

CLASSROOM ACTIVITIES

ACTIVITY 1: Exploring portraiture

Grades: 3–5, 6–8

**Subjects: English Language Arts, History/
Social Studies, Visual Arts**

Within a unit of study on the Colonial Period, students will look closely at *Charles Calvert and His Slave*, *Elizabeth Calvert*, and *Eleanor Calvert*. They will discuss the portraits and their historical contexts using the questions below for consideration. Students will form teams of four for the initial discussions, then rejoin the class for a large group discussion. Teacher will record the results of the group discussion on a black/white board.

- What words would you use to describe the four people in the paintings?
- What objects and landscapes were included in the portraits to communicate ideas about the people in them?
- Using previous knowledge about life from this period and other sources on the status of women and enslaved African Americans, what words would you use to describe what the lives of these four people may have been like?
- How were the individuals depicted and what do their faces, clothing, and positioning tell us about their personalities, how they lived, and the social and historical context of the time? Do you think their portraits reflect an accurate picture of their lives? Explain your response.
- Are there similarities between the way the two boys are depicted in *Charles Calvert and His Slave* and what their lives may have been like? Differences? Why do people have portraits made?

Students will then create individual self-portraits—through drawing, painting, or paper collage—representing themselves the way they *want* to be perceived by others, including props, objects, or environments that they feel communicate something important about who they are and what they value. They will then share the artistic choices they made to convey their point of view in their self-portraits.

ACTIVITY 2: Examining the lives of free African-Americans in 19th century Maryland

Grades: 3–5, 6–8

**Subjects: English Language Arts, History/
Social Studies, Visual Arts**

Within a unit focused on the lives of enslaved and free African Americans, students will examine *Charles Herman Stricker Wilmans* and *In the Garden*. They will discuss the life of the artist Joshua Johnson using these and other resources. Students, divided into teams of four, will research one free individual of African descent in Maryland from the Revolutionary period through the early 19th century using print and/or online materials. The following questions will act as a guide for their research.

- What kinds of trades were these individuals involved in?
- What were their lives like?
- How were their lives similar or different from enslaved African-Americans in Maryland?

Students will come back together and share their team research in oral presentations that feature visual images. As a large class, the group will discuss the differences and similarities between the life of the free individual of African descent that they chose for their research, and the life of Joshua Johnson.

ACTIVITY 3: Comparing American artistic styles across time

Grades: 3–5, 6–8

**Subjects: English Language Arts, History/
Social Studies, Visual Arts**

Students will look closely at *Charles Calvert and His Slave* and *Charles Herman Stricker Wilmans* and describe the two paintings. Using the following questions, students will explore the similarities and differences between the two in a class discussion. Teacher will record student responses in a Venn Diagram on a black/white board.

- Describe the art elements—color, line, shape, texture, space, and form—you see in the paintings.
- How are the subjects of the two paintings similar? How are they different?
- How are the art elements used differently in the two paintings? How did the artist use the art elements to express important information about the subjects?
- How are the compositions (the arrangements of the different parts of the image) of the two paintings similar? How are they different? (See “Close Looking” section.)

Using the results of the comparative discussion outlined above, previous knowledge, and additional resources (including the full or adapted text of “Young America”) individual students will write a one- to two-paragraph text exploring the following question. They will then generate one additional question for further exploration.

- What do the differences in the paintings suggest about the socio-economic status of the individuals? Explain your response.

CLASSROOM ACTIVITIES

ACTIVITY 1:

Exploring the bald eagle as a symbol of American strength

Grades: K–2

Subjects: English Language Arts, History/ Social Studies, Visual Arts

Teacher will share with students the definition of a symbol, explaining that a symbol is a visual image or an object that stands for a bigger idea. They will then share with students that there are many American symbols important to people in the United States. Examples of those are the American flag, which symbolizes freedom, and the bald eagle, which represents strength. Students will compare and contrast the images of bald eagles from the *Mantel Clock* and the *Eagle Finial*, using the following questions. Teacher will record student responses in a Venn Diagram on a black/white board.

- What types of lines, colors, shapes, textures, and forms can you find in the two artworks?
- Compare and contrast the two objects. What can you see that is the same? What can you see that is different?
- Which of the objects do you think best shows strength? Why?

Individual students will create their own drawing or paper collage of a bald eagle that they feel best illustrates the idea of strength.

ACTIVITY 2:

Comparing and contrasting George Washington in image and text

Grades: K–2

Subjects: English Language Arts, History/ Social Studies, Visual Arts

Students will examine and describe the depiction of George Washington on the *Mantel Clock*. Read aloud or have students read an age-appropriate description of George Washington's qualities as a leader. Students will then compare and contrast the textual description with the visual image using the

following questions. Teacher will record student responses throughout the discussion.

- What kinds of words are used in the text to describe George Washington as a leader?
- What kinds of lines, shapes, colors, textures, and forms do you see in this image of George Washington?
- What do the things you can see in this object make you think about what George Washington was like?
- Do you get the same idea from the writing about George Washington as you do from the image of George Washington on the *Mantel Clock*? If so, why? If not, what is different?

Individual students will then select someone they feel is an important leader in their lives, such as the president, a community leader, a relative, or a sports or media personality. They will each make a list of up to 10 words that describe the leader they selected. Using drawing or paper collage techniques, students will then create an image of the leader they chose to depict. Reflecting on the previous discussion, they will share their artworks and explain the artistic choices they made to communicate leadership qualities.

ACTIVITY 3:

Reimagining the Great Seal of the United States

Grades: K–2

Subjects: English Language Arts, History/ Social Studies, Visual Arts

Students will look closely at the *Mantel Clock*, *Eagle Finial*, and *Round Platter*, describing what they see in the in the artworks. Teacher will share with students the definition of a symbol, explaining that a symbol is a visual image, an object, or even a person that stands for a bigger idea. They will then share with students that there are many American symbols important to people in the United States. Using these resources (original or adapted), teachers will share that George Washington can be seen as a symbol of leadership, the American bald eagle as a symbol for strength and independence, and the American flag as a symbol of freedom.

Teacher will include explanations of the Greek and Roman symbols visible on the works.

Teacher will divide students into teams of two or four to design a new flag for the United States, using the questions below to guide their thinking. Student teams will designate a note-taker to record their responses.

- Which symbols would you use for the new flag?
- The three objects that you looked at contain symbols from ancient Greece and Rome, to connect the United States to societies and ideas that the founders admired. Are there images from other cultures that you might use in the flag or as inspiration for the flag?
- What would you keep from the current flag? Why?
- How would you want Americans to feel when they see the new flag? Proud? Excited?

Student teams will create a flag on a large sheet of paper, using markers and/or paper for collage. Each group will then share their new flag with the class and describe their process for selecting the symbols they incorporated into their work.

CLASSROOM ACTIVITIES

ACTIVITY 1:

Exploring Baltimore painted furniture

Grades: 3–5

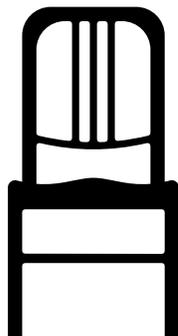
Subjects: English Language Arts, History/Social Studies, Visual Arts

Within a unit on Maryland history, students will look closely at the Willow Brook armchair, using the following questions to guide their observations. Teacher will record student responses on a white/black board.

- Describe the art elements—line, color, shape, texture, space, and form—that you see in this work (including the form of the chair and the painted image).
- Why might someone paint an image of a building on a chair?
- What kind of person do you think might own this chair? Explain your response.

Teacher will share with students information on the history of the Willow Brook armchair, and information on Willow Brook itself. In pairs, students will discuss what buildings or sites in their community would be suitable to decorate a chair for their classroom.

Teacher will make outlines of life-sized chairs from a frontal view on butcher paper and cut it along the lines, ensuring that each paper chair has enough space for decoration. (Please see illustration below.) Each student pair will receive a paper chair. On separate pieces of paper or blank index cards (no more than 4" x 6"), individual students will then use colored pencils to draw sites from their community. They will then attach these images to the chair. Each paper chair will then be placed on the wall of the classroom and pairs will present their work to the entire class, sharing their choices of the sites and the artistic choices they made to depict them.



ACTIVITY 2:

Creating an advertisement for Maryland silver

Grades: 3–5

Subjects: English Language Arts, History/Social Studies, Visual Arts

Students will examine the *Tureen* and the “*Gilmor*” *Pitcher*. In teams of four, they will brainstorm as many words as they can to describe each of the objects. Each team will then share their words with the class. Teacher will record all words in a Venn Diagram on a white/black board to show the differences and similarities identified by students.

Teacher will share the information on the *Tureen* and “*Gilmor*” *Pitcher*, including information on the silversmiths who created the objects. In pairs, students will select one of the silver objects. They will then collaboratively write a newspaper advertisement for the object of their choice, using their previous knowledge of Maryland history and the information from this resource. Using the descriptive words recorded on the Venn Diagram, they should create a persuasive and descriptive advertisement to appeal to the customers of the day.

ACTIVITY 3:

Connecting Maryland products of the past and present

Grades: 3–5

Subjects: English Language Arts, History/Social Studies, Visual Arts

Within a unit on Maryland history, students will look closely at the Willow Brook armchair, using the questions below as guidelines for their discussion. Teacher will record all student responses on the white/black board.

- Describe the art elements—line, color, shape, texture, form, and space—you see in this work.
- Why might someone paint an image of a building on a chair?
- What kind of person do you think might own this chair? Explain your response.

Teacher will share with students the information about the Willow Brook armchair, the local resources used to make the armchair, and its popularity in the national market as far away as New Orleans using information and images of Maryland silver provided in this resource. Working in teams of four, student groups will select a product made in Baltimore and sold nationally and/or internationally. Using print publications, online resources, and correspondence with businesses, students will research what the products do, local resources (if any) used to make the products, where they are sold, how they are transported to national and/or international markets, and what customers think of the products. Teams will then share their research in an oral report to the class. Teacher will follow up with a class discussion on the differences between how products are made and sold in Baltimore now versus when the Willow Brook armchair was made.

CLASSROOM ACTIVITIES

ACTIVITY 1:

Comparing and contrasting Manifest Destiny in image and text

Grades: 6–8, 9–12

Subjects: English Language Arts, History/ Social Studies, Visual Arts

Students will read the article “Annexation” by John L. O’Sullivan in the *United States Magazine and Democratic Review* in which he coins the term Manifest Destiny⁶ and look closely at *Indians Hunting Elk on the Platte* and *A Wild Scene*. They will examine the two artworks using the questions below to guide their observations and ideas.

Teacher will record student responses on a white/black board using a Venn Diagram for the first three questions and a two-column chart for the last question.

- Compare and contrast the visual elements of the two paintings. What do they share? What is different?
- What are the different stories that each painting is telling? Where do they overlap or diverge in what they are communicating?
- How is O’Sullivan’s argument about Manifest Destiny supported or undermined by each of the paintings?
- What are the advantages and disadvantages of using text or image to describe or promote an idea?

Individual students will then research at least one other additional image related to the idea of Manifest Destiny and compose a two- to- three page essay analyzing how visual images of the period affected the understanding of Manifest Destiny.

ACTIVITY 2:

Examining images from European American and Lakota perspectives

Grades: 6–8, 9–12

Subjects: English Language Arts, History/ Social Studies, Visual Arts

Students will look closely at the Lakota beaded vest, *Indians Hunting Elk on the Platte* and *A Wild Scene*. Teacher will divide students into teams of four and ask each group to use a three circle Venn Diagram to record their responses to the follow questions.

- Describe the art elements—color, line, shape, texture, space, and form—that you see in these works.
- How are the art elements used similarly? How are they used differently?
- How are the subjects similar? How are they different?

Students will then share their observations recorded in the Venn Diagrams. For further analysis of the similarities and differences, students will respond to the following questions in a group discussion.

Teacher will record student responses on a black/white board throughout the discussion.

- What does the difference in the way the horse is depicted suggest about the different artists, time periods, and social contexts?
- What underlying values may be represented in these works? What do you see that communicates these values to the viewer?
- How might the different circumstances in which these artworks were produced and sold have influenced their content and aesthetics?

Following the discussion, teacher will share information about the three objects from this resource. Student teams will then post their Venn Diagrams. They will research to find direct quotes and primary sources related to the importance of the horse for European and Native Americans in the American West that connect to the ideas from their Venn Diagrams and the group discussion. Each team will post the quotes and primary sources around their Venn Diagrams and connect with string, yarn, or colored tape the sources and the relevant ideas in the Venn Diagrams. They will then share with the class to explain their connections.

ACTIVITY 3:

Exploring the history of the cowboy image

Grades: 6–8, 9–12

Subjects: English Language Arts, History/ Social Studies, Visual Arts

Students will discuss *Bronco Buster*, looking closely at the sculpture, and using previous knowledge and the additional information (original or adapted) in this resource. In research teams of two or four, they will examine representations

of cowboys, compiling a grouping of various cowboy images from the 19th century through the present from print and/or online resources. They will research the following questions and present the results of their research to the class in oral presentations that feature visual images.

- How did early cowboy images, including *Bronco Buster*, relate to the idea of Manifest Destiny?
- How did images of cowboys change or stay the same over time?
- What did cowboys represent in different periods of American history?
- In which visual sources do you find cowboys and what do their images imply? How might their images be perceived by different audiences?

Each team of two or four students will then brainstorm four to five additional research questions, selecting the one question they feel would offer the greatest number of avenues for further exploration to share with the class.

CLASSROOM ACTIVITIES

ACTIVITY 1:

Making plates that reflect unity and diversity

Grades: K–2, 3–5

**Subjects: English Language Arts, History/
Social Studies, Visual Arts**

Students will look closely at all the plates in “Unity in Diversity.” They will discuss the images on the plates using the following questions to guide the discussion. Teacher will record student thoughts on a black/white board.

- What kinds of lines, shapes, colors, textures, space, and forms do you see in these plates?
- What things do you recognize in the plates? What is unfamiliar?
- What differences do you notice among the plates?
- What kind of person do you think used these plates? Explain your response.

Teacher will share the historical context and how the plates were intended to represent unity for the nation, highlighting the role of the president in creating a unified vision for the country.

The following plate design activities can be used to further explore ideas. Students may use paper plates with crayons, markers, pastels, or watercolors or plain white ceramic plates with ceramic paint (which will dry upon baking).

- In teams of four, students will share thoughts about conflicts that arise in school and ways to support respect among a diverse student body. They will then generate a list of words that embody what respectful and positive interactions look like in a school environment. Selecting two to three of these words as inspiration, student teams will create plates illustrating the ideas in visual form. Students will share their plates with the class and explain the subjects and the artistic choices they made. These will then be displayed in the classroom or school hallways to reflect the “unity in diversity” of the school.
- As a class, students will look carefully at plants and wildlife in their local neighborhoods, recording their observations in notes, sketches and photographs. Individual students will then design plates depicting plants and wildlife that they feel represents something important about the area. Students will share their plates with the class and explain the subjects and the artistic choices they made. These plates can be displayed together to reflect the diverse natural world around the neighborhood.

ACTIVITY 2:

Comparing and contrasting images and ideals in the Hayes administration

Grades: 9–12

**Subjects: English Language Arts, History/Social
Studies, Visual Arts**

Within a unit on the United States in the late 19th century, students will look carefully at the seven plates in the BMA collection designed for the White House included in this resource, using the following questions for guidance. Teacher will record all student responses on the white/black board.

- Describe the art elements—line, color, shape, texture, form, and space—that you see in these works.
- What things do you recognize in the plates? What is unfamiliar?
- What differences do you notice among the plates?
- What kind of person do you think used these plates? Explain your response.

Teacher will share with students information on the plates and what the decoration represents. Students will use their previous knowledge about the period to compare and contrast the ideals that were being expressed in the plates and the realities of life during the Hayes administration. Teacher will divide students into teams of four and start with the following questions for discussion. Student teams will record their responses to the second question using a two-column chart.

- Was the United States unified during this period? Why or why not?
- How do the images engage with or avoid the realities of American society during the late 19th century?
- What is the purpose of creating visual images that reflect ideals?

Following the team conversations, students will discuss the above questions as a class. Teacher will record student responses on a black/white board. Individual students will then develop research questions that address one important event or issue of the Hayes administration and can be investigated through texts and images.

CLASSROOM ACTIVITIES

ACTIVITY 1:

Exploring audio technology of the past and present

Grades: K–2, 6–8

Subjects: English Language Arts, History/
Social Studies, Visual Arts

Students will brainstorm a list of the ways people communicate today, with or without technology. Students will then carefully observe and describe the *'Bluebird' Radio*, using the following questions as prompts. Teacher will record all student responses on a black/white board.

- What lines, shapes, colors, textures, space, and forms do you see in the object?
- Have you seen anything like this object before? What does it remind you of?
- This object was used for communication. How do you think it would have worked? What do you think it communicated?

Teacher will share with students the function of the *'Bluebird' Radio* and its use during the time period. In teams of two or four, students will brainstorm a list of present-day technologies that allow people to listen to audio content such as news programs, podcasts, and music. Students will then choose one of those technologies and compare it to the *'Bluebird' Radio* using a Venn Diagram and the questions below for guidance.

- How are the uses of *'Bluebird' Radio* and the present-day technology similar? How are they different?
- Compare and contrast the looks of the *'Bluebird' Radio* and the present-day technology. How are they similar? How are they different?
- Why might the appearance of a piece of technology be important to the consumer?
- What might the designer of the *'Bluebird' Radio* have been trying to express through the look of the object? What does the look of present-day technology express?

Students will then participate in a class discussion about the potential advantages and disadvantages of the technologies they compared. Teacher will record all student responses in a two-column chart.

ACTIVITY 2:

Creating and performing plays about the role of radio during the Great Depression

Grades: 6–8, 9–12

Subjects: English Language Arts, History/Social
Studies, Visual Arts

Within a unit on the United States from 1929–1945, students will examine and describe the *'Bluebird' Radio*. Forming research teams of four, students will collaboratively research the use of radio during the Great Depression, including addresses by President Franklin Roosevelt. Share the following questions to guide students in their research.

- How did President Roosevelt use the radio to communicate with the public during the period of the Great Depression?
- What other kinds of radio programs were offered during that period? How did they reflect the time and the needs of the audience?
- What role did radio play in the home at that time? Is there an equivalent technology that people use today? How is it similar to or different from the radio?
- Why might the design of the radio have been important to consumers at that time?

Student teams will then collaboratively create an imaginative 10-minute play about a family who listens to the radio during the Great Depression, creating paper props for a 2-dimensional background set (including a radio appropriate for the time), and a full script. The following questions will help them create their play.

- Who are the members of the family?
- What is happening to them during the Great Depression? How do the different family members feel about it?
- What are some items they have in their home?
- Who is on the radio? (Don't forget to cast this role!)
- What would the family listen to on the radio? Why?
- How would each of the family members react to what's on the radio? Why might they have different reactions?
- What role does the radio play in their daily lives?

Student teams will then perform their plays for the class.

Audio recordings of fireside chats and other radio addresses by President Roosevelt can be found here:
<http://www.presidency.ucsb.edu/medialist.php?presid=32>

Transcripts of fireside chats by President Roosevelt can be found here: <http://docs.fdrlibrary.marist.edu/firesi90.html>

ACTIVITY 3:

Discovering the Art Deco style

Grades: 6–8, 9–12

Subjects: English Language Arts, Visual Arts

Students will look closely at *'Bluebird' Radio*, *Vanity*, and *Reversible Composition*. Using a three circle Venn Diagram, students will compare and contrast the three artworks. Students will respond to the questions below to help guide their looking. Teacher will record all student observations on a black/white board.

- Describe the art elements—color, shape, line, texture, space, and form—that you see in each of these objects.
- Which art elements are treated in a similar manner? Which are treated differently?
- What other kinds of objects do these works resemble?
- Where else in your daily life do you see shapes like these?

Teacher will share with students images of Art Deco objects and architecture without using the term Art Deco. Referring to the art elements identified in the three artworks, students will look for similar elements in the newly introduced Art Deco images. In teams of four, students will create their own preliminary definition of the style (Art Deco) based on their exploration of the common elements in the artworks. They will then research the art historical definition of Art Deco using print and/or online resources, which students will use to compare with their definitions. They will then share the results in a discussion with the entire class about the definition of Art Deco. Teacher may share a preferred definition of Art Deco for discussion. Finally, student teams will develop a research question about Art Deco and contemporary industrial design for further exploration.

CLASSROOM ACTIVITIES

ACTIVITY 1:

Creating a memory picture

Grades: K–2, 3–5

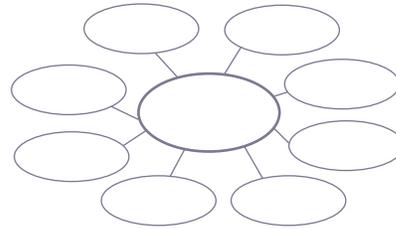
**Subjects: English Language Arts, History/
Social Studies, Visual Arts**

Students will look closely at *Shell Holes and Observation Balloon*, *Champagne Sector* and *Baptism*. Teacher will guide a class discussion using the questions below and recording answers using a Venn Diagram.

- Describe the art elements—line, color, shape, texture, form, space—in each painting.
- What do you think is happening in each of the paintings? What do you see that makes you say that?
- What is the mood of each of the paintings? What do you see that makes you say that?
- Are there any similarities in the paintings? If so, what are they?
- How are the paintings different?

Teacher will share with students information on the paintings and their artists, highlighting the fact that both paintings were done from memory. For elementary school students, sharing information on Horace Pippin can be supported by reading aloud, or having students read, *A Splash of Red: The Life and Art of Horace Pippin* written by Jen Bryant and illustrated by Melissa Sweet.

Students will then individually create drawings based on their own memories. In groups of four, students will discuss the memories they may use, and how they will create an image of this memory. Once they have selected a memory, students will create a Word Web (illustrated at right, above) with one sentence about their selected memory in the center circle. Next, they will add words that describe the memory using lines connecting the words to the circle. They will then create a drawing of their memory, using their descriptive words as inspiration. All students will share with the class their drawings, their descriptive words, and how the words they used helped them express their memory visually.



ACTIVITY 2:

Keeping an illustrated journal

Grades: K–2, 3–5

**Subjects: English Language Arts, History/
Social Studies, Visual Arts**

Students will examine *Shell Holes and Observation Balloon*, *Champagne Sector*, form teams of four and brainstorm as many words as possible to describe the painting. Each team will then share their words with the class. Teacher will record all words on a black/white board and then invite all students to discuss the painting by picking a word from the board and expanding on it—sharing why they feel it is important in the understanding of the painting. They must support their assertions with evidence from the painting.

They will then look closely at the page from Horace Pippin's journal in this resource and additional pages from Horace Pippin's illustrated journals, which can be found online at the Archives of American Art at the Smithsonian Institution. *

Students will then keep a visual and writing journal in which they write about and draw scenes of their lives three times a week for several weeks. They will then create a 2- or 3-dimensional work of art inspired by an event described in one of their journal entries. Teacher will lead a discussion of the process, ask students to reflect on the difference between capturing their lives in textual and visual form, and explore the benefits of using both text and image.

* Inventory of Horace Pippin's Journals in the Archives of American Art: <http://www.aaa.si.edu/collections/horace-pippin-notebooks-and-letters-8586/more#inventory>

ACTIVITY 3:**Exploring Horace Pippin's life through art and literature****Grades: K–2, 3–5****Subjects: English Language Arts, History/
Social Studies, Visual Arts**

Students will look closely at *Shell Holes and Observation Balloon, Champagne Sector*. Using the following questions as guidelines, students will discuss the work.

- Describe the art elements—line, color, shape, texture, form, and space—that you see in the painting.
- What do you think is happening in this painting? What do you see that makes you say that?
- What is the mood of the painting? What do you see that makes you say that?

Teacher will share with students that the painting is by artist Horace Pippin and recalls his time in Europe during WWI. Teacher will read aloud, or have students read, *A Splash of Red: The Life and Art of Horace Pippin* written by Jen Bryant and illustrated by Melissa Sweet and ask students to respond to the following questions during or after the reading. Students will point out where the illustrations support their answers.

- What kinds of things did Horace Pippin like to draw as a child?
- What did Horace Pippin do when he could not make art?
- How did Horace Pippin solve the problem of making art with an injured arm?
- What kinds of things did Horace Pippin paint as an adult?
- Horace Pippin used his mind and his hands when he made art. Share one way he used his mind in the process to make art.

Students will then individually research one artist of their choice using print and/or online resources and create a one-page research report accompanied by pictures (including one example of the artist's work and a student depiction of an important point in the artist's life). Students will then share their research with the class. Teacher may lead a follow up discussion to explore how the artists the students researched were similar to or different from Horace Pippin.

CLASSROOM ACTIVITIES

ACTIVITY 1:

Exploring transmission of knowledge

Grades: K–2, 3–5

Subjects: English Language Arts, History/Social Studies, Visual Arts

Students will look closely at the *Wedding Jar* using the following questions as guidelines for the discussion. Teachers will record student answers on the white/black board.

- What colors, shapes, lines, textures, space, and forms do you see?
- What is the overall shape of the object?
- How do you think this object might be used?

Teacher will share with students information on the creation, purpose, and imagery of the *Wedding Jar* and introduce students to the artist Margaret Tafoya and her family, focusing on the transmission of ceramics knowledge from Margaret to her children and grandchildren.

In pairs, students will discuss special skills that their parents, grandparents, older adult family members, older family friends, or respected community members have taught them or could teach them in the future. As a homework assignment, they will ask one of these people to share how they learned this skill, and record their responses. The following questions can be used to guide their interviews:

- What is your special skill?
- When did you learn this skill?
- Who taught you?
- Why did they teach you this skill?
- Have you ever taught anyone else this skill?
- Why is this skill important to you?
- Why should other people learn this skill?

Students will then write a three-paragraph report on how their family member or friend learned the skill. Students will share some of the stories they recorded with the class in a group discussion.

ACTIVITY 2:

Making a coil pot

Grades: K–2, 3–5

Subjects: English Language Arts, History/Social Studies, Visual Arts

Students will look closely at the *Wedding Jar* and respond to the following questions. Teacher will record student responses on the black/white board.

- What colors, shapes, lines, and textures do you see?
- What is the overall shape of the object?
- How do you think this object might be used?

Teacher will share with students the imagery and technique of the *Wedding Jar*, making sure to share the dimensions of the pot to emphasize the large size.

Students will create a simple coil pot with self-drying clay or, if a kiln is available, firing clay, paints, and glazes.

Basic instructions on how to make a coil pot can be found at: <http://www.deepspacesparkle.com/2013/10/21/how-to-make-a-coil-pot/> or <http://www.asia.si.edu/explore/teacherResources/Connections0108.pdf>

If there is a source of local clay that students can access, they can harvest their own supplies of clay.

Once pots are made, students will reflect on the process using the following questions to guide their discussion as a group:

- What part of making a coil pot was hard?
- What part of making a coil pot was easy?
- In order to make a coil pot the size of the *Wedding Jar*, what are some things you would have to keep in mind?

ACTIVITY 3: Designing a meaningful vessel

Grades: K–2, 3–5

Subjects: English Language Arts, History/Social Studies, Visual Arts

Students will examine the *Wedding Jar* and *Luzanna [Lousuanna Lujan]* and *Her Sisters*. Starting with the *Wedding Jar*, students will look closely and generate as many descriptive words as they can. Teacher will record the words on the white/black board and share with students information on the *Wedding Jar*, its purpose, and imagery using these resources.

Next, teacher will share the image of *Luzanna [Lousuanna Lujan]* and *Her Sister* and ask students to look closely at the painting using the following questions to guide their discussion. Teacher will record student responses on the black or white board.

- What colors, shapes, textures, lines, space, and forms do you see?
- What figures do you see in the painting? What objects?
- What are the different parts of the painting that make the composition?
- What do you think is happening in this painting? What do you see that makes you say that?

Share with students information about the painting. Make sure students have seen the *Wedding Jar* depicted in the painting if they have not already pointed it out.

Teacher will divide students into teams of four where they will discuss the following questions:

- What are some vessels or containers that we use in our daily lives?
- How do we use these vessels or containers?
- Are there particular vessels or containers that are used for special occasions? If so, what are they and for what occasions? (For example, a vase to hold flowers that someone might give to their mother on Mother's Day or a box to hold birthday and holiday cards from friends and family.)

Student teams will then share their answers in a group discussion. Teacher will record student responses on the white/black board. Student teams will then collaboratively design a vessel for an important purpose, such as to hold objects that have personal meaning. They will first determine the purpose, then the size, shape, and decoration of the vessel and create an illustration of the design using design elements such as pattern, contrast, etc. They will share their designs with the class in a large group discussion.