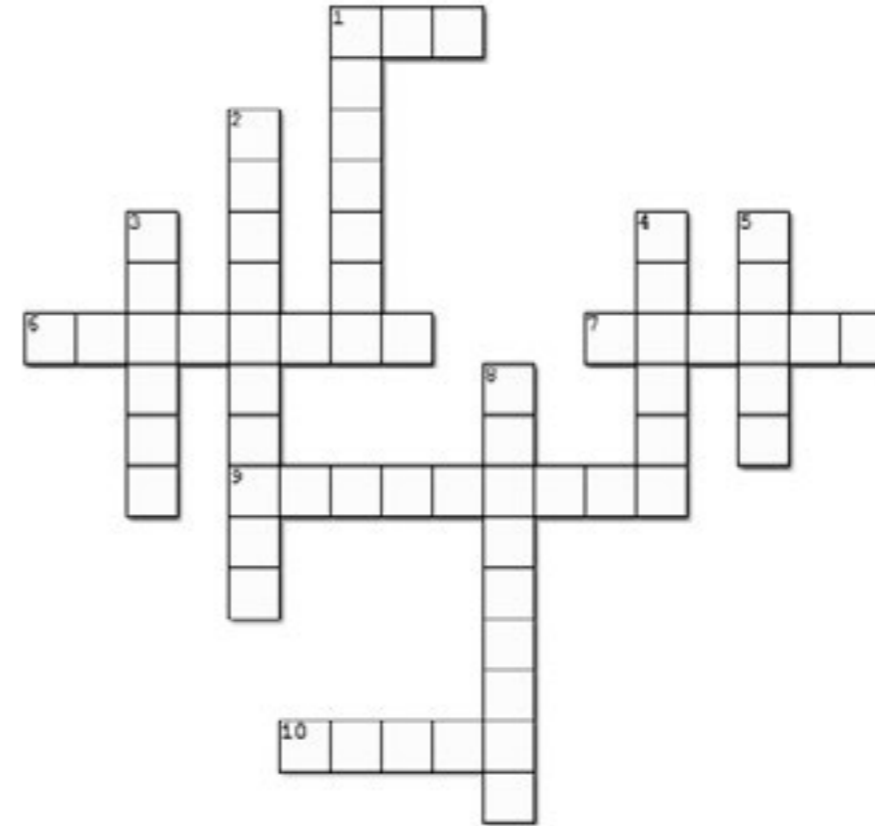
All that tried to remove the sword, known as Excalibur, failed. Even Sir Kay tried but the sword did not budge. It was then that Merlin encouraged Arthur to try. This was met with laughter as many believed it was impossible for a thin and feeble boy to do it. However, he did try. He held the handle and without hesitation the blade loosened. Everyone cheered as Merlin announced the new king, King Arthur.

Activities

Sword in the Stone

C C H E E R R O M Q E M U L X
 Q U E E N X S M F R O T P K A
 W H D X E O J V G W K M D I T
 D R O W S N T N X M N V P N E
 I M C P T M O S C A E M O G M
 H D H R I N D R I N A R E J L
 H E F T U O E C H E Q I L W E
 E S O R B B I M N T H V T I H
 A R T N U G I G A T W G S T N
 R O R G A K L L G N U C A O Y
 T H U M N A I N A I R P C V V
 G G E I N Z E G K C D U O P E
 L R G D D R V M O Y X S O R K
 W H A R T H U R T B E E V T U
 T Y S S E H C U D B A I T D D

ARTHUR
 CASTLE
 CHEER
 DUCHESS
 DUKE
 ENGLAND
 EXCALIBUR
 HEART
 HELMET
 HORSE
 KING
 KNIGHT
 MAGICIAN
 MERLIN
 QUEEN
 STONE
 STRENGTH
 SWORD
 THRONE
 TOURNAMENT
 TRUE



Sword in the Stone **Crossword Puzzle**

Across

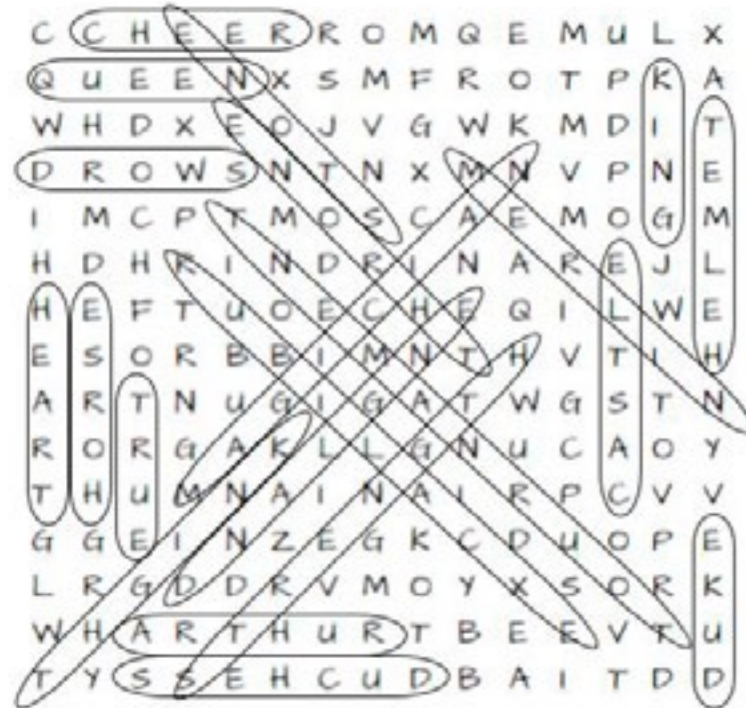
1. Older brother of Arthur.
6. What did Merlin see was coming to the kingdom?
7. Arthur has a big _____ heart.
9. Name of the Sword.
10. King who died during battle.

Down

1. The men invited to remove the sword.
2. Duke of Cornwall held a _____.
3. Great Magician.
4. Adoptive son of Sir Ector.
5. The sword was stuck in a _____.
8. Mother of Arthur.

Answer Key

Sword in the Stone



- | | |
|-----------|------------|
| ARTHUR | STONE |
| CASTLE | STRENGTH |
| CHEER | SWORD |
| DUCHESS | THRONE |
| DUKE | TOURNAMENT |
| ENGLAND | TRUE |
| EXCALIBUR | |
| HEART | |
| HELMET | |
| HORSE | |
| KING | |
| KNIGHT | |
| MAGICIAN | |
| MERLIN | |
| QUEEN | |



Sword in the Stone Crossword Puzzle

Across

- Older brother of Arthur.
- What did Merlin see was coming to the kingdom?
- Arthur has a big _____ heart.
- Name of the Sword.
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Down

- The men invited to remove the sword.
- Duke of Cornwall held a _____.
- Great Magician.
- Adoptive son of Sir Ector.
- The sword was stuck in a _____.
- Mother of Arthur.

Source:

Stories to Grow By. The Sword in the Stone: A King Arthur Legend of the Sword Story.

<https://www.storiestogrowby.org/story/king-arthur-and-the-legend-of-the-sword-in-the-stone-stories-for-kids/>. Accessed June 23, 2020.

2

CREATING YOUR OWN BELL

AGES

8-11 years old

SKILL LEVEL

Intermediate

DESCRIPTION

For this project families will be making a small bell inspired by the bells at the Bowers Museum.

MATERIALS

Bell Printout	Chipboard (cereal box)	Scissors / Hole Puncher*
Glue Stick / Clear Tape*	Yarn / Twine*	Beads
Brushes*	Metallic Paint*	Napkin* / Water Tub*

Materials with an (*) are optional, use only if available.

MUSIC

Now we have music that relates our lessons!

Check out the **Spotify Playlist:**

<https://open.spotify.com/playlist/1JAbhj3BeLitmCCPwMjc9u?si=hQqgyWHIQH6PLFd8aijAWA>

Fun Facts

There are many bells, and each is used for a specific purpose:

- **Church Bells:** are hung in churches and are traditionally used to call people to pray. They also ring for celebration of weddings or funerals.
- **Bicycle Bells:** are usually attached to the handles of bicycles and are used by cyclists to announce their presence or alert other pedestrians.
- **Doorbells:** are placed near doors or entryways to sound the alert that somebody is at the door. These are now commonly electronic and just play the sound of a bell.
- **Alarm/Timer Bells:** are used to alert or wake someone from slumber. These bells are usually programmed to go off at set time(s).



Background

If you enter the Bowers Museum from 20th Street, you will notice that there are two large **bells** up in the **campanile**, known as the Seigle Bell Tower. Once you enter the courtyard, if you look up to your left, you will see a smaller bell up on a **balcony**. Why do we have all these bells, you may ask? We have them because they each have an important history that we aim to preserve for future generations. One of the larger bells comes from Josephine M. White Crookshank. She was an educator in Orange County. Her husband was Angus James Crookshank, who was a well-known and respected banker from Iowa. She purchased the bell for \$25 from the first a **school** in Santa Ana, named Central School, when it was closing. Mrs. Crookshank later presented this same bell as a gift to the Bowers Museum.

The other large bell **originated** from the old Santa Ana fire house. It was **functional** and had a machine that **electronically** rang, up to 12 rings at a time. Each set of rings would indicate to firemen which area of the city needed assistance. Eventually the bell was retired and now it hangs in the campanile at the Bowers Museum.

The smaller bell on the balcony was **donated** by Herman and Rosita Locke. It bears their initials on it, along with other ornate designs all along the outer surface of the bell. This bell once hung in a church in Mexico City but was later hung for several years at the Locke Ranch. This bell is made of bronze and is supported by a modern support on the balcony on the courtyard. We also have several other small bells hidden around the courtyard, see if you can find them next time you visit!

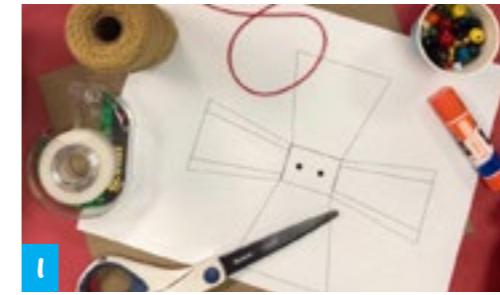
As stated, these items all hold a piece of Orange County history that must be preserved. What other bells have you seen in your neighborhood?

Procedure

1. Cut out the printed template, making sure to cut around the outer line.
2. Glue your template over a piece of chipboard.
3. Cut the chipboard following the glued template.
4. Fold the chipboard where you see lines.
5. Hole-punch two holes in the middle square, near the marked dots.
6. Attach the flaps to the inner part of the bell using glue or tape.
7. Glue the remaining pieces until you have a pyramid-looking shape.
8. Trim off any excess on the bottom and leave to dry for 5 minutes.
9. Take yarn or twine and cut a 12-inch strip.
10. Thread one end inside one of the holes you just made.
11. Take the bottom end and thread beads through it.
12. Thread that end back through the second hole and out the top.
13. Tie several knots to prevent the beads from moving.

OPTIONAL: If available prepare brushes, a water cup, napkin, and metallic paint.

- Paint the outside of your bell to make it look more realistic.
- Leave to dry and play with it afterwards.



Key Vocabulary

<p>Bell A hollow metal cup, often of bronze, which makes a ringing sound when struck by a hard object such as a clapper.</p>	<p>Campanile A bell tower, especially a free-standing one near another building like a church.</p>	<p>Balcony An elevated platform projecting from the outer wall of a building, surrounded with a railing or low restraining.</p>
<p>School An institution where educational instruction is given, especially to young people.</p>	<p>Originate To arise or come into being.</p>	<p>Functional Serving or able to serve an intended purpose.</p>
<p>Electronic Of or relating to devices, circuits, or systems based on electronics.</p>	<p>Donate To give or contribute something, as to a cause, charity, or group effort.</p>	<p>Initial The first letter of a word.</p>
<p>Ornate Having much, often excessive, decoration.</p>	<p>Bronze An alloy consisting mainly of copper and tin.</p>	<p>Preserve To keep safe from loss.</p>

Source:

Armor, S. Historic Record Company. 1921. History of Orange County, California: with Biographical Sketches. Print. 606-7.

3

BARK ART

AGES

6-10 years old

SKILL LEVEL

Beginner/Intermediate

DESCRIPTION

Use tree bark that has fallen off a tree to create textured works of art.

MATERIALS

Canvas / Cardboard	Bark
Scissors	Disposable Brush* / Cup*
Acrylic Paint*	Water Tub* / Napkin*
Wood Glue / Glue*	Brushes*
Paper Plate*	

Materials with an (*) are optional, use only if available

Background

When visiting the Bowers Museum, you may notice beautiful trees surrounding the Seigle Bell Tower and inside the Margaret and Cleo Key Courtyard. They frame the entrance and shade our visitors on warm sunny days. In the sunlight, you can see textures on the trees made by their bark.

Bark is the outer layer that protects a tree. Trees grow new rings from the inside as they age. As new rings are formed, the older rings are pushed outward. If a tree has grown **substantially**, the outer layer will start to crack and peel off. This **peeling** is natural and happens quite often throughout the lifespan of a tree. However, there are also times when people **purposely** remove layers of bark. It is okay to remove the layers that are falling off or peeling, because the tree no longer needs them. But, if they are removed by **girdling** while still **intact**, it is very **detrimental** to the health of the tree. Bark is a protective layer that keeps out pests and **disease**. If it is **abruptly** removed, it can cause the tree to grow diseases and eventually die. We must be aware that our actions have **consequences**. By being more mindful of our impact, we can help support nature and all life.

People may remove bark from trees for many reasons. Sometimes it is because bark can be **recycled** and used to add nutrients back to the soil, or to make cloth or paper. Paper is made by beating wood or bark to a pulp and then drying it. There are also trees that make **medicinal** bark, meaning that is used to treat pain or other conditions. One example is the bark of a willow tree, which is used to reduce **inflammation**. Willow bark has also been used in Europe to treat lower back pain. Eucalyptus bark is rich in oils. These oils can be used as **ointments** or just for the **fragrance**. These are just some examples of bark uses, but there are countless more throughout the centuries and cultures.

HELPFUL TIPS

- Bark protects trees from the weather, the environment and from disease.
- Each tree has different bark. Some bark is smooth, thin, or very coarse.
- Aspirin includes salicylic acid which comes from willow and poplar trees.
- Forests in the Sierra Nevada mountains are known to contain trees with bark up to 2 ft thick.
- Some bark has thorns, holes and even grooves that cover the surface of the tree.
- You can identify the health of a tree from the color and condition of its bark, as well as the presence of infestations of insects within the bark.



Procedure

1. Start by gathering bark from a tree, preferably bark that has fallen off or has started to peel off a tree. We do not want to damage the tree.
2. Begin to break off smaller pieces of the bark with your hands. If you have trouble breaking it apart you can use scissors.
3. Pour glue into the disposable cup and use a disposable brush to apply the glue to your canvas, one section at a time.
4. While the glue is wet, take your bark and place it on top.
5. Continue until the entire surface of the canvas is covered in bark.
6. Leave it to dry for 10-20 minutes.
7. Prepare your paint on a paper plate and pour your water into a cup.
8. Paint the bark in any way you like.
9. Once you are finished painting, clean up and leave it to dry for 10 minutes.



Key Vocabulary

<p>Bark The outside covering of the trunks, branches, and roots of woody plants.</p>	<p>Substantial Considerable or big enough.</p>	<p>Peel The outer layer, skin or rind of some fruits and vegetables.</p>
<p>Purpose A reason or plan guiding an action; motive or intention.</p>	<p>Intact Remaining complete, whole, or undamaged; not changed or impaired.</p>	<p>Girdling The action of removing a ring of bark from a tree or shrub to cause it to eventually die.</p>
<p>Detrimental Causing harm, disadvantage, or deterioration.</p>	<p>Disease An abnormal physical or mental condition that causes an organism to function wrongly; illness; sickness.</p>	<p>Abrupt Sudden and unexpected.</p>
<p>Consequence That which follows, result.</p>	<p>Recycle To treat discarded items for reuse or to recover reusable materials.</p>	<p>Medicinal Of, pertaining to, or having healing powers; curative.</p>
<p>Inflammation The act or an instance of being inflamed.</p>	<p>Ointment Any of various semisolid preparations made to be rubbed into the skin for medicinal, cosmetic, or moistening purposes.</p>	<p>Fragrance A pleasant smell.</p>

Source:

Sava Tree. The History and Modern Uses of Bark. <https://www.savatree.com/history-of-bark.html>. Accessed June 24, 2020.

New Mexico State University. Repairing damaged tree bark. [https://aces.nmsu.edu/ces/yard/2007/090807.html#:~:text=Complete%20girdling%20\(the%20bark%20removed,by%20photosynthesis%20to%20the%20roots](https://aces.nmsu.edu/ces/yard/2007/090807.html#:~:text=Complete%20girdling%20(the%20bark%20removed,by%20photosynthesis%20to%20the%20roots). Accessed June 24, 2020.

State and National Standards

The Sword in the Stone

California Content Standards:

RL.2.2
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELD.PII.K.1.Em
Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.

HSS-K.6
Students understand that history relates to events, people, and places of other times.

Creating your own Bell

State Content Standards:

HSS.-4.2
Students describe the social, political, cultural and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

Visual and Performing Art Standards.

VA.3.3.4
Identify and describe objects of art from different parts of the world observed in visits to a museum gallery (e.g., puppets, masks, containers.)

VA.4.2.3
Use additive and subtractive processes in making simple sculptural forms.

Bark Art

State Content Standards:

K-ESS3-3
Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.

Visual and Performing Arts Standards:

VA.1.1.3
Identify the elements of art in objects in nature, the environment, and in works of art, emphasizing line, color, shape/form, and texture.

VA.2.2.1
Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.

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