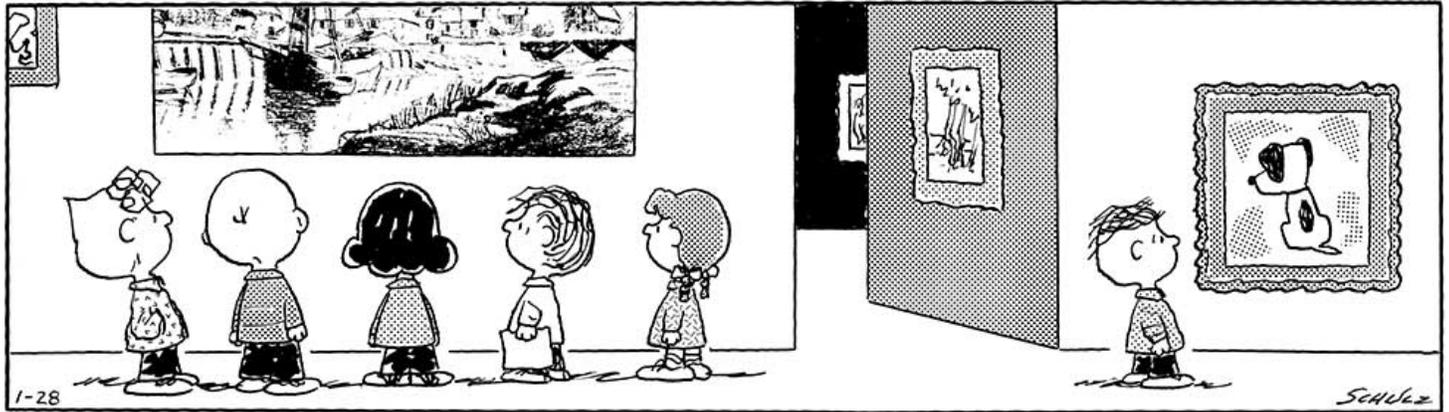


## Field Trip Preparation

Make the most of your visit to the Charles M. Schulz Museum and Research Center!



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### FREE PRE-VISIT

We encourage you to visit the Museum before your field trip. Bring your confirmation letter and tell the staff person at the front desk you are previewing the Museum in preparation for an upcoming field trip.

### SPECIAL NEEDS

Please let the Museum know in advance if any of your group members have special needs so they can be accommodated.

### CHAPERONES

The Museum admits up to 10 chaperones for free, including teachers, due to limited space in our classroom. EACH additional chaperone is \$5. Chaperones are responsible for student behavior at all times while visiting the Museum. Chaperones are asked to please refrain from side conversations with other parents while the tour leader is speaking. Food and beverages must be enjoyed outside of the Museum.

### CHECKING IN

When you arrive at the Museum, please check in at the front desk. Have your group remain outside, where they can walk through the *Snoopy Labyrinth*, or in the front lobby if the weather is unfavorable. If you are running late, please call the main line at **(707) 284-1260** as soon as you can. Groups arriving more than 15 minutes late may not be able to participate in all the special field trip options originally requested.

### PAYMENT

Payment for the entire group is due on or before arrival. Please make your Museum field trip payment in one lump sum, even if you are paying for several classes. If you wish to pay separately for each class, you **MUST** make separate reservations for each class. **Payments for ice skating must be made separately to Snoopy's Home Ice. The Museum cannot accept payments for ice skating.** Payments can be made by cash, check, or credit card.

### THE TOUR

A Museum educator will greet you to guide you around the Museum. Your tour will be geared toward the topic you requested and will include a hands-on cartooning class. *Groups larger than 35 students might be split into two or three smaller groups to rotate through the tour and cartooning class.*

### CANCELLATIONS

If you need to change or cancel your tour, please call **(707) 284-1263** as soon as possible. The Museum is happy to help you reschedule your visit.

**QUESTIONS? (707) 284-1263**

[schooltours@schulzmuseum.org](mailto:schooltours@schulzmuseum.org)

[www.schulzmuseum.org](http://www.schulzmuseum.org)



## CHAPERONE GUIDELINES

**As a chaperone, you are responsible for the behavior of all students in your care while at the Museum.**

- ❖ Chaperones are encouraged to help students, by handing out paper or pencils in the classroom, or escorting them to and from the restrooms.
- ❖ Students must remain with their chaperone at all times while visiting the Museum.
- ❖ Please make sure your students stay with the tour group.
- ❖ Please speak softly while in the Museum. Encourage students to ask questions by raising their hands. Please refrain from any side conversations with other parents while the tour leader is speaking.
- ❖ Respect the Museum, and refrain from touching Museum exhibits, glass display cases, and walls, unless otherwise invited by the tour leader.
- ❖ Please remind students to walk while in and around the Museum.
- ❖ When your group is outside, please stay on paved or other designated pathways.
- ❖ Food and beverages may be enjoyed prior to or following your visit to the Museum, and are not allowed in the Museum.
- ❖ Photography is welcome as long as the flash is turned off on the device. Electronic devices of any kind should be kept away unless for photos.
- ❖ If students wish to purchase items at the Museum store, please do so AFTER your tour.



**Above all, have fun and enjoy all the Schulz Museum has to offer!**



## Charles M. Schulz Museum and Research Center Educator Resource Packet

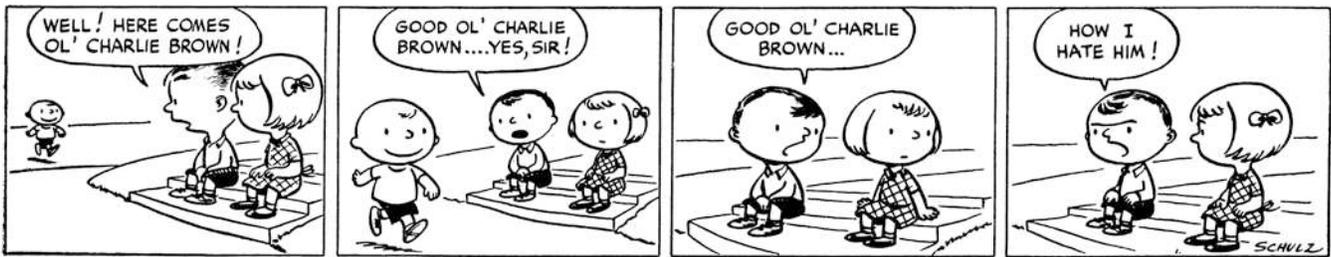
Charles Schulz was beloved and admired throughout the world by comic fans and artists alike. His work has been viewed by, and has had an impact on, millions of people. What made *Peanuts* so popular? What is it about Schulz's work that helped *Peanuts* become one of the most widely circulated comic strips in history? And, most importantly, why dedicate an entire museum to *Peanuts* and its ambitious creator?

Charles Schulz was not simply a comic artist, but a commentator on the human condition. As children, we perceive the *Peanuts* characters as funny little kids who get themselves into silly situations. As adults, we realize that contained within the classic humor of Schulz's comic strips are messages and observations about life. The characters' reflections—at once sophisticated and child-like—address the entire range of human emotions, introducing themes of rejection, anguish, depression, and alienation in a humorous context. *Peanuts'* world-wide popularity stems from the fact that its meanings are universal and translatable into almost any language and culture. In fact *Peanuts* is published in 75 countries in over 20 different languages. Charlie Brown, Snoopy, and the rest of the *Peanuts* Gang populate the page, the screen, and the hearts of many.



## About Charles M. Schulz

Charles Monroe Schulz was born in Minneapolis, Minnesota, on November 26, 1922, to Dena and Carl Schulz. He took an interest in drawing and comics at a young age and was proud when Ripley's newspaper feature, *Believe it or Not*, published his drawing of the family dog in 1937. The first *Peanuts* strip (below) was run on October 2, 1950 by seven newspapers, and by 1958, *Peanuts* appeared in 355 U.S. and 40 foreign newspapers. It was also in 1958 that Schulz left Minnesota and moved with his wife and five children to Sebastopol, California. Schulz continued to draw *Peanuts* until 1999 when he retired. The final strip ran on February 13, 2000.



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### Some interesting facts about Charles Schulz and *Peanuts*:

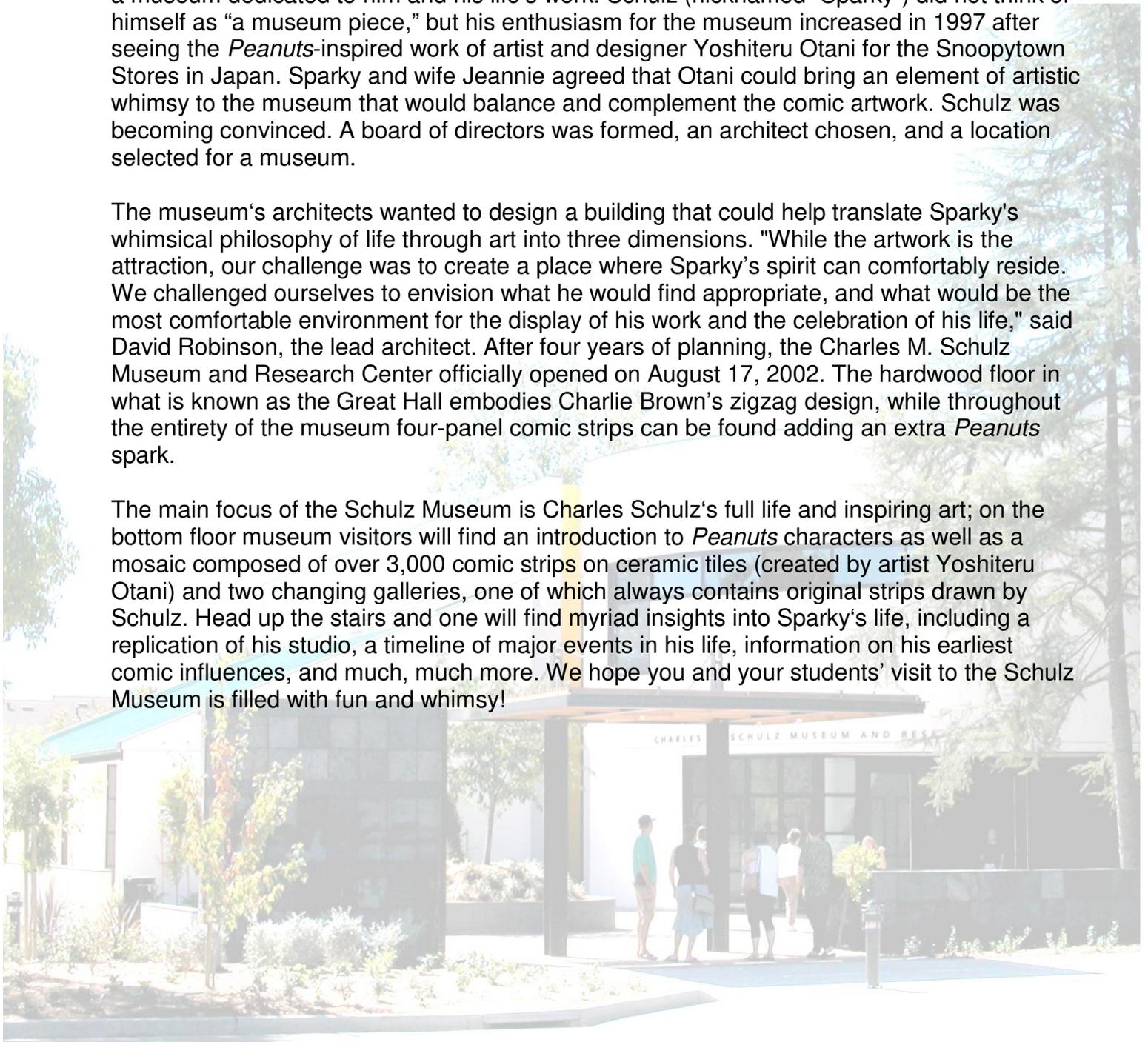
- ❖ Throughout his career, Charles Schulz drew over 18,000 comic strips.
- ❖ From birth, comics played a big role in Schulz's life. At just two days old, an uncle nicknamed him "Sparky" after the horse Spark Plug from the *Barney Google* comic strip.
- ❖ Schulz's kindergarten teacher told him, "Someday, Charles, you're going to be an artist."
- ❖ In the 1930s, Schulz had a black-and-white dog that later became the inspiration for Snoopy; his name was Spike (this is the same dog that Schulz drew for Ripley's *Believe It or Not*).
- ❖ *Peanuts* is not the name Schulz chose for his strip; in fact he didn't even like the name. In 1950 when Schulz sold his strip, originally titled *Li'l Folks*, to United Feature Syndicate, they renamed it *Peanuts*.
- ❖ The first *Peanuts* animated special, *A Charlie Brown Christmas*, aired in 1965 and won both a Peabody Award and an Emmy for outstanding children's programming.
- ❖ Charles Schulz earned a star on the Hollywood Walk of Fame in 1996.
- ❖ *Peanuts* qualified for a place in the *Guinness Book of World Records* after being sold to the 2,000th newspaper in 1984. Today, *Peanuts* is circulated in almost 2,000 newspapers. The comic strips that appear in newspapers today are re-runs of the strips Schulz himself created between 1950 and 2000.

## Museum Overview

For many years, people flocked to exhibits in the United States and around the world to see the work of Charles M. Schulz, but his original comic strips had never had a proper home in Sonoma County, where Schulz lived for almost forty years. As the 50th anniversary of *Peanuts* drew closer, Schulz's friends and family tried to convince Schulz that there must be a museum dedicated to him and his life's work. Schulz (nicknamed "Sparky") did not think of himself as "a museum piece," but his enthusiasm for the museum increased in 1997 after seeing the *Peanuts*-inspired work of artist and designer Yoshiteru Otani for the Snoopytown Stores in Japan. Sparky and wife Jeannie agreed that Otani could bring an element of artistic whimsy to the museum that would balance and complement the comic artwork. Schulz was becoming convinced. A board of directors was formed, an architect chosen, and a location selected for a museum.

The museum's architects wanted to design a building that could help translate Sparky's whimsical philosophy of life through art into three dimensions. "While the artwork is the attraction, our challenge was to create a place where Sparky's spirit can comfortably reside. We challenged ourselves to envision what he would find appropriate, and what would be the most comfortable environment for the display of his work and the celebration of his life," said David Robinson, the lead architect. After four years of planning, the Charles M. Schulz Museum and Research Center officially opened on August 17, 2002. The hardwood floor in what is known as the Great Hall embodies Charlie Brown's zigzag design, while throughout the entirety of the museum four-panel comic strips can be found adding an extra *Peanuts* spark.

The main focus of the Schulz Museum is Charles Schulz's full life and inspiring art; on the bottom floor museum visitors will find an introduction to *Peanuts* characters as well as a mosaic composed of over 3,000 comic strips on ceramic tiles (created by artist Yoshiteru Otani) and two changing galleries, one of which always contains original strips drawn by Schulz. Head up the stairs and one will find myriad insights into Sparky's life, including a replication of his studio, a timeline of major events in his life, information on his earliest comic influences, and much, much more. We hope you and your students' visit to the Schulz Museum is filled with fun and whimsy!



## Pre- and Post- Visit Activity Ideas

These activities can be used to prepare your students for a visit to the Schulz Museum or to extend your museum experience into the classroom after your visit. The following are aligned with Common Core standards. Find specific standards for your museum tour on our website at <https://schulzmuseum.org/learn/for-educators/field-trips/common-core-alignment/>. They have been designed for a wide range and can be adapted to fit the needs of your students.

### I. *What Do You Know About Charles Schulz?* (pre k – grade 6)

#### Objectives:

- To get students thinking about their trip to the Schulz Museum and what they will learn there
- To encourage students to ask questions while on their tour

#### Instructions:

Have students write down one thing they know about Charles Schulz and *Peanuts*, or spend time coming up with things as a group and having one person/the teacher record all of them. Also have the students come up with questions they would like to ask during their visit. After returning from the museum, try the same exercise and compare how many things students were able to think of before and after their visit. Were all of their questions answered?

### II. *Discovering Peanuts* (pre k – grade 6)

#### Objectives:

- To familiarize students with *Peanuts* and its characters, as well as comic strip art in general

#### Instructions:

Up to a week before your visit to the Schulz Museum, have students cut out the daily *Peanuts* strip and bring it to class. Using the suggestions below, spend some time each day discussing the strip. If you have younger students (pre k – grade 2), you may want to simply read the strip or a *Peanuts* book aloud with your students to familiarize them with *Peanuts* characters. An alternate way to go about this activity is to show one of the many animated *Peanuts* specials to your class (find a list of animated specials in the **Resources** section of this packet) and adapt the following discussion points.

Is the strip, book, or movie funny? Why or why not?

What are some words you could use to describe the personalities of the characters in this strip?

Have you ever experienced anything similar to what's happening in the strips?

Who is your favorite character and why? Least favorite? Are there some characters that appear in the strip more often than others?



### III. *What's in a Comic Strip?* (pre k – grade 6)

#### Objectives:

- To help students discover that one comic can have a broad range of people and places, but that they are not all put into every strip

#### Instructions:

Have each student cut out an example of his or her favorite comic strip from the newspaper, *Peanuts* or otherwise, and have each present their chosen strip to the class. Students may want to use the following discussion points.

- Why do you like this strip?
- How many characters are in this strip? Who are the main characters?
- Describe some of the characters: What are their names? How old are they? Do you have anything in common with them?
- Where is this strip taking place? Does it ever take place anywhere else?

### IV. *Make a Museum at School* (pre k – grade 2)

#### Objectives:

- To reinforce students' knowledge of the function of museums



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#### Instructions:

Now that your students know what a museum is for—displaying artwork, artifacts, etc.—it's time for them to create their own classroom museum. First decide what your museum will be about; it can be an art museum with students' original paintings and drawings, or students can bring things from home such as household objects or things they find fascinating or unusual. Display the art/objects in places all around the classroom and be sure to create labels for each piece with the contributor's name and possibly a short description. You can even arrange for parents to come visit the museum

## **V. *Illustrate a Story*** (pre k – grade 2)

### **Objectives:**

- To get students to use their imaginations about what is happening in a story

### **Instructions:**

Children are familiar with the method of combining pictures and words to tell a story; comic artists like Charles Schulz do the same basic thing to tell their stories. Read a short story or poem to your class without showing them the pictures. Afterwards, ask students to draw a picture or pictures of one thing that happened in the story.

## **VI. *Create a Mosaic*** (pre k- grade 2)

### **Objectives:**

- For students to create a work of art using a variety of colors and textures

### **Instructions:**

Remind students of the tile mosaic they saw at the Schulz Museum. Cut or tear construction paper, cardstock, magazine pages, even tin foil into little pieces and have students arrange the pieces on a piece of white paper. Challenge students to cover up as much of the white space as possible. They can glue as they go or arrange all the pieces and then glue them. Another option is to have the students arrange their mosaic and then lay a piece of clear contact paper over it to hold the pieces in place.

## **VII. *Make an Animated Flip Book*** (grades 3-6)

### **Objectives:**

- To teach students the basics of animation
- To show students how closely comic art and animation are related

### **Instructions:**

Movement and flow are important to the successful interpretation of a comic strip. A comic artist must learn to emphasize some motions while eliminating others. On the other hand, an animator must capture a broad range of movements in order for a cartoon to look continuous. Film and animation are possible because of a phenomenon called - persistence of vision - (when a sequence of images moves past the eye fast enough, the brain fills in the missing parts so that the subject appears to be moving).

For students to make their own animated cartoon, pre-cut strips of paper for students or ask them to bring their own to class (alternate materials that can be used are index cards or post-its still stuck together). Each student should plan on using at least 20 strips and they should be fastened together with a staple or a brad. Have each student pick a subject - anything from a bouncing ball to a flying butterfly or a growing tree. They should draw three key images first: the beginning on page one, the end on page twenty, and the middle on page ten, then fill in the strips between the key images.

To take this activity a step further, give each student a copy of the blank, four-panel strip template included with this packet and have each student reduce the number of images from their flip book to fit into the four panels. The action should still make sense even though it's no longer animated. Encourage students to create a story by adding speech bubbles or captions to their strip.

### **VIII. Play a Drawing Game: Picture to Order** (grades 3-6)

#### **Objectives:**

- To practice representing ideas visually
- To exercise listening and team work skills
- To demonstrate that individuals all approach ideas and tasks differently and this difference is part of what makes art exciting and fun

#### **Instructions:**

Students should work in small groups for this activity. All students will need a blank piece of paper and pencil. Each student in the group will take turns identifying what the rest of the group should draw. For example, the first player gets to name one thing to include in the drawing like a tree. Once the student names the item, everyone in the group, including the first player, draws a tree. Make sure students know that they are not going to all draw the same thing. The fun of the game is to see how everyone applies their own creativity to the same subject matter.

Continue to the next student in the group who gets to identify the next item for everyone to draw. Let each child in each group come up with ideas for the picture. After a few rounds, invite students to share their pictures to see how they all approached the same topic creatively and differently, and often, humorously.

This can also be done as a full class activity with the students at their desks. The teacher can start off by suggesting one thing for all the students to draw. The teacher can call on students to add additional ideas. Consider starting the activity off by asking all students to draw a head. Engage the class in sharing ideas around creating a character like adding a body next, then an eye patch, a unicorn horn, a tail, four legs, wings, whiskers, and so on. Invite students to share their drawings with the class or color them in and even to name their characters.

### **VIII. Create a Comic** (grades 1-6)

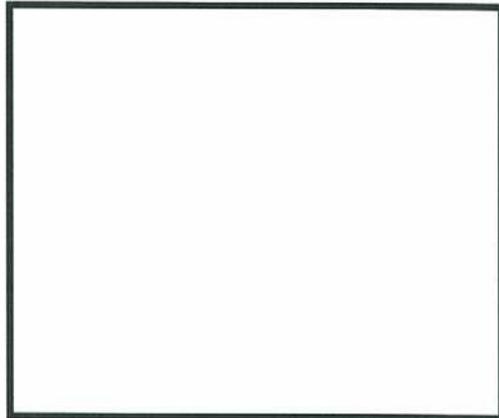
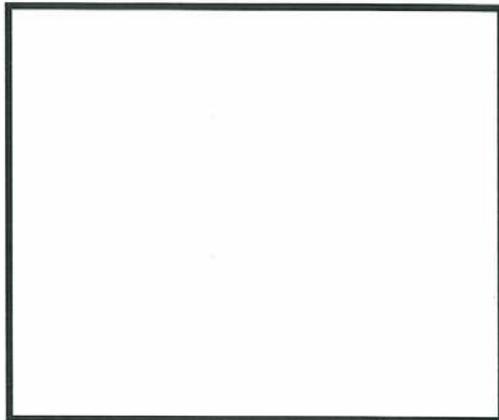
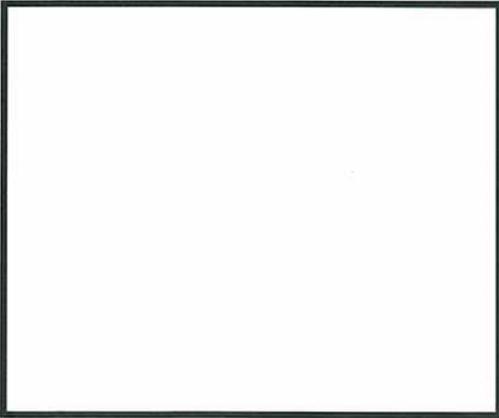
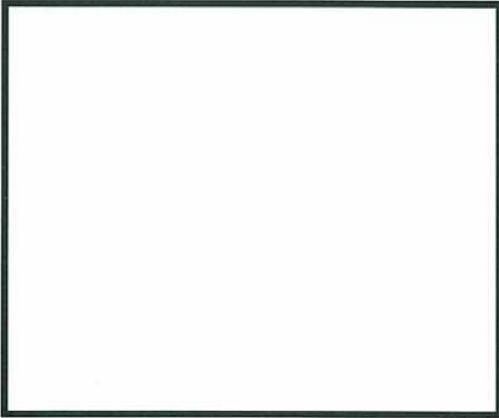
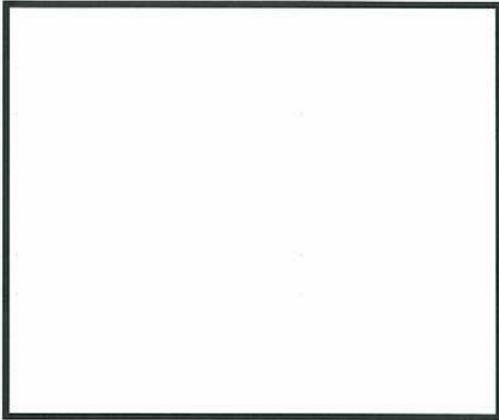
#### **Objectives:**

- To understand the elements of a comic strip

#### **Instructions:**

Make copies of the comic strip template on the following page. Cut the copies in half and provide each student with a blank four-panel comic strip. If possible, have examples of popular comic strips available for students to look at for inspiration. As a class, discuss everything you know and have learned about comics such as how cartoonists get their ideas, and that comic strips have characters and a setting just like books, stories, and movies. Point out that comic strips also often have a problem or something that happens. And, of course, comics can be funny but do not have to be. Challenge students to come up with their own idea for a comic strip or assign an idea from your class curriculum. For example, students could create a comic strip based on a scene from a book you are reading as a class or on an event from your social science curriculum.

Give students time to plan and draft their comic strip in pencil. Provide additional blank comic templates if needed. After completing a draft in pencil, students can draw over their lines with a black felt tip pen or sharpie. They can also color in their comics if desired. Create a comic strip gallery in the class to display everything you learned and created during your study of comics, Charles Schulz, and *Peanuts*.



## **Recommended Resources**

These additional sources will be helpful if you wish to learn more about Charles Schulz, *Peanuts*, or the art of cartooning.

### **Web Sites**

[www.schulzmuseum.org](http://www.schulzmuseum.org)

- Official website of the Charles M. Schulz Museum and Research Center

[www.peanuts.com](http://www.peanuts.com)

- Character profiles
- Download an app to have strips at your fingertips
- Write on the community wall and contribute to the Snoopy Spotter

[www.fivecentsplease.org](http://www.fivecentsplease.org)

- Recent news articles and press releases on Charles Schulz and *Peanuts*
- Links to other *Peanuts*-themed websites
- Info on *Peanuts* products

[www.aaugh.com](http://www.aaugh.com)

- Info on *Peanuts* books, DVDs, and videos and where to find them

[www.toonopedia.com](http://www.toonopedia.com)

- Info on *Peanuts* and many, many other comics – it's an “encyclopedia of ‘toons’”

[www.teachingcomics.org](http://www.teachingcomics.org)

- The Center for Cartoon Studies
  - Budding Cartoonist may be interested in continuing their education here
  - Links to other educational resources concerning comics

[www.gocomics.com](http://www.gocomics.com)

- Access to popular and lesser-known comic strips, as well as editorial cartoons

[www.reuben.org](http://www.reuben.org)

- Official website of the National Cartoonists Society
- Info on how to become a professional cartoonist
- Info on awards given for cartooning

[www.kingfeatures.com](http://www.kingfeatures.com) and [www.amuniversal.com](http://www.amuniversal.com)

- Newspaper syndicate web sites
- Learn more about the distribution of comics to newspapers



## **Books**

Bang, Derrick, and Victor Lee. *50 Years of Happiness: A Tribute to Charles M. Schulz*. Santa Rosa, CA: Charles M. Schulz Museum & Research Center, 2002.

Schulz, Charles M. *Peanuts: A Golden Celebration: The Art and the Story of the World's Best-Loved Comic Strip*. New York: Harper Collins, 1999.

Klingel, Cynthia and Noyed, Robert B. *Charles Schulz (Wonder Books, Level 2 Reader)*. Chanhassen, MN: The Child's World, 2002.

~very basic information (24 pages, about 200 words)

Schuman, Michael. *Charles M. Schulz: Cartoonist and Creator of Peanuts (People to Know)*. Berkeley Heights, NJ: Enslow Publishers, 2002.

~suitable for ages 10-15 (128 pages, about 20,000 words)

Whiting, Jim. *Charles Schulz (Real-Life Reader Biography)*. Bear, DE: Mitchell Lane Publishers, Inc., 2003.

~suitable for ages 8-11 (32 pages, about 3000 words)

## **Abbreviated List of Peanuts Shows and Movies**

(Adapted from - The *Peanuts* Animation and Video Page - web site by Scott McGuire: <http://mit.edu/smcguire/www/peanuts-animation.html>).

For a complete list of *Peanuts* shows and movies or for more information on those listed here, please visit the web address above.

### **Prime-Time Specials**

**A *Charlie Brown Christmas*** Charlie Brown becomes the director of the gang's Christmas pageant. Can he overcome their preference for dancing instead of acting, find a good Christmas tree, and discover the true meaning of Christmas?

**A *Charlie Brown Thanksgiving*** Peppermint Patty invites herself and friends to Charlie Brown's for Thanksgiving dinner, so with Snoopy and Linus' help, he decides to cook his own version of a Thanksgiving meal.

***It's the Great Pumpkin, Charlie Brown*** While the gang goes trick-or-treating, Linus waits in the pumpkin patch for the Great Pumpkin; Snoopy plays the World War I Flying Ace and is shot down over "no man's land."

***It Was a Short Summer, Charlie Brown*** Returning to school, the gang has to write a 500-word essay about their summer vacation. They recall going to summer camp, where the "boys' camp" and "girls' camp" compete against each other in swimming, softball, and other events.

***It's the Easter Beagle, Charlie Brown*** Peppermint Patty tries to teach Marcie how to decorate eggs, Snoopy gets a birdhouse for Woodstock, and Linus convinces Sally that she doesn't need to color eggs because the Easter Beagle will bring them.

***Be My Valentine, Charlie Brown*** Charlie Brown hopes for Valentines cards in his mailbox and at the school Valentine's Day party; Linus buys a present for Miss Othmar, and Sally hopes Linus will notice her.

***Snoopy's Reunion*** Charlie Brown decides to cheer up Snoopy by hosting a reunion party with his brothers and sisters; we learn about their first days at the Daisy Hill Puppy Farm and how they came to leave it.

***Lucy Must Be Traded, Charlie Brown*** Charlie Brown trades Lucy to Peppermint Patty's baseball team in hopes of getting a better player and winning a few baseball games.

***This Is America, Charlie Brown*** This eight-part series, advertised as "the first animated miniseries ever," was broadcast in prime-time on CBS during the 1988-89 season. Meant as both education and entertainment, the shows find the *Peanuts* gang witnessing and participating in historic events and discoveries. In addition to the animated characters, historical pictures and footage are used. The series includes:

***The Mayflower Voyagers***  
***The Birth of the Constitution***  
***The Wright Brothers at Kitty Hawk***  
***The NASA Space Station***  
***The Building of the Transcontinental Railroad***  
***The Great Inventors***  
***The Smithsonian and the Presidency***  
***Music and Heroes of America***



### **Documentaries and Live-Action Shows**

Although definitely part of the *Peanuts* television canon, these shows are either not primarily animated, or are a blend of interviews, archival footage and retrospectives that incorporate sequences from earlier specials.

***A Boy Named Charlie Brown*** A gentle and informative examination about Charles Schulz and the comic strip; featuring Charles Schulz driving his children to school while he discusses where he gets his ideas, answering his fan mail, at work in his studio, drawing his famous creations, and more.

***Charles M. Schulz... To Remember*** A documentary starring Charles Schulz with reflections on his youth and on parenthood, and how they inspired events and characters in the comic strip, especially his recollections of Spike, his real-life childhood dog that was the inspiration for Snoopy. Also includes segments filmed in France and clips from the animated movie, "Bon Voyage, Charlie Brown".

**A&E Biography—Charles Schulz: A Charlie Brown Life** An overview of Charles Schulz's life and career, including snippets from animated shows.

**The Making of A Charlie Brown Christmas** This 17-minute documentary hosted by Whoopi Goldberg focuses on the creation of the first *Peanuts* TV special, including interviews with some of the original voices; an example of the earliest *Peanuts* animation, (a Ford Falcon TV commercial); and a tribute to Vince Guaraldi, composer of the *Peanuts* theme.



### **Movies**

There have been five theatrically released feature-length *Peanuts* movies.

**A Boy Named Charlie Brown** After winning local competitions, Charlie Brown competes in a national spelling bee.

**Snoopy Come Home** Snoopy decides he must return to his previous owner.

**Race for Your Life, Charlie Brown** The gang goes to summer camp and competes in a whitewater race.

**Bon Voyage, Charlie Brown (And Don't Come Back)** Charlie Brown, Linus, Peppermint Patty, Marcie, and Snoopy travel to France as exchange students and confront a mystery surrounding their hosts.

**The Peanuts Movie** Charlie Brown, the world's most beloved underdog, embarks upon an epic and heroic quest, while his best pal, the lovable beagle Snoopy, takes to the skies to pursue his arch-nemesis, the Red Baron. From the imagination of Charles M. Schulz and the creators of the *Ice Age* films, *The Peanuts Movie* will prove that every underdog has his day.

~~~~~  
If your students have additional questions, they can write them to the address below. Make sure to include a return address so that we can mail back the answers.

**Charles M. Schulz Museum  
2301 Hardies Lane  
Santa Rosa, Ca 95403**

